Pleasant Grove School District Technology Plan 2006-2009

Pleasant Grove School District
51-71431
3075 Howsley Rd.
Pleasant Grove, CA 95668
(916)655-3235 * FAX (916)655-3501

Contact Information:
Dr. Rebecca Gillespie, Superintendent
bgillespie@sutter.k12.ca.us
Linda Muck, Tech Co.
LindaM@sutter.k12.ca.us

Pleasant Grove District Technology Plan
July 1, 2006 – June 30, 2009

District Overview:

In rural southern Sutter County, Pleasant Grove Elementary School District serves approximately 170 students in grades K-8. According to DataQuest 2004-05, 6% are Asian, 9.5% are Hispanic/Latino, 77.% are white, 2.5% are American Indian, 2% are African-American, and .75% are Pacific Islander. Eight teachers provide a pupil/teacher ratio of 21.25:1; class size averages 18.8 students. Seven classified employees provide clerical and maintenance support as well as instructional assistance. English learners constitute 6% of the school's population; 100% are Fluent-English Proficient, and 0% are Reclassified-Fluent English Proficient, based on 2004-05 DataQuest figures. We have computers in classrooms for student use, the ratio of newer (less than 3 years old) multi-media computers students is 2.5:1 in grades K-2, 2.5:1 in grades 3-5, and 2.5:1 in grades 6-8. The school's Academic Performance Index for 2003-04 was 790 and increased to 839 in 04/05 year. Pleasant Grove has a very supportive and involved parent group. They support high expectations for their children.

Technology Planning Team and Stakeholders:

The Technology Planning Team includes the school's part-time tech coordinator (Linda Muck), and Superintendent/Principal (Dr.). The community has no non-profit organizations or businesses other than the local general store. The Team members perform multiple roles and represent a cross-section of the school's community. Input from community members in the field of technology have been used to direct the plan for implementing technology use by students.

District Vision for Technology Use:

This district plan is envisioned to guide the school/district for the next three years. As a result we anticipate that by June of 2009:

- Every student has access to a computer with online connectivity in and beyond school; based on economic conditions. Students without connectivity at home are provided with word processing devices that may be used at home to complete core content area projects.
- Students use technology tools to master California Content Standards in the core curriculum;
- School-based computers, software and connectivity that function well 100% of the time;
- Information literacy proficiencies allow students to discern truth and relevance from a flood of information.

Expected student outcomes in 3 years as a result of technology use:

- Increased student access to technology learning resources will improve their mastery of California Content Standards as measured by STAR and local assessments;
- Students will be proficient in essential computer research skills and applications;
- Proficient information literacy skills will allow students safe and relevant use of technological learning resources at school and home
- A student technology team will provide basic computer trouble-shooting and tech support for computers at school.
- All students in 4th - 8th will store and share files on an intranet system.

Expected staff outcomes in 3 years as a result of technology use:

- Teachers will use technological learning resources to organize, teach and assess student learning in California Content Standards.
- All teachers will meet Technology Proficiency Standards set by the California Commission on Teacher Credentialing.
- Staff will use files and folders on a staff based intranet system
- Staff will have access to software for grading purposes.
- Office staff will use an intranet system for accessing files and folders.

Expected technology outcomes; infrastructure, hardware, tech support and software:

- The district has 40 computers and 6 network printers, two presentation systems, two digital cameras, two digital video cameras available for classroom use. Two mobile labs and printers containing 40 laptops are available for individual student use in the classroom. All mobile labs are connected to the Internet through a secure wireless network. A resource room with six available computers is available for additional instruction and research. A shared facility houses a county library located on the campus and maintains 6 computers with Internet access available to students on Tuesdays and Thursdays.
- Our school maintains a 2.5:1 student to computer ratio, with 6 computers and supporting peripherals in the library and at least six computers and one printer in each classroom.
- The district/school will maintain a .5 FTE tech support position to provide support for the infrastructure, hardware, and software.
- The district/school has adopted a hardware acquisition plan that includes 1) equipment specifications to guide future purchases and 2) a technology specific database to prevent equipment loss and track replacement timelines.
- Additional software applications supporting student learning in California Content Standards will be acquired on an ongoing basis.
- The district/school has a replacement plan of 20% per year of computers that are 3 years or older. We are in our third year and will use funding during 2006 through 2009 to0 begin the replacement of these computers.

Expected funding/budget outcomes in 3 years:

- Technology curriculum, professional development, software, books and Internet access are supported by the District's General Fund, Title VI, and grant funds.
- General district revenue and categorical funds, Federal Erate Funding, California Teleconnect Funds support Internet connectivity and ongoing connection to our wide-area network and Internet service provider, the Sutter County Office of Education.
- Funding to support a .5 FTE tech support position will have been identified as a line item in the district/school budget.

Expected monitoring and assessment outcomes in 3 years:

- Annual increases in teachers' technology proficiencies per the EdTech Profile Assessment.
- Annual increases in student's technology proficiencies per the EdTech Profile Assessment
- Annual increases in teachers' use of technology to enhance curriculum.
- Students' progress in mastering the California Content Standards in the core curriculum.
- Students' progress in acquiring information literacy skills.

- Annual maintenance and infrastructure upgrade activities are reviewed and adjustments made as indicated.

Expense Type/ Funding Source – Key

Code	Description
A	Administration and Management
B	Building and Facilities
C	Categorical District Ed Tech Funds
CH	Classroom Hardware
CS	Classroom Software
E	Erate Funding
F	Pleasant Grove General Fund
G	Grants and other Outside Funds
IH	Infrastructure Hardware
IS	Infrastructure Software
L	LAN Budget
M	Maintenance and Support
T	Training (PAR and Fed CSR)
W	WAN Budget (TIS)

CURRICULUM COMPONENT

Data from the District Technology Survey:

3.a. Staff and student access to technology

Students have access to computers throughout the day and after school as arranged with staff or in our Child Care Program. The student to computer ratio in classrooms are as follows: 6:1 in K-2, 5:1 in 3-4 4:1 in 6-7, and 3:1 in 8th grade. All classroom computers are connected to the Internet. The K-2 computers and peripheral devices are one year old and run a Windows NT program from 6 computers. All computers in grades 3 through 8 run a Macintosh OSX platform. Two wireless mobile labs containing 20 laptops (2 year old & 3+ years old) each are available for classroom use. As 30% of our students qualify for Free or Reduced meals in the Child Nutrition Program, we estimate that 80% of students have access to computers and the Internet at home. Internet access from home is only available through phone lines for students who live within the community. Students attending from surrounding communities on an inter-district contract have access through cable or DSL lines. The school does not have a library, however we share facilities with the County library where students have access to the Internet when open on Tuesdays & Thursdays and through the summer. There is a resource room available with 6 eMac computers that are 1 year old using a MAC OSX platform. Students with special needs and English Language Learners utilize computers in the classrooms. All teachers, including the Reading Specialist, have the use of an iBook laptop with Mac OSX platform computer that is 3 years old. The district Superintendent uses an I-book that is one year old with a Mac OSX platform. Two Windows NT computers are used by office staff to support a county Meta Frame System, Student attendance database (Schoolwise), and an Internet based notification system EdConnect. A Windows NT computer is housed in the staff lounge with a printer/scanner designated for Edusoft use. The cafeteria manager uses a Windows NT platform computer less than one year old to run MEALTIME, student database for lunch accounting. A district/school computers are managed by two servers. One is an Apple server for student file sharing and one is a Windows NT server for Internet access, Antivirus protection, and Sonic Firewall

