



# Beverly Hills Unified School District

## Implementation Plan

### Technology Plan: Reimagining Learning 2016-2019

**Please Note: This Implementation Plan allows staff to provide preliminary numbers when possible. Some estimations are not included because they require a RFP process. Upon Board approval of this plan, it is District staff's intent to acquire the necessary proposals that will provide the precise budgetary numbers.**

**The Beverly Hills Unified School District  
Board of Education**

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**Student Growth & Achievement**

**Educator Performance**

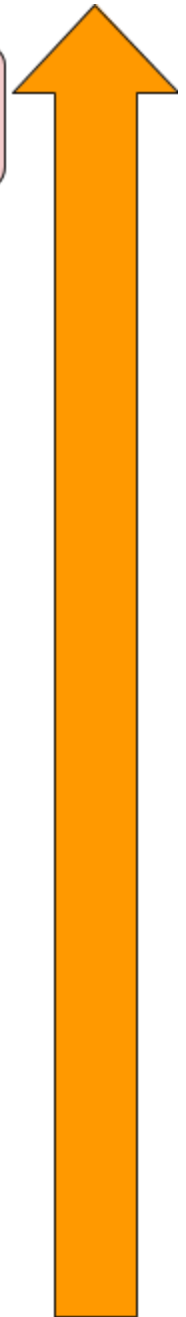
**Performance Objectives**

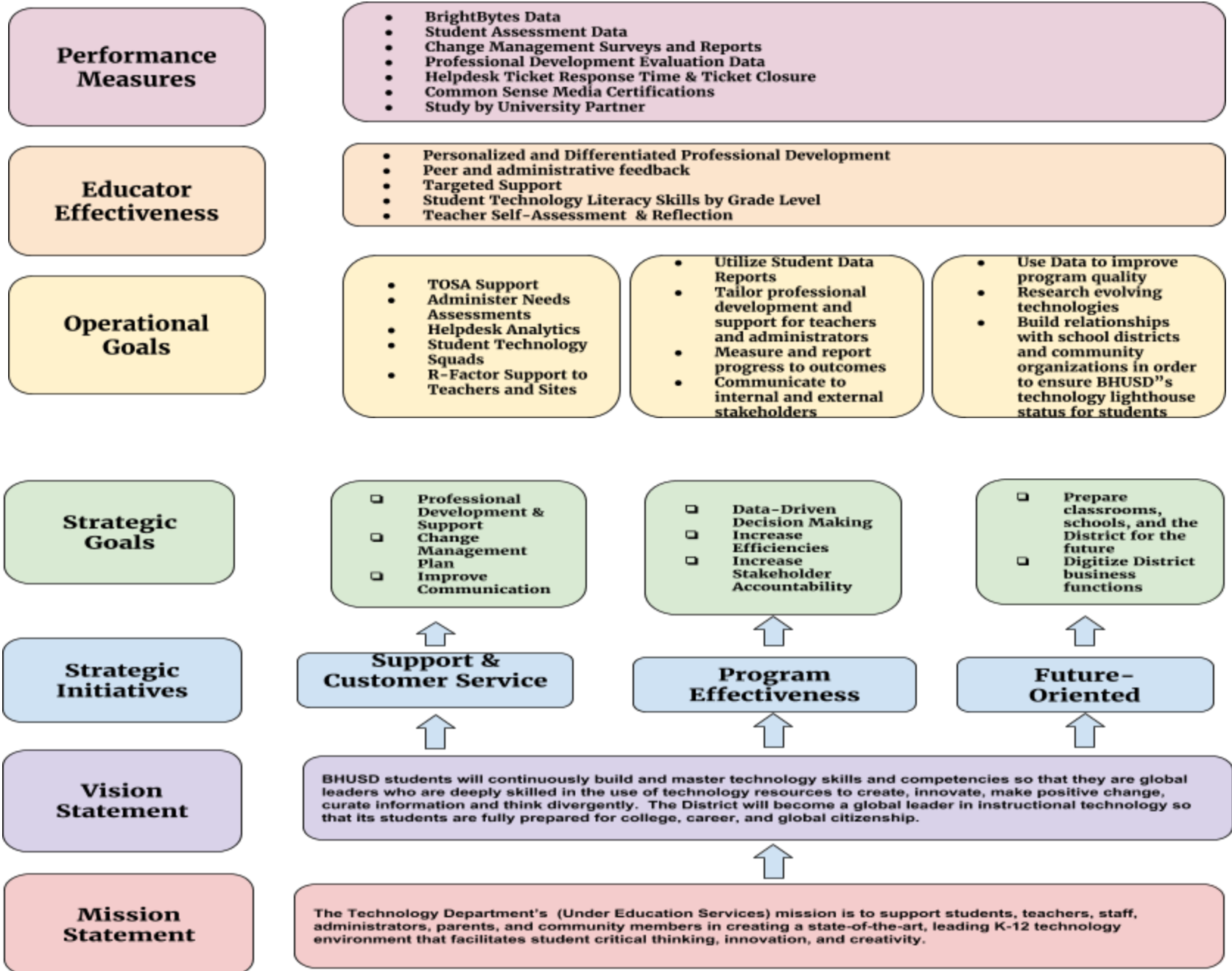
**Strategic Goals**

**Strategic Initiatives**

**Vision**

**Mission**





# Change Management Stages

The BHUSD Change Management Plan would support all stakeholders in successfully managing the change.

Stage	Factors Influencing Success
<b>A</b> wareness of the need for change	<ul style="list-style-type: none"> <li>• A person's view of the current state</li> <li>• How a person perceives problems</li> <li>• Credibility of the sender of awareness messages</li> <li>• Circulation of misinformation or rumors</li> <li>• Contestability of the reasons for change</li> </ul>
<b>D</b> esire to support and participate in the change	<ul style="list-style-type: none"> <li>• The nature of the change (what the change is and how it will impact each person)</li> <li>• The organizational or environmental context for the change (his or her perception of the organization or environment that is subject to change)</li> <li>• Each individual's personal situation</li> <li>• What motivates a person (those intrinsic motivators that are unique to an individual)</li> </ul>
<b>K</b> nowledge of how to change	<ul style="list-style-type: none"> <li>• The current knowledge base of an individual</li> <li>• The capability of this person to gain additional knowledge</li> <li>• Resources available for education and training</li> <li>• Access to or existence of the required knowledge</li> </ul>
<b>A</b> bility to implement required skills and behaviors	<ul style="list-style-type: none"> <li>• Psychological blocks</li> <li>• Physical abilities</li> <li>• Intellectual capability</li> <li>• The time available to develop the needed skills</li> <li>• The availability of resources to support the development of new abilities</li> </ul>
<b>R</b> einforcement to sustain the change	<ul style="list-style-type: none"> <li>• The degree to which the reinforcement is meaningful and specific to the person impacted by the change</li> <li>• The association of the reinforcement with actual demonstrated progress or accomplishment</li> <li>• The absence of negative consequence</li> <li>• An accountability system that creates an ongoing mechanism to reinforce the change</li> </ul>

Hiatt, J. (2006). *ADKAR: How to Implement Successful Change in Our Personal Lives and Professional Careers (1st ed.)*. Loveland, CO: Prosci Research.

**BHUSD Goal 1: (Integrated Instructional Technology)** Ensure that all teachers utilize technology consistently and transparently in planning and designing lessons, delivering instruction, and assessing and analyzing student learning in alignment with and to exceed the state content and ISTE standards.

**BHUSD Goal 2: (Leveraging the Power of Technology for Knowledge Construction, Creativity, and Innovation)** Ensure that all students acquire technology and information literacy skills through the use of technology integration into the core curriculum in grades K-12 as outlined by ISTE.

**BHUSD Goal 3: (Digital Citizenship)**

Ensure that all students learn about and practice responsible and ethical digital citizenship and the appropriate and ethical use of technology.

**BHUSD Goal 4: (1:1 Device Ratio)**

Establish a 1 device: 1 student ratio. Facilitate a 24/7 learning environment which allows students to take home their school-issued devices.

**BHUSD Goal 5: (Learning Management System)**

Establish an assessment and record-keeping system that will track multiple measures of student performance; allow staff to analyze student performance on individual, classroom, grade level/department, school-wide, District-wide levels, and on state/federal assessments; and continue to facilitate effective teacher interventions for students. This goal will be achieved through the implementation of a Learning Management System (LMS) and data dashboard.

**BHUSD Goal 6: (Home/School Communication Empowered by Technology)**

Ensure that all teachers and administrators utilize technology, including updated websites, online grade book posting (as appropriate), and email and voicemail to improve two-way communication between home and school. In other words, “To remain globally competitive and develop engaged citizens, our schools should weave 21st century competencies and expertise throughout the learning experience.” (National Education Technology Plan, p. 8)

**BHUSD Goal 7: (Professional Development & Support)**

Provide all teachers and administrators with the professional development and support they need to successfully accomplish the goals of the technology plan. It is important to note that professional development will emphasize the following for the duration of this plan:

- organizational culture
- common vision
- common language
- technology-empowered instruction
- technology-enhanced assessment
- utilization of open source learning materials
- personalized learning (for students, teachers, and administrators)

**BHUSD Goal 8: (Infrastructure)**

Continued enhancements of network infrastructure, technical support, hardware, and software to allow teachers and other staff members to effectively implement the goals of the technology plan.

**BHUSD Goal 9: (Equity & Access)**

Allocation and distribution of adequate technology resources in order to bring about equity and access between and within all five BHUSD school sites.

