



## **Educational Tech Plan**

**July 1, 2012-June 30, 2015**

## TECHNOLOGY PLAN: LEA PROFILE AND CONTACT INFORMATION

### EFFECTIVE DATES OF THE TECHNOLOGY PLAN (ENTER YEARS)

Begin:	July 1,	2012		End:	July 31,	2015
<b>LEA PROFILE</b> Complete the requested information.						
LEA name:	BUCKEYE ELEMENTARY SCHOOL DISTRICT #33					
CTDS:						070433
Number of schools in LEA						6
E-rate billed entity number (if not applicable, indicate N/A)						142981

### TECHNOLOGY PLAN CONTACT INFORMATION

Complete the requested information for both contacts.

#### PRIMARY TECHNOLOGY PLAN CONTACT INFORMATION

Name: Juan Pino	Telephone #: 623-925-3428
Title: Director of Information Technology	Fax #: 623-386-6063
Address: 25555 W. Durango St. Buckeye Arizona 85326	E-mail: jpino@besd.k12.az.us

#### SECONDARY TECHNOLOGY PLAN CONTACT INFORMATION

Name: Susan Johnson	Telephone #: 623-925-3433
Title: State and Federal Programs Director	Fax #: 623-386-6063
Address: 25555 W. Durango St Buckeye Arizona 85326	E-mail: sjohnson@besd.k12.az.us



State of Arizona  
Department of Education

John Huppenthal  
Superintendent of  
Public Instruction

March 19, 2012

RE: CERTIFICATION OF TECHNOLOGY PLAN REVIEW/APPROVAL  
Name of Entity: **Buckeye Elementary School District**  
Plan Approval Expires: **June 30, 2015**  
Pursuant to the requirements of the FCC's E-rate program under the Schools and Libraries  
Universal Service Support Mechanism

Dear Technology Plan Administrator:

Thank you for providing a copy of your institution's technology plan for review pursuant to the requirements of the Schools and Libraries Universal Services support mechanism (commonly known as "E-Rate") program, and the Enhancing Education through Technology Program (EETT) Title IID.

The technology plan you provided appears to include all the basic planning components required under the E-Rate program as set forth by the Federal Communications Commission (FCC), reference <http://www.sl.universalservice.org/apply/step2.asp#3>. As such, you may consider receipt of this letter as confirmation that your technology plan has been approved by an "authorized organization" as required. This certification applies only to the approval of this technology planning document for purposes of your E-Rate and EETT Title II-D application.

Although the basic structure of your technology plan has been approved, you are reminded that E-Rate rules require a level of consistency between technology plans and E-Rate funding requests that was not subject to review under our approval process. Please read the latest developments regarding technology plan requirements at the above link to remain compliant of changes to the program requirements.

A listing of Arizona school institutions with approved technology plans may be found on the Internet, at [http://www.ade.az.gov/technology/approval\\_list.asp](http://www.ade.az.gov/technology/approval_list.asp)

Date Approved: **March 19, 2012**

Dates covered by plan: **July 1, 2012 – June 30, 2015**

Approved By:

Brenda L. Wright, E-Rate State Liaison  
Arizona Department of Education  
1535 W. Jefferson, BIN 8  
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Technology plans will be submitted online through a web based application in the Common Logon, <https://www.ade.az.gov/CommonLogon/logon.aspx>. "ALEAT" (Arizona Local Education Agency Tracker.) The Arizona Department of Education (ADE) will review the technology plan for accuracy and compliance. **Detailed records of all submissions (and accompanying documents) must be retained by the school district or charter school and made available for review or audit upon request.**

## TECHNOLOGY PLAN: TECHNOLOGY COMMITTEE AND PLAN EVALUATION

### TECHNOLOGY COMMITTEE TIMELINE & EVALUATION:

The effectiveness of any plan is how adaptable it is to the changing circumstances that an organization experiences. **Technology plans should be reviewed at least annually to ensure they continue to reflect the needs and goals of the LEA.**

#### Technology Plan Timeline:

Describe how often will this technology committee meet to review, evaluate, and update this technology plan? (Annually, semi-annually, quarterly, monthly, weekly, etc.)

**The BESD tech committee meets quarterly.**

#### Technology Plan Evaluation:

Please describe the Technology Committee's process for regularly completing an **overall technology plan evaluation**. Include how the committee will monitor progress of the technology plan, and make mid-course corrections in response to new developments and opportunities as they arise.

**NOTE:** This section focuses on **overall technology plan evaluation** and does not need to include explicit detail about evaluation of each action step generated as a part of the "tech" tagged action steps in the Continuous Improvement Plan. **Information in regard to how each "tech" tagged action step will be evaluated should be included in the description of the action step entered into the ALEAT Continuous Improvement Plan.**

#### Committees Role:

- Review the existing district technology plan
- Seek information about current and new technologies
- Assess technology goals
- Draft a revised technology plan

#### Selection of Members:

- Participation on the Technology Committee was on a Volunteer Basis

#### Role of Committee Members:

- Attend the quarterly Technology meetings
- Continually review the technology plan
- Policy making
- Technology Evaluation

## LEA TECHNOLOGY COMMITTEE

### MEMBERS SHOULD INCLUDE:

- District upper level administrator such as District Superintendent and/or Assistant Superintendent or Principal for a Charter school.
- At least one representative of each – school principal, teacher, technology coach (if any), parent (other than community member or staff), and community member (other than parent or staff.)
- Recommended – Federal programs director, curriculum director, Ed tech director or coordinator, special education director, and ELL director. (A director may have more than one assigned position/title and should list all that apply to that person.)

Add additional rows as necessary.

<b>Member</b>	<b>Title (if applicable)</b>	<b>Constituency Represented</b>
Juan Pino	IT Director	Central Office
Susan Johnson	Pre-School and Grants Coordinator	Preschool
Corey Christiaeens	Inca Principal/Teacher	Inca EL
Michael Bartlett	Jasi Principal	Jasinski EL
Jean Muller	Bales Dean of Students	Bales EL
Katie Preston	Peer Coach/Teacher	Sundance EL
Elsa Garcia	Parent	Jasinski EL
Gagan Bhullar	Tech teacher	WestPark EL
Tom Osborne	Librarian/teacher	Buckeye EL
Nathan Bowler	Business Manager	Central Office
Robert Alvarez	Network Admin	IT Department
Claudia Terrazas	Special Education	Special Education
Julie Baker	Tech teacher and Integration	Jasinski EL

	specialist	
Amanda Milam	Bales Teacher	Bales El
Mundi Wallace	Parent	Sundance El
Kristi Sandvik	Assistant Superintendent BESD and Curriculum coordinator	Central Office

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## **TECHNOLOGY PLAN: VISION AND MISSION STATEMENTS**

The vision and mission statements should reflect 21<sup>st</sup> Century technology. They should reveal how technology will increase academic achievement as well as students and teachers technology literacy skills.

### **VISION STATEMENT**

**Meeting tomorrows Challenges with Today's Technology.**

### **MISSION STATEMENT**

**Buckeye Elementary School District is committed to providing equitable access to the use of technology; ensuring that all students and staff will be technologically literate by providing an essential set of tools in order to compete in the 21<sup>st</sup> century.**



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# TECHNOLOGY PLAN: NEEDS ASSESSMENT

In order to ensure that all students have the skills and capacity to solve the complex problems facing society today and in the future, Arizona's strategic long-range technology plan makes a series of recommendations that guide efforts to enhance student learning through technology, prepare educational professionals and provide continued development throughout their careers, develop leaders with the skills and philosophy to support an educational process facilitated by technology, and provide the framework that supports a technology-enable learning process.

*Long Range Strategic Goals  
Transforming Education: Enabling Learning for All Arizona Students  
The Arizona Long-Range Strategic Educational Technology Plan, 2009*

The state technology committee made strategic recommendations for the following interrelated components: 1) Student Learning, 2) Leadership, 3) Preparation and Development of Educators, and 4) Infrastructure. Your Needs Assessment is a tool for you to evaluate your current realities in regard to these four components, as well as determining a list of the necessary needs your LEA has which will assist you with aligning your educational technology goals, strategies, and action steps with the Arizona technology plan. A summary of the recommendations and goals for each of the four components can be found throughout this Needs Assessment.

## LEA INTRODUCTION:

Briefly introduce and describe your school district or charter school.

Buckeye Elementary School District Vision - "Dedicated To Student Success Through World Class Education"—BESD is a rapidly growing elementary district located in a predominately agricultural community and is comprised of 6 K-8 elementary schools. The District's motto—"We Make a Difference for Students" - reflects the philosophical focus of a caring staff who serves all students within an inclusive program.

The District's curriculum is fully aligned with the Arizona State Standards. Classroom instruction is customized to the needs of students and utilizes research based methodology. Enhancements, enrichment, interventions and support services are provided in the regular classroom and through extended day opportunities. The schools provide many opportunities for parents to be involved in the education of their children with an emphasis on communication between the school and the home. Buckeye Elementary School District recognizes the need to provide technology as a tool for the support of curriculum and the teaching and learning processes. The daily integration of technology is essential to the understanding and improvement of skills as they relate to success in the school and workplace of the future. Buckeye Elementary School District integrates such technology as tools for staff and students to support their goals as successful members of their community. Our teachers receive instruction on state and ISTE standards and utilize the services of IDEAL to assist with the integration process. At Buckeye Elementary School District we strive to insure that Students, Teachers, Staff and Administrators have the proper tools and training to insure proper integration of technology.

# ARIZONA TECHNOLOGY INTEGRATION:

Arizona's definition for fully integration technology is "LEAs who have embedded appropriate technology to support student learning across all curricular areas."

The U. S. Department of Education requires states to report the number of LEAs who have fully integrated technology.

Using the matrix below, self-assess the current reality of technology integration for your LEA. Please use the scoring rubric included in the matrix, and the final calculation and status of implementation at the end of the matrix.