3.b. District's current use of hardware and software to support teaching and learning

All teachers were surveyed as to their use of technology tools in the core curriculum in grades K-8; 100% responded to the written survey. Greatest use of software occurred in the English/language arts curricula. Heaviest use occurred in grades fifth through eight, as students were required to use computers to type reports, prepare power point presentations, and do research on the Internet in their English/language arts, science and social studies curriculum. Fifth-eighth teachers noted that their students were encouraged to use multi-media tools to demonstrate mastery of content standards. The use of Microsoft Excel has been introduced into 7-8 grade math as a tool for collecting data, using spreadsheets, and charts. The 5th grade social studies class also uses excel to collect and present data in various charts and tables. The introduction of United Streaming videos has increased the use of multi-media tools to present their projects. Third and fourth graders use word processing and the Internet to do various activities: summarizing, responses to literature, research and persuasive writing activities. In lower grades computer software was used to access software that reinforces curriculum mastery. In all grades students use software to enhance oral presentations.

The district's K-8 curriculum is fully aligned to California State Standards in English/language arts, math, science and history/social science. Over the last few years, teachers note that the challenge of integrating technology into instruction has developed an overall increase with consistent use.

Nearly all teachers noted they are using more computer applications due to the following circumstances: they have professional development time devoted to identifying software applications related to specific California Content Standards, especially in reading and math, they are able to identify websites for effective technology-integrated lesson plans.

The development of technology skills begins in kindergarten. The integration and development of technology skills into the curriculum has been dependent upon the skill and interest of the individual classroom teacher, however the consistent use of technology and peer mentoring has made it an intricate part of instruction.

3.c. District's curricular goals

Pleasant Grove students continue to make significant gains in their core subject areas. The percentage of students scoring Proficient or Advanced on the STAR test in Language Arts is 56% and Math is 51%. It is noted that the areas of Math and LA, Title I students are in need of improvement.

Document	Student Focus	Subj. Area Strength	Subj. Area Weakness
API	2-8 Low Socio-Economic sub group	Language Arts	Math
STAR	4-8 grade	Language Arts	Math
SIP document	K-8 students	Language Arts	Math

The school uses an Internet-based assessment program, and teachers are trained in its use. The program allows teachers to use STAR assessment data to group students according to instructional need and to monitor their mastery of standards. It allows teachers to use standards-based assessments to determine students' achievement in various curriculum areas, and then to base instructional decisions on the results of the assessments. The district supports the findings above and goals for this technology plan in the SIP planning document and the Local Education Agency Plan (LEAP) to provide increased access to technology and software to reinforce learning and research using electronic media.

CURRICULUM COMPONENT

3.d. Curriculum integration to improve teaching and learning

Pleasant Grove students have scored well on standardized achievement tests. Yet, there is a need to further enhance the curriculum through the use of technology as a teaching tool, particularly in primary grades language arts and students, grades 4th-8th in science & social studies, and 6th-8th math.

3.d. Goal statements

3.d.1 All students K-3 will use technology resources to achieve CA Content Standards in language arts, grades 4th-8th will continue to maintain standards in language arts. Students in grades 4th-8th will use technology in science and social studies to achieve CA Content Standards and 6th-8th in math to achieve CA Content Standards.

BENCHMARKS:

June, '07	Technology will be integrated into language arts for K-3rd grades.
June, '08	Technology will be integrated into science & social studies for 4th-8th grades.
June, '09	Technology will continue to be integrated into math in 6th-8th.

3.d.2 Students in grades 4th-8th will utilize technology resources to improve their research & writing skills in science & social studies. They will become proficient in using projectors to present information researched via Internet. Students will use multimedia tools to place videos into presentations.

3.e Information literacy skills & technology proficiency

Technology skills are integrated into the curriculum at every grade level and taught as an integral part of appropriate lessons and projects. Pleasant Grove School District strives to have students graduate with a strong foundation in technology, so as to be prepared to use their skills and research strategies for academic and life pursuits.

3.e.1 Students in grades 4th-8th will utilize technology resources to improve their research and writing skills in science & social studies.
3.e.2 All students will become proficient in using projectors to present information researched via internet. Student will use multimedia tools to place videos into presentations.
BENCHMARKS:

June, '07	Current software will be integrated into the K-3rd grade for language arts instruction. Content specific software will be integrated into 4th-8th grade classrooms.
June, '08	Content specific software will be updated and supported as needed.
June, '09	Content specific software will be updated and supported as needed.

i. And j. List of activities and a timeline for implementing planned strategies and activities

Goal #	Implementation Plan/Activities	Responsible Position	Timeline	Budget Source*	Monitoring and Evaluation activities
3.e.1	Staff collect examples of student work & identifies current use of technology in classrooms for k-3rd grades	Staff & Admin.	Oct., '07	N/A	Student technology work is reviewed and assessed by staff and admin.
3.e.1 3.e.2	Team researches technology resources in Science, Social Studies & Math	Staff	Nov, '07	F	Presentation of findings to staff and recommendations for adoption by team.
3.e.1 3.e.2	Science, Social Studies, and Math software is purchased	Admin.	Jan., '08	C, CS, F	Software installed Tech Coordinator
3.e.1	Staff development is provided for 4th-8th grade for Science & Social studies and 6th-	Staff & Admin.	Mar., '08	F, G	Review of Certificates of completion; lesson and unit plans

	8th for Math.				developed by Admin & staff.
3.e.1 3.e.2	Samples of student work in Science, Social Studies, and Math are collected at appropriate grade levels & evaluated	Staff & Admin.	Ongoing	N/A	Evaluation results are shared with the entire staff for input on improvement
3.e.1 3.e.2	Student STAR test scores evaluated; strategies developed to improve results	Staff & Admin.	Annually	N/A	Results presented to staff, community, school board
******Cycle is repeated for years 2008 and 2009 assuring completion of benchmarks or changes resulting from evaluation results.					

3.f Utilization of technology to ensure appropriate access for students.

All Pleasant Grove students have access throughout the school day to computers in the classroom and resource room. Students use *AlphaSmart* keyboards to check out and take home to complete projects. They are able to request additional computer time before and after school and during lunch, as staff is available. There are currently no students in need of adaptive technology, however student needs regarding adaptive technology are assessed at time of enrollment, and the district works with the SELPA or other appropriate agencies to provide appropriate access to technology. GATE students have access to computers in their classrooms and use them to produce projects as appropriate. GATE students also have access to after-school web design and other computer classes when available. ELL students are able to use technology at the same level as all other students. The district has purchased a filtering software program to help ensure students only have access to appropriate Internet sites. Pleasant Grove School District will strive to maintain this level of access for our students during the life of the plan, as such there is not a goal for this section. Replacement of equipment for purposes of upgrading equipment are addressed in Component 5 of this plan.

BENCHMARKS:

June, ‘07	Maintain 2.5 : 1 ratio and update computers 3 yrs & older by 20% each year.
June, '08	Maintain 2.5 : 1 ratio and update computers 3 yrs & older by 20% each year.
June, '09	Maintain 2.5 : 1 ratio and update computers 3 yrs & older by 20% each year.

3.g. Utilize technology to make student record keeping and assessment more efficient and supportive of teachers’ efforts to meet individual student academic needs.

