

Technology Plan

Mare Island Technology Academy Middle School

CDS: 48-70581-6116255

MIT Academy High School

CDS: 48-70581-4380196

Independent Charter Schools, Chartering entity: Vallejo City Unified School District

July 1, 2011 - June 30, 2016

This plan is for EETT and E-Rate.

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Background and Demographic Profile

MIT Academy Middle School and High School are charter schools in Vallejo, California. Founded in 1999, MIT Academy is now in its eleventh year of operation, serving 765 students in grades 6-12 with a waiting list of over 90.

The school demographics currently are as follows:

	Middle School	High School
Race/Ethnicity		
Filipino	16%	15.4%
African American	25.2%	15.9%
Caucasian	11.2%	13.8%
Hispanic	43.3%	51.4%
American Indian	.5%	.3%
Chinese, Japanese, Korean	1.7%	1.8%
Hawaiian, Samoan, Other PI	.7%	.6%
Declined to state, Unclassified	1.4%	.8%
Other factors		
Special needs	10%	9%
Free/reduced meal eligibility	50%	50%
English learner	11%	3%

The schools are driven by their respective charters which both contain the following Vision and Mission statements:

Our Vision: MIT Academy is a school where students, parents, staff, and Board are mutually respected, active partners in achieving success for every young adult. With technology and creativity to enhance the learning process, students graduate with leadership skills and excellent preparation for continued education. Our high academic standards are made possible by a safe and disciplined environment that allows learning to be fun.

The MIT Board, staff, and parents form a trusting and nurturing partnership characterized by honest, open communication and a respectful, enthusiastic, optimistic, and open-minded approach. MIT Academy is an effective and diverse organization that is an asset to the community.

Our Mission: Success for All Students: The mission of the Mare Island Technology (MIT) Academy High School is to challenge and empower our diverse community of young people, 9th through 12th grade, to master a rigorous, interconnected curriculum that equips them with exceptional academic, technological, social, and life skills and enables them to become self-motivated, competent, lifelong learners.

With parent, staff, and community involvement, MIT provides accountability in a nurturing and stimulating learning environment that extends beyond the classroom, building a commitment to our local and global communities. An MIT Academy High School graduate will exemplify personal excellence with a curiosity and passion for learning.

Course and requirements overview: Technology is obviously central to the Vision and Mission of the schools. It is also prominent in the course structure and graduation requirements. All students in the Middle School take one technology course per year, each building on the knowledge and skills mastered in the previous course. Among the high school graduation requirements are the following:

- 2 years of digital technology studies; many students complete one of these courses at the community college;
- Completion of an internship of at least 35 hours in the 11th or 12th grade, generally including use of technology; and
- Successful completion of the Senior portfolio as an electronic document.

Students also have several choices for after-school activities, including a technology-based Math Lab and a LEGO Mindstorms robotics class.

Instructional approach: MIT's approach of teaching core academic standards primarily through project-based, technology-infused curriculum enables students to master the standards and successfully complete the required courses. In the high school, students receive and submit assignments online in most classes.

MIT plans to extend its list of available software and provide trainings as necessary to

- Integrate Cyber High for credit recovery;
- Continue online Driver's Education training;
- Integrate more technology in the classroom environment, including podcasts, wiki, blogging, and moodle.

Technology infrastructure: The goal is to have all high school classrooms equipped with 28 up-to-date and operational computers and interactive whiteboards and all middle school classrooms to have 14 up-to-date and operational computers and interactive whiteboards. Many classrooms have Promethean clickers.

Features of the infrastructure include:

- 1Gb fiberrun from the server room (MDF) to 8 drop points (IDF) on the campus.
- From the 8 drop points (IDF), push out of 100Mb cat 6 cable to each of 30 classrooms (IDC).
- 1 or 2 classroom switches (IDC) to handle the 15 to 28 students computers, printers, teacher computer and any other networked devices.
- Data and voice network.
- 10 servers that range from duo XEON 2.2GHz with 2GB of RAM to duo XEON 2.66GHz with 16GB of RAM.
- Disk space just over 1.5TB for students and staff data.

Summary: The goal of the MIT Academy Technology Plan is to provide a living document that guides the effective use of technology as a tool to improve teaching and learning to increase student achievement, to enhance communication, and to promote administrative efficiency.

This Technology Plan addresses the issues raised by the need to up-grade and modernize the technology infrastructure and hardware, continue to introduce and train faculty and staff on new

and improved software, and expand technology options in student learning. The plan puts a focus on purchasing, servicing, and supporting the hardware, and network infrastructure to support the schools' curricular goals. And it attempts to do so with a realistic sense of California's budget crisis and the potential effect on school funding.

1. Plan Duration

MIT Academy's Educational Technology Plan defines a five-year period, **July 1, 2011 - June 30, 2016**, as the focus. Because the School and the Board are committed to the success of all students and because the funding situation in the state may change dramatically, revisions are expected during the effective period.

This plan is intended to meet all state and federal requirements for technology use plans and all current and future educational standards related to technology during its duration.

2. Stakeholders

A Technology Plan Team was organized in the fall of 2010 to review the previous, expired Technology Plan; gather and analyze data; provide recommendations in relation to the various Plan elements; and write the Plan draft. This Team consisted of teachers, the Director and Assistant Director, the Senior Accountant, the Network Administrator, a parent, and two Board members. This team met regularly from early October through December, 2010.

As stakeholders reviewed the Plan data, the following key elements were considered:

- The result on student achievement, particularly for under-achievers, of effective use of technology.
- Student proficiency in technological literacy (ISTE-NETs Standards.)
- Teacher proficiency in use of technology to implement, assess, and support a variety of effective practices for teaching and learning.
- Teacher and student access to technology.
- Is the digital divide being addressed through resources and strategies that ensure that all students are engaging in an educational program aligned to the district's vision of technology integration?

The Team reviewed the Plan draft with the middle and high school faculty and made corrections and adjustments. Then the Plan draft was submitted to the Board of Directors for review and approval; the plan was approved by the board on December 14, 2010.

Stakeholders Involved in Plan Preparation and Review		
Name	Position	CDS
Matt Smith	Site Administrator	48-70581-6116255 and 4380196
Alex Insaurralde	Site Administrator	48-70581-6116255 and 4380196
Diana Lopez	Senior Accountant	48-70581-6116255 and 4380196
Steven Feller	Technology Support Staff	48-70581-6116255 and 4380196
Chris Shook	Classroom Teacher	48-70581-6116255
Micah Studer	Classroom Teacher	48-70581-6116255
Mark Reichert	Classroom Teacher	48-70581-6116255
Mark Beland	Classroom Teacher	48-70581-4380196
Ryan Cole	Classroom Teacher	48-70581-4380196
Barbara Greer-Haeuser	Classroom Teacher	48-70581-4380196

Paul Rogers	Classroom Teacher	48-70581-4380196
Jill Hodges	Classroom Teacher	48-70581-4380196
Ange Taylor	Parent	48-70581-6116255
Kent Peterman	Board Member	48-70581-6116255 and 4380196
Lynne Vaughan	Board Member	48-70581-6116255 and 4380196

3. Curriculum

3a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.

Students: During the school day, students have extensive access to computers and technology. Each middle school classroom has a minimum of 15 computers, and each high school classroom has at least 26 computers (most have more). In addition, each classroom is outfitted with a printer, Smartboard, and LCD projector. Many classrooms also have a document camera, and numerous classrooms have response devices (Promethean clickers). Students have ready access to all these tools and use them during nearly every class, as well as by arrangement at lunch in teachers' classrooms.

Outside the school day, MIT Academy faces the same digital divide as every other school with students coming from a range of socio-economic and educational backgrounds. However, MIT offers an extensive before and after school program (B/ASP) in which students can access computers and related technology from one of many classrooms. In addition, specific technology offerings are made during the after school program, including robotics, Math Lab computer software (ALEKS), Study Island, and computer game programming.

Beyond the before and after school program, approximately 85% of students have computers with connectivity at home. For those students without access at home, the two Solano County Libraries in Vallejo (easily accessible by bus) have computers with Internet access, the larger library having a 40-station lab in addition to 30+ additional computers in various locations.

Once on the Internet, students have access to the www.mitacademy.org website and class websites 24/7.

Teachers: All teachers at both schools have a laptop with network and Internet connections. LCD projectors are present in 100% of classrooms, and 88% of classrooms have SMARTBoards connected to the LCD projector. There are 8 sets of Promethean Response "Clicker" devices in classrooms. A host of general information and specialized databases are available via the Solano County Library system, accessed at their website: www.solanolibrary.org.

The schools' student information system, PowerSchool, allows students, parents, and staff to access student grades and attendance from home. Its MIS capabilities include student scheduling, grades, attendance, discipline, financial accounts, staff information and assignments. It also allows parent access through the parent portal that allows parents to check attendance, grades, assignments, transcripts, and discipline. MIT is planning to add Limelight software next year that will let teachers track and disaggregate student formative and summative test and benchmark assessments.

Both schools are equipped with an automated telephone system and a voice mail option in all buildings and classrooms. MIT Academy subscribes to the *One Call Now* web based telephone and email parent notification system.

The following resources are also widely available:

- Four technology classrooms with at least 28 computers each, and academic software including World Book Online, Microsoft Office Suite, and Mavis Beacon Typing.
- In various classrooms, Rosetta Stone: English, *Read 180*, ALEKS (“Assessment and Learning Knowledge Spaces”) math software, Mavis Beacon, and Notebook Software.
- Completely functional computers with Internet connection averaging 15 per classroom at the Middle School and 28 per classroom at the High School with Microsoft Office Suite, Net Ops, Firefox, ALEKS, Study Island, and access to a substantial number of data bases through *solanolibrary.com*.

3b. Description of the Academy's current use of hardware and software to support teaching and learning.

Teachers: All teachers use technology on a daily basis in their classrooms for the following purposes:

- taking attendance electronically every period;
- frequently using the projector for lessons utilizing Notebook software and PowerPoint;
- frequently using SMARTboards or wireless slates;
- assigning and receiving student assignments electronically;
- entering grades in the electronic grade book (PowerGrade) linked to the student information system (PowerSchool);
- reading the electronic daily bulletin and in-house email;
- sending email messages to parents and in house on site and remotely;
- sharing documents via Google Docs;
- instant messaging with other staff users.