Components	Developing (1 point)	Approaching (2 points)	Fully Integrated (3 points)	LEA Self-Assessment Score
<b>Staff Technology Proficiency</b>	No instrument(s) are available or utilized for assessing the level of technology proficiency of staff members.	One or more instruments are made available for staff to assess their level of technology proficiency.	An LEA utilizes a specific instrument(s) to assess the level of technology proficiency for staff.  An LEA has identified expectations/standards for the level of technology proficiency of staff and provided professional development for staff members to meet the expected level of proficiency.	<b>1</b>
<b>2009 Educational Technology Standard</b>	No specific curriculum resources with educational technology standard performance objectives are available and/or no alignment with educational technology standard performance objectives has occurred for any grade levels.	Some curriculum resources with identified educational technology standard performance objectives are provided for one or more content areas and/or grade levels.  Some alignment of Educational Technology Standard performance objectives with other core content areas may be evident across one or more grade levels.	Educational Technology Standard performance objectives have been aligned with other core content areas across all grade levels.  Curriculum resources are available to assist teachers with implementing instructional activities that have educational technology standard performance objectives embedded.	<b>3</b>
<b>Classroom Integration of Technology</b>	No instrument(s) are made available for assessing how effective a teacher is integrating technology in his or her classroom.  Technology in the classroom is almost exclusively used by the teacher.	One or more instruments are made available for teachers to self-assess how effectively technology is being integrated in their classroom.  Teachers use a variety of technologies to enhance instruction. Student use of technology occurs occasionally and is generally for research, presenting information, and creating some text and multimedia products.	An LEA utilizes a specific instrument(s) to regularly assess how effectively a teacher integrates technology into their classroom.  Teachers and students utilize technology daily to explore content, communicate and collaborate on real-world problems, provide real-time data of student progress and to assist teachers and students in individualizing a student's learning experiences.	<b>2</b>

<b>Components</b>	<b>Developing (1 point)</b>	<b>Approaching (2 points)</b>	<b>Fully Integrated (3 points)</b>	<b>LEA Self- Assessment Score</b>
<b>Professional Development/ Instructional Support</b>	No professional development or instructional support on the use of technology is offered.	Professional Development on the use of technology in the classroom is offered.  Instructional support for the effective use of technology is available for some teachers through instructional coaches or curriculum resources.	Professional Development is offered based on needs identified from Staff Technology Proficiency and Classroom Integration of Technology Assessments.  Professional Development is provided for content areas/grade levels on effective technology integration strategies and the use of curriculum resources available for educator's specific grade level and/or content area.  Coaches are available at each school site to assist teachers with implementing strategies for effectively integrating technology in the classroom.	<b>2</b>
<b>Availability of Technology</b>	Classrooms have 1-2 computers. Additional computers may be available in computer labs.	Classrooms include some additional instructional technology hardware (projector, interactive whiteboard, electronic response systems, document cameras, etc.) to assist with instruction. Classrooms have at least 1-2 computers and may have access to additional computers through computer labs and/or mobile carts.  Wireless access to the Internet is available in some schools.	Classrooms include a wide variety of instructional technology hardware (projector, interactive whiteboard, electronic response systems, document cameras, digital cameras, digital camcorders) to assist with instruction.  Students have access to individual computing devices that can access the Internet.  Wireless access to the internet is available campus-wide across all schools.	<b>3</b>
<b>Technology Funding/ Technology Support</b>	LEA maintains a technology support staff to computer ratio of 1 person per 750 computers or greater.  Technology funding provides for a computer replacement cycle of 6 years or longer.	LEA maintains a technology support staff to computer ratio of 1 person to between 400-750 computers.  Technology funding provides for a computer replacement cycle between 4 and 6 years.	LEA maintains a technology support staff to computer ratio of 1 person to 400 computers or less.  Technology funding provides for a computer replacement cycle of 4 years or less.	<b>3</b>
<b>Comprehensive LEA Technology Integration Status</b>	<b>Developing - total 6–9 points</b>	<b>Approaching - total 10–15 points</b>	<b>Fully Integrated - total 16–18 points</b>	<b>14</b>

# STUDENT LEARNING:

The challenge for our education system is to leverage the learning sciences and modern technology to create engaging, relevant, and personalized learning experiences for all learners that mirror students' daily lives and the reality of their futures. In contrast to traditional classroom instruction, this requires that we put students at the center and empower them to take control of their own learning by providing flexibility on several dimensions. A core set of standards-based concepts and competencies should form the basis of what all students should learn, but beyond that students and educators should have options for engaging in learning: large groups, small groups, and work tailored to individual goals, needs, interests, and prior experience of each learner. By supporting student learning in areas that are of real concern or particular interest to them, personalized learning adds to its relevance, inspiring higher levels of motivation and achievement.

*Transforming American Education: Learning Powered by Technology  
National Educational Technology Plan (Draft), 2010*

## Long-Range Strategic Goals:

All learners will:

- have access to authentic learning activities appropriate to their development whenever and wherever they need.
- use appropriate strategies and technology to collaborate, construct knowledge and develop solutions to real-world problems.
- communicate effectively with global audiences.

*Long Range Strategic Goals  
Transforming Education: Enabling Learning for All Arizona Students  
The Arizona Long-Range Strategic Educational Technology Plan, 2009*

# CURRENT REALITY:

Select your implementation level for each recommendation in the columns provided.

Summary of Recommendations for the Local Education Agencies: <i>AZ Long-Range Strategic Ed Tech Plan, 2009</i>	Already Implemented	Currently Implementing	Planning for Implementation	Not Implementing
Provide district policies, curriculum, and resources to ensure that every student has the tools for an individualized, collaborative, and authentic learning experience.		X		
Select and deploy a variety of technology-based tools to provide differentiated instruction for every child by monitoring student assessment and suggesting developmentally appropriate content.		X		
Embed the <i>Arizona Educational Technology Standard</i> within the curriculum at each grade level.			X	
Select and utilize local, commercial, and open source digital content, aligned to state standards, to provide online access to specialized, rigorous, dual enrollment, credit recovery, and remedial courses.			X	

<b>Summary of Recommendations for the Local Education Agencies: AZ Long-Range Strategic Ed Tech Plan, 2009</b>	Already Implemented	Currently Implementing	Planning for Implementation	Not Implementing
Provide curriculum and resources that ensure personal safety for students in a digital world and policies that specify expectations of appropriate behavior and rules for students, parents, staff, and teachers.		<b>X</b>		

Describe the current level of technology integration into curriculum areas and the method of technology integration.

All new schools are equipped with a classroom projector and document readers as standard classroom equipment. All the District’s computer labs have Interactive Electronic whiteboards and our District Special Education Program use Interactive whiteboards in their classrooms. Each classroom has at least two computers which are part of a retrofitting cycle to ensure current technology tools are in the hands of our staff and students. The plan reflects the desired outcomes for the integration of technology in the Buckeye Elementary School District. Technology can no longer be viewed as an isolated, added-on component of the curriculum and the learning process. In the classroom of the 21<sup>st</sup> Century, technology serves as a tool to assist teachers in the instructional process on a daily basis. Technology offers a new approach to thinking, teaching and learning. In order to provide learning opportunities for students with varying learning styles and absorption rates and to address multiple intelligences in many disciplines, our teachers implement a variety of hardware and software resources in their classrooms.

What is the current level of technology literacy and how do you measure **student** technology literacy?

Buckeye Elementary School District is planning to implement a survey to measure technology literacy we also are looking into 21<sup>st</sup> Century Skills Assessment twice per year to measure our student literacy levels. In the past BESD students have taken the Project Tomorrow –Speak Up Survey to assess tech literacy.

How are you developing and using innovative strategies for delivering curriculum through the use of technology (consider items such as distance learning technologies, online learning, and other e-learning systems)?

BESD uses *Waterford Early Reading* an emergent reading program for Kindergarten-2<sup>nd</sup> grade students and is technology based. It is a research-based program used to assist K-3<sup>rd</sup> grade students in phonics comprehension, and fluency customized to their needs. Computer Labs use *Type 2 Learn* to teach proper typing technique and other computer skills. *SuccessMaker* is used across the district to enhance and aide students 3-8 in Math and Reading it also tracks student’s progress allowing for individualized plans and real time reports. *Harcourt StoryTown FOSS* and *EnVision Math* have on-line components that are being utilized by teachers and students. Language software, *TransMath* and *ReadWell* have some on-line components, but also utilize the *VPORT* on-line data management system which allows for real-time data and progress reports for teachers. Some additional online programs being used with great success at BESD are Kids College for Math and RAZ-Kids a reading tutoring program

How are you using technology to promote increased parental involvement and student engagement?

BESD has recently changed its student information system (SIS) and is now using Synergy (Genesis) which allows parents to participate in their children's education by having access to ParentVue and allowing direct communication with teachers regarding their children's grades and other school activities. BESD webpage is used to disseminate information to parents regarding field trips, sports, and many other school activities. Many classroom teachers also have websites designed to share information with parents and students. Many teachers communicate with parents via e-mail when this is convenient for parents.

How are you using technology to increase authentic learning, increased collaboration and communication skills, and problem-solving **by students**?

Students are using technology in a variety of capacities. The most common are the use of the mobile lab to enhance classroom activities and the use of Microsoft PowerPoint for presentations; additionally most schools have mobile netbook carts with at least 20 computers that have access to the Internet resources and Microsoft Office 2007 products.

Additional **student learning** current realities--

Current student reality includes technology labs on each campus as well as mobile laptop computer labs. Students also have some access to clicker response systems. All students have access to the Internet resources such as educational videos, music and online instructional materials.

### **STUDENT LEARNING NEEDS:**

After reflecting on your current realities and the Arizona Long-Range Strategic Educational Technology Plan, please include a bulleted list for any **student learning** items or issues that are needed.

- Integrate mobile devices such as I-Pods touches and I-Pads and other tech devices into daily student curriculum
- Ideally we would like to have our students access to technology be a one-to-one ratio when it comes to essential technological components be those, laptops, I-Pads, etc.
- To increase parent/teacher communication it would be beneficial to have phone access in each classroom.
- Provide Professional Development on methods used to effectively integrate technology into classrooms.
- Create methods to communicate and use technology with the BESD learning community.
- Continue implementation of I-Safe Internet safety curriculum for grades K-8.
- Audio enhancement for classroom instruction.