**BHUSD Goal 10: (Associated District Policies)**

Identify, research, write, and seek Board approval for Board policies and Board policy amendments needed in the context of advancing instructional technology.



The aforementioned goals will be realized by developing the following key dimensions:

- Collaborative Leadership, Community, & Culture
- Learning, Curriculum, & Assessment
- Teaching
- Infrastructure & The Digital Ecosystem
- Funding & Resources
- Policies & Procedures

The table below summarizes the relationship between the goals and key dimensions.

Key Dimension	Aligned Goal
<b>Collaborative Leadership, Community, &amp; Culture</b>	BHUSD Goal 1: Integrated Instructional Technology BHUSD Goal 2: Leveraging the Power of Technology for Knowledge Construction, Creativity, and Innovation BHUSD Goal 3: Digital Citizenship BHUSD Goal 4: 1:1 Device Ratio BHUSD Goal 5: Learning Management System BHUSD Goal 6: Home/ School Communication Empowered by Technology BHUSD Goal 7: Professional Development & Support BHUSD Goal 8: Infrastructure BHUSD Goal 9: Equity & Access
<b>Learning, Curriculum, &amp; Assessment</b>	BHUSD Goal 1: Integrated Instructional Technology BHUSD Goal 2: Leveraging the Power of Technology for Knowledge Construction, Creativity, and Innovation BHUSD Goal 3: Digital Citizenship BHUSD Goal 5: Learning Management System BHUSD Goal 7: Professional Development & Support

	BHUSD Goal 9: Equity & Access
<b>Teaching</b>	BHUSD Goal 1: Integrated Instructional Technology BHUSD Goal 2: Leveraging the Power of Technology for Knowledge Construction, Creativity, and Innovation BHUSD Goal 3: Digital Citizenship BHUSD Goal 5: Learning Management System BHUSD Goal 7: Professional Development & Support BHUSD Goal 9: Equity & Access
<b>Infrastructure &amp; The Digital Ecosystem</b>	BHUSD Goal 4: 1:1 Device Ratio BHUSD Goal 5: Learning Management System BHUSD Goal 8: Infrastructure
<b>Funding &amp; Resources</b>	BHUSD Goal 8: Infrastructure BHUSD Goal 9: Equity & Access
<b>Policies &amp; Procedures</b>	BHUSD Goal 8: Infrastructure BHUSD Goal 9: Equity & Access

## Collaborative Leadership, Community, & Culture

Establishing and fortifying an organizational culture and infrastructure that supports instructional technology are critical to the success of any integrated technology initiative. The International Society of Technology in Education (ISTE, [ISTE Website](#)) defines the key dimensions of technology integration (ISTE Essential Conditions) as:

Condition	Description
Shared Vision	Proactive leadership develops a shared vision for educational technology among all education stakeholders, including teachers and support staff, school and district administrators, teacher educators, students, parents and the community.
Empowered Leaders	Stakeholders at every level are empowered to be leaders in effecting change.
Implementation Planning	All stakeholders follow a systematic plan aligned with a shared vision for school effectiveness and student learning through the infusion of information and communication technology (ICT) and digital learning resources.
Consistent and Adequate Funding	Ongoing funding supports technology infrastructure, personnel, digital resources and staff development.
Equitable Access	All students, teachers, staff and school leaders have robust and reliable connectivity and access to current and emerging technologies and digital resources.
Skilled Personnel	Educators, support staff and other leaders are skilled in the selection and effective use of appropriate ICT resources.
Ongoing Professional Learning	Educators have ongoing access to technology-related professional learning plans and opportunities as well as dedicated time to practice and share ideas.
Technical Support	Educators and students have access to reliable assistance for maintaining, renewing and using ICT and digital learning resources.
Curriculum Framework	Content standards and related digital curriculum resources align with and support digital age learning and work.

<b>Student-Centered Learning</b>	Planning, teaching and assessment all center on the needs and abilities of the students.
<b>Assessment and Evaluation</b>	Teaching, learning, leadership and the use of ICT and digital resources are continually assessed and evaluated.
<b>Engaged Communities</b>	Leaders and educators develop and maintain partnerships and collaboration within the community to support and fund the use of ICT and digital learning resources.
<b>Support Policies</b>	Policies, financial plans, accountability measures and incentive structures support the use of ICT and other digital resources for both learning and district/school operations.
<b>Supportive External Context</b>	Policies and initiatives at the national, regional and local levels support schools and teacher preparation programs in the effective implementation of technology for achieving curriculum and learning technology (ICT) standards.

More detailed information about each essential condition is available at [ISTE Essential Conditions](#)

In order to meet the aforementioned goals, this document establishes the implementation plan for the “BHUSD Technology Plan: Re-Imagining Learning.” The implementation plan is pending budget allocation and Board of Education approval.

The action items below focus on technology goals to share vision managing change, collaborative leadership, developing culture, establishing common language, educator professional development, and parent education.

<b>Legend for Tables Below</b>	
Board of Education	= BOE
Chief Academic Officer	= CAO
Chief Business Officer	= CBO
Chief Human Resource Officer	= CHRO
Director of Technology	= DOT
Director of Student Services	= DOSS
Director of Facilities	= DOF
Teacher on Special Assignment	=TOSA

## I. Collaborative Leadership, Community, & Culture

Action/ Strategy	Responsible Person(s)		Evaluation Tool
a. Create District and school site TACs	Principals Technology Committee Chairs		<ul style="list-style-type: none"> <li>• Future Ready Schools District Leadership Self-Assessment</li> <li>• Meeting Meetings</li> </ul>
<p><b>Goal: All schools will have an operational Technology Advisory Committee (TAC) that works under the auspices of the Instructional Leadership Team.</b></p> <p>Objective: 100% of school sites will have operational TACs that include all stakeholder groups (teachers, administrators, parents, classified staff, and students)</p>			
Implementation Plan	Budget	Funding Source	Anticipated Outcomes
Each school site creates a standing Site TAC that is fully representative of the school community	<b>\$45,000</b>	Tech Budget General Fund	By June 2017, 100% of site TACs will meet monthly. By June 2018, 100% of site TACs will meet monthly.
Site TAC Chairs Meet Monthly with the Director of Technology	\$0	\$0	By June 2019, 100% of site TACs will meet monthly.
<b>Total</b>	\$45,000	TBD	
b. Develop, implement, and monitor a change management plan to support the system-wide implementation and integration of instructional technology	DOT Principals		<ul style="list-style-type: none"> <li>• BrightBytes Assessment</li> <li>• Site Change Management Plans</li> <li>• PD Evaluations</li> <li>• Future Ready Schools District Leadership Self-Assessment</li> </ul>
<p><b>Goal 1b. All schools and District leadership will participate in a coordinated change management plan that addresses the five steps of change management: Awareness, Desire, Knowledge, Ability, and Reinforcement.</b></p> <p>Objective 1b.1: 80% of teachers and administrators report Reinforcement Level in regard to instructional technology</p>			

integration.			
Implementation Plan	Budget	Funding Source	Anticipated Outcome
Site Leadership Teams engage in site change management professional development	\$6,000	TBD	By June 2017: 80% of Staff Report Desire Level By June 2018, 80% of Staff Report Ability Level By June 2019, 80% of Staff Report Reinforcement Level
Sites participate in change management surveys and plans	\$15,000	TBD	
<b>Total</b>	<b>\$21,000</b>	<b>TBD</b>	
<b>c. Design, implement, and monitor an ongoing personalized, job-embedded professional development (PD) plan for administrators</b>	<b>CAO DOT Principals</b>		<ul style="list-style-type: none"> <li>● <b>BrightBytes Assessment</b></li> <li>● <b>Site Technology Plans</b></li> <li>● <b>NC Digital Learning Plan: Digital Learning Progress Rubric</b></li> <li>● <b>PD Evaluations</b></li> <li>● <b>Future Ready Schools District Leadership Self-Assessment</b></li> </ul>
<p><b>Goal: All BHUSD administrators engage in personalized professional development. This professional development is designed to bring each certificated staff member to Reinforcement in the Change Management Process.</b></p> <p>Objective: 100 % of administrators participate in personalized professional development that equips them to deftly integrate professional development in the classroom.</p>			
Implementation Plan	Budget	Funding Source	Anticipated Outcome
Conduct a PD needs assessment of all site and District administrators	\$0	n/a	By June 2017, 60% of site and District administrators will proficiently use technology and lead the integration of research-based, instructional technology practices.
Design a 3-Year PD Plan	\$0	n/a	
Principals participate in monthly pd sessions with site leadership team	\$0	n/a	By June 2018, 80% of site and District administrators will proficiently use technology and

members			lead the integration of research-based, Instructional technology practices.
Principals engage in personalized professional development plan (online courses and conferences)	\$10,000	Title II or General Fund	By June 2019, 100% of site and District administrators will proficiently use technology and lead the integration of research-based, instructional technology practices.
<b>Total</b>	\$10,000	Title II or General Fund	
<b>d. Design, implement, and monitor an ongoing personalized, job-embedded professional development plan for teachers</b>	<b>CAO DOT Principals TOSAs</b>		<ul style="list-style-type: none"> <li>● <b>BrightBytes Data</b></li> <li>● <b>Site Technology Plans</b></li> <li>● <b>PD Evaluations</b></li> <li>● <b>NC Digital Learning Plan: Digital Learning Progress Rubric</b></li> </ul>
<p><b>Goal: All BHUSD teachers engage in personalized professional development. This professional development is designed to bring each certificated staff member to Reinforcement in the Change Management Process.</b></p> <p>Objective: 100 % of teachers participate in personalized professional development that equips them to deftly integrate professional development in the classroom.</p>			
<b>Implementation Plan</b>	<b>Budget</b>	<b>Funding Source</b>	<b>Anticipated Outcome</b>
Pilot teachers participate in Redbird online learning modules	\$3,000	EDucator Effectiveness	By June 2017, 60% of teachers will proficiently use technology and evidence the integration of research-based, instructional technology practices into their classrooms.
R-Factors for Lead Instructional PD Teachers to facilitate site-based PD	\$6,750	General Fund	<p>By June 2018, 80% of teachers will proficiently use technology and evidence the integration of research-based, instructional technology practices into their classrooms.</p> <p>By June 2019, 100% of teachers will proficiently use technology and evidence the integration of research-based, instructional technology practices into</p>