Students use of hardware and software to support learning: as described above (in 3A), during the school day students have extensive access to technology and software. Every classroom has abundant technology resources, including computers, Smartboards, LCD's, printers, document cameras, and response devices. Students use these tools constantly, and particularly the following software: Google Applications for Educators (including email and calendar), Microsoft Office, Study Island, ALEKS math software, Read 180, Google Earth, Sketch It, Photoshop, Rosetta Stone, and Zingy Science (to name a few). They are also involved in various programming projects including programming games and robotics. These tools are available to students both during the school and as part of our before and after school program.

In addition, students are able to access digital textbooks on the Internet and the local network, as well as class assignments. Additionally, they

- Submit assignments via student email accounts, and/or via an electronic “drop box” on the teacher’s “T-drive.”
- Use a variety of web-based services, including Study Island, Google, Google Earth, ALEKS, Rosetta Stone, and many others.

A recent survey of teachers indicated regular current use of the following technology tools.

Technology tools and percent of teachers using this tool

LCD Projector	100%
Internet Access for Students	100%
Streaming Video	100%
Interactive Whiteboard/Wireless slates	82%
Wireless Student Response System	29%
Specialized Software	54%
Document Cameras	50%
IPods	25%

The majority of teachers surveyed indicated that streaming video in the classroom was either very or fairly important. Currently, MIT does not have the capacity for streaming video in the classroom, due to needed upgrades to the network infrastructure.

Delivery of instruction and assessment of student progress through electronic records or other technology based tools is progressing, as MIT moves toward data-driven instruction. The schools currently use a number of programs to assist data driven instruction, including ALEKS, Study Island, and Mavis Beacon Typing. Additionally, the school is acquiring *LimeLight*, or similar data software, to assist teachers and administrators in making key instructional and curricular decisions based on current, accurate assessment data.

The various technologies can be used to improve and support data management, communicating with parents, setting student goals, establishing model focus lessons, improvement upon instructional best practices as well as the delivery of instructional presentations.

3c. Summary of the schools' curricular goals that are supported by this tech plan.

MIT Academy believes that technology is a key to learners' mastery of rigorous curriculum content and development of skills that are essential to local, national, and global citizenship. The primary roles of technology are to enhance students' learning, increase productivity, and contribute to efficient service delivery. The Plan reflects the integration of technological resources into all programs and departments to enhance delivery of instruction, support all areas of the curriculum, promote communication and informed decision making, and support the educational needs of students, faculty, staff, and community. MIT's Technology Plan is totally aligned with all other Plans for the charter schools through the process described below.

MIT Academy conducts a strategic planning process annually to up-date and continually prioritize the schools' five-year action plan. The resulting Strategic Plan provides the foundation

for all other plans, such as the Single Plan for Student Achievement for each school, the Safety/Emergency Plan, the Technology Plan, etc. The Strategic Plan addresses identified needs, goals, objectives, and action timelines in six areas:

- Educational program
- School environment
- Communications
- Parent/guardian involvement
- Fiscal management
- Facilities planning

The area primarily addressed by the Technology Plan is the “Educational Program.” All goals are listed below, with the “Educational Program” shown listing the specific goals.

MIT Priority: The Educational Program Goal is the Board’s top priority.

Educational Program Goal: Cultivate a learning community where students are engaged in their learning, strive for excellence, and are supported to achieve to their fullest potential.

Specific Goals:

- Provide and maintain high-expectation learning opportunities for all students
- Provide a comprehensive professional development program to support teachers in improving student instruction and assessment, including differentiated instruction methods.
- Increase student achievement in mathematics to be at least equal to the California average and demonstrate required increases each year, as measured by CST and CAHSEE.
- Increase student achievement in reading and writing to be consistently higher than the average in California and demonstrate required increases each year, as measured by CST and CAHSEE.
- Increase student achievement in history and science to continue to exceed the average in California and demonstrate required increases each year, as measured by CST.
- Increase annually the rate of English Learner progress and redesignation, as indicated by the CELDT and R-30 reports.
- Reduce the ethnic/racial and socio-economic achievement gaps by providing intervention instruction to every student not on grade level and by providing specific English development instruction for English Learners, as indicated by CST results.
- Increase the graduation rate and decrease the drop-out rate each year.
- Improve the use of technology in classrooms to support student achievement.

School Environment Goal: Provide a safe and nurturing learning environment that promotes responsible citizenship, self-discipline, personal responsibility and resilience, compassion, and mutual respect.

Communications Goal: Build and improve upon interactions and communication practices between and among students, staff, parents/families, and community

Parent/Family Involvement Goal: Expand and strengthen the quality and quantity of parent/family involvement opportunities.

Financial Management Goal: Closely monitor and manage MIT Academy finances to sustain educational program priorities over the long term.

Facilities Planning: Maintain and improve the long-term safety, accessibility, usability, and value of school facilities within budget limitations.

3d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the Academy curricular goals.

Goal 3.d: Technology will be integrated to support mathematics and English/language arts intervention instruction and standards-based instruction in all subject areas to improve student achievement and close the achievement gaps.

Objective 3.d: By June 2016, 100% of students will use educational software [e.g. ALEKS mathematics software (intervention), Microsoft Office Suite, Read180 (intervention), Wireless Response System, SMART Notebook software, Rosetta Stone: English (English Learners), software, and/or NetOps] daily to address underachievement in math and English/language arts and/or other disciplines and to improve achievement in all discipline areas in general.

Benchmarks for objective 3.d:

- Year 1: 70% of students will use educational software daily in the classroom, as shown by the Ed Tech Profile.
- Year 2: 80% of students will use educational software daily in the classroom as shown by the Ed Tech Profile.
- Year 3: 90% of students will use educational software daily in the classroom as shown by the Ed Tech Profile.
- Year 4: 95% of students will use educational software daily in the classroom as shown by the Ed Tech Profile.
- Year 5: 100% of students will use educational software daily in the classroom as shown by the Ed Tech Profile.

Objective 3.d Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring, Evaluation	Evaluation Instrument
Create and up-date a plan for study, design, and phase-in implementation of educational software in all classrooms, resulting in 100% of students using software daily. Include in the plan: <ul style="list-style-type: none"> • Consideration of online textbooks and/or support materials in text adoption; • Consideration of online credit recovery programs; • Adoption of standard, tech-integrated projects in each subject at each grade level; • Consideration of use of virtual tools in courses, such as math (e.g., virtual manipulatives), science (experiment simulations), and all courses (virtual field trips) • Integration of increased required reading online, such as full-text periodical and newspaper articles, reference databases, audio-books, and multimedia books • Training and support for teacher implementation 	June-July annual, ongoing	Asst. Director	Product presented to the Board	Final Staff Development Plan
Implement year 1 of the educational software usage plan, resulting in 70% of students using this software regularly.	July 2011	Asst. Director	Teacher feedback; classroom observations	Ed Tech profile; teacher survey; student survey
Implement year 2 of the educational software usage plan, resulting in 80% of students using educational software.	July 2012	Asst. Director	Teacher feedback; classroom observations	Ed Tech profile; teacher survey; student survey
Implement year 3 of the educational software usage plan, resulting in 90% of students using educational software.	July 2013	Asst. Director	Teacher feedback; classroom observations	Ed Tech profile; teacher survey; student survey
Implement year 4 of the educational software usage plan resulting in 95% of students using educational software.	July 2014	Asst. Director	Teacher feedback; classroom observations	Ed Tech profile; teacher survey; student survey
Implement year 5 of the educational software usage plan, resulting in 100% of students using educational software.	July 2015	Asst. Director	Teacher feedback; classroom observations	Ed Tech profile; teacher survey; student survey

3e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.

Goal 3.e.1: MIT Academy students will acquire and use technology information literacy skills as outlined by the ISTE NETS for Students.

Objective 3.e.1: By June 2016, 100% of technology teachers in grades 6-8 and high school will provide direct instruction on the NETS technology standards for students.

Benchmarks 3.e.1:

- Year 1: By June 2012, 20% of MIT technology teachers in grades 6-8 and high school will provide instruction in grade level NETS technology standards.
- Year 2: By June 2013, 40% of MIT technology teachers in grades 6-8 and high school will provide instruction in grade level NETS technology standards.
- Year 3: By June 2014, 60% of MIT technology teachers in grades 6-8 and high school will provide instruction in grade level NETS technology standards.
- Year 4: By June 2015, 80% of MIT technology teachers in grades 6-8 and high school will provide instruction in grade level NETS technology standards.
- Year 5: By June 2015, 100% of MIT technology teachers in grades 6-8 and high school will provide instruction in grade level NETS technology standards.

Objective 3.e.1 Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring, Evaluation	Evaluation Instrument
<p>Create a plan, to be fully completed by June 2016 for the phase-in of instruction in grades 6-10 of the NETS technology standards for students. The plan should account for full implementation of</p> <ul style="list-style-type: none"> • 6th grade instruction in year 1 • 6th-7th grade instruction in year 2 • 6th-8th grade instruction in year 3 • 6th-8th grade and EAST and DMS I in year 4 • 6th-8th grade and EAST, DMS I and all other technology courses in year 5 <p>Teachers will receive in-service training on NETS standards and implementation, and will work in content groups to plan implementation and instruction for students.</p>	June 2011	Tech Committee	Asst. Director	Board approval of Plan

<p>Implement the year 1 plan resulting in 20% of teachers implementing direct instruction in NETS tech standards.</p> <p>Teachers will use in-service NETS training and will work in content groups to implement instruction for students. Previously trained teachers will receive updated in-service training, and new teachers will receive full training.</p> <p>Students will acquire NETS skills through their required 6th-grade technology class and 10th grade Digital Media Science class.</p>	June 2012	Tech Committee, 6 th grade tech instructors	Asst. Director	Curriculum map; Teacher checklists; Ed Tech Profile
<p>Implement the year 2 plan resulting in 40% of teachers implementing direct instruction in NETS tech standards.</p> <p>Teachers will use in-service NETS training and will work in content groups to implement instruction for students. Previously trained teachers will receive updated in-service training, and new teachers will receive full training.</p> <p>Students will acquire NETS skills through their required 6th and 7th-grade technology classes as well as required high school Digital Media Science classes.</p>	June 2013	Tech Committee, 7 th grade tech instructors	Asst. Director	Curriculum map; Teacher checklists; Ed Tech Profile
<p>Implement the year 3 plan resulting in 60% of teachers implementing direct instruction in NETS tech standards.</p> <p>Teachers will use in-service NETS training and will work in content groups to implement instruction for students. Previously trained teachers will receive updated in-service training, and new teachers will receive full training.</p> <p>Students will acquire NETS skills through their required 6th, 7th, and 8th-grade technology classes as well as required high school Digital Media Science classes.</p>	June 2014	Tech Committee, 8 th grade tech instructors	Asst. Director	Curriculum map; Teacher checklists; Ed Tech Profile
<p>Implement the year 4 plan resulting in 80% of teachers implementing direct instruction in NETS tech standards.</p> <p>Teachers will use in-service NETS training and will work in content groups to implement instruction for students. Previously trained teachers will receive updated in-service training, and new teachers will receive full training.</p> <p>Students will acquire NETS skills through their required 6th, 7th, and 8th-grade technology classes as well as required high school Digital Media Science classes.</p>	June 2015	Tech Committee, HS tech instructors	Asst. Director	Curriculum map; Teacher checklists; Ed Tech Profile

<p>Implement the year 5 plan resulting in 100% of teachers implementing direct instruction in NETS tech standards.</p> <p>Teachers will use in-service NETS training and will work in content groups to implement instruction for students. Previously trained teachers will receive updated in-service training, and new teachers will receive full training.</p> <p>Students will acquire NETS skills through their required 6th, 7th, and 8th-grade technology classes as well as required high school Digital Media Science classes.</p>	June 2016	Tech Committee, HS tech instructors	Asst. Director	Curriculum map; Teacher checklists; Ed Tech Profile
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Objective 3.e.2. By June 2016, All students grades 6-12 will have access to instruction to complete Microsoft Office and Adobe certifications and two additional higher level technology courses: (1) an elective lab-based course focusing on hardware/networking maintenance and troubleshooting and (2) an elective lab-based course focusing on software, programming, and application (e.g., Java, C++, ActionScripts, OS, VBasic).