# LEADERSHIP:

## Long-Range Strategic Goals:

All leaders will:

- model, implement, and assess appropriate technology use at all levels of the teaching and learning process.
- have access to the appropriate tools and resources to guide instructional and administrative practice.
- implement a dynamic technology planning process that expands curricular and instructional opportunities to students.
- provide opportunities for sustained, relevant, timely and effective professional development

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The Arizona Long-Range Strategic Educational Technology Plan, 2009*

# CURRENT REALITY:

Select your implementation level for each recommendation in the columns provided.

Summary of Recommendations for the Local Education Agencies: <i>AZ Long-Range Strategic Ed Tech Plan, 2009</i>	Already Implemented	Currently Implementing	Planning for Implementation	Not Implementing
Develop and implement a comprehensive Strategic Technology Plan, tied to the district's strategic plan and school improvement plans, that ensures the instructional and administrative use of technology at the classroom, library, campus, and district level.			<b>X</b>	
Develop incentives for new and veteran educators to become technologically literate.			<b>x</b>	
Include community input into the planning and support for the integration of technology into teaching and learning.			<b>X</b>	
Coordinate the use of electronic data in district planning to support research-based decision-making focused on student success.	<b>X</b>			
Participate in collaboration with representatives from PreK-12, Higher Education, parents, businesses and community to share planning resources and services.			<b>X</b>	
Support and encourage leaders to attend and present at local/state/national educational technology conferences.				<b>X</b>

List and describe the current uses of technology to support your administrators and their responsibilities (district, school-based, student achievement, and teacher effectiveness) in the chart below. (add additional rows as needed)



<b>Technology Resource</b>	<b>Activity</b>
Student Information System	Student enrollment, attendance, schedules, grades, parent grade view, discipline
AzSAFE	State student discipline reporting
Communication tools (e-mail, phone, intercom, district/school website, copy machines, faxes, printers)	Communication with staff, parents, students, community)
Assessment tools (Galileo, DIBELS, VPORT, AIMS Data)	Student achievement data monitoring and analysis, teacher effectiveness monitoring
Internet	Instructional resources, collaboration, content delivery
Netbooks, Laptops, projectors, Document cameras, digital cameras, video cameras	Productivity, collaboration, staff development, student learning, communication.
Curriculum tools	Electronic curriculum maps, electronic resources from adopted curriculum publishers, I-Safe
HR tools (iVisions and AESOP)	tracking staff attendance, compensation, purchase orders, budget, scheduling substitutes, etc
Security cameras	Campus safety and monitoring

Describe how administrators promote and evaluate the effective use of technology by teachers.

Evaluate use:

- classroom observation in the form of: formal evaluations and walkthrough observation
- conversations and observation in professional development settings, grade level meetings, committee meetings

Describe the roles site-based LEA administrators play in the types and quantity of technology that are available to their staff and students.

BESD administrators are represented on the district level technology committee. They coordinate with the technology coordinator and business manager in planning and purchasing of programs and technology resources for their campuses.

Additional **leadership** current realities--

- Current technology training should include training on new programs being implemented in the district.

- Additional training opportunities should be provided on effective implementation and integration strategies.
- Identify local tech savvy teachers to use as role models and help with trainings and implementation of technology.

## **LEADERSHIP NEEDS:**

After reflecting on your current realities and the Arizona Long-Range Strategic Educational Technology Plan, please include a bulleted list for any **leadership** items or issues that are needed.

- Conduct a technology needs assessment.
- Professional Development plan developed to improve staff technology skills and integration strategies based on needs assessment.
- Strategic technology implementation plan that is reviewed quarterly with administrators to ensure campus needs are being met.
- Continued training for administrators to increase their proficiency in district technology resources so they can model strategies for using these resources as well as train campus staff.
- Hire district level technology specialist
- Technology professional development
  - Electronic lesson plans
  - Content Management System
  - VoIP phones in classroom
  - Laptop care and replacement
- Promote technology resources for teachers by implementing a district plan that includes strategic goals for each school to build its own capacity and expertise.
- Build capacity at schools by modeling strategies to use technology Train Trainer Model
  - For Intervention Specialists
  - For Dean of Students
  - For Grade levels

# REPARATION AND DEVELOPMENT OF EDUCATORS:

Just as leveraging technology can help us improve learning and assessment, the model of 21st century learning calls for using technology to help build the capacity of educators by enabling a shift to a model of connected teaching. In such a teaching model, teams of connected educators replace solo practitioners and classrooms are fully connected to provide educators with 24/7 access to data and analytic tools as well as to resources that help them act on the insights the data provide.

*Transforming American Education: Learning Powered by Technology  
National Educational Technology Plan (Draft), 2010*

## Long-Range Strategic Goals:

All educators will:

- complete their initial preparation with the pedagogy, practical knowledge and skills to use technology to enhance every student’s learning.
- have access to research-based professional development opportunities whenever and wherever they need.

*Long Range Strategic Goals  
Transforming Education: Enabling Learning for All Arizona Students  
The Arizona Long-Range Strategic Educational Technology Plan, 2009*

## CURRENT REALITY:

Select your implementation level for each recommendation in the columns provided.

Summary of Recommendations for the Local Education Agencies: AZ Long-Range Strategic Ed Tech Plan, 2009	Already Implemented	Currently Implementing	Planning for Implementation	Not Implementing
Prepare administrators and district professional development personnel to conduct consistent observations of classroom use of technology using a technology integration observation form to determine levels of technology integration and effective use of technology that incorporates this observation into all formal professional evaluation.			<b>X</b>	
Develop and maintain funding models and budgets that support participation in statewide, technology professional development opportunities for all teachers and administrators.		<b>X</b>		
Develop and maintain professional learning communities that use appropriate technology to support learning and reflection by instructional personnel.			<b>X</b>	
Develop and maintain partnerships with Higher Education to pilot new instructional strategies for integrating technology.			<b>X</b>	

<b>Summary of Recommendations for the Local Education Agencies: AZ Long-Range Strategic Ed Tech Plan, 2009</b>	Already Implemented	Currently Implementing	Planning for Implementation	Not Implementing
Utilize innovative strategies for anytime/anywhere delivery of ongoing professional development, including online and other distance learning models and digital content delivery services to meet the diverse and personal learning needs of all educators.		<b>X</b>		
Provide instructional coaches and mentors to support technology integration efforts to improve learning in core curriculum areas.			<b>X</b>	
Provide professional development on the impact of non-compliance with district policies regarding the use of technology and include compliance with these policies as a component of teacher evaluation and observation instruments.		<b>X</b>		
Use grants and, where possible, district funds to host and cosponsor regional and statewide technology symposia and training that promote the sharing of instructional strategies and techniques.				<b>X</b>
Work with parents and higher education to develop opportunities for parents to learn how technology can enhance their child's learning.		<b>X</b>		

What are the methods used for identifying technology professional development needs for teachers, staff, and administrators?

In the past teachers have been given the SimpleK12 Technology assessment and the results were used to build technology PD. We are in the process of implementing a new survey/system that will provide us with the best understanding of the professional development needs of our school district.

List and describe the technology professional development opportunities that are available to **teachers and staff** on the effective integration of technology into the curriculum in the chart below. (add additional rows as needed)

<b>PD Activity</b>	<b>Facilitator or Provider of PD</b>	<b>Frequency of PD Offered</b>
ThinkFinity	Julie Baker	On-going
Web 2.0 applications	Julie Baker	yearly
New teacher support	Julie Baker/IT Staff	yearly
Wikispaces	Julie Baker	On-going
MS office support	Julie Baker/IT Staff	On-going
I-Safe internet safety	Julie Baker	yearly

List and describe the technology professional development opportunities that are available to **administrators** on the effective use and evaluation of technology in the chart below. (add additional rows as needed)

<b>PD Activity</b>	<b>Facilitator or Provider of PD</b>	<b>Frequency of PD Offered</b>
School Center website development	Julie Baker	On-going
MS Office support	Julie Baker/IT Staff	On-going
District Tech policies	Julie Baker	yearly
Setting up AR effectively	Julie Baker/Librarians	On-going

What incentives are available to LEA teachers, staff, and administrators for participating in technology staff development?

Professional development hours can be used towards school credits for recertification.

How do you measure the effectiveness of the technology professional development offered?

The overall effectiveness of our teacher technology PD will be assessed with a survey which will allow of development of better ways of integrating technology additionally Teachers receive training on early release Wednesday staff development days to enhance websites.

### **PREPARATION AND DEVELOPMENT OF EDUCATORS NEEDS:**

After reflecting on your current realities and the Arizona Long-Range Strategic Educational Technology Plan, please include a bulleted list for any **professional development** that is needed under each category.

- **Teachers and Staff**

- Regular tech PD for Teachers
- Continued support of 21<sup>st</sup> Century in the classroom practices
- Access to resources highlighting current educational technologies
- Integration specialist to introduce current teaching methods of technology in the classroom
- Collaboration with administrators and IT tech staff
- Mobile device to enable 24/7 access to educational resources

- **Leadership and Administration**

- Technology Assessment tool to assist with PD topics
- Use of technology integration concepts in new hire qualifications
- Continue staff and faculty evaluations
- Mobile devices tech PD
- Continued tech PD

# INFRASTRUCTURE:

An essential component of the 21st century learning model is a comprehensive infrastructure for learning that provides every student, educator, and level of our education system with the resources they need when and where they are needed. The underlying principle is that infrastructure includes people, processes, learning resources, policies, and sustainable models for continuous improvement in addition to broadband connectivity, servers, software, management systems, and administration tools. Building this infrastructure is a far-reaching project that will demand concerted and coordinated effort.

*Transforming American Education: Learning Powered by Technology  
National Educational Technology Plan (Draft), 2010*

## Long-Range Strategic Goals:

The goals for learners, leaders, and educators will be achieved through an infrastructure that provides:

- secure and reliable anytime/anywhere access to a variety of current and emerging technologies.
- just-in-time assistance to support the use of technology for administration, teaching and learning.
- policies and procedures that ensure equitable access to all users.