			their classrooms.
Teachers and administrators participate in Redbird Online Learning Modules	\$60,000	General Fund	
<b>Total</b>	\$69,750	TBD	
<b>e. Design, implement, and monitor an ongoing parent education program</b>	<b>DOT Principals TOSAs</b>		<ul style="list-style-type: none"> <li>● <b>BrightBytes Data</b></li> <li>● <b>Parent Session Evaluations</b></li> <li>● <b>LCAP</b></li> </ul>
<p><b>Goal: District parents and guardians will be made aware of instructional, safety, privacy, and student privacy issues impacted by instructional technology.</b></p> <p>Objective: 100% of parents will have access to information and parent education sessions that keep them informed and engaged around technology-related issues.</p>			
<b>Implementation Plan</b>	<b>Budget</b>	<b>Funding Source</b>	<b>Anticipated Outcome</b>
Design Parent Education Series	\$0.00	n/a	By June 2017, 50% of parents will have access to information and parent education sessions that keep them informed and engaged around technology-related issues.
Implement Parent Education Series	\$2,000	Technology Department Budget	<p>By June 2018, 60% of parents will have access to information and parent education sessions that keep them informed and engaged around technology-related issues.</p> <p>By June 2019, 80% of parents will have access to information and parent education sessions that keep them informed and engaged around technology-related issues.</p>
<b>Total</b>	\$2,000		
<b>f. Identify and hire TOSAs at the following ratio:</b>	<b>CAO DOT</b>		<ul style="list-style-type: none"> <li>● <b>BrightBytes Data</b></li> <li>● <b>PD Evaluations</b></li> </ul>



1/ K-5 (5 total) 1/ 6-8 (5 total) 2/ HS (2 total)	Principals		<ul style="list-style-type: none"> <li>Classroom Observation Tool (non-evaluative)</li> </ul>
<p><b>Goal: Each site will be allocated TOSA support that is commensurate with site needs in order to provide ongoing, differentiated support to teachers and administrators so that they may facilitate the meaningful integration of instructional technology.</b></p> <p>Objective: 100% of sites will be allocated TOSAs at the following ratios: 1/ elementary school, 1/ middle school, and 2/ high school.</p>			
Implementation Plan	Budget	Funding Source	Anticipated Outcomes
Seek BHEF funding to conduct a Tech TOSA proof-of-concept	\$216,640	BHEF	By June 2017, 2.4 FTE are allocated to support all five sites.
Districts funds and hires 1 FTE Tech TOSA/site (5 total)	\$1,083,000	General Fund	By June 2018, 100% of sites are allocated 2.0 TOSAs support.  By June 2019, 100% of sites are allocated 2.0 TOSAs support.
<b>Total</b>	\$1,299,640	TBD	
<b>g. Develop and implement a robust, pervasive Digital Citizenship education plan</b>	DOSS DOT Principals		<ul style="list-style-type: none"> <li>BrightBytes Data</li> <li>BHUSD becomes a Common Sense Media Certified District after three schools apply for and become Common Sense Media Certified schools</li> <li>Fifth Grade Student Digital Passport Completion</li> </ul>
<p><b>Goal: All K-12 students, teachers, and administrators will demonstrate the responsible and ethical use of technology devices and resources in the areas of: Internet Safety, Privacy &amp; Security, Relationships &amp; Communication, Cyberbullying &amp; Digital Drama, Digital Footprint &amp; Reputation, Self-Image &amp; Identity, Information Literacy, and Creative Credit &amp; Copyright.</b></p>			

Objective: 100% of students, teachers, and administrators will engage in the BHUSD Digital Citizenship Scope-and-Sequence and demonstrate mastery of grade-level assigned Digital Citizenship components.			
Implementation Plan	Budget	Funding Source	Anticipated Outcomes
A comprehensive Digital Citizenship scope-and-sequence is developed.	\$0	N/A	By 2017, 80% of students will be proficient in the Digital Citizenship scope-and-sequence based on an age-appropriate curricula.
Teachers and administrators receive professional development and resources to support implementation of the BHUSD Digital Citizenship Plan.	\$0	N/A	By 2018, 90% of students will be proficient in the Digital Citizenship scope-and-sequence based on an age-appropriate curricula.
BHUSD Digital Citizenship Plan is implemented.	Costs of TOSAs	N/A	By June 2018, BHUSD will certify as a Common Sense Media District.  By 2019, 100% of students will be proficient in the Digital Citizenship scope-and-sequence based on an age-appropriate curricula.  By 2019, 100% of fifth graders will earn their Common Sense Media Digital Passport. Hereafter, all student will earn the Common Sense Media Digital Passport by fifth grade.
<b>Total</b>	Costs of TOSAs	N/A	
<b>h. HR works with CAO and Director of Technology to include questions related to instructional technology in order to assess prospective teachers' and administrators' competencies in regard to instructional technology integration.</b>	<b>Chief Human Resources Officer CAO DoT</b>		<ul style="list-style-type: none"> <li>• <b>Future Ready Schools District Leadership Self-Assessment</b></li> <li>• <b>BrightBytes Data</b></li> </ul>
<b>Goal: All District new-hires will display and evidence technology proficiency in their area of expertise.</b>			

Objective: 100% of all hiring processes will include questions and/ or performance-based assignments that evidence technology proficiency in the candidate's area of expertise.			
Implementation Plan	Budget	Funding Source	Anticipated Outcomes
Daft interview questions for teachers and administrators and teachers with TAC	\$0	N/A	By June 2017, 50% of all hiring processes will include questions and/ or performance-based assignments that evidence technology proficiency in the candidate's area of expertise.  By June 2018, 80% of all hiring processes will include questions and/ or performance-based assignments that evidence technology proficiency in the candidate's area of expertise.  By June 2019, 100% of all hiring processes will include questions and/ or performance-based assignments that evidence technology proficiency in the candidate's area of expertise.
Submit questions to Chief Human Resources Officer and principals for review	\$0	N/A	
Implement Questions in perspective candidate interviews	\$0	N/A	
Annual Review of Questions Every Fall Semester by TAC	\$0	N/A	
<b>Total</b>	\$0	N/A	
<b>i. Continue and amplify the shared-services relationship with the City of Beverly Hills</b>	<b>Superintendent CAO DoT CBO</b>		<b>BOE-Approved Shared Services Agreements</b>
<b>Goal: Maintain shared-services relationship with City of Beverly Hills and continue to explore future collaborative opportunities with the City IT department.</b>			
Objective: 100% collaboration with City IT department regarding maintaining current relationship and discussing new opportunities.			
Implementation Plan	Budget	Funding Source	Anticipated Outcomes

Bi-weekly meetings with City CIO and Deputy CIO	\$0	N/A	By June 2017, 100% collaboration with City IT department regarding maintaining current relationship and discussing new opportunities.  By June 2018, submit to the BOE <b>identified</b> agreements with The City of Beverly Hills concerning identified shared services.  By June 2019, submit to the BOE <b>identified</b> agreements with The City of Beverly Hills concerning identified shared services.
Identify Specific shared services opportunities and the associated cost savings	\$0	N/A	
Establish agreements for the shared services that are mutually agreed upon by BHUSD and The City.	Agreements may result in cost to the District. All cost will be brought before the Board for approval.	TBD	
Total	TBD	TBD	

<b>Collaborative Leadership, Community, and Culture Three-Year Total</b>	<b>\$1,447,390</b>	Please see above	
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## II. Learning, Curriculum & Assessment

Action/ Strategy	Responsible Person(s)	Evaluation Tool
a. Identify and implement core content (that aligns and exceeds state standards) that includes an interactive digital component	CAO COSP DOT	<ul style="list-style-type: none"> <li>• Student and Teacher Usage</li> <li>• Student Performance Assessment Data</li> <li>• BrightBytes Data</li> </ul>
<p><b>Goal: All students will demonstrate grade-level aligned information literacy skills in support of demonstrating mastery of embedded technology.</b></p> <p>Objective: By 2019, 100% of students will demonstrate grade-level aligned information literacy skills in support of demonstrating</p>		

mastery of embedded technology.			
Implementation Plan	Budget	Funding Source	Anticipated Outcome
Develop Grade-level aligned scope-and-sequence of information literacy skills.	\$0	N/A	By June 2017, develop a District Technology Matrix that delineates the specific skills and technology literacy expectations by grade level.
Provide Professional Development to Teachers and Administrators	Costs of TOSAs and PD	N/A	By June 2017, 50% of students will demonstrate grade-level aligned information literacy skills in support of demonstrating mastery of embedded technology.
Student assessment of literacy skills by grade level	Costs of TOSAs and PD	N/A	By June 2018, 85% of students will demonstrate grade-level aligned information literacy skills in support of demonstrating mastery of embedded technology.  By June 2019, 100% of students will demonstrate grade-level aligned information literacy skills in support of demonstrating mastery of embedded technology.
<b>Total</b>	Costs of TOSAs and PD	N/A	
<b>b. Implement a Learning Management System (LMS)</b>		<b>CAO DOT</b>	<ul style="list-style-type: none"> <li>● <b>Student Performance Assessment Data</b></li> <li>● <b>BrightBytes Data</b></li> <li>● <b>LMS Usage Data</b></li> <li>● <b>Focus Group Feedback</b></li> </ul>
<b>Goal: All students and teachers use the LMS to (1) access digital curriculum and other learning resources (2) engage in online learning communities and (3) monitor student progress.</b>			