Benchmarks 3.e.2:

- Year 1: By June 2012, MIT will create a plan, to be fully completed by 2012-13, for implementation of training and support for students and staff resulting in the award of Microsoft Office certifications.
- Year 2: By June 2013, MIT will create a plan, to be fully completed by 2013-14, for implementation of training and support for students and staff resulting in the award of Adobe certifications.
- Year 3: By June 2014, MIT will create and implement an elective lab-based course focusing on hardware/networking maintenance and troubleshooting.
- Year 4: By June 2015, MIT will create and implement an elective lab-based course focusing on software, programming, and application (e.g., Java, C++, ActionScripts, OS, VBasic).
- Year 5: By June 2016, MIT will consider an increase in the graduation requirements from 2 years of advanced technology studies to 2.5 years, beginning with the Class of 2019.

Objective 3.e.2. Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring, Evaluation	Evaluation Instrument
Create a plan, to be fully completed by 2012-13, for implementation of coursework and support, resulting in the award of Microsoft Office certifications for students and staff.	June 2012	Tech Committee	Asst. Director	Board approval of Plan
Complete implementation of plan to provide Microsoft Office certifications to students beginning in 2013-14 school year.	February 2013	Tech Committee	Asst. Director	2013-14 course catalogue; quality = student survey
Create a plan, to be fully completed by 2013-14, for implementation of coursework and support, resulting in the award of Adobe certifications for students.	June 2013	Tech Committee	Asst. Director	Board approval of Plan

Complete implementation of plan to provide Adobe certifications to students beginning in 2013-14 school year.	February 2014	Tech Committee	Asst. Director	2014-15 course catalogue; quality = student survey
Create and implement in the 2014-15 school year an elective lab-based course focusing on hardware/networking maintenance and troubleshooting.	February 2014	Tech Committee	Asst. Director	Board approval of course; 2014-15 course catalogue; quality = student survey
Create and implement in the 2015-16 school year an elective lab based course focusing on software, program,ing and application (e.g., Java, C++, ActionScripts, OS, VBasic)	February 2015	Tech Committee	Asst. Director	Board approval of course; 2015-16 course catalogue; quality = student survey
Propose an increase in graduation requirements from 2 years of advanced technology studies to 2.5 years beginning with the class of 2019.	June 2016	Asst. Director	Director	Board discussion/ action item on agenda

3f. List of goals and an implementation plan that describe how the Academy will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use

Goal 3.f: All students will be able to distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism.

Objective 3.f: By June 30, 2015, 100% of MIT students will participate in CyberSMART curriculum instruction and review that meets ISTE standards provided by the Solano County Library Media Specialists.

The CyberSMART curriculum instructs students in the steps to be digital citizens who are able to distinguish between appropriate and inappropriate use of digital information technology as generally accepted by ISTE and as defined in the School's Internet Use Policy.

Benchmarks 3.f:

- Year 1: By June 2012, MIT will create the plan for full phase-in of grade-appropriate instruction and review for students in grades 6-12 of the CyberSMART curriculum.
- Years 2-5: Annually, 100% of MIT students will receive instruction and review in the CyberSMART curriculum.

Objective 3.f. Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring, Evaluation	Evaluation Instrument
<p>Year 1: Create a plan as part of the MIT 2011-12 strategic planning process to fully develop and integrate the CyberSMART curriculum and instruction plan. Teacher in-service and student instruction will commence during the 2011-12 school year and will continue to be expanded throughout the duration of the technology plan (2011 – 2016).</p> <p>Teachers will receive in-service training on CyberSMART standards and implementation, and will work in content groups to plan implementation and instruction for students beginning in the 2011-12 school year and continuing annually. CyberSMART content will be delivered in required 6-8th grade technology classes, and in required high school Digital Media Science classes.</p>	June 2012	Tech Committee	Asst. Director	Board approval of Plan
<p>Years 2-5: As described above, implement the plan resulting in 100% of students completing the CyberSMART curriculum or curriculum review each year.</p>	Annually	Tech Committee	Asst. Director	Curriculum map; Teacher checklists; Ed Tech Profile

3g. List of goals and an implementation plan that describe how the Academy will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307)

MIT Academy recognizes the strong academic support the Internet can afford to students and requires Internet use for research and other academic activities. The school also acknowledges that the Internet can be used to access harmful content, and/or information and images intended only for adults. MIT Academy is committed to ensuring the online safety of its students and makes every effort to protect students from any online misuse or abuse. All on-site computers with Internet access are protected by an application that blocks or filters Internet access to web sites that are deemed to be obscene, to contain child pornography, or to be otherwise harmful to minors. MIT also requires all students and their parent/guardian to sign an Internet Use Agreement Consent Form each year before students are granted Internet access.

Specifically, the goals for Internet safety include:

- On an administrative level, filtering software (such as Lightspeed) that prevents student or staff access of inappropriate content.
- On a staff level, ongoing inservice on the professional responsibilities regarding Internet access and content supervision.
- On an instructional level (in required middle and high school technology classes, and reinforced in regular classes), direct and explicit instruction to students on appropriate

use of accessing Internet content, protecting online privacy, and avoiding online predators. All instructors will actively monitor student Internet use through direct supervision and through administrative tools such as NetOps.

The CyberSMART curriculum includes units on Internet safety, containing information on how to protect online privacy and avoid online predator (see the implementation plan as described in 3f).

3h. Description of the schools' policy or practices that ensure equitable technology access for all students.

By policy, every classroom has a minimum of one computer per student in the high school and one computer per two students in the middle school. All computers are fully equipped with industry standard productivity software. It is MIT's normal operating procedure that all students have access to appropriate software and hardware at all times throughout the school day. This occurs in computer labs and classrooms. All students also have access to printers in each of these locations. Subject specific software is available in appropriate classrooms. A mobile notebook/laptop cart is also available for teacher check out during class time.

Current technology provisions for students with special needs include the use of interactive white boards and clickers for students with mild/moderate disabilities, and the use of bilingual software applications for English learner students.

MIT Academy provides before and after school and summer programming that includes access to computers and Internet from 6:30 a.m. to 6:00 p.m. Monday through Friday. The school also ensures that students have library cards and information to access technology at the library outside of normal and extended before and after school hours.

3i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.

MIT Academy currently maintains student records electronically using PowerSchool and student grades using PowerGradebook. The Academy is committed to using technology as a means to gather and evaluate student work. In addition to PowerSchool, the Academy has implemented the use of textbook vendor created testing banks. The purchase of LimeLight software will allow teachers to aggregate and disaggregate assessment results. In this way, teachers will have immediate information from assessments to inform their instruction.

MIT will use LimeLight, a web-based data and assessment management system, to house data for all state standardized tests (e.g., CST, CAHSEE, CELDT, CAPA, etc.), benchmark assessments and portfolio assessments. LimeLight facilitates teacher analysis of student data by allowing teachers to view, aggregate, disaggregate, and report on student demographic and assessment data, including sub-group information. The system provides built in reports including CST Scaled Scores, CST Cluster Scores, Mutli-year CST Performance Summaries, and content

area common assessments. Teachers can view detailed reports for the school and each of their classes that include item analysis and summary data.

Through LimeLight, the school and individual teachers will also have the ability to create, print, and scan their own standards based assessments. These assessment results can be uploaded immediately to LimeLight and analyzed. The implementation plan includes the timeline and training for all employees. And MIT will continue to explore other procedures and systems that allow for efficient distribution and analysis of data to meet individual student academic needs.

Goal 3.i: All teachers, site administrators, and student support personnel will have access to student test and assessment data—state and local—through the implementation of LimeLight software and will use the software in conjunction with PowerSchool and PowerGradebook to differentiate instruction.

Objective 3.i: By June 30, 2016, 100% of MIT teachers and appropriate student support personnel will access and use LimeLight software, in conjunction with PowerSchool and PowerGradebook, to make student record keeping and assessment more efficient and supportive of their efforts to meet individual student academic needs.

Benchmarks 3.i:

- Year 1: By June 2012, MIT will purchase the LimeLight software; provide training for teachers, administrators, and support personnel in its use; and initiate monitoring of use of the software.
- Years 2-5: Annually, MIT will provide training in LimeLight, PowerSchool, and PowerGradebook to new teachers and refresher workshops for teachers not using the programs effectively.

Objective 3.i Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring, Evaluation	Evaluation Instrument
Year 1: Purchase the LimeLight software; provide training for teachers, administrators, and support personnel in its use; initiate monitoring of use of LimeLight, and provide training for new teachers in PowerSchool and PowerGradebook.	June 2012	Asst. Director, Sr. Network Administrator	Asst. Director	Check register; Staff development plan, annual monitoring results, Ed Tech Profile
Years 2-5: Annually provide training in LimeLight, PowerSchool, and PowerGradebook to new teachers and refresher workshops for teachers not using the programs effectively.	Annually	Asst. Director, Sr. Network Administrator	Asst. Director	Staff development plan, annual monitoring results, Ed Tech Profile

Goal 3i.2: All teachers will manage student information and improve instruction with summative and formative assessments, using electronic applications to manage student data and drive differentiated instruction.