*Long Range Strategic Goals  
Transforming Education: Enabling Learning for All Arizona Students  
The Arizona Long-Range Strategic Educational Technology Plan, 2009*

# CURRENT REALITY:

Select your implementation level for each recommendation in the columns provided.

Summary of Recommendations for the Local Education Agencies: AZ Long-Range Strategic Ed Tech Plan, 2009	Already Implemented	Currently Implementing	Planning for Implementation	Not Implementing
Develop and implement new strategies and practices for the funding, purchase and support of technology infrastructure and services.		<b>X</b>		
Provide a 1:1 learning environment for 6th-12th grade students and at least a 3:1 ratio for students below 6th grade. (ETAC has avoided using “computer to student ratios” because other digital learning devices, i.e. net books or smart phones, might describe these ratios)			<b>X</b>	
Maintain an internal wide area network that provides connections from the district to each school and between schools of at least 100 Mbps per 1,000 students/staff within the next one to four years and at least 1 Gbps per 1,000 students/staff within the next five to seven years. (Adapted from <i>High-Speed Broadband Access for All Kids</i> )	<b>X</b>			
Provide and maintain an infrastructure for communications with parents and community members, including year-round anytime/anywhere access to school news, educational resources, and data.		<b>X</b>		
Utilize technologies that are environmentally safe and can be used to ensure the safety of students (i.e. surveillance and emergency warning systems).	<b>X</b>			

<b>Summary of Recommendations for the Local Education Agencies: AZ Long-Range Strategic Ed Tech Plan, 2009</b>	Already Implemented	Currently Implementing	Planning for Implementation	Not Implementing
Provide and maintain an infrastructure for online grading and assessment systems that are standards based and allow access to student performance data to students, parents, and appropriate district personnel.	<b>X</b>			
Develop strategies, resources, and best practices that facilitate anytime/anywhere access to digital learning resources and activities by all students within the district. This includes secure access to network resources and ensuring that critical technology applications and data can be recovered in a timely manner.			<b>X</b>	
Provide funding and release time for support staff from districts of common size, interests, and technologies to meet and share best practices in infrastructure support.		<b>X</b>		

Describe your network configuration (the amount and type of network connections to the Internet, to individual schools, and within each school) and utilization (the type of network or connectivity that is being used, network configuration, and the current level of utilization.).

All BESD schools are interconnected by QWEST (QMOE) service. QMOE is basically a fiber backbone between schools that will provide 200 MEG Internet and a 200 MEG connectivity speed between schools.

### **Infrastructure - Telecommunications**

#### -Phone systems

- BESD schools are connected back to a central Cisco Unified Communications Manager residing at the Central Office via QMOE fiber backbone; furthermore, BESD uses Cisco Unity for Voicemail and other future services.

#### -Paging

- Each campus has its own paging system integrated into the phone system; paging can be done within each campus only.
- The District, Buckeye Middle and Elementary campus use a single paging system.
- BES also uses Cisco Soft phones in each classroom to call parents and the main office
- All paging systems have zones for controlled announcement.

#### - Video Surveillance

- The BES main campus has no video Surveillance.
- The District Office has video surveillance camera system.
- Bales, Sundance, West Park, Jasinski and Inca have video Surveillance.

### **Infrastructure - Data**

#### - Internal Network – Physical Architecture

- All BESD schools are interconnected by QWEST (QMOE) service, which is basically a fiber



backbone between schools it will provide 200 Meg Internet and also 200 Meg bandwidth connectivity between schools.

- The Central Office is connects to all campuses via a MESH topology at 200 MEG bandwidth.
- Each campus has IDF closets connecting to an MDF closet in a star configuration, a few IDF closets connect to an intermediate IDF closet before connecting to the MDF.
- A Gigabit Ethernet backbone is in place for data transfer from servers and switches using Cisco 35xx series switches at the new campuses Bales, Sundance, West Park, Jasinski and INCA. The District, Buckeye Elementary and Buckeye Middle have 1000 megabit backbones using Cisco 4500 series core switches and Cisco 3500 series switches in the IDF locations.
- Switched 1000 megabit Ethernet is provided to the desktop in almost all locations.
- Connectivity between campus VLANS and over the District wide Intranet is routed over Cisco 2800 series routers. These provide network stability and security to each location.

#### - Internal Network - Servers

- The District/ Middle/ elementary campus has servers supporting DNS, DHCP, Domain Control, Email, Virus Scanning, Web Services, Internet Filtering and Application Services.
- These servers are co- located at the Central Office MDF – Main Data room using two HP XXXX servers with raid 5 one HP XXXX server supported by APC battery backup systems. Tape Backup is provided. These servers have 1000 megabit connections to the network.
- These District servers provide all services for the immediate campuses and the remote campuses for Internet Access.
- Each of the new campuses have their own servers providing DNS, DHCP and Wins. The new campuses Sundance and West Park have Dell 2600 series servers and have a 1000 megabit connection to the network.
- Jasinski and Inca Elementary have HPXXX servers providing DNS, DHCP, and WINS services.
- There is battery back up provided for the servers and all switches with a minimum run time of approximately 12-15 minutes

Describe the current level of access to technology resources (computers, cell/smartphones, interactive whiteboards, student responders, digital cameras, and other technology):

Currently, there are two computer labs on the Unit I campus, with 25 computers in each there is also 1 lab per school each with 28 computers.

All computer labs have Interactive boards for multimedia and educational purposes.

- **Students** have access
  - One computer lab per school at lease 25 computers
  - One mobile cart with at least 20 computers

- Looking into mobile devices for future use
- At least two computers in classroom

- Each **teacher** in the district has

- At least 1 computer per classroom
- Document reader
- Ceiling installed Projector and Screen
- DVD player
- Response system (Clickers)
- Digital Camera and Video Camera

- **Administrators** have

- Cell phone with district stipend
- Laptop
- 5 years desktop replacement
- 6 year network equipment replacement
- VoIP phone
- VPN access
- **Microsoft Classes if interested**

Indicate what role, if any, that E-Rate has played or will play in maintaining or expanding LEA infrastructure.

E-rate has been essential in the acquisition of broad band high speed Internet and QMOE fiber backbone infrastructure and Telephony service covering 80% of the annual cost and allowing the district to provide reliable on demand service to student, teachers, staff and administrators. Buckeye Elementary School qualified for Priority 2 funds in 2010 allowing for complete upgrade of the network equipment and addition of a wireless infrastructure. Currently E-rate also helps in the cost of the maintenance contract for Buckeye Elementary which provides weekly checkups and fixes to network equipment.

List and describe the technology infrastructure for department procedures in the chart below. (business needs, HR, district communication, transportation, state reporting requirements, etc.) (add additional rows as needed)

Department/Service	Technology Infrastructure/System Used
--------------------	---------------------------------------

Department/Service	Technology Infrastructure/System Used
Business/Inventory/Purchasing/HR/Depts	Infinite Visions Ivisions
District Communication	VoIP, Email, Exchange 2010, Genesis
Student Information System (Required for state reporting)	Genesis (Synergy)
Transportation	Transfinder routing software
Food Services	MealTracker
Special Education	E-IEP Pro
HR	AESOP (substitute finder)

List and describe staffing levels versus devices/infrastructure needing support in the chart below. (add additional rows as needed)

Device/Infrastructure Component	Number of Devices	Number of Support Positions
Networking	120	1
Servers/Systems (Email, SIS, Finance, etc.)	60	1
Workstations/Software/laptops	1200/130	4
Other Devices (printers, projectors, document cameras, interactive white boards, etc.)	495	1
Internet Filtering server/AV software	2	1
SIS (Synergy)	1	1

### **INFRASTRUCTURE NEEDS:**

After reflecting on your current realities and the Arizona Long-Range Strategic Educational Technology Plan, please include a bulleted list for any **infrastructure** that is needed under each category (Hardware, Software, and Staffing).

- **Hardware**

- Upgrade/ replacement of the oldest servers, they are out of warranty.
- Replacement of the oldest battery backup systems, useful life expectancy is 2-3 years.
- Service contracts on all critical servers must be maintained.
- Service contracts on all critical switches must be maintained.
- Service contracts on all phone systems must be maintained.
- Service contracts on all critical software platforms must be maintained.
- Adding remote support software for support of the increasing number of users and workstations
- Adding Bandwidth management software to manage the Internet bandwidth usage and types of traffic
- Create an effective method of managing technology resource needs with grants and funding sources
- Continue with a planned migration path for obsolete computers, their replacement.
- Planned technology migration for new labs and campus additions.
- Planned addition of support staff to handle increasing resource needs
- Improve effective use of technology through new WEB servers allowing for the sharing of resources between teachers, parents and students.
- Addition of video streaming and multimedia content locally through the network.
- Provide additional bandwidth to the Internet.
- Create, manage and maintain documentation of network hardware, software, resources and computer related devices so that all committee members, school board and administration have an understanding of what is in place and can visualize what is needed to improve decision making ( If you can't measure it, you cant manage it).
- Eventual upgrade and migration of current switches to newer technology, some equipment types are no longer available and will not support newer emerging network technologies.
- Video Surveillance for BES campus

- **Software**

- Mass Messaging system (Alert Now)
- Video streaming equipment
- My Big Campus

- **Staffing**

- Technology Integration Specialist
- Technology Peer coach at each site to implement Train the Trainer Model
  - Dean of Students
  - Intervention Specialists



# Children's Internet Protection Act (CIPA) CERTIFICATION

School District/Charter School Name: **Buckeye Elementary School District 33**

CTDS: 070433

Entity ID 142981

Begins: July 1, 2012

Ends: July 31, 2015

Check the appropriate option:

**(DISTRICTS OR SCHOOLS WHO APPLY FOR E-RATE SHOULD CHECK THE FIRST OPTION BELOW.)**

The LEA **applies for E-Rate funds** and are therefore not required to submit CIPA compliance under the ESEA to the Arizona Department of Education, but instead submit CIPA compliance certification directly through the E-Rate application.

Every "applicable school" has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA.