Objective: 100% of students and teachers use the LMS as an integral component of the instructional program in order to facilitate student proficiency and 21st Century skills mastery.			
Implementation Plan	Budget	Funding Source	Anticipated Outcomes
Select a LMS based on RFI/ RFP Process	\$75,000	General Fund	<p>By December 2017, procure a District LMS.</p> <p>By June 2018, 30% of students and teachers use the LMS as an integral component of the instructional program in order to facilitate student proficiency and 21st Century skills mastery. <b>(Pilot Phase)</b></p> <p>By June 2019, 100% of students and teachers use the LMS as an integral component of the instructional program in order to facilitate student proficiency and 21st Century skills mastery. <b>(Districtwide Implementation)</b></p>
Teacher Participation in selection process	\$1,800	General Fund	
Establish Pilot evaluation criteria	\$0	N/A	
Professional Development for Pilot Teachers	\$3,600	General Fund	
<b>Total</b>	\$80,400	General Fund	
<b>c. Instructional Technology Professional Development for Teachers</b>	<b>CAO</b> <b>Principals</b> <b>DOT</b> <b>TOSAs</b> <b>PD Lead Teachers</b>		<ul style="list-style-type: none"> <li>● <b>Student Performance Assessment Data</b></li> <li>● <b>BrightBytes Data</b></li> <li>● <b>Professional Development Evaluations</b></li> <li>● <b>TOSA Effectiveness Surveys</b></li> <li>● <b>Change Management Data</b></li> </ul>
<p><b>Goal: District teachers will become proficient in the use of technology to advance student achievement in all content areas.</b></p> <p>Objective: 100% of teachers will engage in ongoing professional development in the effective use of instructional technology and use the skills and strategies gained in professional development to advance student achievement as measured by District benchmarks, formative assessments, teacher-developed projects, and SBAC/ CASSPP.</p>			
Implementation Plan	Budget	Funding Source	Anticipated Outcomes

Design a Three-Year District Integration Technology PD Plan	\$0	N/A	By June 2017, 15% of teachers will engage in ongoing professional development in the effective use of instructional technology and use the skills and strategies gained in professional development to advance student achievement as measured by District benchmarks, formative assessments, teacher-developed projects, and SBAC/ CAASPP.
Sites design a Three-Year Professional Development plan in alignment with the District PD Plan	\$0	N/A	By June 2018, 80% of teachers will engage in ongoing professional development in the effective use of instructional technology and use the skills and strategies gained in professional development to advance student achievement as measured by District benchmarks, formative assessments, teacher-developed projects, and SBAC/ CAASPP.  By June 2019, 100% of teachers will engage in ongoing professional development in the effective use of instructional technology and use the skills and strategies gained in professional development to advance student achievement as measured by District benchmarks, formative assessments, teacher-developed projects, and SBAC/ CAASPP.
<b>Total</b>	\$0	N/A	
<b>d. Identify instructional software in ELA and Math that allows for the personalization of student learning</b>		<b>CAO CoSP DoT</b>	<ul style="list-style-type: none"> <li>• <b>Student Achievement Data (formative and summative)</b></li> <li>• <b>Software Usage Data</b></li> <li>• <b>BrightBytes Data</b></li> </ul>
<b>Goal: Students will have access to ELA and Math software that facilitates increased student achievement by providing students with a personalized learning experience.</b>			

Objective: By 2019, the number of students scoring proficient or above in ELA and Mathematics will increase by 9% as measured by standards-aligned assessments such as SBAC/ CAASPP, District benchmark, teacher and administrator observation, performance assessment, and student-generated projects.

Implementation Plan	Budget	Funding Source	Anticipated Outcomes
Establish criteria for software selection (includes teachers, administrators, TOSAs, and District leadership).	\$0	N/A	By June 2017, establish baseline of data as measured by standards-aligned assessments such as SBAC/ CASSPP, District benchmark, teacher and administrator observation, performance assessment, and student-generated projects.
Use software to design and implement personalized learning experiences for students.	\$75,000	General Fund	<p>By 2018, the number of students scoring proficient or above in ELA and Mathematics will increase by 4% as measured by standards-aligned assessments such as SBAC/ CASSPP, District benchmark, teacher and administrator observation, performance assessment, and student-generated projects.</p> <p>By 2019, the number of students scoring proficient or above in ELA and Mathematics will increase 5% as measured by standards-aligned assessments such as SBAC/ CASSPP, District benchmark, teacher and administrator observation, performance assessment, and student-generated projects.</p>
<b>Total</b>	\$75,000	General Fund	
<b>e. Integrate project-based learning</b>		<b>CAO DoT Principals</b>	<ul style="list-style-type: none"> <li>● <b>BrightBytes Data</b></li> <li>● <b>Student Achievement data (formative and summative)</b></li> <li>● <b>Student Projects</b></li> </ul>



**Goal: All TK-12 students will use their technology skills in order to meet and exceed standards expectation at a proficient or advanced level in the areas of ELA, Mathematics, and Science, and EL growth targets by using their technology resources (individual devices and the resources accessed by using technology)**

Objective: By 2019, 100% of students will create projects using technology resources. These projects will evidence students' proficiency in ELA, Math, and Science and EL growth targets.

Implementation Plan	Budget	Funding Source	Anticipated Outcomes
Identify a project based learning methodology that meets the needs of K-12 students	\$0	N/A	By June 2017, 25% of students will create projects using technology resources. These projects will evidence students' proficiency in ELA, Math, and Science and EL growth targets.  By June 2018, 75% of students will create projects using technology resources. These projects will evidence students' proficiency in ELA, Math, and Science and EL growth targets.  By June 2019, 100% of students will create projects using technology resources. These projects will evidence students' proficiency in ELA, Math, and Science and EL growth targets.
Provide professional development to teachers and administrators on project-based learning	\$15,000	General Fund	
<b>Total</b>	\$15,000	General Fund	
<b>f. Curate resources that allow students and teachers to interact with peers and experts from around the world.</b>		DoT TOSAs Teachers	<ul style="list-style-type: none"> <li>• LMS Usage Data</li> <li>• BrightBytes Data</li> <li>• Teacher Feedback</li> </ul>

**Goal: BHUSD students will expand their sphere of learning and exchange to include local, national, global levels using resources and tools accessed through technology.**

Objective: 100% of students will access mentors, peers, and experts on a local, national and global level as appropriate to their grade level content using resources and tools accessed through technology..

Implementation Plan	Budget	Funding Source	Anticipated Outcomes
TOSAs and site PD Lead Teachers research and identify resources that allow students and teachers to engage in learning within a global community	\$0	N/A	By 2017, 15% of students will access mentors, peers, and experts on a local, national and global level as appropriate to their grade level content using resources and tools accessed through technology.
Create and maintain a District resource page that provides teachers with access to resources that allow them and their students to engage on a global level	\$0	N/A	<p>By 2018, 50% of students will access mentors, peers, and experts on a local, national and global level as appropriate to their grade level content using resources and tools accessed through technology.</p> <p>By 2017, 80% of students will access mentors, peers, and experts on a local, national and global level as appropriate to their grade level content using resources and tools accessed through technology.</p>
<b>Total</b>	\$0	N/A	
<b>g. Curate resources that foster: increased use of games and simulations, new ways to connect physical and virtual interaction with learning technologies, interactive 3-dimensional imaging software, and augmented reality (AR) as a new way of investigating our context and history.</b>		<b>DoT</b> <b>TOSAs</b> <b>Teachers</b>	<ul style="list-style-type: none"> <li>● <b>BrightBytes Data</b></li> <li>● <b>Student Projects</b></li> <li>● <b>Teacher Observation Data</b></li> </ul>
<p><b>Goal: Students will use cutting-edge technology advancements to create and experience new ways to access learning via interactive 3-dimensional imaging software, and augmented reality (AR)</b></p> <p>Objective: All BHUSD students will engage with advanced technologies at least once per academic year that allow access to simulations, augmented reality, and/ or other virtual interaction tools.</p>			

Implementation Plan	Budget	Funding Source	Anticipated Outcomes
DOT and TOSAs research and identify instructional technology resources that include games and simulations, new ways to connect physical and virtual interaction with learning technologies, interactive 3-dimensional imaging software, and augmented reality (AR) as a new way of investigating our context and history	\$0	General Fund	<p>By 2017, 10% of students will engage with advanced technologies at least once per academic year that allow access to simulations, imaging software, augmented reality, and/ or other virtual interaction tools.</p> <p>By 2018, 40% of students will engage with advanced technologies at least once per academic year that allow access to simulations, imaging software, augmented reality, and/ or other virtual interaction tools.</p>
Create and maintain a District resource page that provides teachers with access to resources that allow them and their students to access and utilize games and simulations, new ways to connect physical and virtual interaction with learning technologies, interactive 3-dimensional imaging software, and augmented reality (AR) as a new way of investigating our context and history. TOSAs will support teachers in integrating these tools into the instructional program	\$25,000	General Fund	<p>By 2019, 60% of students will engage with advanced technologies at least once per academic year that allow access to simulations, imaging software, augmented reality, and/ or other virtual interaction tools.</p>
<b>Total</b>	\$25,000	General Fund	
<b>h. Identify software and technology that support teachers in meeting the needs of special populations (English Learners, Students with Special Needs, GATE, etc.)</b>		<b>DoT COSS TOSAs Teachers</b>	<ul style="list-style-type: none"> <li>• <b>Student Achievement Data (formative and summative)</b></li> <li>• <b>BrightBytes Data</b></li> </ul>
<p><b>Goal: Technology devices, tools, and resources will be used to support special populations of students (such as Students with Special Needs, students in need of academic support, English Learners, and GATE learners).</b></p> <p>Objective: Teachers will use identified resources in order to meet the needs of Students with Special Needs, students in need of academic support, English Learners, and GATE learners in order to advance the academic achievement of students as measured by the individual student's annual learning goals.</p>			