Objective 3i.2: All teachers will use of PowerSchool, PowerGradebook, and LimeLight to manage student information and conduct/analyze summative and formative assessments to drive instruction.

Benchmarks 3i.2:

- Year 1: 100% of teachers will use PowerGradebook to manage student information and conduct/analyze summative and formative assessments to drive instruction.
- Year 2: All teachers will use PowerSchool and LimeLight, in addition to PowerGradebook, to manage student information and conduct/analyze summative and formative assessments to drive instruction.
- Year 3: 100% of new teachers will use PowerGradebook, PowerSchool and LimeLight to manage student information and conduct/analyze summative and formative assessments to drive instruction.
- Year 4: 100% of new teachers will use PowerSchool and LimeLight to manage student information and conduct/analyze summative and formative assessments to drive instruction.
- Year 5: 100% of new teachers will use PowerSchool and LimeLight to manage student information and conduct/analyze summative and formative assessments to drive instruction.

Objective 3i.2 Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring, Evaluation	Evaluation Instrument
As part of the MIT Academy Strategic Planning process (to be completed during the 2011-12 school year), plan implementation of expanded use of PowerGradebook, PowerSchool, and LimeLight to manage student information and drive instruction.	Fall 2011	Asst. Director	Product presented to the Board	Final Staff Development Plan
Implement plan for expanded uses of PowerGradebook, including inservice training on grading practices and grade distribution. Inservice staff on Limelight.	2011-12 school year	Asst. Director	Observations ; year-end data	Ed Tech profile; teacher survey
Implement plan for year 2 for expanded uses of PowerSchool and LimeLight.	June 2012	Asst. Director	Observations ; year-end data	Ed Tech profile; teacher survey
Ensure new teacher use of PowerSchool, PowerGradebook, and LimeLight.	Ongoing	Asst. Director	Observations ; year-end data	Ed Tech profile; teacher survey

3j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.

MIT Academy has codified in the middle and high school charters its recognition of the importance of strong parent involvement and collaboration to a student’s educational progress. Communicating with parents and the community is a requirement for school administrators, teachers, and student support personnel.

Currently MIT uses extensive technology-based tools for two-way communication between home and school. In addition to an extensive, integrated website featuring up-to-date information about the school and requirements, events, calendars, bell schedules, foundational documents, and more, the school utilizes the following tools for home-school communication:

- *Voice mail* for all school personnel, available as an automated system 24/7, as well as operator-assisted during office hours.
- *An auto-dialer program "One Call Now,"* to quickly and efficiently send emergency, attendance, and general announcement calls to home, cell, and work phone numbers and customized messages about school events, testing, upcoming field trips, parent meetings, etc.; in English and Spanish.
- *Email*, used by teachers to communicate with each other, administrators, and parents through the MIT server which employs a consistent naming convention for all e-mail addresses (*firstinitiallastname @mitacademy.org*) to assist parents, students, and employees in using e-mail addresses for specific individuals at the schools.
- *Teacher web pages*, created and maintained by some faculty members, listing the course syllabus, assignments, resource materials, and other information.
- *Newsletters* via web and email, providing articles, announcements, a re-cap of the school calendar, introducing new staff, featuring volunteer opportunities, and encouraging parents to use the Parent Portal; in English and Spanish.
- *In PowerSchool*, student grades, class information, attendance, and teacher contact information through the Parent Portal.

Goal 3.j: MIT will maintain web-based tools and improve/expand their use to enhance communication between the school and the community.

Objective 3.j: The Academy will continue to improve home to school communication each year with up-graded, more effective use of web-based tools, including the MIT Academy web site, PowerSchool, and the One Call Now auto dialer.

Benchmarks 3.j:

- Year 1: 50% of parents will indicate that they are “quite satisfied” or “very satisfied” with home-school communication on the annual parent survey.
- Year 2: 65% of parents will indicate that they are “quite satisfied” or “very satisfied” with home-school communication on the annual parent survey.
- Year 3: 80% of parents will indicate that they are “quite satisfied” or “very satisfied” with home-school communication on the annual parent survey.
- Year 4: 90% of parents will indicate that they are “quite satisfied” or “very satisfied” with home-school communication on the annual parent survey.
- Year 5: 100% of parents will indicate that they are “quite satisfied” or “very satisfied” with home-school communication on the annual parent survey.

Objective 3.j. Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring, Evaluation	Evaluation Instrument
Review literature; review all communication mechanisms to recommend further up-grades and improvements to the electronic home-school communications options currently available	Annually	Tech Committee	Asst. Director	Strategic Planning background information
Consider home-school communication improvement as a standing item in the annual strategic planning process	Annually	Director, Board	Asst. Director	Strategic Planning agenda
Create an action plan for items agreed upon to improve home-school communication; include the plan in the annual up-dates of the Strategic Plan and other appropriate plans (e.g., SPSA)	Annually	Tech Committee	Asst. Director	Strategic Planning Action Plans
Implement the action plan, making adjustments as needed through the year, and evaluating effectiveness.	Annually	Tech Committee	Asst. Director	PowerSchool Parent Portal usage logs; parent survey; web site unique hits
Provide PowerSchool training for parents at least once per year (during August orientation).	Ongoing	Assistant Director	Director	Annual parent survey

3k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.

The Assistant Director will be responsible for ensuring that the technology plan is implemented as planned or as adjusted, by

- o Working consistently with teachers, the Technology Committee, and the Information Technology Department to review the implementation of the plan activities;
- o Meeting at least quarterly to review the data collected, as described in the curricular component of the plan; and
- o With the Director, presenting annual updates on Plan progress and any proposed Plan changes to the MIT Academy Board for review and approval.

The Technology Committee meets to plan implementation activities, to ensure the curriculum and staff development goals are met, and to update the timeline as needed. The Information Technology Department meets with the Technology Committee at least once a semester to review the findings and propose adjustments to the plan.

The timeline for completing goals and benchmarks and the monitoring process is also included with the Technology Goals and the Curriculum Timelines identified earlier in this document.

Data examined to determine whether or not objectives are met includes all of the following, among others:

- o state testing and school performance data,
- o classroom observations,
- o teacher checklists,
- o performance on Academy assessments,

- student research projects,
- computer inventory,
- Web server logs and email server logs,
- PowerSchool user logs,
- Parent surveys,
- Student surveys,
- Ed Tech profiles,
- Training feedback,
- Board approval.

4. Professional Development

MIT Academy views professional development as the key to effective instruction and operations. The annually up-dated Professional Development Plan indicates the nature, outcomes, and target audience for each area in which professional development is called for. Thus the professional development and training delineated in the Technology Plan automatically becomes a part of the school's overall Professional Development Plan. The Professional Development Plan is overseen by the Assistant Director.

The Technology Committee will be central in implementing the educational components and ensure consistency in quality and approach in the development of integrated technology lesson. The Committee will also monitor the timelines for professional development to ensure the school stays focused on meeting identified goals, objectives, and benchmarks.

4a. Summary of teachers' and administrators' current technology skills and needs for professional development.

Summary of Teacher and Administrator Skills and Needs¹

Each year, school staff are required to complete the online Ed Tech Profile and an MIT-specific instructional technology survey (targeting specific programs used at MIT). The results of these surveys are used as an ongoing needs assessment to ascertain professional development needs. The following chart shows a summary of these surveys:

	Comfortable/ mostly comfortable	Somewhat comfortable but would like more training
Hardware		
Whiteboard/Smartboard: using	53%	23%
Response devices: using, troubleshooting	23%	33%
Digital video/still camera: using	60%	27%
TV/DVD: using	97%	0
Large production copier: using	87%	13%
LCD projector: using, troubleshooting	87%	3%
Printer: using, troubleshooting	87%	13%
Instructional/student data software		
Net Ops	57%	27%
MOS Word	97%	0
MOS Excel	73%	0
MOS PPT	90%	0
MOS Publisher	54%	20%
PowerSchool Gradebook	97%	0
PowerSchool (admin)	73%	7%
SMART notebook	27%	27%
Mavis Beacon (word processing)	100%	0

ALEKS (math intervention)	80%	20%
READ 180 (reading intervention)	100%	0
Rosetta Stone (ELD)	100%	0
Mandarin and Spanish software	100%	0

Notes: 1) Level of current skills shown does not include options of “uncomfortable” and “don’t use/NA.”
 2) Scores for instructional software Marvis Beacon, ALEKS, READ 180, Rosetta Stone, and the Mandarin and Spanish software packages reflect only those teachers currently using the software.

From these surveys, MIT has determined to implement three types of professional development each year:

- Large group training characterized by a well-publicized time/location during minimum days, special invitations to persons who indicated any level less than “comfortable,” and dedicated instruction.
- Individual/small group instruction characterized by individualized invitations offering several optional dates/times, as well as general announcements; and
- Targeted training for recipients of new hardware or software characterized by either large group or small group/individual training, depending on application.

MIT has also prioritized large group and targeted training for year 1 as follows:

1. LimeLight (new software, not included in survey)
2. Net Ops
3. Whiteboard/Smartboard
4. SMART Notebook
5. Digital video camera

The rationale for these priorities includes the following:

- Every teacher will use LimeLight to design curriculum and lesson plans.
- Every teacher will benefit from the use of Net Ops, and students will experience greater consistency in technology use across both schools.
- There is a significant group of teachers who have whiteboards in their classrooms but are not fully comfortable with their use; because this is hardware that is typically used daily and has solid research behind its use, it’s logical to ensure that teachers who have it can use it well.
- Like Net Ops, SMART notebook software is something that every teacher has access to and will benefit from.
- A special training in digital video camera use should address the staff development need and diminish the rate of camera malfunction.

4b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on the schools’ needs assessment data (4a) and the Curriculum Component objectives (sections 3d through 3j) of the plan.

Goal 4.b: Address the priorities for professional development based on the school needs and curriculum objectives.

Objective 4.b: MIT will address the established, prioritized professional development needs identified through the annual teacher and administrator surveys and through the curriculum component objectives by 2015.