Not all "applicable schools" have yet complied with the requirements in subpart 4 of Part D of Title II of the ESEA. However, the LEA has received a one-year waiver from the U.S. Secretary of Education under section 2441(b) (2) (C) of the ESEA for those applicable schools not yet in compliance.

The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet, for elementary and secondary schools that do not receive e-rate services under the Communications Act of 1934, as amended.

*An "applicable school" is an elementary or secondary school that does not receive e-rate discounts and for which Ed Tech funds are used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet.*

## LEA APPROVAL & SIGNATURE

Enter dates, district/charter school name, print and sign name, upload a copy to ALEAT Goal #1

Date the technology plan was approved by the LEA governing board: \_\_\_\_\_ **OR**

Date the technology plan will be submitted for board approval: \_\_\_\_\_

Your signature below certifies that detailed records will be retained and made available for audit upon request.

I certify that this information is true to the best of my knowledge, and has been created and written in accordance with Enhancing Education Through Technology Act of 2001, 20 U.S.C. and the Federal Communications Commission's (FCC) Fifth Report and Order (FCC 04-190, released August 13, 2004) for those applying for E-rate.

**Buckeye Elementary School District #33**

School District/Charter School Name

Allen L Steen  
Print School District Superintendent/Charter School Principal/ School Board President's Name

Allen L Steen  
Signature of above Representative

3/8/12  
Date

Upload a scanned copy of this completed form into the ALEAT Continuous Improvement Plan – Goal #1 Teaching for Learning Environment.

The following report is filtered by active items, all statuses, all funding sources, all assignments, and all tags.

**GOAL 1 Teaching for Learning Environment**

The district is focusing on supporting a system of multi-tiered instruction dedicated to student success through world class education.

---

Status	Accepted 12/20/2011	Filing Cabinet Count	0
		Goal Guidance and Resources Available	3

---

**STRATEGY Internet Filtering/Acceptable Use Agreements**

LEA provides network/internet filtering and acceptable use agreements and assures all technology users complete acceptable use agreements before using LEA technology.

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Filing Cabinet Count	0
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**ACTION STEP Filter**

The district maintains and monitors firewalls and internet security that is CIPA compliant.

---

Status	In Progress 05/17/2011	Filing Cabinet Count	0
Start-End Dates	08/06/2010 - 05/17/2012		
Tags	TECH		

---

**ACTION STEP Acceptable Use Agreements**

LEA policy requires staff and students and parents to agree to an Internet Users Agreement. Signed agreements are kept on file.

---

Status	In Progress 05/17/2011	Filing Cabinet Count	0
Start-End Dates	08/06/2010 - 05/17/2012		
Tags	TECH		

---

**STRATEGY Internet Safety Curriculum**

The district has a plan for implementing internet safety and cyberbullying curriculum with all students.

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Filing Cabinet Count	0
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**ACTION STEP Professional Development**

CONTINUOUS IMPROVEMENT PLAN  
**Buckeye Elementary District - 070433000**

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GOAL **1 Teaching for Learning Environment**

STRATEGY **Internet Safety Curriculum**

ACTION STEP **Professional Development**

Internet Safety and Cyberbullying professional development will be provided for teachers and staff.

---

Status	In Progress	05/17/2011	Filing Cabinet Count	0
Start-End Dates	08/06/2010 - 05/17/2012			
Tags	TECH			

---

ACTION STEP **Internet Safety and Cyberbullying Curriculum**

LEA will continue to plan, develop, and implement Internet Safety and Cyberbullying curriculum with all students.

---

Status	In Progress	05/17/2011	Filing Cabinet Count	0
Start-End Dates	08/06/2010 - 05/17/2012			
Tags	TECH			

---

STRATEGY **Standards and Rubrics for School Improvement**

The district parent advisory committee will complete the standards & rubrics for school improvement by January 2012. The survey has not been completed for two years.

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Filing Cabinet Count	0
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ACTION STEP **Complete survey**

the parent advisory committee will complete the standards and rubrics for school improvement.

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Status	In Progress	09/07/2011	Filing Cabinet Count	0
Start-End Dates	09/06/2011 - 01/06/2012			
Tags	LEAImp			

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ACTION STEP **Review survey**

After completing the survey, the parent advisory committee will review data gathered and revise and the LEA CIP as necessary to reflect current data.

---

Status	In Progress	09/07/2011	Filing Cabinet Count	0
Start-End Dates	01/06/2012 - 05/25/2012			
Tags	LEAImp			

---



CONTINUOUS IMPROVEMENT PLAN  
**Buckeye Elementary District - 070433000**

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GOAL **1 Teaching for Learning Environment**

STRATEGY **Developing and monitoring**

The district parent advisory committee will develop, monitor and evaluate the effectiveness of the LEA continuous improvement plan during quarterly meetings.

---

Filing Cabinet Count 0

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ACTION STEP **Current plan**

The parent advisory committee will review the current CIP based on current AIMS data district benchmark data from the beginning of the school year.

---

Status	Completed 12/20/2011	Filing Cabinet Count	0
Start-End Dates	09/01/2011 - 11/01/2011		
Tags	Monitor, LEAImp		

---

ACTION STEP **Mid Year Progress**

The parent advisory committee will review update district student achievement data mid-year and revise/update the CIP as necessary to reflect any needed modificaitons.

---

Status	Not Begun 09/07/2011	Filing Cabinet Count	0
Start-End Dates	01/06/2012 - 05/25/2012		
Tags	Monitor, LEAImp		

---

STRATEGY **Integrate instruction across the curriculum**

BESD will continue to implement math curriculum maps in 2011-2012. BESD will create language arts curriculum maps in 2011-2012.

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Filing Cabinet Count 0

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ACTION STEP **Curriculum Committees**

Implement subject-based, cross-grade curriculum committees for math and language arts

---

Status	In Progress 09/07/2011	Filing Cabinet Count	0
Start-End Dates	08/03/2011 - 06/30/2012		
Tags	ELL, SPED, LEAImp		

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ACTION STEP **Schedule**

CONTINUOUS IMPROVEMENT PLAN  
**Buckeye Elementary District - 070433000**

GOAL **1 Teaching for Learning Environment**

STRATEGY **Integrate instruction across the curriculum**

ACTION STEP **Schedule**

Schedule curriculum mapping professional development for teachers

Status	In Progress 09/07/2011	Filing Cabinet Count	0
Start-End Dates	08/03/2011 - 06/30/2012		
Tags	PD, ELL, SPED, LEAImp		

ACTION STEP **Concensus maps**

Create concensus maps

Status	In Progress 09/07/2011	Filing Cabinet Count	0
Start-End Dates	08/03/2011 - 06/30/2012		
Tags	ELL, SPED, LEAImp		

STRATEGY **ELL Program**

The district will implement a plan to monitor ELL program delivery to assure compliance with state regulations and requirements, including assuring that 100% of ELL students are placed correctly and that 100% of ELL teachers are providing the correct minutes of the four hour ELL block to students on a daily basis.

Filing Cabinet Count	0
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ACTION STEP **correct placement**

The district ELL coordinator will review and monitor student placement to assure that all ELL students are placed correctly.

Status	In Progress 09/07/2011	Filing Cabinet Count	0
Start-End Dates	08/03/2011 - 05/17/2012		
Tags	ELL, LEAImp		

ACTION STEP **Lesson plan design**

ELL classroom teachers will use the provided ADE lesson plan template for ELL classrooms to assure that the correct minutes are being taught during the required four hour block.

Status	In Progress 09/07/2011	Filing Cabinet Count	0
Start-End Dates	08/03/2011 - 05/17/2012		
Tags	ELL, LEAImp		

CONTINUOUS IMPROVEMENT PLAN  
**Buckeye Elementary District - 070433000**

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GOAL **1 Teaching for Learning Environment**

STRATEGY **Monitor Schools Improvement Plans**

LEA will monitor the implementation of the school improvement plans.

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Filing Cabinet Count 0

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ACTION STEP **Monitor and Review**

LEA will review and monitor school improvement plans quarterly at admin meetings.

---

Status	In Progress	12/20/2011	Filing Cabinet Count	0
Start-End Dates	09/16/2011 - 05/18/2012			

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ACTION STEP **Update in ALEAT**

Schools will update their schools improvement plans in ALEAT quarterly.

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Status	In Progress	12/20/2011	Filing Cabinet Count	0
Start-End Dates	09/16/2011 - 05/18/2012			

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CONTINUOUS IMPROVEMENT PLAN  
**Buckeye Elementary District - 070433000**

**GOAL 1A Reading/Language Arts Proficiency**

Buckeye will increase proficiency in reading as measured by AIMS, from 72% to 75% in 2011-2012.

Status	Accepted	12/20/2011	Filing Cabinet Count	0
			Goal Guidance and Resources Available	3

**STRATEGY Addressing Instructional Gaps in Reading**

2011 AIMS data indicates that 3rd and 6th grade special education students performed below grade level. Students in these grade levels will be identified for targeted intervention and monitored for progress.

Filing Cabinet Count	0
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**ACTION STEP Intervention Programs and Strategies**

Availability and implementation of a district approved intervention program will be offered at all sites. Teachers will have knowledge of intervention program and strategies to provide differentiated instruction for students based on student needs. Materials will include literacy work station to support targeted instruction and student learning.

Status	In Progress	05/12/2011	Filing Cabinet Count	0
Start-End Dates	08/06/2008 - 05/18/2012			
Tags	ELL, SPED, LEAImp			

**ACTION STEP Tracking Interventions**

The district will develop and implement a form to track intervention history will be implemented and placed in individual student folders. Special education teachers will collaborate with grade level teachers for the most effective delivery of instruction to special education students, as well as collaborating with teachers on designing and implementing intervention strategies for individual students.

Status	In Progress	05/12/2011	Filing Cabinet Count	0
Start-End Dates	08/06/2009 - 05/18/2012			
Tags	PD			

**ACTION STEP Monitoring Progress**

School sites will monitor student progress in reading using DIBELS benchmark assessments & progress monitoring as well as Galileo student assessment information.