Our staff has the means by which to regularly review (not just once a year) our students’ progress in mastery of California Content Standards with Edusoft. We also have an alternate program, SchoolWise™, an electronic database that may also provide this function, and will expand the use of Schoolwise beyond attendance for reporting purposes.

3.g. Goal statement

By June 2009, 100% of teachers will continue to use the existing management system (EduSoft), and use it to track students’ progress through mastery of California Content Standards. Schoolwise database system will keep track of student STAR reports, SNORE, GATE, and CELDT data. Grading software will be added for staff use in the classroom.

BENCHMARKS:

June, '08	Student database will be updated to include STAR, SNORE, CELDT & GATE data.
Ongoing	New teachers will be trained to use EduSoft, our electronic data management system, and use it to track students' progress through mastery of California Content Standards.
Ongoing	Teachers will receive follow-up training in the use of our electronic data management system, and use it to track students' progress through mastery of California Content Standards.
June, '09	100% of teachers will use Grading software will be added for staff use in the classroom.

I and j. List of activities and a timeline for implementing and evaluating planned strategies and activities.

Goal #	Implementation Plan/Activities	Responsible Position	Timeline	Budget Source*	Monitoring and Evaluation activities
3.g	Student database will be updated to provide staff with STAR, SNORE, CELDT & GATE data. Grading software will be researched.	Office Tech	June, '08	F	Reviewed and assessed by admin.
3.g	Staff development is provided to educate teachers on the Edusoft system	Admin	Ongoing	C, A	Reviewed and assessed by admin.
3.g	Edusoft system is maintained and updated annually	Tech. Co.	Ongoing	C, F	Software installed Tech Coordinator
3.g	Grading software will be purchased and staff development will be provided to educate teachers on it's use	Tech Co. & Admin	June, '09	IS	Software installed Tech Coordinator Staff development Tech Coordinator & Admin

3.h. Utilize technology to make teachers and administrators more accessible to parents.

As a result of the very small size of the community, there is currently very close communication between faculty and home. We estimate 80% of our families have a computer with access to the Internet at home. The introduction of a T-1 line at the school has made access at school relatively easy. Although local families still only have access to a dial up system, outlying communities have installed DSL & cable. The 8th grade teacher has created and maintains a website for the purpose of updated information on classroom activities and homework and parent access to staff via email. The district/school will collaborate with parents to develop and initiate a plan to further utilize technology communication strategies as appropriate to need and resource availability, beyond the implementation of a website. We also have a plan to lend computers to students' families.

3.h. Goal Statement

3.h.1. Pleasant Grove will update and maintain a website which allows families to access information regarding the schools' activities; state standardized assessment data, and student assignments. All staff will update and maintain a class page and have email for contact with parents and students by June 2008.

BENCHMARKS:

June, '07	All Staff will have an email account available on the school website.
June, '08	Website is completed and includes students' assignments by grade level.
June, '09	Staff and parents will identify the format and content for the website.

i. List of benchmarks and a timeline for implementing planned strategies and activities.

Goal #	Implementation Plan/Activities	Resp. Position	Time line	Budget Source*	Monitoring and Evaluation activities
3.h.1	Basic website is posted – contains school activities and some data	Admin. Staff	June '06	F	Assigned Staff will post and Supt/Principal will monitor
3.h.1	Staff receives training in use of website to build a class website and post student assignments	Tech Mentor	Aug., '07	F; G	Sign in sheets; staff mtg. notes
3.h.1	Parents and students comment on site; 50% of staff post student assignments to website	Staff & Admin.	Jan., '08	N/A	Survey of parents/students regarding use and accessibility of website.
3.h.1.	Website is completed and includes students' assignments by grade level.	Staff & Admin.	June '09	N/A	Results presented to staff, community, school board

*See page 3; Funding Source Key

3j Monitoring process:

The Superintendent/Principal and site technology coordinator will review the data for benchmarks and activities with staff on a quarterly basis and adjust implementation activities as indicated to assure that the curriculum component continues to progress and meet the goals and benchmarks identified in the plan.

Resources and budget required to implement Curriculum Component. Resources required include:

- Additional software applications supporting student learning in California Content Standards,
- Professional development for teachers who will need to
  1. keep up with emerging applications relevant to California Content Standards,
  2. increase their proficiency with multi-media and presentation applications,
  3. develop an information literacy curriculum integrated with the core curriculum;
- New and sufficient fully functioning computers to enable students to meet our benchmarks;
- A computer trouble-shooting curriculum and training for a cadre of student trouble-shooters.

Benefits from curriculum integration:

- Increased ability of teachers to individualize curriculum to meet the needs of students;
- Increased capacity to assess student progress in mastery of California Content Standards;
- Increased capacity of students to utilize higher order thinking skills as they develop information literacy skills;
- Increased proficiency of students in managing multi-media and presentation applications to demonstrate their knowledge and skills;
- A computer competency curriculum will ensure that all students master essential computer applications;

PROFESSIONAL DEVELOPMENT COMPONENT

4.a. Data from the District Technology Survey:
Professional development usually takes place on site during minimum days once a week. The staff is unified in the desire for continuous improvement through ongoing development efforts. When teachers were surveyed regarding their technology professional development needs, their universal request was that the activities happen at their site with their equipment. Annually, we anticipate that all staff will utilize the results of the EdTech Profile self-assessment to develop individual technology plans that will form the foundation for the working with administration and the Technology Coordinator to develop a menu of professional development activities.

Teacher and administrator's current technology skills and needs for professional development.

All nine certificated staff and administrator took the EdTech Profile assessment of technology proficiencies. As a whole the group ranked as "Proficient" in word processing. They ranked "Intermediate" in General Computer Knowledge and Skills, Internet, Email, Publishing. The group ranked "Intermediate" in Databases, Spreadsheets, Presentation Software (their lowest score) and Instructional Technology. The Tech Plan Committee identified "Instructional Technology" as the highest priority for professional development.

Currently there is no school-wide strategy to advance technology proficiencies of the total staff. Pleasant Grove School District will implement a plan for development of staff technology skills by utilizing online courses provided by CLEARN & EdTech and incorporating them into staff development when applicable.

4.b and c. Goals and benchmarks for professional development:
4.b.1 By June 2007, all teachers and the administrator will be at "intermediate" or "proficient" in all seven **Edtech Profile** skill areas. This will fluctuate with the change in staff on a yearly basis, (i.e., new teachers,, etc)

BENCHMARKS:

June, '07	60% of teachers will be at "intermediate" or "proficient" in all seven EdTech Profile skill areas.
June, '08	80% of teachers will be at "intermediate" or "proficient" in all EdTech Profile seven skill areas.
June, '09	Maintain an 80% - 100% of teachers and the administrator will be at "intermediate" or "proficient" in all seven EdTech Profile skill areas.

4.b.2 By June 2009, all staff will be provided with the professional development needed to support the use of technology to organize, teach and assess student learning in California Content Standards.

BENCHMARKS:

June, '07	50% of teachers integrate at least two lessons using technology to organize and teach standards with an emphasis in science & social studies.