These needs include those cited in 4.a. above and the professional development required to implement the following curriculum component objectives:

<i>Objective</i>	<i>Professional development needs</i>
Objective 3d.1: Prior to completion of high school, 100% of students will use educational software (e.g. ALEKS mathematics software (intervention), Microsoft Office Suite, Read180 (intervention), Wireless Response System, SMART Notebook software, Rosetta Stone: English (English Learners), Mandarin and Spanish language software, and NetOps) to address underachievement in math and English/language arts in particular and improve achievement in all discipline areas in general through technology integration in the classroom.	1) Training for appropriate teachers, as needed, in intervention software, ELD software, and specific language software 2) Training, as needed, by individual teachers in MOS suite, Wireless response system. 3) NetOps and SMART Notebook large group training.
Objective 3.e: Students in grades 6-10 will receive direct instruction on the NETS technology standards for students.	Training on NETS instructional objectives.
Objective 3.f: By June 30, 2015, 100% of our students will have participated in CyberSMART curriculum that meets ISTE standards.	Training on CyberSMART and internet safety instructional objectives.
Objective 3.g: By June 30, 2015, 100% of our students will have participated in CyberSMART curriculum that meets ISTE standards.	Training on CyberSMART and internet safety instructional objectives.
Objective 3i.1 and 3i.2: All teachers will use of PowerSchool, PowerGradebook, and LimeLight to manage student information and conduct/analyze summative and formative assessments to drive instruction.	1) Training for all teachers and administrators in expanded uses of PowerGradebook. 2) Training for all teachers and administrators in expanded uses of PowerSchool. 3) Training for all teachers and administrators in use of LimeLight.
Objective 3.j: Annually train parents on access and use of PowerSchool Parent portal.	During August orientation, new and returning parents are given the option to attend recurring 30-minute PowerSchool training workshops.
Objective 3j: MIT Academy will improve home to school communication each year with up-graded, more effective use of web-based tools, including the MIT Academy web site, PowerSchool, the One Call Now auto dialer, and others.	None currently or projected to be needed

Benchmarks 4.b:

- Year 1: All teachers/administrators will be surveyed for professional development needs, and 90% of teachers/administrators needing training in the year 1 priorities will receive that training (see below for survey details).
- Year 2: All teachers/administrators will be surveyed for professional development needs, and 90% of teachers/administrators needing training in the year 2 priorities will receive that training (see below for survey details).
- Year 3: All teachers/administrators will be surveyed for professional development needs, and 90% of teachers/administrators needing training in the year 3 priorities will receive that training (see below for survey details).
- Year 4: All teachers/administrators will be surveyed for professional development needs, and 90% of teachers/administrators needing training in the year 4 priorities will receive that training (see below for survey details).
- Year 5: All teachers/administrators will be surveyed for professional development needs, and 90% of teachers/administrators needing training in the year 5 priorities will receive that training (see below for survey details).

Objective 4.b Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Evaluate and update 2010 staff survey. Update the 5-year staff technology in-service training plan as part of the annual Staff Development Plan. Implement year 1 technology elements of Staff Development Plan, resulting in 90% of staff receiving needed training, including LimeLight, Net Ops Whiteboard/Smartboard SMART Notebook Digital video camera .	August 2011	Asst. Director	Product presented to the Board	Final Staff Development Plan

Evaluate and update 2011 staff survey. Survey staff; implement year 2 technology elements of Staff Development Plan, resulting in 90% of staff receiving needed training.	June 2012	Asst. Director	Teacher in-service attendance; end-of-training feedback; classroom observations	Ed Tech profile; teacher survey; student survey
Evaluate and update 2012 staff survey. Survey staff; implement year 2 technology elements of Staff Development Plan, resulting in 90% of staff receiving needed training.	June 2013	Asst. Director	Teacher in-service attendance; end-of-training feedback; classroom observations	Ed Tech profile; teacher survey; student survey
Evaluate and update 2013 staff survey. Survey staff; implement year 3 technology elements of Staff Development Plan, resulting in 90% of staff receiving needed training.	June 2014	Asst. Director	Teacher in-service attendance; end-of-training feedback; classroom observations	Ed Tech profile; teacher survey; student survey
Evaluate and update 2014 staff survey. Survey staff; implement year 4 technology elements of Staff Development Plan, resulting in 90% of staff receiving needed training.	June 2015	Asst. Director	Teacher in-service attendance; end-of-training feedback; classroom observations	Ed Tech profile; teacher survey; student survey
Evaluate and update 2015 staff survey. Survey staff; implement year 5 technology elements of Staff Development Plan, resulting in 90% of staff receiving needed training.	June 2016	Asst. Director	Teacher in-service attendance; end-of-training feedback; classroom observations	Ed Tech profile; teacher survey; student survey

4c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned activities including roles and responsibilities.

MIT Academy will integrate the Technology Plan professional development with the inclusive Staff Development Plan, which is a rolling 5-year plan with an established procedure for annual needs assessment up-dates, Plan adjustments based on the up-dates, scheduled implementation, tracking of progress, and an annual report to the Board on activities completed compared to the Plan and the quality of those activities, based on teacher feedback and on bottom-line results. By including the Technology Plan objectives and activities in the overall Staff Development Plan, everyone is assured that the training required to achieve the Tech objectives is scheduled and evaluated along with the training required for other priority curriculum and instruction initiatives.

The activities for monitoring the Tech Plan Professional Development within the overall Staff Development are shown in the chart below.

<i>Activity</i>	<i>Timeline</i>	<i>Responsibility</i>
Gather data and conduct end-of-year evaluation for each objective of previous year's staff development Conduct annual PD needs assessment; analyze results	May, 2011 and ongoing thereafter	Asst. Director
Propose adjustments of SD Plan to faculty, committees Prepare annual SD report comparing Plan to actual and including all evaluation data; submit to Director for review	June, 2011 and ongoing thereafter	Asst. Director
Make agreed upon adjustments, submit to Director for review, and finalize SD Plan for inclusion in the Strategic Plan in August Make annual SD report to the board; board approval.	July, 2011 and ongoing thereafter	Asst. Director
Create workplan for implementation and evaluation of each element of the SD Plan	August, 2011 and ongoing thereafter	Asst. Director
Oversee implementation of the SD activities and conduct immediate evaluation items (e.g., teacher feedback surveys, presenter feedback, etc.)	August-May, 2012, and ongoing thereafter	Asst. Director

5. Infrastructure, Hardware, Technical Support, and Software

- 5a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the Academy that will be used to support the Curriculum and Professional Development Components of the plan.

<i>Existing Hardware: classroom</i>	
Computer Workstations	694
Laptops	62
Printers, black, total in school	45
Printers, color, labs, total in school	3
TV/VCR/DVD	24
Digital still cameras:	1
Digital video cameras	4
Scanners	2
Computer screen projector (LCD)	34
Document Cameras	3
Response Device (class set of 32)	9
Activslate	1
Interactive Whiteboard	27
<i>Existing hardware: Infrastructure</i>	
Network servers	10
Firewalls/internal security	1
Filtering Software/Hardware	1
Fiber Backbone Switches	9
Wireless Access Points B and G	10
3Com NBX 100 Phone System	1

Existing Internet Access: Internet access is through Solano County Office of Education. MIT has a OptEMan 10Mb access.

Existing Electronic Learning Resources: ALEKS, math intervention software; READ 180, reading Intervention software; language software for Mandarin and Spanish; video streaming (YouTube, Khanh Academy, BrainPop, WolframAlpha.com, and other educational resource sites); and Rosetta Stone: English, ELD software. MIT also teaches and incorporates into teaching and learning Microsoft Office Suite and OpenOffice.

<i>Existing Technical Support</i>	
Professional network administrator	1.5 FTE
Students trained to assist, troubleshoot	2
Professional ongoing professional development (consultant trainers)	Ad-hoc, as needed
Teacher to teacher professional development	Ad-hoc, as needed

5b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the Academy's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.

The items needed over the course of the 5-year plan are projected below. These projections reflect optimum implementation. The timeline for acquisition is presented in section 5.c. N/A = not applicable because there is not a need.

<i>Hardware Needed</i>	
Interactive Whiteboards	8 (35 overall)
Replace Interactive Whiteboards as needed	1
Replace printers as needed	5 (45 overall)
Printers, color, labs, total in school	3
Digital video and still cameras	5
Existing Computer Workstations	694
Replace/upgrade computers and laptops as needed (28 computers per classroom)--lease	60 new computers/year
Document cameras	3
New Classroom response clickers	20 classroom sets

Laptops	62
TV/VCR/DVD (currently existing)	24
Scanners	2
Computer screen projector (LCD)	34
Document Cameras	3
Response Device (class set of 32)	9
Activslate	1

<i>Infrastructure Needed</i>	
High Speed Network Backbone Switches	9
Update Firewall and Router	1
Upgrade High Speed Fiber	8
Upgrade High Speed Internet Access	50GB
High Speed Classroom Switches	70
Network servers	10
Firewalls/internal security	1
Filtering Software/Hardware	1
Fiber Backbone Switches	9
Wireless Access Points B and G	10
3Com NBX 100 Phone System	1
Replace servers as needed	5

<i>Physical Plant Modifications Needed</i>	
Electrical	N/A
Secure storage rooms	N/A

Secure classrooms	N/A
Secure learning labs	N/A
Telephones: # units/# lines	N/A
E-mail capacity for students	N/A
Voice mail for staff	N/A
Other:	

<i>Software/learning resources</i>	
ALEKS: additional licenses	200
Microsoft Office	28
Maintain current software and subscriptions	12

<i>Other</i>	
Voice mail for staff	N/A
E-mail capacity for students	N/A

<i>Technical Support Needed</i>	
Professional network administrator	1.5
Students trained to assist, troubleshoot	N/A (Internships)

The full time Senior Network Administrator provides oversight of network services including Internet access, firewall, configuration of new equipment; maintenance and troubleshooting of communications systems including email and all network support system; and maintenance and troubleshooting for all software programs. He is currently assisted by a half-time Junior Network Administrator and a varying number of 11th and 12th grade students who have chosen to complete an unpaid Internship with the Technology Department.

5c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.

The following describes the benchmarks for implementing the hardware and infrastructure required to implement the Academy technology plan, including date and the staff responsible for completing the work. The IT staff with Administration will coordinate all plan activities and implementation strategies to ensure the plan components are operational.

The first chart below addresses new hardware, infrastructure, and learning resources to support the plan components. The second chart below addresses maintenance of effort in relation to hardware, infrastructure, and learning resources.

It is important to note that the schedules here and in Section 6.b have been created in good faith and with the intention of implementation. However, at this writing, according to the *New York Times*, California faces \$28.1 billion in revenue shortfalls over the next 18 months and a \$20 billion budget gap for each of the next five years. The governor has proposed a fiscal plan has resulted in virtually all schools developing a “Plan A” and “Plan B” budget, both entailing major cuts to schools. While we can hope that the cuts in education will not be draconian, it’s fairly clear that the schools will not be operating with “business as usual” budgets.