Status	In Progress	05/17/2011	Filing Cabinet Count	0
Start-End Dates	08/04/2010 - 05/17/2012			
Tags	PD, ELL, SPED, Monitor, LEAImp			

CONTINUOUS IMPROVEMENT PLAN  
**Buckeye Elementary District - 070433000**

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GOAL **1A Reading/Language Arts Proficiency**

STRATEGY **Best Practices in Instruction**

Language arts, reading, special education, SEI, and Title I teachers will use research-based practices in the collaborative inclusion model and have professional development to implement effective interventions in reading.

---

Filing Cabinet Count 0

---

ACTION STEP **Identifying and using best practices.**

Language arts, reading, special education, SEI, and Title I teachers will use research-based practices in the collaborative inclusion model and have professional development to implement effective interventions in reading for special needs students, LEP students, and students struggling in reading as evidenced by improved reading scores on AIMS and district level assessments.

---

Status	In Progress 05/12/2011	Filing Cabinet Count	0
Start-End Dates	08/06/2008 - 05/18/2012		
Tags	PD		

---

STRATEGY **Improving Reading Proficiency**

ELL students in third, fourth, seventh and eighth grades did not make AMO in reading based on AIMS data. SPED students in third and eighth grade did not make AMO in reading based on AIMS data.

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Filing Cabinet Count 0

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ACTION STEP **Assessing Reading Progress**

Students in kindergarten through sixth grade will be assessed using DIBELS measures three times annually. Results will be used to target students for intervention. AIMS Web will be used to assess seventh and eighth graders, also to target students for intervention. Students identified as needing strategic or intensive intervention will be progress monitored regularly to assess the effectiveness of interventions and to further guide instructional decisions for identified students.

---

Status	In Progress 05/12/2011	Filing Cabinet Count	0
Start-End Dates	08/06/2008 - 05/17/2012		
Timeline Notes	Students are assessed 3 times annually. Progress monitoring occurs depending on individual student need.		
Tags	PD		

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ACTION STEP **Curriculum guides and resources**

CONTINUOUS IMPROVEMENT PLAN  
**Buckeye Elementary District - 070433000**

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GOAL **1A Reading/Language Arts Proficiency**

STRATEGY **Improving Reading Proficiency**

ACTION STEP **Curriculum guides and resources**

District level curriculum maps, aligned with Arizona State Learning Standards and based on the AIMS blueprints, will be developed and implemented. Weekly planners will also be developed and implemented that align with language arts curriculum and state academic standards.

---

Status	In Progress 05/12/2011	Filing Cabinet Count	0
Start-End Dates	02/02/2009 - 05/21/2012		

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STRATEGY **Professional Development for Reading Instruction**

Professional Development will focus on providing teachers with instructional and monitoring strategies for reading strands identified by DIBELS and/or AIMS data.

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Filing Cabinet Count	0
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ACTION STEP **EAR Training**

Instructional leaders and teachers will be trained on EAR (Engagement, Alignment and Rigor) strategies for use in the instructional practice.

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Status	In Progress 09/07/2011	Filing Cabinet Count	0
Start-End Dates	07/01/2011 - 05/17/2012		

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STRATEGY **Mentoring**

Professional development for admin and teachers with follow up mentoring for site admin and classroom teachers.

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Filing Cabinet Count	0
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ACTION STEP **PD for admin**

BMS site administrator and LEA assistant superintendent will attend UA/ADE sponsored PD.

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Status	In Progress 07/21/2011	Filing Cabinet Count	0
Start-End Dates	08/03/2011 - 05/20/2012		
Tags	SIG		

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ACTION STEP **Understanding by Design**

CONTINUOUS IMPROVEMENT PLAN  
**Buckeye Elementary District - 070433000**

GOAL **1A Reading/Language Arts Proficiency**

STRATEGY **Mentoring**

ACTION STEP **Understanding by Design**

Adminstrator and teacher professional development

Status	In Progress 07/21/2011	Filing Cabinet Count	0
Start-End Dates	08/03/2011 - 05/21/2012		
Timeline Notes	Professional Development plan uploaded into ALEAT		
Tags	PD, SIG, Monitor		

ACTION STEP **Professional Development**

ADE workshops as they pertain to specific LEA and Site needs; PD for teachers focused on core replacement and intervention programs, curriuclum maps, weekly planners, assessments and Galileo Student Assessment System including sub pay for teachers attending during contracted time and stipends for teachers attending outside of contracted time.

Status	In Progress 09/07/2011	Filing Cabinet Count	0
Start-End Dates	07/18/2011 - 05/21/2012		
Tags	PD, SIG, Monitor		

ACTION STEP **SIG Coach**

SIG Coach will provide support BMS site admin and teachers.

Status	In Progress 09/07/2011	Filing Cabinet Count	0
Start-End Dates	08/03/2011 - 05/17/2012		
Tags	SIG, Monitor		

STRATEGY **Academic Assessment Specialist**

Analyze data and share with site administrators and teachers

Filing Cabinet Count 0

ACTION STEP **data digging**

The academic assessment specialist will provide teacher, grade level, school, and district data to help provide more specific instructional focus.

Status	In Progress 09/07/2011	Filing Cabinet Count	0
Start-End Dates	08/03/2011 - 05/17/2012		
Tags	ELL, SPED, LEAImp, TII-Salary		

CONTINUOUS IMPROVEMENT PLAN  
**Buckeye Elementary District - 070433000**

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GOAL **1A Reading/Language Arts Proficiency**

STRATEGY **Academic Assessment Specialist**

ACTION STEP **assessments**

The assessment specialist will assist in the development of formative and summative assessments to be used to monitor student achievement and identify students more quickly for remediation and intervention.

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Status	In Progress 09/07/2011	Filing Cabinet Count	0
Start-End Dates	08/03/2011 - 05/17/2012		
Tags	ELL, SPED, Monitor, LEAImp, TII-Salary		

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CONTINUOUS IMPROVEMENT PLAN  
**Buckeye Elementary District - 070433000**

**GOAL 1B Mathematics Proficiency**

Buckeye will increase math proficiency in 2011-2012 from 55% to 60% as measured on AIMS mathematics assessment.

Status	Accepted 12/20/2011	Filing Cabinet Count	0
		Goal Guidance and Resources Available	3

**STRATEGY Addressing Instructional Gaps in Math**

2011 AIMS data indicates that not all students in the district made AYP in mathematics. Special education students in third, fifth and sixth grade and seventh and eighth grade students overall did not meet or exceed in AIMS math. Six schools in the district did not make AYP due to math scores.

Filing Cabinet Count	1
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**ACTION STEP Collaboration**

Special education teachers will collaborate with grade level teacher for the most effective delivery of instruction to special education students.

Status	In Progress 05/12/2011	Filing Cabinet Count	0
Start-End Dates	08/06/2008 - 05/18/2012		

**ACTION STEP Professional Development**

Professional development will be scheduled to address instructional gaps and the procedures for identifying students with instructional gaps. Interventions/acceleration will be provided to students with academic achievement gaps.

Status	In Progress 05/12/2011	Filing Cabinet Count	0
Start-End Dates	08/06/2008 - 05/18/2012		
Tags	PD		

**ACTION STEP Using Assessment Data**

District and school level assessments will be used to identify gaps, provide remediation or acceleration, and monitor student progress.

Status	In Progress 05/12/2011	Filing Cabinet Count	0
Start-End Dates	08/06/2008 - 05/18/2012		

CONTINUOUS IMPROVEMENT PLAN  
**Buckeye Elementary District - 070433000**

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GOAL **1B Mathematics Proficiency**

STRATEGY **Best Practices in Math Instruction**

Teachers will work together and implement the collaborative inclusion model to provide effective intervention strategies in math.

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Filing Cabinet Count 0

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ACTION STEP **Teacher Collaboration**

Math, special education, SEI, and Title I teachers will use researched practices in the collaborative inclusion model and have professional development to implement effective instruction and interventions in math for special needs students, LEP students, and students struggling in math as evidenced by improved math scores for all subgroups. Professional development will include participation in the Arizona Students Achieving Mathematics Academy (ASAMA) for selected school sites. The focus on the academy is to improve math instruction thus improving student achievement. Professional development will also include topics identified by the District Math Specialist based on data and administrator and teacher feedback.

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Status	In Progress 05/17/2011	Filing Cabinet Count	0
Start-End Dates	08/06/2008 - 05/17/2012		
Tags	PD, SPED		

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STRATEGY **Improving Mathematics Achievement**

The percentage of students in Buckeye Elementary School District reaching the intermediate achievement targets set by the Arizona Department of Education have continued to make gains in third, fifth, sixth, seventh, and eighth grade.

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Filing Cabinet Count 0

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ACTION STEP **Analyzing and using data to guide math instruction**

The district Math Coach works with school site coaches to develop professional development on math topics, as well as to analyze data from quarterly math assessments to provide support for teachers. Results are used to help teachers review essential grade level skills and design instruction tailored to the needs of their students.

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Status	In Progress 05/12/2011	Filing Cabinet Count	0
Start-End Dates	08/06/2008 - 05/18/2012		
Tags	PD		

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CONTINUOUS IMPROVEMENT PLAN  
**Buckeye Elementary District - 070433000**

GOAL **1B Mathematics Proficiency**

STRATEGY **Mentoring**

Professional development for admin and teachers with follow up mentoring for site admin and classroom teachers.

Filing Cabinet Count 0

ACTION STEP **PD for admin**

BMS site admin and LEA assistant superintendent will attend UA/ADE sponsored PD.

Status	In Progress 09/07/2011	Filing Cabinet Count	0
Start-End Dates	08/03/2011 - 05/20/2012		
Tags	PD, SIG		

ACTION STEP **Understanding by Design**

Administrator and teacher professional development

Status	In Progress 09/07/2011	Filing Cabinet Count	0
Start-End Dates	08/03/2011 - 05/21/2012		
Timeline Notes	Professional development plan uploaded into ALEAT		
Tags	PD, SIG, Monitor		

ACTION STEP **Professional Development**

ADE workshops as they pertain to specific LEA and Site needs; PD for teachers focused on core replacement and intervention programs, curriculum maps, weekly planners, assessments and Galileo Student Assessment System including sub pay for teachers attending during contracted time and stipends for teachers attending outside of contracted time.