June, '08	100% of teachers integrate at least five lessons incorporating technology learning resources in teaching language arts, mathematics, social studies and science; adding at least one technological learning resource to their teaching repertoire annually thereafter.

c. and d.Timeline for implementing and evaluating planned strategies and activities

Goal #	Implementation Plan/Activities	Responsible Position	Timeline	Budget Source*	Monitoring and Evaluation activities
4.b.1	Staff takes EdTech assessment and develops individual plans to increase their competency.	Principal/ Supt	Ongoing	N/A	Principal/Superintendent meets with and reviews staff technology goals.
4.b.1 4.b.2	A menu of opportunities for staff development based on the online courses available from CLEARN & EdTech	Principal/ Supt	Ongoing	N/A	Annual EdTech Assessment profile.

* Funding Source Key - See page 3.

4.d. The Superintendent/Principal and site technology coordinator will review the data for benchmarks and activities with staff on a quarterly basis and adjust implementation activities as indicated to assure that the curriculum component continues to progress and meet the goals and benchmarks identified in the plan.

Resources and budget required to implement these goals.
Professional Development funds will be the primary resource for this effort. Our Federal Class Size Reduction funds are used for staff development as our school has implemented CSR in kindergarten through 3rd grade. These funds are sufficient for our staff development needs.

We will depend on Region 3's California Technology Assistance Project for information on good learning software and for needed teacher inservice. Professional development activities will include EdTech Online, the Educational Technology Academy, and other capacity building professional development opportunities provided by EdTech. We will also look to EdTech to identify appropriate technology learning resources through the SCORE web sites and their various curriculum links.

Benefits from professional development based on staff needs assessment. Teachers clearly do apply technology tools to improve student learning in California's core academic content areas. The goal is to improve test scores as indicators of student learning. Benefits of professional development related to integrating technology into core curriculum areas include:

- Time to visit existing exemplary programs and effectively replicate them,
- Time to acquire in-depth knowledge of technological learning resources in order to integrate them into current curriculum,
- More technology-related teaching tools in each teacher's repertoire of instructional strategies, ultimately resulting in improved student learning and higher test scores for all students.

4 a. Administrator's current technology skills and needs for professional development.
The administrator is aware of regional California Technology Assistance Project (CTAP) offerings. The current administrator is proficient in word processing, publishing, and email. The administrator sees more need for training in the EduSoft database management to access student progress and electronic spreadsheets to help with site-based budget management.

An interview with the administrator indicated that she would like to use more technology resources, but she felt limited by a several factors:

- Insufficient on-site training time to acquire needed knowledge and skills,
- Lack of resources i.e., time, money, after hours training.

4. b and c. Goals and benchmarks for professional development for the site administrator:

4.b.4 By June 2006, the site administrator will be at "intermediate" or "proficient" in all CTAP^2 skill areas.

BENCHMARKS:

June 07	Site administration will be at "intermediate" or "proficient" in two EdTech Assessment skill areas.
Ongoing	Site administration will be at "intermediate" or "proficient" in three EdTech Assessment skill areas.

4.b.5 By June 2007, site Administrator will demonstrate increased use of technological learning resources to increase administrative task skills in; presentation software, multi-media software, and electronic spreadsheets.

BENCHMARKS:

Jun, '07	Site administration will be "proficient" in electronic spreadsheets and internet based research.
Ongoing	Site administration will be "proficient" in multi-media and presentation skills.

c. and d. Timeline for implementing and evaluating planned strategies and activities

Goal #	Implementation Plan/Activities	Responsible Position	Timeline	Budget Source*	Monitoring and Evaluation activities
4.b.4	Administrator takes Edtech assessment and develops individual plans to increase their competency.	Tech Coord	Annually	N/A	Tech Coordinator meets with and reviews staff technology goals.
4.b.4 4.b.5	A menu of opportunities for Administrative training based on the EdTech survey are researched and presented.	Tech Coord	Annually	N/A	Notes from meetings
4.b.4 4.b.5	Administrator will take advantage of online technology in-service, such as EdTech Online and via individual professional development plans derived from EdTech and other resources.	Tech Coord	Annually	F,C,G,T	Certificates of completion

* Funding Source Key - See page 3.

4.e Monitoring process:
The Superintendent/Principal and site technology coordinator will review the data for benchmarks and activities with staff on a quarterly basis and adjust implementation activities as indicated to assure that the curriculum component continues to progress and meet the goals and benchmarks identified in the plan.

Resources and budget required to implement these goals.
We will depend on Region 3's California Technology Assistance Project for information on learning software and for needed in-service. Professional development activities will include EdTech Online, and other capacity building professional development opportunities provided by EdTech.

Benefits from professional development based on administrative needs assessment.

- Site administration feels that increased proficiency in EduSoft would aid in the ability to record and track student achievement data for analysis and improve in planning and directing instructional resources to students in need.
- Technology skills more aligned with those of current technological levels.
- Improved site-based management skills.
- Improved communication skills.

INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT

5.a. and b. EXISTING infrastructure, hardware, technical support and software. Infrastructure, hardware, technical support and software NEEDED to support the implementation of the Curriculum and Professional Development Components.

Infrastructure and Hardware

Current: The District would like to maintain a ratio of one computer for each 5 students. Each classroom currently has at least five computers (grades 6-8 have 6, 7 and 10 respectively), and every classroom is connected to the Internet via a T-1 line installed in June of 2004; while these are inventoried and licensed, all are at least two to three years old. A resource room contains 6 computers that are one year old and two wireless mobile labs (supported by three wireless routers that encompasses the entire school) that contain 20 laptops per unit. One unit is three years old and one is two years old, each lab maintains a printer available for classroom use. Renovation of the school campus has provided a minimum of four "drop lines" for seven classrooms and one "drop line" for one classroom which connects to two servers (one Mac and one PC) and the Internet. A firewall is provided and managed on a PC server by the District Tech. Co.

Software

Current: An acceptable Use Policy is signed by parent and student each year (upon enrollment) and strictly enforced. All classroom computers have a minimum of one word processing (Microsoft Office) program and grades 6-8 have two per unit in addition to "World Book" encyclopedia software. All classrooms have use of a web-based program, "United Streaming" which provides access to a wide variety of Core Content Standards database of videos. One server provides students with a personal file share in grades 6-8. Classroom connectivity is via Sutter County Schools. A computer is supplied with an appropriate printer/scanner for staff utilizing the Edusoft program. Certificated employees are provided with a laptop for school use and each staff member is provided an internet based email account through the Sutter County Office of Education.

Communication

Current: A school web page is monitored and updated by the 8th grade teacher. Parents can contact teachers through an email account provided on the web page. Upcoming vents, homework, monthly newsletters, and menus are posted on the web page located at www.pleasantgroveschool.org.

Peripherals: The school maintains two digital cameras, two video recorders and two presentation systems. All classrooms have a network printer and grades 6-8 have an additional (all in one) printer/copier. Five Alpha Smart Neos are available in the office for student use at home for word processing. Each classroom has a TV/VCR and a phone. Classrooms TV/VCRs are hardwired for a network, but the hardware to connect them to a network is not installed nor can they access local TV programs, as is no cable service in our area.