New Equipment, Infrastructure, and Learning Resources		
Year 1 Benchmark: All high school classrooms to have 28 computers. 4 new interactive whiteboards are installed. Lease 60 new computers. Purchase items listed in 6.b. below. Renew the licenses for software for intervention and Microsoft Office. Upgrade infrastructure.		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Purchase whiteboards, cameras.	July, 2011	Administration & IT Staff
Lease 60 new computers. This will bring the High school up to 28 per classroom and start replacing outdated computers.	July, 2011	Administrator and IT Staff
Purchase /renew software, equipment, and infrastructure items, as noted in 6.b.	August, 2011	Administration & IT Staff
Ongoing staff development in use and implementation of new hardware (see section 4)	August, 2011	Administration & IT Staff
Purchase infrastructure items	Sept, 2011	Administration & IT Staff

Year 2 Benchmark: Lease an additional 60 new computers. Purchase items listed in 6.b. below. Renew the licenses for software for intervention and Microsoft Office. Upgrade infrastructure. Repair or replace any hardware as needed.		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Lease 60 new computers to replace outdated computers.	July, 2012	Administration and IT Staff

Purchase software, equipment, and infrastructure items as noted in 6.b.	July, 2012	Administration & IT Staff
Ongoing staff development in use and implementation of new hardware (see section 4)	August, 2012	Administration & IT Staff

Year 3 Benchmark: Lease an additional 60 new computers. Purchase items listed in 6.b. below. Renew the licenses for software for intervention and Microsoft Office. Upgrade infrastructure. Repair or replace any hardware as needed.

Recommended Actions/Activities	Timeline	Person(s) Responsible
Lease 60 new computers to replace outdated computers.	July, 2013	Administration & IT Staff
Purchase /renew software, equipment, and infrastructure items as noted in 6.b.	July, 2013	Administration & IT Staff
Ongoing staff development in use and implementation of new hardware (see section 4)	August, 2013	Administration & IT Staff

Year 4 Benchmark: Lease an additional 60 new computers. Purchase items listed in 6.b. below. Renew the licenses for software for intervention and Microsoft Office. Upgrade infrastructure. Repair or replace any hardware as needed.

Recommended Actions/Activities	Timeline	Person(s) Responsible
Lease 60 new computers to replace outdated computers.	July, 2014	Administration and IT Staff
Purchase/renew software, equipment, and infrastructure items as noted in 6.b.	July, 2014	Administration & IT Staff
Ongoing staff development in use and implementation of new hardware (see section 4)	August, 2014	Administration & IT Staff

Year 5 Benchmark: Lease an additional 60 new computers. Purchase items listed in 6.b. below. Renew the licenses for software for intervention and Microsoft Office. Upgrade infrastructure. Repair or replace any hardware as needed.

Recommended Actions/Activities	Timeline	Person(s) Responsible
Lease 60 new computers to replace outdated computers.	July, 2015	Administration and IT Staff
Purchase/renew software, equipment, and infrastructure items as noted in 6.b.	July, 2015	Administration & IT Staff
Ongoing staff development in use and implementation of new hardware (see section 4)	August, 2015	Administration & IT Staff

Maintenance of Equipment, Infrastructure, and Learning Resources		
Year 1 Benchmark: Maintain current levels of usability, hardware/software, systems, and infrastructure to meet MIT needs.		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Internet: <ul style="list-style-type: none"> Negotiate with Internet provider to get the best possible rate. Apply for e-rate and other discounts 	Annually	Assistant Director & IT Staff
Cabling and data drops: 8	Annually	Assistant Director and IT Staff
Network switches: 75	Annually	Assistant Director and IT Staff
Virus prevention: <i>Lightspeed</i> anti-virus	Annually	Assistant Director and IT Staff
Spam filter: Google anti-spam	Annually	Assistant Director and IT Staff
SIS: <i>PowerSchool</i>	Annually	Assistant Director and IT Staff
Printers, Projectors, Computers: 50, 34, 800	Annually	Assistant Director and IT Staff
Servers and storage area: 10, 1	Annually	Assistant Director and IT Staff
Educational software: ALEKS, Study Island, MS Office, Mavis Beacon, Google Earth	Annually	Assistant Director and IT Staff
Staff development: ongoing, plus at least 3-5 days per year for staff development specifically targeted to technology.	Annually	Assistant Director and IT Staff
Network support: ongoing (1.5 FTE)	Annually	Assistant Director and IT Staff

5d. Describe the process that will be used to monitor Section 5b and the annual benchmarks and timeline of activities including roles and responsibilities.

The IT staff and Administration will be responsible for the implementation of the planned program and activities. The Tech and Curriculum committees will meet at least quarterly to oversee and report back to the MIT Academy Board of Directors on the progress.

The schedule for this monitoring function is as follows:

- Monthly: IT staff and Administration meet to
 - review previous month's work,
 - trouble-shoot as needed,
 - plan the next month's work, and
 - proactively address any potential barriers to success in the next month.
- Quarterly: The Tech Committee (including IT staff and Administration) meets to
 - Review progress in the last quarter—plan compared to actual;
 - Brainstorm possible options/solutions to recalcitrant problems;

- Plan the next quarter's activities, based on the plan and progress to date; and
- Review expenditures to date.
- Semi-annually: The Director meets with the Board to
 - Review progress in the last half year—plan compared to actual;
 - Present possible options/solutions to recalcitrant problems, if any;
 - Review expenditures to date—plan to actual; and
 - Recommend any adjustments in the plan.

At any point, upon staff recommendation, the board may take action to update or adjust the plan.

6. Funding and Budget

6a. List of established and potential funding sources.

MIT Academy continues to apply cost saving measures related to technology. The Board has adopted equipment replacement standards so that technology support time is not spent endlessly repairing obsolete equipment. In addition, the school has also taken advantage of business and individual donations that meet or exceed the standards for equipment. The school has participated in group purchasing through Napa and Solano County Offices of Education, and the California Charter School Association. In addition, the technology unit staff is supplemented by students completing their senior internships.

Funding for implementation of District and site technology initiatives is available through many sources including:

Established Funding Sources:

- General Purpose Funds
- Charter School Block Funds
- Title I Funds
- 21st Century Learning Communities Grant
- ASES Grant

Potential Funding Sources:

- E-rate Discounts
- California Teleconnect Fund
- K-12 vouchers
- EETT grants and allocations
- Other federal, state, and local grants

6b. Estimate annual implementation costs for the term of the plan.

It is important to note that the schedules here and in Section 5.c have been created in good faith and with the intention of implementation. However, at this writing, according to the *New York Times*, California faces \$28.1 billion in revenue shortfalls over the next 18 months and a \$20 billion budget gap for each of the next five years. The governor has proposed a fiscal plan that has resulted in virtually all schools developing a “Plan A” and “Plan B” budget, both entailing major cuts to schools. While we can hope that the cuts in education will not be draconian, it’s fairly clear that the schools will not be operating with “business as usual” budgets.

Item Description	Year 1	Year 2	Year 3	Year 4	Year 5	Funding Source
2000-2999 Classified Salaries						
Professional Network Administrators	\$61,875	\$61,875	\$61,875	\$61,875	\$61,875	General
3000-3999 Employee Benefits						
Professional Network Administrators	\$20,625	\$20,625	\$20,625	\$20,625	\$20,625	General
4000-4999 Materials and Supplies						
8 new Interactive Whiteboards	\$4,000	\$4,000	\$4,000	\$4,000	\$0	General
Replacement as needed of Interactive Whiteboards					\$2,000	General
Replacement as needed Printers	\$500	\$500	\$500	\$500	\$500	General
Digital video and still cameras	\$200	\$200	\$200	\$200	\$200	General
Replacement computers/laptops--lease	\$12,000	\$24,000	\$36,000	\$48,000	\$60,000	General
Servers--Lease	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	General
Digital video and still cameras			\$3,000		\$3,000	General
High Speed Network Backbone Switches	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	General
Replacement as needed Firewall	\$0	\$4,000	\$0	\$0	\$0	General
Replacement as needed Router	\$4,000	\$0	\$0	\$0	\$0	General
Upgrade Fiber Backbone	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	General
High Speed Classroom Switches	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	General
Microsoft Office Licenses	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	General, ASES
Intervention Software	\$22,500	\$22,500	\$22,500	\$22,500	\$22,500	General, Title I, ASES, 21st
Support Software	\$12,800	\$12,800	\$12,800	\$12,800	\$12,800	General

5000-5999 Other Services and Operating Expenses						
Upgrade High Speed Internet Access	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	General
Totals:	\$172,000	\$185,000	\$200,000	\$209,000	\$224,000	

6c. Describe the Academy's replacement policy for obsolete equipment.

Currently, obsolescence is defined for MIT's purposes as any computer older than 5 years. Computer equipment between 1 and 5 years can be categorized as either "Upgradeable" or "Hand Me Down" (see definitions below).

MIT currently has a computer refresh program in place calling for 60 new computers to be leased each year. While this is a 10 year replacement cycle, we hope to use one-time funds and EEET discretionary funding to reduce this to a 5-year cycle that will provide up to date equipment for instruction and integration of technology in the classroom. Computers that are replaced are considered obsolete.

- 1-3 Years Old: Upgradeable – This type of equipment, although dated, can still be brought up to acceptable standards by upgrading of existing parts and/or addition of new parts necessary to accomplish all that the equipment is intended to support at a reasonable cost.
- 3-5 Years Old: Hand-me-down – Although this type of equipment, especially those that have been recently purchased, has failed to support its current tasks, it can still be utilized in other ways in the Academy provided it continues to meet the minimum hardware requirements.
- Older than 5 Years: Obsolete - General experience and industry standard practices dictate that a computer older than five years is considered obsolete for the following reasons:
 - The equipment for a particular user or function is unable to perform properly based on meeting minimum hardware requirements;
 - Upgrading the equipment is not cost effective;
 - The equipment cannot support the Academy office, anti-virus, and browser software without "crashing".

Obsolete computers are salvaged for parts, sold to the public at auction, or destroyed. Following this timeline and policy, when the budget can be augmented, no computer actually in use on the campus will be more than 5 years old. This will greatly aid in meeting MIT's Curricular and Staff Development goals.

6d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.

MIT Academy monitors the funding, equipment, staffing, and replacement of equipment necessary for operations on a daily basis. The Administration will work with the Technology Committee on a quarterly basis to review funding available and expenses to date. The Director will report to the Board semi-annually.