Implementation Plan	Budget	Funding Source	Anticipated Outcomes
DOT and TOSAs in collaboration with EL, GATE, and Special Education staff will research and identify instructional technology resources that support teachers in meeting the needs of special populations (English Learners, Students with Special Needs, GATE, etc.)	\$0	\$0	By 2018, 80% of teachers will use identified resources in order to meet the needs of Students with Special Needs, students in need of academic support, English Learners, and GATE learners in order to advance the academic achievement of students as measured by the individual student's annual learning goals.
Create and maintain a District resource page that provides teachers with access to support teachers in meeting the needs of special populations (English Learners, Students with Special Needs, GATE, etc.). TOSAs will support teachers in integrating these tools into the instructional program.	\$0	\$0	By 2019, 100% of teachers will use identified resources in order to meet the needs of Students with Special Needs, students in need of academic support, English Learners, and GATE learners in order to advance the academic achievement of students as measured by the individual student's annual learning goals.
Teachers use the identified software to meet the needs Students with Special Needs, students in need of academic support, English Learners, and GATE learners.	\$125,000	General Fund	
<b>Total</b>	\$125,000	General Fund	
<b>i. Create protocols for teachers and administrators to evaluate technology resource worthiness</b>		DoT TOSAs	<ul style="list-style-type: none"> <li>• App and software usage data</li> <li>• Teacher Completion of and feedback on the protocol</li> </ul>
<p><b>Goal: Create protocols to evaluate technology resource worthiness as a resource for teachers and administrators so that they may evaluate the instructional worthiness of technology resources in the context of standards-alignment, student privacy and compatibility with District infrastructure.</b></p> <p>Objective: By June 2019, 100% teachers and administrators will use District criteria and protocols to evaluate the instructional worthiness of technology resources in the context of standards-alignment, student privacy and compatibility with District infrastructure.</p>			
Implementation Plan	Budget	Funding Source	Anticipated Outcomes

Develop protocols to support teachers in assessing the instructional worthiness of instructional technology resources	\$0	n/a	<p>By June 2019, Create protocols to evaluate technology resource worthiness as a resource for teachers and administrators so that they may evaluate the instructional worthiness of technology resources in the context of standards-alignment, student privacy and compatibility with District infrastructure.</p> <p>By June 2018, 60% teachers and administrators will use District criteria and protocols to evaluate the instructional worthiness of technology resources in the context of standards-alignment, student privacy and compatibility with District infrastructure.</p> <p>By June 2019, 100% teachers and administrators will use District criteria and protocols to evaluate the instructional worthiness of technology resources in the context of standards-alignment, student privacy and compatibility with District infrastructure.</p>
Publish and provide teachers with training regarding the use of the protocol	\$0	n/a	
<b>Total</b>	\$0	N/A	
<p><b>j. elect and implement assessment methods that are multidimensional, on-demand, timely, and formative.</b></p> <p><b>Develop a system that provides students with feedback and validation from experts in the field and strengthens the relevance of assessments by allowing students to make connections between their learning and the real world. (State recommendation)</b></p> <p><b>Implement modern, personalized 21st Century assessments by providing essential technology/ infrastructure and educator professional development</b></p>	<p><b>CAO</b></p> <p><b>COSP</b></p> <p><b>DoT</b></p>	<ul style="list-style-type: none"> <li>● <b>Student Achievement data (formative and summative)</b></li> <li>● <b>BrightBytes Data</b></li> <li>● <b>Teacher Feedback</b></li> <li>● <b>LMS Data</b></li> <li>● <b>Student Projects</b></li> <li>● <b>Student Feedback</b></li> </ul>	

<b>with standards and summative computerized adaptive assessments. (State recommendation)</b>			
<b>Goal: All teachers and administrators will improve and increase student achievement through systematic data collection, analysis, and data informed decision-making.</b>			
Objective: 100% of teachers and administrators will utilize District data systems to collect, analyze, make instructional decisions, and provide students and parents with individual formative feedback at least monthly.			
Implementation Plan	Budget	Funding Source	Anticipated Outcomes
Establish criteria for assessment selection (includes teachers, administrators, TOSAs, and District leadership)	\$0	N/A	By June 2017, 20% of teachers and administrators will utilize District data systems to collect, analyze, make instructional decisions, engage in professional data dialogues, and provide students and parents with individual formative feedback at least monthly. By June 2018, 60% of teachers and administrators will utilize District data systems to collect, analyze, make instructional decisions, engage in professional data dialogues, and provide students and parents with individual formative feedback at least monthly.  By June 2019, 100% of teachers and administrators will utilize District data systems to collect, analyze, make instructional decisions, engage in professional data dialogues, and provide students and parents with individual formative feedback at least monthly.
Provide teachers and administrators with professional development on assessment methods that are multidimensional, on-demand, timely, and formative while providing connections between their learning and the real world.	Cost of TOSAs	N/A	

<b>Learning, Curriculum &amp; Assessment Three-Year Total</b>	<b>\$320,400</b>	Please see above	
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### III. Teaching

Action/ Strategy		Responsible Person(s)	Evaluation Tool
a. Provide each teacher and administrator a District-issued device that is aligned with the District's and Individual Site's Technology Plan		CBO CAO DOT	<ul style="list-style-type: none"> <li>• Mobile Device Management Data</li> <li>• BrightBytes Data</li> </ul>
<p><b>Goal: Level access and equity for all District teachers and administrators by providing each with a District-issued device that aligns with their students' devices and the classroom digital ecosystem.</b></p> <p>Objective: By June 2017, each teacher and administrator will be provided a District-issued device that aligns with their students' devices and the classroom digital ecosystem.</p>			
Implementation Plan	Budget	Funding Source	Anticipated Outcomes
Assign devices to District Mobile Device Management	\$0	N/A	By March 2017, all teacher and administrator devices will be assigned to MDM.
<b>Total</b>	\$0	N/A	
b. Design, implement, and monitor an on-demand, personalized instructional technology professional development plan for all educators		CAO DOT TOSAs Lead PD Teachers	<ul style="list-style-type: none"> <li>• BrightBytes Assessment</li> <li>• Needs Assessment Data</li> <li>• Future Ready Schools Data</li> <li>• Professional Development Evaluation Data</li> </ul>
<p><b>Goal: Educators will participate in personalized professional development that (1) equips them with the skill set to advance student achievement through integrated instructional technology and (2) create classroom and school cultures that foster innovation, risk-taking, and the 5Cs (creativity, collaboration, communication, critical thinking, and computational thinking).</b></p> <p>Objective: 100% of educators will (1) engage in ongoing professional development based on individual, site, and District goals and</p>			

objectives and (2) implement technology to advance students achievement as measured by Teacher/ Administrator Technology Survey, formative assessment data, District benchmarks, and SBAC/ CASSP results.			
Implementation Plan	Budget	Funding Source	Anticipated Outcomes
Conduct a needs assessment of all site and District administrator in order to determine individual professional development needs	\$0	N/A	By June 2017, 15% of educators will (1) engage in ongoing professional development based on individual, site, and District goals and objectives and (2) implement technology to advance students achievement as measured by Teacher/ Administrator Technology Survey, formative assessment data, District benchmarks, and SBAC/ CAASSP results.
Fund R-Factors for three Lead PD Teachers per site	\$67,500	General Fund	By June 2018, 80% of educators will (1) engage in ongoing professional development based on individual, site, and District goals and objectives and (2) implement technology to advance students achievement as measured by Teacher/ Administrator Technology Survey, formative assessment data, District benchmarks, and SBAC/ CAASSP results.
Design professional development plan for individual administrators. Patterns in need will be addressed whole group. Individual needs will be addressed through personalized PD plans. <b>(District-Level)</b>	\$54,000	General Fund	By June 2019, 100% of educators will (1) engage in ongoing professional development based on individual, site, and District goals and objectives and (2) implement technology to advance students achievement as measured by Teacher/ Administrator Technology Survey, formative assessment data, District benchmarks, and SBAC/ CAASSP results.
<b>Total</b>	\$121,500	General Fund	
<b>c. Embed instructional technology professional development goals in the certificated evaluation process</b>		<b>Superintendent CHRO CAO DOT Principals</b>	<ul style="list-style-type: none"> <li>● <b>BrightBytes Data</b></li> <li>● <b>NC Digital Learning Plan: Digital Learning Progress Rubric</b></li> <li>● <b>Future Ready Schools Assessments</b></li> </ul>



**Goal: Embed instructional technology integration in the evaluations of all teachers and site and District administrators in order to support the full integration of instructional and information technology into the mission and vision of the District.**

Objective: By June 2019, 50% of teachers and District administrators will participate in an evaluation process that includes professional and performance goals and objectives related to technology integration into the staff member's roles and responsibilities at a level of satisfactory or higher.