Location	Computers *Now*	**Computers to be acquired by 2009**	Connected to Internet *now*	**Connected to Internet by 2009**	Other hardware *now*	**Other hardware to be acquired by 2009**
Grades K-2 (3 classrooms)	6 (all PCs 2 yrs old)	2	6	8	1 printer	2 printers
Grades 3-4 (2classrooms)	5 Macs (3 yr old)	6 multimedia	5	6	2	2 printers
5-8 (3 classrooms)	24 Macs (3 yr old)	10 multimedia	24	34	6 printers	3 printers
Resource Room	6 Macs (1 yrs old)	0	6	6	1	1
Office	2 PCs (1 one yrs old and 1 two yrs old) 1 Mac laptop, (1yr old)	0	3	3	2 printers (1 network color 1 color laser for Superintendent use)	same
Other	9 laptops on loan to teachers	0	9 Capable of connectivity	0	1 printer per teacher	1 LCD projector per classroom
Childcare	2 PCS		0	4	4 computers from classrooms updated	1 printer
Student checkout	0	10 Macs	0	0	0	20 *AlphaSmart* keyboards

Technical support : As a one-school district, the maintenance, upgrade and replacement of equipment and software are the sole responsibility of the site. The .5 Tech Coordinator is kept very busy trying to install and maintain our hardware and software, as well as work with staff to provide training for the skills to use the technology. Student assistants are currently used cleaning of laptops and basic troubleshooting, as the teachers do not have the time to provide tech support. Most teachers are familiar with basic trouble-shooting tactics.

Category	Have	Need	Est. Cost
Curriculum	MicroSoft Office AppleWorks Mavis Beacon Typing tutor United Streaming World Book Dream Works Misc. Skill Builders Adobe Photo Shop Norton System Works	Content specific software for • Science • Social Studies • Math	12,000.
Student Data	EduSoft; SchoolWise NTI Connect Ed		
Communication	Microsoft Outlook Express (Web-based)		

5.c. Goals and benchmarks for infrastructure, hardware, technical support and software:

5.c.1 Pleasant Grove is connected to the Internet through Sutter Co. Office of Education with a reliable, cost effective connection. The installation of a site T-1 line has made connectivity issues improve dramatically. A wireless network supplies connectivity to students at their individual desks. There is a LAN and WAN to provide connectivity to the entire site.

BENCHMARKS

Ongoing	Develop and adopt a process for purchasing hardware as funds become available
Ongoing	Identify sufficient funding to support computer replacement and needed upgrades of infrastructure, hardware and needed applications
June ‘08	Research and acquire satellite TV access to school/connect classrooms to the system

5.c.2 Provide a .5 FTE position for Technology Coordinator. A team of students are available to maintain mobile labs (check connections, clean screens, ect.) however, there is a need to put into place a troubleshooting team of students for classroom support. After purchase of replacement computers old computers will be put on a loan out basis for families who do not have access at home.

BENCHMARK

June ‘07	Provide ongoing technical support by maintaining a .5 FTE position and put into place a computer trouble-shooting curriculum and training for student tech support cadre.

5.c.3 Replace aged computers to maintain current levels of students access as funds allow. After purchase of replacement computers, put old computer out on a loan out basis for families who do not have access at home.

c. Timeline for implementing and evaluating planned strategies and activities

Goal #	Implementation Activities	Responsible Position	Timeline	Budget	Monitoring Plan
5.c.1	District submits applications for available funding for these purposes, such as ERATE, EETT, Reap, etc.	Tech Coord. Principal/ Supt	When funding becomes available	Unknown costs	Funding applications
5.c.2	Establish a .5 FTE to provide tech support	Sup/Principal	Sept '08	F,C	Budget item/ service records
5.c.2	Put into place student "trouble shooter" cadre	Tech Coord CTAP	Sept. 07	No additional cost	Service records
5.c.2	Identify criteria by which families will be chosen to receive loaned computers	Tech Mentor Sup/Principal	After replacement computers are acquired	No additional cost	Criteria and application document approved by the Board

*** Funding Source Key - See page 3.**

5.d Monitoring process:

The Superintendent/Principal and site technology coordinator will review the data for benchmarks and activities with staff on a quarterly basis and adjust implementation activities as indicated to assure that the curriculum component continues to progress and meet the goals and benchmarks identified in the plan. 3j Monitoring process:

The Superintendent/Principal and site technology coordinator will review the data for benchmarks and activities with staff on a quarterly basis and adjust implementation activities as indicated to assure that the curriculum component continues to progress and meet the goals and benchmarks identified in the plan.

Benefits from infrastructure. Pleasant Grove is committed to using the tools of technology to enhance student learning. Without appropriate equipment, infrastructure and maintenance we cannot attain the following benefits:

- Appropriate and functioning equipment available to enhance students' classroom learning,
- Appropriate and functioning equipment available to enable our teachers' professional development in using the emerging tools of technology to enhance core curriculum,
- Appropriate and functioning equipment available to manage student data,
- Appropriate and functioning equipment available to enable the school to access Internet resources, e-mail, and electronic data transmission.

Personnel, resources and budget required to implement this goal include our heavy reliance on CTAP Region 3 support. We have no personnel or specific funds available to implement these goals currently. Acquiring adequate resources to implement this component will require guidance from CTAP regarding funding and support models available, as well information on model programs that can meet our needs. Our Tech Mentors will take the lead in connecting with these CTAP resources. Our most critical need will be to identify and acquire the funding to support these goals.

FUNDING/BUDGET COMPONENT

6.a.1 Resources

Current Funding Sources	Potential Funding Sources
General Fund	EETT Formula
SIP Funds	Beaumont
Staff Development	
ERATE Funds 40%	
REAP Funds	
Parents' Club	
FED CSR	

6.a.2 Process for identifying funding sources.

As this is a small one-school, rural district, the Superintendent/Principal is responsible for grant writing, budget development and allocation of funds to implement the goals set by the Board. The Superintendent/Principal attends workshops to stay current on categorical programs and their uses and consults with the County Office of Education about the state funding levels. She maximizes the use of categorical funds in order to have general funds available for technology purchase and upkeep. Examples of this are the use of Federal CSR funds for staff development. Since we have fully implemented CSR in grades K-3, we are able to use all our Fed CSR funds for staff development, and do not have to allocate general fund dollars for this purpose. By doing this we have sufficient staff development resources for our needs. Another example is the allocation of Child Development funds, if justified, to help defray the cost of materials and supplies, freeing general fund dollars for other uses.

The district will look to CTAP to provide cost effective staff development, advice on hardware and software purchases and to help train our student tech support cadre. Cal Save is one resource that we have not yet used and will be part of the process we will use to find funding sources.

An important source of funds for our school is donations from parents. The Parents' Club donates between $2,500 and $5,000 annually to the school. Again, these funds can either go directly toward Technology support or can fund other items, freeing other funds for technology.

6.d. Estimate implementation costs for the term of the plan (2007-2009)

Item	Y-1	Y-2	Y-3	Total
Hardware	10,000	10,000	10,000	30,000
Software	4,000	4,000	4,000	12,000
Infrastructure	750	1,000	1,250	3,000
Tech Support	11,000	11,000	11,000	33,000
Staff Development	2,000	2,000	2,000	6,000
TOTAL	27,750	28,000	28,250	**$84,000**

6.c. Ongoing District Tech Support

As a one school district, all support is provided on the site. All decisions about budget allocation are ours. Current staff will implement the plan with heavy reliance on CTAP for advice, guidance, and staff development.

A .5 FTE has been funded to provide tech support. As there has been no standard established for the level of tech support needed in a small school, we have determined to fund .5 FTE as a level we are able to afford.

The County Office of Education provides some tech support by providing maintenance for the WAN, computer classes at the county office, advice about networking, and group buy of equipment on an irregular basis.