In addition, MIT Academy's Assistant Director will monitor the implementation of technology strategies and methodologies by analyzing data from a variety of sources and instruments including but not limited to:

- Financial reports
- Staff development activities and associated expenses
- Review of expenses for hardware and software
- Classroom observations.

The IT staff and Administration will be responsible for the implementation of the planned expenditures. The Tech and Curriculum committees will meet at least quarterly to oversee and report back to the MIT Academy Board of Directors on the progress.

The schedule for this monitoring function is as follows:

- Monthly: IT staff and Administration meet to
 - review previous month's expenditures,
 - problem-solve as needed,
 - plan the next month's expenditures, if any.
- Quarterly: The Tech Committee (including IT staff and Administration) meets to
 - Review progress in the last quarter—plan compared to actual expenditures; and
 - Plan the next quarter's expenditures, based on the plan and progress to date.
- Semi-annually: The Director meets with the Board to
 - Review expenditures to date—plan to actual; and
 - Recommend any adjustments in the expenditures.

At any point, the Board may take action to adjust the expenditures.

The Board's Fiscal Committee monitors new funding opportunities and works with the Director and his appointees to respond appropriately. If additional resources are received, the Fiscal Committee works with the Administration to adjust the budget, as required. Formal budget adjustments are made twice annually to meet state requirements. At those points, the Board's Fiscal Committee meets to review budget line-item adjustments reflecting the monitoring of funding and expenditures.

7. Monitoring and Evaluation

This technology plan is meant to be a “living” document that will guide the school in decision making over the next five years. It will be monitored and evaluated by the Assistant Director and Senior Network Administration, in collaboration with the Technology Committee. Any suggested revisions to the plan will be presented to the Board of Trustees in a timely manner. The Assistant Director will provide overall coordination and oversight of the technology planning process. Input from Board established Curriculum Committee will also be taken into consideration for any suggested modifications. The Fiscal Manager will provide coordination and oversight of technology funds and budget issues.

7a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.

The monitoring and evaluation of the Educational Technology Plan is a part of the monitoring and evaluation of the entire school. This strategic planning process takes place annually before the beginning of the school year to review and evaluate progress on improvement of student and school outcomes relative to the Strategic Plan. Here there are two questions:

- To what extent were the elements of the Plan (including the technology plan) implemented in a timely and effective manner [Progress]; and
- To what extent did the implementation of the Strategic Plan (including the technology plan) improve student and school outcomes [Impact].

MIT uses annual strategic planning meetings to analyze progress in the past year in reference to plans and grant goals/objectives and to adjust the rolling 5-year Strategic Plan for the next year to reflect progress on the plans and grant goals/objectives. The Educational Technology Plan will be included in this process which is conducted by the administration and involves input from all stakeholders.

The answer to the first question—to what extent were the elements of the Plan (including the technology plan) implemented in a timely and effective manner [Progress]—is inherent in both the programmatic and fiscal monitoring approach described in sections 5.d. and 6.d. above. This process will allow the strategic planning process to begin with a clear understanding of what progress has been made against the technology plan.

Because technology is an integral part of the evaluation of MIT Academy as a whole, the following criteria reflect the evaluation of the Educational Technology Plan and are part of the data considered during the annual strategic planning meeting:

- Student achievement criteria (API)
- California Standards Test scores (CST)
- Mastery of subject matter standards (grades)
- Completion of college courses
- Completion of UC/CSU entrance requirements
- Quality of portfolios at 8th and 12th grade levels
- Graduation rate
- Matriculation to 2 or 4 year college or post-secondary training

- Attendance
- Discipline

School success criteria, in addition to the above, include:

- Re-enrollment
- Waiting list
- Stakeholder satisfaction
- Continued grant/partnership support
- WASC certification
- Financial stability

7b. Schedule for evaluating the effect of plan implementation.

The schedule described in 5.d, 6.d, and 7.a above is inherent in the following annual calendar:

July:	IT staff/Admin plan progress review
August:	Annual Strategic Plan meeting; quarterly meeting of Tech Committee; IT staff/Admin plan progress review
September:	IT staff/Admin plan progress review; report of the Annual Strategic Plan to all stakeholders
October:	IT staff/Admin plan progress review
November:	Quarterly meeting of Tech Committee; IT staff/Admin plan progress review
December:	IT staff/Admin plan progress review
January:	IT staff/Admin plan progress review
February:	Quarterly meeting of Tech Committee; IT staff/Admin plan progress review
March:	Semi-annual Director's report to the Board on programmatic and fiscal status of Tech Plan; recommendations for programmatic and/or fiscal adjustments; IT staff/Admin plan progress review
April:	IT staff/Admin plan progress review
May:	Quarterly meeting of Tech Committee; IT staff/Admin plan progress review
June:	IT staff/Admin plan progress review

7c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.

For MIT Academy, the stakeholders in the Technology Plan are the...

- Students
- Faculty and staff
- Administration
- Technology Committee
- Board
- Families and community

MIT solicits input and analyzes data from all these groups in the process of creating, monitoring and assessing the progress and results of the Technology Plan. The next step—informing the constituents of the results of the Plan's implementation in the previous year and the relevant

parts of the Strategic Plan for the coming year—is as important as the initial input and data analysis.

MIT will communicate evaluation results to faculty, staff, administration, Technology Committee, and the Board as a result of the process summarized in 7.b. To inform students, families, and the community, MIT will

- Discuss the Plan’s achievements of the past year and goals/activities for the coming year with students in a grade-appropriate manner during Advisory in the first 6 weeks of the school year;
- Publish a synopsis of the Plan’s achievements of the past year and goals/activities for the coming year in the monthly newsletter; and
- Include the Plan’s achievements of the past year and goals/activities for the coming year on the school website no later than the end of September annually.

8. Collaborative Strategies with Adult Literacy Providers

Adult literacy is presently provided through the Vallejo Adult School; the Solano County Library, JFK branch; and local community colleges: Napa Valley College and Solano Community College. Additional services are provided through the EDD's local One Stops. In August each year, our parents take a survey to identify if there is an unmet need in our community for adult technology literacy. If so, classes may be provided. At present due to our small size, we do not have plans to implement an adult literacy program but are capable of surveying our parents and directing them to other services.

MIT provides referrals to the following types of classes:

1. English as a Second Language
2. Adult Literacy
3. GED
4. Job Interviewing Skills
5. Cultural Literacy
6. Reading and Writing Literacy
7. Citizenship
8. Keyboarding and other computer related literacy skills
9. Parenting Skills

9. Effective, Researched-Based Methods and Strategies

9a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.

One of the foundational beliefs of Mare Island Technology Academy is that technology is instrumental in closing the achievement gaps that exist in all substrata of students. According to Beglau, a competent educator who uses technology effectively can erase many of the affective filters that perpetuate the stigmas which in turn broaden the achievement gap (2005). "Not only did they improve their test results, but these once "basic" students were now confidently preparing PowerPoint presentations and accompanying letters to persuade Academy administrators and the school board that the class was ready, both financially and educationally, for their proposed field trip." These findings relate to underachieving students

Mare Island Technology Academy has a long-standing tradition of offering a technology-rich learning environment. In our plan, we have articulated specific methods and objectives to continue that tradition. Three major factors are always considered at MIT with regards to our technology plan:

- Effectiveness
- Sustainability & Support
- Cost

And current research supports these three factors as crucial to any long range goals of schools. (Sherry, 2002)

Technology Pedagogy Content Knowledge ("TPACK") research suggests methods of integration, while the Partnership for 21st Century Skills(P21) suggest the motivation behind it: global competition, international innovation, and greater demands in the workplace ("21st Century Professional Development." (2007). Partnership for 21st Century Skills. 4 Sep 2008

<http://www.21stcenturyskills.org/documents/21st_century_skills_professional_development.pdf>. (21st Century Skills Assessment, 2007)). The long term strategic planning process now underway in MIT has identified several of the themes P21 advocates, including life and career skills, information literacy skills, and innovation. These themes will be used to guide the district's curricula for the next ten years.

Any effective technology initiative must be backed by research and accompanied by training for teachers who will be using the tools. As a baseline for the approach to technology at MIT, the Technology Committee used the following sources for research-based practice.

- **The EETT Technology Plan** for formula and competitive grant applications for Title II, Part D in No Child Left Behind. <http://www.ed.gov/policy/elsec/leg/esea02/pg35.html#sec2414>

This grant application package spells out the research-base for utilizing technology in the classroom to enhance learning in the disciplines and teaching foundational technological skills. This research had been incorporated in the schools' design of technology-integrated curriculum in many ways, including

- Single- and multi-disciplinary projects requiring technology in the execution and presentation;
- Technology requirements for receiving and submitting assignments;

- Requirements for Internet research for all topics requiring research.
- **Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2004, 2007). *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement and Classroom Instruction That Works with Technology.***

This book identifies nine broad teaching strategies that have significant positive effects on student learning: 1) identifying similarities and differences; 2) summarizing and note-taking; 3) reinforcing effort and providing recognition; 4) homework and practice; 5) nonlinguistic representations; 6) cooperative learning; 7) setting objectives and providing feedback; 8) generating and testing hypotheses; and 9) questions, cues, and advance organizers. The latter book focuses on infusing technology into the curriculum, using these same research-based techniques in addition to research-based methodology for the technology integration.

In terms of research-based professional development, MIT has consistently used the research-based work of DuFour and others in professional learning communities. Research findings in professional development strategies were also detailed in the CDE publication below and have formed the basis for the annual Professional Development Plans.

- **California Department of Education. (1998). *Designs for Learning: An Introduction to High Quality Professional Development for Teachers.***

This document provides a framework for designing high quality professional development. It is based on three guiding principles: 1) high quality professional development helps teachers to more ably address the learning needs of every student, thereby improving the learning of all students; 2) high quality professional development designs will vary in accordance with the different phases of a teacher's development; and 3) administrators who are actively involved in their own learning are better able to create and support conditions that result in high levels of teacher competency and student achievement.

In terms of investments in technology, MIT has depended on the research, published in 2002, regarding return on investment:

- **Ringstaff, C., & Kelley, L. (2002). *The Learning Return on Our Educational Technology Investment. A Review of Findings from Research.***

This paper summarizes major research findings related to educational technology use and draws out implications for how to make the most of technology resources while focusing on pedagogical and policy issues. The distinctions between learning "from" computers and learning "with" computers are delineated. The findings of the research center on adequate and appropriate teacher training; changing teacher beliefs about learning and teaching; sufficient and accessible equipment, including an adequate computer-to-student ratio; long-term planning; and technical and instructional support.