Implementation Plan	Budget	Funding Source	Anticipated Outcomes
Principals and District leadership develop clear professional goals related to instructional technology to include in teacher and administrator evaluations	\$0	N/A	By June 2018, bargaining units and staff members will determine a process for including technology goals and objectives into the evaluation process.
Engage teacher leadership and bargaining units in discussions on the integrated technology evaluation goals	\$0	N/A	By June 2019, 50% of teachers and District administrators will participate in an evaluation process that includes professional and performance goals and objectives related to technology integration into the staff member's roles and responsibilities at a level of satisfactory or higher.
Total	\$0	N/A	
<b>d. Develop an instructional dashboard that allows teachers to assess students' individual data and make instructional decisions based on the data</b>		<b>CAO DOT</b>	<ul style="list-style-type: none"> <li>• <b>BrightBytes Assessment</b></li> <li>• <b>NC Digital Learning Plan: Digital Learning Progress Rubric</b></li> <li>• <b>Future Ready Schools Assessments</b></li> </ul>

**Goal: Teachers, students, and administrators use a real-time data dashboard to assess, monitor, and adjust teaching and learning in order to increase individual student achievement.**

Objective: 100% of students, teachers and administrators access student data via the instructional dashboard at last monthly and engage in protocol-based dialogue and actions with the purpose of increasing individual student achievement.

Implementation Plan	Budget	Funding Source	Anticipated Outcomes
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Conduct and RFP process in order to identify a data dashboard vendor	\$0	N/A	By August 2017, create and implement the BHUSD instructional dashboard.
Select data dashboard vendor	\$15,000	General Fund	By June 2018, 60% of students, teachers and administrators access student data via the instructional dashboard at last monthly and engage in protocol-based dialogue and actions with the purpose of increasing individual student achievement.
Design and implement professional development plan to support teachers and administrators in using the data dashboard	\$0	N/A	
Provide training for parents on the data dashboard	\$0	N/A	By June 2019, 100% of students, teachers and administrators access student data via the instructional dashboard at last monthly and engage in protocol-based dialogue and actions with the purpose of increasing individual student achievement.
<b>Total</b>	\$15,000	General Fund	
<b>e. Take actions that encourage, support, and reward teacher's and administrator's use of technology to support current and emerging paradigms of learning (State)</b> Please note: Support is addressed in the TOSA and professional development sections of this document.		<b>BOE</b> <b>Superintendent</b> <b>CAO</b> <b>Principals</b>	<ul style="list-style-type: none"> <li>• <b>BrightBytes Data</b></li> <li>• <b>NC Digital Learning Plan: Digital Learning Progress Rubric</b></li> <li>• <b>Future Ready Schools Assessments</b></li> </ul>
<p><b>Goal: District leadership will take deliberate steps and implement specific steps in order to provide feedback and acknowledgement to teachers and administrators for integrating technology into their roles and responsibilities in order to (1) increase student achievement and (2) improve the efficiencies in regard to the District's business and operational functions.</b></p> <p>Objective: By June 2019, 100% of employees will receive at least monthly feedback from their supervisor on the intentional integration of technology in order to (1) increase student achievement and (2) improve the efficiencies in regard to the District's</p>			

business and operational functions.			
Implementation Plan	Budget	Funding Source	Anticipated Outcomes
Teacher and administrator acknowledgement strategies will include: newsletters, District and site websites, consistent feedback to teachers and administrators, highlights during Board of Education meetings, etc.	\$0	N/A	<p>By June 2017, 20% of employees will receive at least monthly feedback from their supervisor on the intentional integration of technology in order to (1) increase student achievement and (2) improve the efficiencies in regard to the District's business and operational functions.</p> <p>By June 2018, 75% of employees will receive at least monthly feedback from their supervisor on the intentional integration of technology in order to (1) increase student achievement and (2) improve the efficiencies in regard to the District's business and operational functions.</p> <p>By 2019, 100% of employees will receive at least monthly feedback from their supervisor on the intentional integration of technology in order to (1) increase student achievement and (2) improve the efficiencies in regard to the District's business and operational functions.</p>
<b>Total</b>	\$0	N/A	
<b>f. Provide differentiated professional development to library/ media staff and classroom teachers</b>		DoT TOSAs	<ul style="list-style-type: none"> <li>● <b>BrightBytes Assessment</b></li> <li>● <b>NC Digital Learning Plan: Digital Learning Progress Rubric</b></li> <li>● <b>Future Ready Schools Assessments</b></li> <li>● <b>Session Evaluations</b></li> </ul>
<b>Goal: Library/ Media staff will be support student growth and achievement through the purposeful use of digital, media resources throughout the curriculum. This work will require collaboration with classroom teachers and Instructional</b>			

**Technology TOSAs.**

Objective: 100% of library/ media staff will collaborate with teachers and Instructional Technology TOSAs to integrate library/ media resources into daily instruction.

Implementation Plan	Budget	Funding Source	Anticipated Outcomes
Provide professional development to all library/media staff	\$5,000	General Fund	<p>By June 2017, 100% of Library/ Media Staff will participate in monthly professional development related to integration of technology-accessed tools and resources into the instructional program.</p> <p>By June 2018, 100% of Library/ Media Staff will continue to participate in monthly professional development related to the integration of technology-accessed tools and resources into the instructional program.</p> <p>By June 2019, 100% of Library/ Media Staff will continue participate in monthly professional development related to the integration of technology-accessed tools and resources into the instructional program</p>
Re-write library/ media staff job descriptions to include roles and responsibilities related to the integration of digital resources into daily instruction	\$30,000	General Fund	<p>By June 2017, 15% of teachers will collaborate with Library/ Media Staff in order to seamlessly integrate digital library/ media resources into the instructional program.</p> <p>By June 2018, 50% of teachers will collaborate with Library/ Media Staff in order to seamlessly integrate digital library/ media resources into the instructional program.</p> <p>By June 2019, 80% of teachers will collaborate with Library/ Media Staff in order to seamlessly integrate</p>

			digital library/ media resources into the instructional program.
<b>Total</b>	\$35,000	General Fund	
<b>g. All teachers demonstrate proficiency in the “NC Digital Learning Competencies” and the “ISTE Standards for Teachers.</b> Please note: This action is dependent on teacher professional development, support, and feedback.		<b>Principals TOSAs Teachers</b>	<ul style="list-style-type: none"> <li>● <b>BrightBytes Assessment</b></li> <li>● <b>NC Digital Learning Plan: Digital Learning Progress Rubric</b></li> <li>● <b>Teacher/ Administrator Technology Survey</b></li> <li>● <b>Future Ready Schools Assessments</b></li> <li>● <b>Observation Tool Data (non-evaluative)</b></li> </ul>
<p><b>Goal: All teachers will become proficient or advanced in technology literacy and instructional technology strategies in order to advance of the academic achievement of all students in all content areas.</b></p> <p>Objective: 100% of teachers demonstrate proficient or advanced technology skills as evidence by the Teacher/ Administrator Technology Survey and the aforementioned measures.</p>			
<b>Implementation Plan</b>	<b>Budget</b>	<b>Funding Source</b>	<b>Anticipated Outcomes</b>
Teachers will administer a self-assessment annually in order to chart their individual growth	TBD	TBD	By June 2017, 15% of teachers demonstrate proficient or advanced technology skills as evidence by the Teacher/ Administrator Technology Survey and the aforementioned measures.
Administrators will provide formative feedback to teachers regarding their growth, develop, and proficiency in integrating technology.	\$0	\$0	By June 2018, 60% of teachers demonstrate proficient or advanced technology skills as evidence by the Teacher/ Administrator Technology Survey and the aforementioned measures. By June 2018, 100% of teachers demonstrate proficient or advanced technology skills as evidence by the Teacher/ Administrator Technology Survey and the aforementioned measures.
Administrators will provide summative evaluation to teachers regarding	\$0	\$0	

instructional technology integration			
<b>Total</b>	TBD	TBD	
<p><b>h. All administrators demonstrate proficiency in the “ISTE Standards for Administrator.”<sup>h</sup>.</b> Please note: This action is dependent on administrator professional development, support, and feedback.</p>	<p><b>Principals DOT</b></p> <p><b>TOSAs</b></p> <p><b>Teachers</b></p>	<ul style="list-style-type: none"> <li>● <b>BrightBytes Assessment</b></li> <li>● <b>NC Digital Learning Plan: Digital Learning Progress Rubric</b></li> <li>● <b>Future Ready Schools Assessments</b></li> <li>● <b>Observation Tool Data (non-evaluative)</b></li> </ul>	
<p><b>Goal: Administrators will use and model the use of technology at a proficient or advanced levels in order to advance the academic achievement of students.</b></p> <p>Objective: 100% of administrators will embed the use of technology in all leadership dimensions to which they apply by using best technology practices in order to improve student achievement and/ or advance BHUSD’s vision, mission, and goals.</p>			
<b>Implementation Plan</b>	<b>Budget</b>	<b>Funding Source</b>	<b>Anticipated Outcomes</b>
Site and District Administrators will administer a self-assessment annually in order to chart their individual growth	\$0	N/A	By June 2017, 40% of administrators will embed the use of technology in all leadership dimensions to which they apply by using best technology practices in order to improve student achievement and/ or advance BHUSD’s vision, mission, and goals.
The Superintendent/ Superintendent’s designee will provide formative feedback to principals and District Office administrators regarding their growth, develop, and proficiency in integrating technology.	\$0	N/A	By June 2018, 80% of administrators will embed the use of technology in all leadership dimensions to which they apply by using best technology practices in order to improve student achievement and/ or advance BHUSD’s vision, mission, and goals.  By June 2019, 100% of administrators will embed the use of technology in all leadership dimensions to which they apply by using best technology practices in order to improve student achievement and/ or advance BHUSD’s vision, mission, and goals.
District Office administrators	\$0	N/A	By June 2019, 100% of administrators will embed the use of technology in all leadership dimensions to which they apply by using best technology practices in order to improve student achievement and/ or advance BHUSD’s vision, mission, and goals.