6.d Replacement policy for obsolete equipment.

The Replacement Plan currently in effect will provide for new classroom computers on an every 3 to 4 year basis, determined by the following guidelines:

a. Use of computers in the classroom
b. Wear of classroom computers
c. Availability of new software
d. Availability of funds during a replacement year.

Hardware replacement is accomplished either through donations from Parent's Club or through the grant process. Most of our classroom computers are three years old, and approximately 20% have had repairs made during year 3 of the previous Technology Plan.

6.e Monitoring progress and updating funding and budget decisions.

The Superintendent/Principal will develop an annual tech budget as part of the annual budget cycle, citing various sources of funding. The district budget is developed in May/June. The Superintendent/Principal will prepare a mid year report in January of each year to update the Tech Committee, the Board, and the SSC on the progress of funding for technology.

The Superintendent/Principal is responsible for monitoring all aspects of the budget. She oversees the day to day budget, plans for the expenditure of the various funds and programs, prepares the monthly budget reports as well as the state required semi annual Interim Reports for the Board, develops the budget annually, and advises the Board about state and grant funds available. One big advantage of a one school district is that there are no levels of administration and bureaucracy to go through to find out what is happening and to make corrections as needed. Input is received via the School Site Council, Parents' Club, staff meetings and inservices, and informal conversations.

BENCHMARKS

June annually	Superintendent/Principal develops Technology budget as part of the annual budget process
January annually	Superintendent/Principal reports to Board, Tech Committee, SSC on progress of funding and status of budget

Goal #	Implementation Plan/Activities	Responsible Position	Timeline	Budget Source	Monitoring and Evaluation Activities
6.e.1	Prepare annual Tech budget to implement the Tech Plan goals and activities	Sup/Principal	May/June annually	No additional cost	Budget document
6.e.2	Report/update progress of the annual Tech budget	Sup/Principal	January annually	No additional cost	Minutes of meetings
6.e.3	Update tech funding as new dollars are available	Sup/Principal	Ongoing	No additional cost	Budget documents

MONITORING AND EVALUATION COMPONENT

The current technology planning process needs to address increased use of existing and future technology tools in curriculum, instruction and assessment. Ongoing advances in technology requires the district to remain current in the areas of hardware, software, and internet based programs. This plan is reviewed with staff, School Site Council and Board of Education each year to determine progress and needs. A replacement of hardware plan has been established and funds are to be allocated annually for this purpose.

7.a and b The process and schedule for evaluating technology's impact on student learning and attainment of the plan's goals.

Embedded in text of each component of this plan is a description and schedule of how each the goals and benchmark for each component will be evaluated.

To monitor adequately the school/district's progress in utilizing technology tools for teaching and learning, data will be collected in the following areas:

- Annual increases in teachers' technology proficiencies per the EdTech Assessment;
- Annual increases in teachers' use of technology to enhance curriculum;
- Students' progress in mastering the California Content Standards in LA, Social Studies, Math and Science;
- Students' progress in acquiring technology proficiency skills.
- Annual maintenance and infrastructure upgrade activities.
- Adequacy of Tech Support.

The data will be compiled and analyzed by the Superintendent/Principal and Tech Coordinator. A summary of the data will then be provided in a written report and presented to the School Site Council and the School Board annually.

7.c How the information obtained through monitoring and evaluation will be used.
The Tech Coordinator and the Superintendent/Principal will prepare semi annual reports of the progress toward meeting stated goals and benchmarks. This report will be in conjunction with the budget development in May/June and the semi annual report in January. The report will be presented to the Tech Committee, the Board, and the SSC at regularly scheduled meetings.

May annually	The Superintendent/Principal and the Tech Mentor present data and summary of progress toward meeting goals at staff, SSC, and Board meetings.
January annually	The Superintendent/Principal and the Tech Mentor gather data present a status report to staff, SSC, and Board.
Ongoing	Modifications of the plan and activities are made based on the data gathered, funding available, and changing priorities.

Pleasant Grove Union School District
Executive Summary
Technology Plan

This Technology Plan was developed through the District's Technology Committee, the Site Council and a technology/curriculum audit during October through December 2005. With annual revisions, it is designed to guide the District's acquisition and use of technology-related learning resources through 2009.

DISTRICT VISION FOR TECHNOLOGY USE:

- Every student has access to computer with online connectivity in and beyond school;
- Students use technology tools to master California Content Standards in the core curriculum;
- School-based computers, software and connectivity that function well 100% of the time;
- Information literacy proficiencies allow students to discern truth and relevance from a flood of information.

Curriculum Goals:

- Students use technology to achieve CA Content Standards
- Increased student use of the Internet for research purposes
- Information literacy levels allow students safe and relevant use of technological learning resources.

Benchmarks:

By June, 2009

- 100% of students will use technology in Science and Social Studies in grades K through 8.
- K-8 teachers' use of instructional software related to California Content Standards in the area of Science, Social Studies, and Math will triple.
- A computer competency curriculum will be integrated into the core academic curriculum for grades K-8.
- A curriculum of information literacy skills will be integrated into the core curriculum in grades K-8.

Goals for professional development:

- Teachers will be at "intermediate" or "proficient" levels of proficiency in all seven EdTech Profile skill areas.
- Administrator will increase use of technology resources to organize, analyze, and report student performance data.
- Teachers will increase use of technological learning resources to organize, teach and assess student learning in California Content Standards;
- School staff will use electronic tracking of each child's school-based data and his/her progress through mastery of California Content Standards.

Benchmarks:
By June 2008,

- All teachers will create a portfolio of five lessons using computer applications in teaching science, social studies, and Math, adding at least one technological learning resource to their teaching repertoire annually thereafter.
- 100% of teachers will be trained in the use of an electronic data management system, consistent with the California Student Information System, and use it to track students' progress through mastery of California Content Standards on an ongoing basis.

Goals for Infrastructure, Hardware, Technical Support and Software:

- School-based computers, software and connectivity that function well 100% of the time,
- Replacement for all computers over three to four years old, as needed,
- Maintain the connection of each classroom to a local area network and a wide area network
- Acquiring the means to maintain and upgrade infrastructure, hardware, and software,
- The means to provide needed technical support on site as soon as it is needed.

Benchmark: By June 2007, we will identify and acquire funding needed to implement currently unfunded goals in our Technology Plan including:

- Adequate maintenance and upgrade of existing technology hardware, software and infrastructure,
- Replacement of all computers over three to four years old,

Goal for monitoring and evaluation:

- Ensure that progress in each component is consistent with the Technology Plan.

Benchmark: Annually a report will be presented to the staff, SSC and the Board

- In May and January, data will be reviewed and progress toward meeting goals will be reported to staff, SSC and the Board.
- Technology Plan will be monitored and revised May annually, as budgets are developed, the School Leadership Team, with Board approvals as necessary.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS COMPONENT

Adult Literacy:
Needs: According to Spring 2005 STAR data, 10% of the parents of students served by Pleasant Grove Union School District have not completed high school, 32% no more than a high school education, 36% have some post-secondary education, 12% have a college degree, and 9% have gone to graduate school.