Mare Island Technology Academy believes that innovation in technology is about creating sustainable and effective technology-based initiatives that give students tools to use outside of the classroom.

As a school we face the challenge of addressing the difficult gap between the technology literate and illiterate. Given that we draw from a pool primarily dominated by students from a lower socio-economic stratum, it is our task to help close that gap. Studies show that this gap can only be closed by a holistic approach to technology, that is, providing the software and infrastructure for long term sustainability.

“Closing the digital divide requires much more than buying equipment, it requires increasing the knowledge and skills of teachers using the technology, and access to digital tools in the community.” (Riel, M. & Schwarz, J., 2002) MIT believes that we can be the catalyst for change and providing opportunities to our students. Studies show that without proper access to technology, neither students nor teachers will be able to utilize any piece of software or hardware effectively.

Statham and Torell suggest a 1:5 computer ratio to ensure universal access to students (1999). MIT improves on that goal and currently offers a 1:2 computer ratio at the middle school and a 1:1 ratio at the high school, with one laptop per teacher. Further, studies show that teachers who have computers in the classroom (as opposed to a computer lab) showed greater competence and confidence in using them (Mann, Shakeshaft, Becker, & Kottkamp, 1999).

Even more important, teachers need to be trained to use the technology available in the classroom. As indicated in our goals, MIT Academy will be increasing the number and type of professional development opportunities available to teachers (Sandholtz, 2001). The emphasis will focus not solely on how to use applications, but how to teach using them. Technology demands that teachers know how the tools be used, not just how to use them (Sivin-Kachala & Bialo, 2000). Fully integrating technology into traditional pedagogy requires a paradigm shift that takes some people years to complete.

As a long-term strategy to improve student achievement, MIT Academy is piloting blended learning environments in several classrooms using the MOODLE interface. Studies show that blended learning environments eliminate the “walls” of a classroom and encourage students to take their learning home with them (Couthino, 2009). Given the ever growing prevalence of connectivity in the home, our demographic being roughly 85% connected, we need to proceed with future planning based on the fact that students will increasingly have internet access at home and make the necessary accommodations for students who do not (Becker, 1998). Looking even farther ahead, students who have Facebook-type learning environments are shown to be more likely to communicate about learning objectives outside of the classroom than their peers who do not (DeSchryver, M., Mishra, P., Koehler, M., & Ploucher Francis, A. 2009).

In summary, MIT Academy is based on, and constantly employs, relevant research in support of its collective curricular and professional development goals. As such all MIT goals and initiatives can be justified in terms of learning and technology research. Moreover, MIT Academy remains at the cutting edge of instructional innovation, and will continue to look to

research to make instructional decisions and development of all instructional and professional development goals.

9b. Describe the Academy's plans to use technology to extend or supplement the Academy's curriculum with rigorous academic courses and curricula, including distance-learning technologies.

As a dedicated technology site, the schools have been implementing an ongoing plan devised to increase student learning through a combination of software and hardware intentionally employed to create greater student success. Both the middle and high school charters call for 1) explicit instruction in technology skills for every student and 2) the integration of technology into the curriculum of every discipline. In addition, MIT goals and objectives call for a significant increase in current student performance that will be supported by the technology plan and integration:

Goal	Plan	Tech Plan Articulation
1. Be prepared for college.	WASC/ESLR	3C
2. Master key academic and content standards.	WASC/ESLR	3C, 3D
3. Demonstrate an understanding of citizenship and civic engagement.	WASC/ESLR	3F
4. Develop and apply problem-solving skills.	WASC/ESLR	3C
5. Master and apply high-level technological skills.	WASC/ESLR	3A, 4.b

Goal	Plan	Tech Plan Articulation
1. Student achievement will increase in all academic areas.	SPSA	3C
2. All English Language Learners will become proficient in the ELL development standards.	SPSA	3C
3. The percentage of MIT Academy students who enroll in postsecondary education programs will increase.	SPSA	3C
4. MIT Academy operations policies and procedures will reflect comprehensive, efficient school operations.	SPSA	3A, 4.a
5. Internal and external communication will improve in scope, frequency, and effectiveness.	SPSA	3.j

Goal	Plan	Tech Plan Articulation
1. MIT Academy will achieve an 800 API at both schools by June, 2015.	Strategic	3
2. MIT faculty will employ Professional Learning Communities to focus students on mastering key academic and content standards.	Strategic	4.b

Middle school: All MIT Academy middle school students receive technology instruction as a regular block course in technology labs in each grade: 6, 7, and 8.

Additionally, all middle school students have Language Arts/Humanities, math, and science instruction based on a technology-integrated curriculum and held in classrooms with one computer to every two students. All students except those with serious intervention needs also have foreign language classes using a technology-integrated curriculum and held in classrooms with one computer for every two students. Students with special needs are provided technology-enriched instruction and support as follows:

- Students with IEPs calling for supported instruction receive individualized support, primarily computer-assisted, as a regular block class in a classroom with one computer per student, depending on class size.
- Students who are in need of intervention in mathematics use the ALECKS program during math workshop and after-school math lab classes.
- Those in need of intervention in reading receive READ 180 intervention classes during the day.
- Students who require English Language Development receive instruction using a variety of support materials, including Rosetta Stone.

While some of the plans have been hindered by restraints involving server space and classroom designs/layouts, most of the classrooms are fully functional.

The MIT middle school will use its technology to employ more rigor in both intervention and enrichment offerings. Specifically, students will:

- In the core curriculum, use Study Island to supplement and enrich language arts instruction.
- For intervention, use Khan Academy and WolframAlpha.com to enhance student access of math concepts, and particularly to fill in student knowledge “gaps” revealed by the ALEKS math program (itself an empirically rigorous instructional software program).
- For intervention and remediation, use READ 180 to bring underachieving student readers to grade level in language arts.
- Use Rosetta Stone to supplement and enrich Spanish and Mandarin instruction, as well as assist English Language Learners.

High school: All MIT Academy high school students are required to complete at least nine college credits in order to graduate. Additionally, all high school students have English, history/social science, math, and science instruction in regular block classes based on a technology-integrated curriculum and held in classrooms with one computer for every student. All students (except those with IEPs calling for supported instruction) also have foreign language classes using a technology-integrated curriculum and held in classrooms with one computer for every student. Students with IEPs calling for supported instruction receive individualized support, primarily computer-assisted, as a regular block class in a classroom with one computer per student depending on class size.

High school students have several choices for after-school activities, including a technology-based Math Lab, and a LEGO Mindstorms robotics class.

The Academy is currently using the following to infuse the school with technological literacy:

- Digital Media Studio (DMS)
- Technology 1, 2, & 3 courses (training in keyboarding, email, basic computer operations, software, etc.)
- Interactive Whiteboards
- Promethean clickers
- ALEKS (math intervention software)
- READ 180

To extend and supplement curriculum beyond the current means and provide distance learning opportunities, the MIT plans to extend its list of available software and provide trainings as necessary in response to the school's needs. Specific goals include:

- Integrate Cyber High for as both a credit recovery and rigorous enrichment program;
- Continue online Driver's Education training;
- Integrating more technology in the classroom environment, including podcasts, wiki, blogging, Interactive Whiteboards, and moodle.
- Investigating available online intervention programs for English/language arts , beyond reading.

MIT high school will use its technology to employ more rigor in both intervention and enrichment offerings. Specifically, for intervention, students will:

- Use Study Island to assist students in preparing for the California High School Exit Exam (CAHSEE) – particularly for those students who have already taken and failed the CAHSEE.
- For intervention, use Khan Academy and WolframAlpha.com to enhance student access of math concepts, and particularly to fill in student knowledge “gaps” revealed by the ALEKS math program (itself an empirically rigorous instructional software program).
- For intervention and remediation, use READ 180 to bring underachieving student readers to grade level in language arts.
- Use Rosetta Stone to supplement and enrich Spanish and Mandarin instruction, as well as assist English Language Learners.
- Use CyberHigh for both credit recovery, and to allow students to take rigorous courses not otherwise available at MIT.

**Appendix C - Criteria for EETT Technology Plans
(Completed Appendix C is REQUIRED in a technology plan)**

In order to be approved, a technology plan needs to "Adequately Address" each of the following criteria:

- For corresponding EETT Requirements, see the EETT Technology Plan Requirements (Appendix D).
- Include this form (Appendix C) with "Page in Academy Plan" completed at the end of your technology plan.

1. PLAN DURATION CRITERION	Page in Academy Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
The plan should guide the Academy's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)	2-5 (years July 1, 2011 - June 30, 2016)	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2008-11.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	Page in Academy Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	3	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the Academy actively sought participation from a variety of stakeholders.
3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	Page in Academy Plan	Example of Adequately Addressed	Example of Not Adequately Addressed

a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	4	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the Academy's current use of hardware and software to support teaching and learning.	4-5	The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the Academy's curricular goals that are supported by this tech plan.	6	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the Academy curricular goals.	6-7	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.	7-9	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.

<p>f. List of goals and an implementation plan that describe how the Academy will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism</p>	<p>9-10</p>	<p>The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.</p>	<p>The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p>g. List of goals and an implementation plan that describe how the Academy will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.</p>	<p>10</p>	<p>The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.</p>
<p>h. Description of or goals about the Academy policy or practices that ensure equitable technology access for all students.</p>	<p>10</p>	<p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.</p>	<p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>

<p>i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.</p>	<p>10-11</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.</p>	<p>11-12</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</p>	<p>12-13</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.</p>

4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	Page in Academy Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	14-15	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your Academy needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.	15-17	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	18	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	Page in Academy Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the Academy that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.	24-25	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the Academy's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.	25-26	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.

c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.	27-28	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	29-30	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	Page in Academy Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List established and potential funding sources.	31	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.	31-33	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the Academy's replacement policy for obsolete equipment.	33	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.

d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.	34	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
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7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	Page in Academy Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	35	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	36	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	36	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	Page in Academy Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
If the Academy has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)	38	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	Page in Academy Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	39	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.

<p>b. Describe the Academy's plans to use technology to extend or supplement the Academy's curriculum with rigorous academic courses and curricula, including distance-learning technologies.</p>	<p>42</p>	<p>The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).</p>	<p>There is no plan to use technology to extend or supplement the district's curriculum offerings.</p>
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**Appendix J - Technology Plan Contact Information
(Required)**

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 48 - 70581

School Code (Direct-funded charters only): 4830196

LEA Name: Vallejo City Unified - MIT Academy

*Salutation: Mr.

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*Last Name: Feller

*Job Title: Network Administrator

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* Required information in the ETPRS