Status	In Progress 09/07/2011	Filing Cabinet Count	0
Start-End Dates	07/18/2011 - 05/21/2012		
Tags	PD, SIG, Monitor		

ACTION STEP **SIG Coach**

SIG Coach will provide support BMS site admin and teachers

Status	In Progress 09/07/2011	Filing Cabinet Count	0
Start-End Dates	08/03/2011 - 05/17/2012		
Tags	SIG, Monitor		

CONTINUOUS IMPROVEMENT PLAN  
**Buckeye Elementary District - 070433000**

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GOAL **1B Mathematics Proficiency**

STRATEGY **Academic Assessment Specialist**

Analyze data and share with site administrators and teachers

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Filing Cabinet Count 0

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ACTION STEP **Data**

The academic assessment specialist will provide teacher, grade level, school, and district data to help provide more specific instructional focus.

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Status	In Progress 09/07/2011	Filing Cabinet Count	0
Start-End Dates	08/03/2011 - 05/17/2012		
Tags	ELL, SPED, LEAImp, TII-Salary		

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ACTION STEP **Assessments**

The assessment specialist will assist in the development of formative and summative assessments to be used to monitor student achievement and identify students more quickly for remediation and intervention.

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Status	In Progress 09/07/2011	Filing Cabinet Count	0
Start-End Dates	08/03/2011 - 05/17/2012		
Tags	ELL, SPED, Monitor, LEAImp, TII-Salary		

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CONTINUOUS IMPROVEMENT PLAN  
**Buckeye Elementary District - 070433000**

**GOAL 2 Equitable Distribution of Effective Teachers**

In 2011-2012 100% of BESD teachers and principals will be distributed equitably across the district based on student need and student achievement.

Status	Accepted	11/04/2011	Filing Cabinet Count	1
			Goal Guidance and Resources Available	11

**STRATEGY Aligned, Coherent PD**

BESD will conduct an annual Comprehensive Needs Assessment which includes, but is not limited to Student Academic Data, School Climate/Culture Data, Equity Data, SAI Data, Evaluation Data, to develop its professional development plan for teachers and principals. (See PD Plan in filing cabinet please)

Filing Cabinet Count	0
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**ACTION STEP Needs Assessment**

BESD's needs assessment and review will include the following: Student Achievement Data, Culture/Climate Data, SAI Data, Standards & Rubrics for SI Data, Equity DATA, HQT Criterion Data and so on. SAI Survey will be completed during the fall semester.

Status	In Progress	09/07/2011	Filing Cabinet Count	0
Start-End Dates	06/01/2011 - 06/30/2012			
Tags	PD			

**ACTION STEP Release time**

BESD will provide official release time and provide substitutes to allow staff to attend professional development opportunities.

Status	In Progress	09/07/2011	Filing Cabinet Count	0
Start-End Dates	06/01/2011 - 06/30/2012			
Tags	PD			

**ACTION STEP Evaluation PD**

BESD will systematically evaluate the effectiveness of its professional development plan using Guskey's five critical areas.

Status	Not Begun	09/07/2011	Filing Cabinet Count	0
Start-End Dates	07/01/2011 - 06/30/2012			
Tags	PD			

CONTINUOUS IMPROVEMENT PLAN  
**Buckeye Elementary District - 070433000**

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GOAL **2 Equitable Distribution of Effective Teachers**

STRATEGY **Equitable distribution**

BESD monitors the highly qualified assignment of teachers and principals based on student demographics and ensures that all core academic subjects are taught by highly qualified, effective teachers.

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Filing Cabinet Count 0

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ACTION STEP **Tracking Placement**

BESD will review and revise its policies, procedures and processes for tracking placement of highly qualified, effective teachers and principals across the district, across/within grade levels and within core content areas.

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Status	In Progress 09/07/2011	Filing Cabinet Count	0
Start-End Dates	07/01/2011 - 06/30/2012		

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ACTION STEP **Highly Effective Timeline**

BESD will develop and implement a timeline to assure that tracking placement of highly qualified, effective teachers happens in a timely manner within the first four weeks of the school year.

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Status	In Progress 09/07/2011	Filing Cabinet Count	0
Start-End Dates	07/01/2011 - 06/30/2012		

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STRATEGY **Evaluation Framework**

BESD has a plan to ensure implementation of the Arizona Framework for Measuring Educator Effectiveness (teacher and principal) by the beginning of 2012-2013 school year.

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Filing Cabinet Count 0

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ACTION STEP **Planning**

State Framework will be systematically reviewed with staff by site administrators. State framework will be compared to current evaluation tool and district tool will be revised to reflect the state approved framework.

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Status	In Progress 09/07/2011	Filing Cabinet Count	0
Start-End Dates	06/01/2011 - 06/30/2012		

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ACTION STEP **Systematically Review**

CONTINUOUS IMPROVEMENT PLAN  
**Buckeye Elementary District - 070433000**

GOAL **2 Equitable Distribution of Effective Teachers**

STRATEGY **Evaluation Framework**

ACTION STEP **Systematically Review**

LEA will provide training to site leadership teams and other stakeholders regarding the new framework/evaluation instrument; Site leadership teams will train teachers and other site-level stakeholders on the new evaluation instrument and its implementation.

Status	In Progress	09/07/2011	Filing Cabinet Count	0
Start-End Dates	06/01/2011 - 06/30/2012			

ACTION STEP **Formative Assessments**

Group A teachers are using AIMS and District Benchmark assessments for the performance section; Group B teachers are meeting monthly to develop common formative and summative assessments for use for the performance section of the new evaluation tool.

Status	Not Begun	11/02/2011	Filing Cabinet Count	0
Start-End Dates	08/03/2011 - 05/21/2012			

STRATEGY **Recruitment and Placement**

BESD successfully recruits highly qualified, effective teachers and principals and makes equitable placements in all schools, all classrooms, and all programs.

Filing Cabinet Count	0
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ACTION STEP **Recruiting activities**

BESD will develop a plan to support recruiting effective teachers and principals in identified areas of need. The plan will include marketing, exit interviews, mentoring and academic coaching.

Status	In Progress	09/07/2011	Filing Cabinet Count	0
Start-End Dates	07/01/2011 - 06/30/2012			

ACTION STEP **Hiring**

BESD will review/revise written policies, procedures and processes to support hiring and placement of highly qualified teachers and principals. Included in the policy will be the process to assure all core academic content teachers are highly qualified at the time of hire.

Status	Not Begun	06/29/2011	Filing Cabinet Count	0
Start-End Dates	07/01/2011 - 06/30/2012			

CONTINUOUS IMPROVEMENT PLAN  
**Buckeye Elementary District - 070433000**

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GOAL **2 Equitable Distribution of Effective Teachers**

STRATEGY **Retention**

BESD actively seeks to retain highly qualified, effective teachers and principals across all schools and programs serving students.

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Filing Cabinet Count 0

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ACTION STEP **Academic coaches**

All schools in the district have an academic coach to support teaching and learning.

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Status	In Progress	09/07/2011	Filing Cabinet Count	0
Start-End Dates	07/01/2011 - 06/30/2012			

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ACTION STEP **Assessment Specialist**

BESD will hire an assessment specialist to support teachers and administrators in understanding and using data to improve student achievement.

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Status	In Progress	09/07/2011	Filing Cabinet Count	0
Start-End Dates	07/01/2011 - 06/30/2012			

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CONTINUOUS IMPROVEMENT PLAN  
**Buckeye Elementary District - 070433000**

**GOAL 3 Proficiency in English for ELLs**

For School Year 2011-2012, all English Language Learners will become proficient in English by meeting the Annual Measureable Achievement Objectives (AMAOs): by "Making Progress" on AZELLA at the rate of 19%; by meeting the annually measured English proficiency Reclassification rate of 19%; and by making Adequate Yearly Progress on AIMS Reading and Math (AYP).

Status	Submitted 09/08/2011	Filing Cabinet Count	2
		Goal Guidance and Resources Available	4

**STRATEGY High quality professional development**

ELD teachers will be offered opportunities to attend professional development on ELPS, ELD (Round II trainings), ILLP's, Time Allocation for the four hour block as well as attending conferences specific to ELD instruction.

Filing Cabinet Count	0
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**ACTION STEP ELD Training**

BESD will offer Round II trainings for ELD teachers.

Status	In Progress 09/07/2011	Filing Cabinet Count	0
Start-End Dates	07/01/2011 - 06/30/2012		
Tags	PD, ELL		

**ACTION STEP Time allocation training**

BESD will provide training for ELD teachers and ILLP teachers on time allocation within the four hour ELD block (grammar, vocabulary, etc)

Status	In Progress 09/07/2011	Filing Cabinet Count	0
Start-End Dates	07/01/2011 - 06/30/2012		
Tags	PD, ELL		

**STRATEGY Language Instruction Program**

BESD will assure that all ELL students are engaged in high quality language instruction during the four hour ELL block.

Filing Cabinet Count	0
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**ACTION STEP Intensify instruction**

CONTINUOUS IMPROVEMENT PLAN  
**Buckeye Elementary District - 070433000**

GOAL **3 Proficiency in English for ELLs**

STRATEGY **Language Instruction Program**

ACTION STEP **Intensify instruction**

ELL students not making AMAO's will be targeted for remediation and intervention.

Status	In Progress	09/08/2011	Filing Cabinet Count	0
Start-End Dates	08/03/2011 - 05/17/2012			
Tags	ELL			

ACTION STEP **Curriculum Maps/Pacing Guides**

BESD will develop language arts curriculum maps aligned with ELP standards during SY12.

Status	In Progress	09/08/2011	Filing Cabinet Count	0
Start-End Dates	08/03/2011 - 05/17/2012			
Tags	ELL			

STRATEGY **Monitoring**

BESD will monitor ELL students for academic achievement, providing intervention and acceleration as individual student need indicates.

Filing Cabinet Count	0
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ACTION STEP **Data**

BESD Assessment Specialist will collect on disaggregate data on ELL students and share information with administrators and teachers.