Pleasant Grove Union School District does not provide adult education courses, but within the boundaries of Pleasant Grove Union School District, adult literacy needs are served through a variety of agencies. The area's high school district, provides adult education classes in basic

literacy, GED preparation, and ESL. TriCounty ROP offers classes through the high schools in a variety of job and life skills, including technology skills such as basic word processing, home budgeting with spreadsheets, resources on the Internet, and MOUS certification. Sutter County Library and Sutter County Housing Authority provide additional adult literacy services. These agencies generally provide basic reading instruction and GED preparation.

9. EFFECTIVE RESEARCH BASED METHODS AND STRATEGIES COMPONENT

9.a Describe how the plan has utilized reliable research behind the model design.

Pleasant Grove School students have made significant gains in their core subject areas as revealed in California STAR data. The percentage of students at scoring Proficient or Advanced **in Language Arts is 56%,** and in **Math 51%** (2005). Language Arts is an area of relative strength.

We have completed the alignment of standards, assessments, reporting, and instruction. Using the EduSoft online student assessment package, as well as other assessments, teachers are able monitor progress toward academic improvement. The results help guide curricular goals in Core Content areas. Teachers are able to create customized reinforcement activities based on standards that students have not mastered. Students can easily be grouped for small group reinforcement of standards.

Curricular Area	Research Consulted	Annotation
History/Social Studies	**Integrating Technology into Curriculum** http://www.ncrel.org/tplan/guide/int7.htm Technology is also valuable in social studies. For example, WETP advocates using geographical, mapping, and history-based software applications, as well as age-appropriate simulations with elementary students who are expanding their understanding of the world beyond themselves and their families. "Simulations offer students the opportunity to participate in historical events or major decision-making events by virtue of role playing. Whether studying the 50 states or debating the pros and cons of declaring American's independence from England, students will find a wealth of excellent technology-based applications to make exploring social studies themes exciting	Researched-based strategies can build a foundation for success in students of all ages. Suggested types of technology tools for social studies include: • Databases and graphing and charting software for conducting comparative studies of demographic trends. • Electronic atlases and laserdiscs, videos, and CD-ROM images for developing an understanding of geographical and physical characteristics. • Telecommunications, especially the Internet, for conceptualizing self, family, and community contexts around the world and for demonstrating characteristics of our global village. • Simulations for role-playing activities of historical events. • Statistical programs for conducting quantitative research and for analyzing results.

Curricular Area	Research Consulted	Annotation
Math & Science	Technology: A Catalyst for Teaching and Learning in the Classroom http://www.ncrel.org/sdrs/areas/ma0cont.htm Why is Educational Technology Important to the Teaching and Learning of Mathematics and Science and What are the Important Considerations and Resources That Make Technology Use	Today's technology can offer adolescents a bridge from concrete to abstract thinking, enabling them to observe and create multiple representations of mathematical ideas: numerically, graphically, and symbolically. For example, • Students can use geometric

	More Effective? Mathematics and science have suffered from the stereotype that only a few people can and in fact need to be highly proficient in science and mathematics.	construction software to investigate the relationship between the circumference and diameter of a circle. • They can measure several round objects and record the circumference and diameter (numerical representation). • They can plot the values and estimate a "best fit" (graphical representation). • Students can then determine the best fit equation (symbolic representation). • Technology can also help teachers respond to students' diverse learning styles by creating rich environments that engage students' tactile, visual, and auditory senses. Finally, information technologies such as word processing, calculators, spreadsheet tools, and the Internet can enable middle-grade students to begin learning higher communication and problem solving skills—abilities that are essential to mathematical thinking

9.b. Explain how the plan included thoughtful examination of education technology models and strategies.

Implementation of the Tech Plan will rely heavily on California Technology Assistance Project. Its research, models and strategies are the most accessible and reliable research-based and proven information for hardware specifications, standards aligned software, implementation models and instructional strategies. Examples of the type of research CTAP accesses follow:

Component Reinforcement	**Research Source**	**Research Summary**
Curriculum, Reading and Writing Technology skills,	Sandholtz, Ringstaff and Dwyer, in *Teaching with technology; Creating student-centered classrooms*, 1997	"Student engagement remained highest when technology use was integrated into the larger curricular framework, rather than being an "add-on" to an already full curriculum." instruction and time allocations accordingly.
Information Literacy Skills History/Social Studies	*Critical Issue: Using technology to improve students achievement*, 1999 NCREL web site	Using technology within the curricular framework can enhance important skills that will be valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments.
Core content, including Math and Science	Sivin-Kachala and Bialo, *2000 research report on the effectiveness of technology in schools*, 2000	Computer-assisted instruction and drill-and-practice software can significantly improve students' scores on standardized achievement tests in all major subject areas.
Integration Strategies to Improve	Dwyer, *ACOT: History, findings, impact.* 1992	Technologies provided. . . a conceptual environment where children could collect information in multiple formats and then

Teaching and Learning		organize, play, visualize, link and eventually construct new ideas about relationships among facts and events. The same technology could then be used . . . by students to communicate their ideas to other students.
Staff Development: Adult Learning Models	Schacter, *The impact of education technology on student achievement: What the most current research has to say. Milken Family Foundation web site*, 1999	The most important staff-development features include opportunities to explore, reflect, collaborate with peers, work on authentic learning tasks, and engage in hands-on active learning.

9.c. Provide a description of how innovative strategies for the delivery of specialized or rigorous academic courses through the use of technology, including distance learning technologies, will be developed and utilized.

EdTech has been and will continue to be Pleasant Grove School's most important source of information about quantity and quality of instructional technology. All software purchased and used will be CLRN and/or state approved as meeting California content standards and/or aligned to the standards. As an elementary school, Pleasant Grove will have to coordinate with its local high school to ensure students' advanced coursework is approved for high school credit.

Goal: Continue ability to offer specialized or rigorous academic courses through the use of technology, including distance learning.

Objective: By June 2009, students in grades K through 8 are engaged in a variety of projects and course work through the Internet and other distance learning technologies.
Benchmarks:
By June of 2007, Students in grades 3 - 8 will continue to complete multi-media projects and/or simulations in core academic areas, focusing on Math, Science & Social Studies.
By June of 2008, students in grades K through 3 complete multi-media projects and/or simulations in core academic areas and participate in classroom web based and/or distance learning courses, focusing in Language Arts

Implementation Plan/Activities	Responsible Position	Timeline	Budget Source*	Monitoring And Evaluation Activities
Staff development in multi-media technology	Tech Coord.	Ongoing	Staff Dev Funds	EdTech Profile assessments, attendance records of on site training
Staff research Internet resources (simulations, webquests, lessons, courses, etc.)	Tech Coord.	Ongoing	Staff Dev Funds	Lesson plans
Students in grades K-8 complete multi-media projects and/or simulations	Teachers	January – June 2009	N/A	Completed assignments
**Timeline is repeated for following years	**	**	**	**
Distance learning (art, music,	Tech Mentor	2007-2009	To be	Lesson plans, completed

languages, etc)			identified	courses

Technology Literacy Challenge Grant Program --Enhancing Education Through Technology Formula Grant Programs -- Criteria

1. PLAN DURATION	Page in District Plan	Adequately Addressed	Not Adequately Addressed
a. The plan should guide the district's use of education technology for the next 3-5 years.	**1**	The benchmarks and timelines in the plan outline activities and strategies for the next 3-5 years.	The benchmarks are not associated with any particular timeline or the timeline is less than 3 years or more than 5 years in length.