will receive summative evaluation regarding technology integration as it aligns to their roles from their immediate supervisors.			
Principals will provide formative feedback to assistant principals regarding their growth, develop, and proficiency in integrating technology into their roles and responsibilities.	\$0	N/A	
Principals will provide summative evaluation to teachers regarding integrating technology into their roles and responsibilities.	\$0	N/A	
<b>Total</b>	TBD	TBD	

<b>Teaching Three-Year Total</b>	<b>\$171,500</b>	Please see above	
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#### IV. Infrastructure & The Digital Ecosystem

Action/ Strategy	Timeline	Responsible Person(s)	Evaluation Tool
a. Establish a minimum of 200 megabits per second of Internet bandwidth per 1,000		Senior Systems Administrator	<ul style="list-style-type: none"> <li>BrightBytes Assessment</li> <li>Teacher/ Administrator Technology Survey</li> </ul>

<b>students.</b>		<b>Senior Network Administrator</b>	<ul style="list-style-type: none"> <li>• <b>Future Ready Schools Assessments</b></li> <li>• <b>Infrastructure Management Data</b></li> <li>• <b>Helpdesk Ticket Data</b></li> </ul>
<p><b>Goal: District wide increase in internet bandwidth in order to sustain 1:1 initiative. This goal translates to 1 gigabyte for the entire District.</b></p> <p>Objective: 100% completion of increased internet bandwidth to 1 Gigabits District wide.</p>			
<b>Implementation Plan</b>	<b>Budget</b>	<b>Funding Source</b>	<b>Anticipated Outcomes</b>
Evaluation, Procurement, and Implementation of increased internet bandwidth	\$1,500/month per site \$54,000	General Funds (funds have already been earmarked)	By June 2017 - 2019, 100% completion of increased internet bandwidth to 1 Gigabits District wide.
<b>Total</b>	\$54,000	Please see above	
<b>b. Internet Content Caching Capabilities</b>		<b>Senior Systems Administrator</b>  <b>Senior Network Administrator</b>	<ul style="list-style-type: none"> <li>• <b>BrightBytes Assessment</b></li> <li>• <b>Teacher/ Administrator Technology Survey</b></li> <li>• <b>Future Ready Schools Assessments</b></li> <li>• <b>Infrastructure Management Data</b></li> <li>• <b>Helpdesk Ticket Data</b></li> </ul>
<p><b>Goal: Implement caching server in order to optimize bandwidth and increase internet performance.</b></p> <p>Objective: 100% deployment of caching server infrastructure District and Site wide.</p>			
<b>Implementation Plan</b>	<b>Budget</b>	<b>Funding Source</b>	<b>Anticipated Outcomes</b>
Evaluation, Procurement, and Implementation of caching server technologies	\$100,000	Measure E	<p>By November 2018, 100% deployment of caching server District wide.</p> <p>By November 2019, 100% deployment of caching server at school sites.</p>



<b>Total</b>	\$100,000	Please see above	
<b>c. 10 Gb WAN &amp; LAN connectivity</b> Please Note: Implementation is based on school site modernization schedules.		Senior Systems Administrator  Senior Network Administrator	<ul style="list-style-type: none"> <li>• Future Ready Schools Assessments</li> <li>• District Standard</li> <li>• BrightBytes Data</li> </ul>
<p><b>Goal: District IT will increase site-to-site connectivity and the District data system. The goal is to move all our services to one centralized location.</b></p> <p>Objective: 50% completion of increase in site-to-site connectivity to 10 Gigabits.</p>			
<b>Implementation Plan</b>	<b>Budget</b>	<b>Funding Source</b>	<b>Anticipated Outcomes</b>
Coordinate and plan with Facilities to identify the appropriate network components and cabling infrastructure needed in alignment with District standard.	\$0	N/A	By June 2017, 50% completion of increase in site-to-site connectivity to 10 Gigabits at Horace Mann site .
Coordinate and plan with The city of Beverly Hills to identify the appropriate WAN components that are in alignment with City standards.	\$0	N/A	By June 2018 - June 2019, 50% completion of increase in site-to-site connectivity to 10 Gigabits at High School, Beverly Vista, and El Rodeo.
Implementation (based on school site modernization schedules).	\$ 2,000,000	Measure E	
<b>Total</b>	\$2,000,000	Please see above	
<b>d. Redundancy for Internet, WAN, Core LAN</b>		Senior Systems	<ul style="list-style-type: none"> <li>• Future Ready Schools Assessments</li> </ul>

		<b>Administrator</b> <b>Senior Network Administrator</b>	<ul style="list-style-type: none"> <li>• <b>District Standard</b></li> <li>• <b>BrightBytes Data</b></li> </ul>
<p><b>Goal: Automated failover and redundancy of all core network components that will allow the District to maintain uninterrupted services.</b></p> <p>Objective: 100% redundancy with internet infrastructure including secondary internet and firewall technologies. Objective: 50% redundancy with core WAN and LAN connections and technologies.</p>			
Implementation Plan	Budget	Funding Source	Anticipated Outcomes
Continue second internet line with The City.	\$0	N/A	<p>By June 2017, 100% redundancy with internet infrastructure including secondary internet and firewall technologies.</p> <p>By June 2018, 25% redundancy with core WAN and LAN connections and technologies.</p> <p>By June 2019, 50% redundancy with core WAN and LAN connections and technologies.</p>
Evaluate intersite redundant WAN connectivity. District IT will base the need on increased site usage over determine if redundant WAN is cost efficient to fully pursue	\$0	N/A	
Evaluation, Procurement, and Implementation failover technologies such as secondary firewall and other core components	\$50,000	Measure E	
Coordinate and plan with Facilities to identify the appropriate core network components and cabling infrastructure needed in alignment with District standard.	\$0	N/A	

<b>Total</b>	\$50,000	Please see above	
<b>e. Campus wide wireless to support 1:1 initiatives</b>		<b>Senior Systems Administrator</b>  <b>Senior Network Administrator</b>	<ul style="list-style-type: none"> <li>• <b>BrightBytes Assessment</b></li> <li>• <b>Teacher/ Administrator Technology Survey</b></li> <li>• <b>Future Ready Schools Assessments</b></li> <li>• <b>Infrastructure Management Data</b></li> <li>• <b>Helpdesk Ticket Data</b></li> </ul>
<b>Goal: Increase wireless capabilities and capacity within the classrooms and common areas to support 1:1 initiative.</b> Objective: 100% wireless coverage and capacity to support 1:1 initiatives at all sites including sites under construction.			
<b>Implementation Plan</b>	<b>Budget</b>	<b>Funding Source</b>	<b>Anticipated Outcomes</b>
Coordinate and plan with Facilities to identify the appropriate network components and cabling infrastructure needed in alignment with District standard.	\$0	N/A	By June 2017, 75% wireless coverage and capacity to support 1:1 initiatives at all sites including sites under construction.  By June 2018 - June 2019, 100% wireless coverage and capacity to support 1:1 initiatives at all sites including sites under construction.
Implementation (based on school site modernization schedules).	\$500,000	Measure E	
<b>Total</b>	\$500,000	Please see above	
<b>f. Identity and Access Management</b>		<b>Senior Systems Administrator</b>  <b>Senior Network Administrator</b>	<ul style="list-style-type: none"> <li>• <b>BrightBytes Assessment</b></li> <li>• <b>Teacher/ Administrator Technology Survey</b></li> <li>• <b>Future Ready Schools Assessments</b></li> <li>• <b>Infrastructure Management Data</b></li> <li>• <b>Helpdesk Ticket Data</b></li> </ul>
<b>Goal: Identity and access management will allow students and staffs to seamlessly and securely connect to the district wireless network. It will also support single sign on capabilities to district and internet resources.</b>			

Objective: 100% deployment of Identity and Access Management system.			
Implementation Plan	Budget	Funding Source	Anticipated Outcomes
Evaluation, Procurement, and Implementation Identity and Access Management	\$60,000	Measure E	By June 2017, 75% deployment of Identity and Access Management system.  By June 2018, 100% deployment of Identity and Access Management system.
<b>Total</b>	\$60,000	Please see above	
<b>g. Staff 2 FTE IT Specialists for the High School</b>		DoT	<ul style="list-style-type: none"> <li>• Helpdesk Data</li> <li>• Helpdesk Response Times</li> <li>• BrightBytes Data</li> </ul>
<p><b>Goal: Ensure that all sites have IT support that fully support the instructional demands of instructional and information technology in order to facilitate the seamless integration of technology.</b></p> <p>Objective: By 2019, 100% of sites will be assigned 2.0 FTEs of IT support.</p>			
Implementation Plan	Budget	Funding Source	Anticipated Outcomes
Staff sites at a 2.0 FTE per site of IT support	\$720,000	General Funds	By June 2017, 100% of sites will be assigned 1.0 FTEs of IT support.  By June 2018, 100% of K-8 sites will be assigned 1.0 FTEs of IT support. BHHS will be assigned 2.0 FTEs of IT support.  By June 2019, 100% of K-8 sites will be assigned 1.0 FTEs of IT support. BHHS will be assigned 2.0 FTEs of IT support.
Provide ongoing training to all	\$7,000	General Funds	