Status	In Progress	09/08/2011	Filing Cabinet Count	0
Start-End Dates	08/03/2011 - 05/17/2012			
Tags	ELL, Monitor			

ACTION STEP **Progress Monitoring**

ELL students will be progress monitored using district assessments to track progress on academic achievement and English language proficiency.

Status	In Progress	09/08/2011	Filing Cabinet Count	0
Start-End Dates	08/03/2011 - 05/17/2012			
Tags	ELL, Monitor			

CONTINUOUS IMPROVEMENT PLAN  
**Buckeye Elementary District - 070433000**

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GOAL **3 Proficiency in English for ELLs**

STRATEGY **Technology**

BESD will provide software and programs to support ELL learners.

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Filing Cabinet Count 0

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ACTION STEP **Instructional Software**

BESD will provide Rosetta Stone instructional software to support ELL students language acquisition.

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Status	In Progress	09/08/2011	Filing Cabinet Count	0
Start-End Dates	08/03/2011 - 05/17/2012			
Tags	ELL, TECH			

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ACTION STEP **ELD Instruction**

ELD teachers will use technology to support and deliver ELD instruction in the ELD classrooms.

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Status	In Progress	09/08/2011	Filing Cabinet Count	0
Start-End Dates	08/03/2011 - 05/17/2012			
Tags	ELL, TECH			

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STRATEGY **Intervention Services**

BESD will sponsor summer school for ELL students identified for intervention based on AZELLA scores and/or student achievement data.

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Filing Cabinet Count 0

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ACTION STEP **Identify students**

Student performance data on AZELLA and district assessments will be used to identify ELL students for Summer School.

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Status	Not Begun	09/08/2011	Filing Cabinet Count	0
Start-End Dates	03/01/2012 - 06/30/2012			
Tags	ELL			

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ACTION STEP **PD for Summer School Teachers**

CONTINUOUS IMPROVEMENT PLAN  
**Buckeye Elementary District - 070433000**

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GOAL **3 Proficiency in English for ELLs**

STRATEGY **Intervention Services**

ACTION STEP **PD for Summer School Teachers**

ELD summer school teachers will be provided with pd opportunities focusing on ELD strategies and using correct time allocation for the ELD block.

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Status	Not Begun 09/08/2011	Filing Cabinet Count	0
Start-End Dates	03/01/2012 - 06/30/2012		
Tags	PD, ELL		

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CONTINUOUS IMPROVEMENT PLAN  
**Buckeye Elementary District - 070433000**

**GOAL 4 High School Graduation**

To prepare students for high school, Buckeye Elementary School District will provide data for 100% of the students for appropriate placement as evidenced by electronic transfer of information for 2011-2012.

Status	Accepted 12/20/2011	Filing Cabinet Count	0
		Goal Guidance and Resources Available	5

**STRATEGY 2011 AIMS Data & Longitudinal Data**

GradeSubjectProficient	Subject Proficient
3rdMath64%Reading69%	
4thMath62%Reading70%	
5thMath55%Reading70%	
6thMath55%Reading76%	
7thMath51%Reading76%	
8thMath45%Reading71%	

District schools use longitudinal data to plan for instruction and intervention.

Filing Cabinet Count	0
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**ACTION STEP Longitudinal data collection**

The district will keep AIMS data on students from 3rd to 8th grade to measure individual student progress from year-to-year.

Status	In Progress 05/12/2011	Filing Cabinet Count	0
Start-End Dates	07/01/2009 - 06/30/2012		

**STRATEGY High school transition**

Buckeye Elementary School District will collaborate with Buckeye Union High School District to facilitate a smooth transition from middle school to high school for its students.

Filing Cabinet Count	0
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**ACTION STEP 8th Grade AIMS Data**

The district will provide electronic copies of 8th grade AIMS data to local high schools as requested.

Status	In Progress 09/08/2011	Filing Cabinet Count	0
Start-End Dates	07/01/2011 - 06/30/2012		

**ACTION STEP Placement Testing and Transition Meetings**

CONTINUOUS IMPROVEMENT PLAN  
**Buckeye Elementary District - 070433000**

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GOAL **4 High School Graduation**

STRATEGY **High school transition**

ACTION STEP **Placement Testing and Transition Meetings**

This will include placement testing, touring the high schools, and working with special education staff from the high school. Buckeye Elementary School District also holds transition meetings with Buckeye Union High School District on topics including AIMS and placement of students with special needs. In addition, the district's language arts and mathematics teachers collaborate four times a year to discuss assessment results and preparing the elementary school students for high school.

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Status	In Progress 05/12/2011	Filing Cabinet Count	0
Start-End Dates	01/06/2009 - 05/18/2012		

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STRATEGY **Proficiency performance non-AIMS grades**

DIBELS reading benchmark data from May 2011:  
Kindergarten: NWF 64% Low Risk  
First Grade: ORF 47% Low Risk  
Terra Nova National Percentile Ranking  
Second Grade: 37.8

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Filing Cabinet Count	0
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ACTION STEP **Longitudinal data on K-2 students**

The district will keep DIBELS data on students in K-2 to monitor yearly progress, provide intervention, and adjust instruction as necessary.

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Status	In Progress 05/12/2011	Filing Cabinet Count	0
Start-End Dates	07/01/2009 - 06/30/2012		

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CONTINUOUS IMPROVEMENT PLAN  
**Buckeye Elementary District - 070433000**

**GOAL 5 Parent Involvement**

During SY 2012 the LEA will increase parental involvement by 10% as measured by attendance at events such as a Parent Expo that provide opporunities for parents to receive training on parenting, finances, nutrition, etc.

Status	Accepted 12/20/2011	Filing Cabinet Count	0
		Goal Guidance and Resources Available	3

**STRATEGY Increase parent and family involvement**

District will foster openness, trust, and collaboration by expanding the reach of parent liaisons through the district welcome center, and by strengthening relationships though communication, information, and outreach centers.

Filing Cabinet Count	0
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**ACTION STEP District Newsletter**

Buckeye Elementary School will create a quarterly newsletter to keep parents and community members better informed on what is occurring in the district. The newsletter will be available both online and as a paper copy.

Status	In Progress 05/12/2011	Filing Cabinet Count	0
Start-End Dates	03/01/2009 - 05/18/2012		

**ACTION STEP District Web Site**

The technology coordinator in Buckeye Elementary School District updates the district portion of the web site on an ongoing basis to keep parents and community members up-to-date on what's occurring in the district.

Status	In Progress 05/12/2011	Filing Cabinet Count	0
Start-End Dates	08/06/2008 - 05/18/2012		
Tags	TECH		

**STRATEGY Parent Involvement Policy**

A parent involvement policy will be developed and implemented with parents of Title I students. The policy will contain all the required components.

Filing Cabinet Count	17
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**ACTION STEP Annual Survey with Parents**

CONTINUOUS IMPROVEMENT PLAN  
**Buckeye Elementary District - 070433000**

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GOAL **5 Parent Involvement**

STRATEGY **Parent Involvement Policy**

ACTION STEP **Annual Survey with Parents**

Conduct a needs assessment that includes student achievement data, parent and staff information.

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Status	In Progress 05/12/2011	Filing Cabinet Count	0
Start-End Dates	01/12/2009 - 05/18/2012		

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CONTINUOUS IMPROVEMENT PLAN  
**Buckeye Elementary District - 070433000**

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GOAL **6 Technology Literacy**

By May 2012, 75% of sixth grade students will be technology literate as measured by use of technology in multimedia student-created presentations.

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Status	Accepted	09/09/2011	Filing Cabinet Count	0
			Goal Guidance and Resources Available	3

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STRATEGY **Aquisition of technology skills**

Students will be engaged with technology to foster growth of technology literacy skills both in core curriculum content and in special content areas, providing opportunities for them to be introduced to, and practice using, multi-media presentations, and Web 2.0 applications.

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Filing Cabinet Count	0
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ACTION STEP **Student Engagement**

Students will be introduced to and will practice using technology to foster technology literacy skills such as multi-media presentations and Web 2.0 applications. Step will be assessed using classroom observation data and student work samples.

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Status	In Progress	05/17/2011	Filing Cabinet Count	0
Start-End Dates	08/05/2010 - 05/17/2012			
Tags	TECH			

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STRATEGY **Innovative Practices**

Teachers will be afforded professional development opportunities that will allow them to learn about research based practices and then implement innovative practices in the classrooms to increase student scientifically based research strategies.

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Filing Cabinet Count	0
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ACTION STEP **PD for teachers**

Teachers will be afforded opportunities to learn about research based technology practices for the classroom. Walk through data will be used to measure implementation of the practices in the classroom.

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Status	In Progress	05/17/2011	Filing Cabinet Count	0
Start-End Dates	08/05/2010 - 05/17/2012			
Tags	TECH			

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CONTINUOUS IMPROVEMENT PLAN  
**Buckeye Elementary District - 070433000**

GOAL **6 Technology Literacy**

STRATEGY **Integrating standards**

The LEA is involved in curriculum mapping; technology and Arizona learning standards will be integrated for all subject areas to support improved student academic achievement.

Filing Cabinet Count 0

ACTION STEP **Curriculum Maps**

The LEA is actively involved in curriculum mapping. In 2011 training was provided and math maps were developed. In 2012, LA and other content area maps will be developed. Action step will be evaluated based on the completion of the curriculum maps.

Status	In Progress 05/17/2011	Filing Cabinet Count	0
Start-End Dates	08/06/2010 - 05/17/2012		
Tags	TECH		

STRATEGY **Technology Tools**

In 2012 the use of technology tools to promote educational success in all subject areas by teachers and students will increase by 10%.

Filing Cabinet Count 0

ACTION STEP **Assessing literacy skills**

98% of students and teachers will participate in the Speak-Up Survey (Project Tomorrow) to assess student and teacher technology literacy skills during SY12.

Status	Not Begun 05/17/2011	Filing Cabinet Count	0
Start-End Dates	05/16/2011 - 05/17/2012		
Tags	TECH		

<b>TOTAL PLAN FUNDS:</b>	<b>\$0.00</b>
Budgeted	\$0.00
Actual	\$0.00