2. STAKEHOLDERS Corresponding EETT Requirement(s): 7, 11,	Page in District Plan	Adequately Addressed	Not Adequately Addressed
a. Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	**1**	The planning team consisted of representatives who will implement the plan, including district curriculum and information technology staff, site administrators, teachers, students, parents, community non-profits and businesses. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

Technology Literacy Challenge Grant Program --Enhancing Education Through Technology Formula Grant Programs -- Criteria

3. CURRICULUM COMPONENT Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, & 12.	**Page in District Plan**	**Adequately Addressed**	**Not Adequately Addressed**
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	**4**	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students, including special education, GATE, English Language Learners, etc., both during and after school hours.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain if computers are in the classrooms, library/media centers, or labs, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	**4**	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum) generally by type of school and/or academic subject.	The plan recites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals and academic content standards in various district and site comprehensive planning documents.	**5**	The plan references other district documents that guide the curriculum and/or establish goals and standards.	The plan does not reference district curriculum goals.
d. List of clear goals and a specific implementation plan for using technology to improve teaching and learning by supporting the district curricular goals and academic content standards.	**5-6**	The plan clearly identifies grade levels, subjects, or student populations that will be the focus for the term of the plan. The plan delineates clear, specific and realistic goals for using technology to support the district's curriculum goals and academic content standards to improve learning. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals and a specific implementation plan as to how and when students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace.	**6-7**	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to help students acquire technology and information literacy skills. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to determine what action needs to be taken to accomplish the goals.

Technology Literacy Challenge Grant Program --Enhancing Education Through Technology Formula Grant Programs -- Criteria

3. CURRICULUM COMPONENT, Continued	Page in District Plan	Adequately Addressed	Not Adequately Addressed
f. List of clear goals and a specific implementation plan for programs and methods of utilizing technology that ensure appropriate access to all students.	**8-9**	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to support the progress of all students, including special education, GATE, English Language Learners, etc. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
g. List of clear goals and a specific implementation plan to utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	**9-10**	The plan delineates clear, specific and realistic goals for using technology to support the district's student record-keeping and assessment efforts. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
h. List of clear goals and a specific implementation plan to utilize technology to make teachers and administrators more accessible to parents.	**10-11**	The plan delineates clear, specific and realistic goals for using technology to facilitate improved two-way communication between home and school. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
i. List of benchmarks and a timeline for implementing planned strategies and activities.	**6-11**	The benchmarks and timeline are specific and realistic. Teachers, administrators and students implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what should occur at any particular time.
j. Description of the process that will be used to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline.	**6-11**	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

Technology Literacy Challenge Grant Program --Enhancing Education Through Technology Formula Grant Programs -- Criteria

4. PROFESSIONAL DEVELOPMENT COMPONENT Corresponding EETT Requirement(s): 5 & 12.	**Page in District Plan**	**Adequately Addressed**	**Not Adequately Addressed**
a. Summary of the teachers' and administrators' current technology skills and needs for professional development.	**12**	The plan provides a clear summary of the teachers' and administrators' current technology skills and needs for professional development. The findings are summarized in the plan by discrete skills in order to facilitate providing professional development that meets the identified needs and plan goals.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e. only the fourth grade teachers when grades 4-8 are the focus grade levels.
b. List of clear goals and a specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks, and timeline.	**13-14**	The plan delineates clear, specific and realistic goals for providing teachers and administrators with sustained, ongoing professional development necessary to implement the Curriculum Component of the plan. The implementation plan will clearly supports accomplishing the goals.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. List of benchmarks and a timeline for implementing planned strategies and activities.	**13-14**	The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what steps will be taken, by whom, and when.
d. Description of the process that will be used to monitor whether the professional development goals are being met and whether the planned professional development activities are being implemented in accordance with the benchmarks and timeline.	**13-14**	The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

Technology Literacy Challenge Grant Program --Enhancing Education Through Technology Formula Grant Programs -- Criteria

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT Corresponding EETT Requirement(s): 6, & 12.	**Page in District Plan**	**Adequately Addressed**	**Not Adequately Addressed**
a. Describe the technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.	**17-18**	The plan clearly summarizes the technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support proposed to support the implementation of the district's Curriculum and Professional Development Components. The plan also includes the list of items to be acquired, which may be included as an appendix.	The plan includes a description or list of hardware, infrastructure and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
b. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that could be used to support the Curriculum and Professional Development Components of the plan.	**17-18**	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components. The current level of technical support is clearly explained.	The inventory of equipment is not by site or is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
c. List of clear benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components.	**19-20**	The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Description of the process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame.	**19-20**	The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

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6. FUNDING AND BUDGET COMPONENT Corresponding EETT Requirement(s): 7, & 13.	**Page in District Plan**	**Adequately Addressed**	**Not Adequately Addressed**
a. List of established and potential funding sources and cost savings, present and future.	**22**	The plan clearly describes resources* that are available or could be obtained to implement the plan. The process for identifying future funding sources is described.	Resources to implement the plan are not identified or are so general as to be useless.
b. Estimate implementation costs for the term of the plan (3-5 years).	**22**	Cost estimates are reasonable and address the total cost of ownership.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Description of the level of ongoing technical support the district will provide.	**23**	The plan describes the level of technical support that will be provided for implementation given current resources and describes goals for additional technical support should new resources become available. The level of technical support is based on some logical unit of measure, such as number of computers.	The description of the ongoing level of technical support is either vague or not included; is so inadequate that successful implementation of the plan is unlikely, or is so unrealistic as to raise questions of the viability of sustaining that level of support.
d. Description of the district's replacement policy for obsolete equipment.	**23**	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
e. Description of the feedback loop used to monitor progress and update funding and budget decisions.	**23-24**	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

* In this document, the term "resources" means funding, in-kind services, donations, or other items of value.

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7. MONITORING AND EVALUATION COMPONENT Corresponding EETT Requirement(s): 11	**Page in District Plan**	**Adequately Addressed**	**Not Adequately Addressed**
a. Description of how technology's impact on student learning and attainment of the district's curricular goals, as well as classroom and school management, will be evaluated.	**25**	The plan describes the process for evaluation utilizing the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	**25**	Evaluation timeline is realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Description of how the information obtained through the monitoring and evaluation will be used.	**25**	The plan describes a process to report the monitoring and evaluation results to persons responsible for implementing and modifying the plan, as well as the plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

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8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY Corresponding EETT Requirement(s): 11	**Page in District Plan**	**Adequately Addressed**	**Not Adequately Addressed**
a. If the district has identified adult literacy providers, there is a description of how the program will be developed in collaboration with those providers.	**Page 28**	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

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9. EFFECTIVE, RESEARCHED-BASED METHODS AND STRATEGIES: Corresponding EETT Requirement(s): 4 & 9	**Page in District Plan**	**Adequately Addressed**	**Not Adequately Addressed**
a. Description of how education technology strategies and proven methods for student learning, teaching, and technology management are based on relevant research and effective practices.	**29-30**	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear, unreliable, or missing.
b. Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.	**30-31**	The plan describes references to research literature that supports why or how the model improves student achievement.	No research is cited.
c. Description of development and utilization of innovative strategies for using technology to deliver rigorous academic courses and curricula, including distance learning technologies (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	**31-32**	The plan describes the process for development and utilization of strategies to use technology to deliver specialized or rigorous academic courses and curricula, including distance learning.	There is no plan to utilize technology to extend or supplement the district's curriculum offerings