IT support staff			
<b>Total</b>	\$727,000	Please see above	
<b>h. All learning spaces are designed and furnished to provide flexibility for students to work individually and collaboratively. (Digital Learning Progress Rubric)</b>		<b>CAO COF DOT Principals TOSAs</b>	
<p><b>Goal: Create 21st Century classroom spaces that facilitate collaboration, communication, and innovation through flexible classroom and furniture designs.</b></p> <p>Objective: By 2019, 100% of classrooms will be designed flexibly through modernization efforts and/ or by teachers making flexible use of their current classroom configurations.</p>			
<b>Implementation Plan</b>	<b>Budget</b>	<b>Funding Source</b>	<b>Anticipated Outcomes</b>
CAO and CFO work collaboratively with staff to design flexible classroom via the modernization	\$0	\$0	
Teachers will engage in professional development and feedback cycles to creatively make use of current classroom spaces	Cost of TOSAs	TBD	
<b>Total</b>	<b>\$0</b>	<b>N/A</b>	
<b>i. All learning spaces are designed and furnished to provide flexibility for students to work individually and collaboratively. (Digital Learning Progress Rubric)</b>		<b>CAO COF DOT Principals TOSAs</b>	

**Goal: All students, teachers, and administrators will receive a District-purchased device in order to fully access a 21st century teaching and learning environment.**

Objective: By October 2017, 100% of students, teachers, and administrators will receive a District-purchased device in order to fully access a 21st century teaching and learning environment.

Implementation Plan	Budget	Funding Source	Anticipated Outcomes
Planning, evaluation, coordination, purchasing, and implementation of devices and peripheral equipment to support 1:1 deployment.	\$3,000,000	Measure E	<p>By June 2017, District IT staff will pilot 1:1 rollout in three grades per site.</p> <p>By June 2017, District IT staff will issue one device to each teacher and administrator.</p> <p>By October 2017, District IT staff will complete the 1:1 rollout to all students.</p> <p>By October 2017, 100% of students, teachers, and administrators will receive a District-purchased device in order to fully access a 21st century teaching and learning environment.</p>
<b>Total</b>	\$3,000,000	Measure E	

<b>Infrastructure &amp; The Digital Ecosystem Three-Year Total</b>	<b>\$6,484,000</b>	<b>Please see above</b>	
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**V. Funding & Resource Allocations**

Action	Responsible Person(s)	Evaluation Tool	
<p><b>a. Identify specific long-term funding sources for technology at District-level.</b></p>	<p><b>Board Of Education</b></p> <p><b>Superintendent</b></p> <p><b>CAO</b></p> <p><b>CBO</b></p>	<ul style="list-style-type: none"> <li>● <b>Budget Analysis Report</b></li> <li>● <b>LCAP</b></li> <li>● <b>Board Minutes</b></li> </ul>	
<p><b>Goal: The Board of Education, the Superintendent, principals, and School Site Councils create a sustainable, reliable funding sources at the District-level in order maintain and advance the District’s commitment to instructional and informational technology. Funds are intentionally committed for: professional development and support, instructional software purchases, equipment maintenance, equipment refresh, and IT support.</b></p> <p>Objective: By 2019, The Board of Education, the Superintendent, principals, and School Site Councils create a sustainable, reliable funding sources at the District-level in order maintain and advance the District’s commitment to instructional and informational technology.</p>			
Implementation Plan	Budget	Timeline	Anticipated Outcomes
District Office Chiefs analyze current District operating budget to determine savings	\$0	N/A	By June 2017, The Board of Education and the Superintendent create a sustainable, reliable funding sources for professional development and support,

due to technology integration. Allocate those savings to the Technology Department budget.			instructional software purchases, equipment maintenance, equipment refresh, and IT support. at the District-level in order maintain and advance the District's commitment to instructional and informational technology for the 2017-2018 school year.
Allocate an annual budget to educational technology that is consistent and reliable	\$0	N/A	By June 2018, The Board of Education and the Superintendent create a sustainable, reliable funding sources for professional development and support, instructional software purchases, equipment maintenance, equipment refresh, and IT support. at the District-level in order maintain and advance the District's commitment to instructional and informational technology for the 2018-2019 school year.  By June 2019, The Board of Education and the Superintendent create a sustainable, reliable funding sources for professional development and support, instructional software purchases, equipment maintenance, equipment refresh, and IT support. at the District-level in order maintain and advance the District's commitment to instructional and informational technology for the 2019-2020 school year.
<b>Total</b>	\$0	N/A	
<b>b. Identify specific long-term funding sources for technology at the site and department level</b>		<b>Principals</b> <b>School Site Councils</b>	<ul style="list-style-type: none"> <li>● <b>Single School Plans</b></li> <li>● <b>School Budgets</b></li> <li>● <b>PTA Allocation of Funds</b></li> <li>● <b>LCAP</b></li> </ul>
<b>Goal: Principals and School Site Councils create a sustainable, reliable funding sources at the District-level in order maintain and advance the District's commitment to instructional and informational technology. Funds are intentionally committed for: professional development, support, instructional software purchases.</b>			
Objective: By 2019, Principals and School Site Councils create a sustainable, reliable funding sources at the District-level in order			



maintain and advance the District's commitment to instructional technology.			
Implementation Plan	Budget	Timeline	Anticipated Outcomes
Principals and School Site councils analyze school budget to determine savings due to technology integration. Allocate those savings to the Technology Department budget.	\$0	N/A	By June 2017, 100% site principals and School Site Councils create a sustainable, reliable funding sources at the site-level for professional development/ support and instructional software purchases, in order maintain and advance the District's commitment to instructional and informational technology for the 2017-2018 school year.
Principals and School Site Councils allocate an annual budget to educational technology that is consistent and reliable	\$0	N/A	By June 2018, 100% site principals and School Site Councils create a sustainable, reliable funding sources at the site-level for professional development/ support and instructional software purchases, in order maintain and advance the District's commitment to instructional and informational technology for the 2018-2019 school year.  By June 2019, 100% site principals and School Site Councils create a sustainable, reliable funding sources at the site-level professional development/ support and instructional software purchases, in order maintain and advance the District's commitment to instructional and informational technology for the 2019-2020 school year.
<b>Total</b>	\$0	N/A	
<b>Funding &amp; Resource Allocations Three-Year Total</b>	<b>\$0</b>	<b>N/A</b>	

**VI. Policies & Procedures**

Action/ Strategy		Responsible Person(s)	Evaluation Tool
a. Identify, write, and submit for Board approval key policies related to technology integration		DOT	<ul style="list-style-type: none"> <li>• BrightBytes Digital Privacy &amp; Security Assessment</li> <li>• NC Digital Learning Plan: Digital Learning Progress Rubric</li> <li>• Future Ready Schools Assessments</li> </ul>
<p><b>Goal: Identify technology-related District policy that require revision or writing in order to create the context for the effective use of technology from a safety, legal, and ethical perspective.</b></p> <p>Objective: By June 2019, all <b>identified</b> policies needed to create the context for the effective use of technology from a safety, legal, and ethical perspective will be submitted to the Board for approval.</p>			
Implementation Plan	Budget	Funding Source	Anticipated Outcomes
Identify needed policies	\$0	N/A	By August, identify policies needed to create the context for the effective use of technology from a safety, legal, and ethical persp
Write and/ or update policies in the context of technology	\$0	\$0	By June 2019, 60% all <b>identified</b> policies needed to create the context for the effective use of technology from a safety, legal, and ethical perspective will be submitted to the Board for approval.

			By June 2019, 100% all <b>identified</b> policies needed to create the context for the effective use of technology from a safety, legal, and ethical perspective will be submitted to the Board for approval.
<b>Total</b>	TBD	TBD	
<b>b. Develop a robust student data privacy plan</b>		<b>DOT DOSS</b>	<ul style="list-style-type: none"> <li>• <b>BrightBytes Digital Privacy &amp; Security Assessment</b></li> </ul>
<p><b>Goal: Create and implement a student privacy plan that aligns with federal and State laws in order to safeguard and protect the District's students.</b></p> <p>Objective: By June 2019, 100% of the BHUSD Privacy Program that includes the policies, programs, systems, and responses necessary to achieve a safe digital environment that fosters authentic learning will be implemented.</p>			
<b>Implementation Plan</b>	<b>Budget</b>	<b>Funding Sources</b>	<b>Anticipated Outcomes</b>
Submit Professional Service Agreement (PSA) to the Board of Education to purchase	\$21,000	General Fund	By June 2017, submit PSA to the Board of Education to purchase the BrightBytes/ iKeepSafe Student Privacy Module.
Coordinate with all stakeholder groups in order to implement the BHUSD Privacy Program	\$0	N/A	<p>By June 2018, 60% of the BHUSD Privacy Program that includes the policies, programs, systems, and responses necessary to achieve a safe digital environment that fosters authentic learning will be implemented in coordination with all stakeholder group.</p> <p>By June 2019, 100% of the BHUSD Privacy Program that includes the policies, programs, systems, and responses necessary to achieve a safe digital environment that fosters authentic learning will be implemented in coordination with all stakeholder group.</p>

<b>Total</b>	\$21,000	General Fund	
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<b>Policies &amp; Procedures Three-Year Total</b>	<b>\$21,000</b>	<b>General Fund</b>	
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