

Technology Plan



Summerville Elementary

July 1, 2011 - June 30, 2014

07/21/2010 (revised 09/08/2010)

This plan is for EETT.

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Background and Demographic Profile

Summerville Elementary School District has been serving the foothill community of Tuolumne for 150 years. The current school enrollment is 380 students in grades kindergarten through eighth grade. The student population is primarily white (70%), Native American (15%), Latino (10%) with a small population of African Americans (3%) and Asians (2%), which reflects the demographic of the Tuolumne community. Currently 41% of students qualify for Free and Reduced Lunch Program.

Twenty certificated teachers along with twenty-six classified staff and a Superintendent/Principal and Assistant Principal serve the students and parents in the Summerville Elementary School Community. The school offers many different educational programs in an attempt to meet the needs of our students. Students receive supplemental instruction during or after the school day. Among these programs are classes for Gifted and Talented (GATE), Title 1 supplemental instruction, Speech and Language services and Adaptive P.E through Special Education, music instruction, a visual and performing arts program, Title VII (Indian Education), after school remediation, and tutoring is provided to students enrolled in the After-School Program.

Summerville Elementary School District has shown continual improvement over the past five years. The staff has learned that targeting specific student groups that haven't met benchmarks and key standards improves academic growth. Providing targeted intervention in specific areas of need has proven most valuable, and the Standardized Testing and Reporting (STAR) data support these findings. We also have district academic assessments that target student growth and achievement. The school has been successful in using after-school intervention time in grades 1-5 and Title I small group tutoring (grades K-5) to supplement instruction. The school district would like to offer more supplemental instruction and enrichment classes to students in grades 6-8, but due to a reduction in Title 1 funding as well as inadequate State funding in the Supplemental Hourly Program the district cannot afford the encroachment to the General Fund it would take to provide those programs.

1. Plan Duration

July 1, 2011 - June 30, 2014

This plan will serve as our E-RATE plan, and will be evaluated on a yearly basis.

2. Stakeholders

Stakeholders		
Name	Position	CDS
Leigh Shampain	District Administrator	Tuolumne Summerville Elementary
Destiny Norvell	Parent	
Robert Haycock	Classroom Teacher	Tuolumne Summerville Elementary Summerville Elementary
Alissa Hodge	Parent	
T.Y. Atkins	Site Administrator	Tuolumne Summerville Elementary Summerville Elementary

The technology plan development team represents a variety of stakeholders including the site administrator, teachers (representing K-3, 4-6 and 7-8 grades), library media aide, and representatives from parent/community group (i.e., Summerville Parent Teacher, Student Association PTSA). Local business leaders were not invited due to the lack of technology – related businesses in Tuolumne. Novice and experienced technology users were included to ensure that the completed plan meets their needs.

Members of the stakeholder group met throughout the year to update the plan. They visited other schools in county to observe their use of technology and attended technology conferences (i.e. CUE, NECC). Teachers filled out the EdTechProfile assessment and the data was used to develop this plan.

3. Curriculum

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

Classrooms have from one to three computers for student use and one for teacher use. These computers are linked through a local area network and used for QuickMail and Internet, and access to various educational programs. Computers used in the classroom range from older iMacs to the eMac and new iMacs. The network is available to all K-8 classrooms has been upgraded to provide four ports/classroom. There is a T-1 line coming into the school to provide high-speed Internet access to all classrooms. There is a mobile computer lab for the 6th -8th grade classrooms and wireless routers throughout the campus. The computer lab is in the process of being replaced. The library has three Internet connected computers that are available to students and staff before, during, and after the school day.

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

Technology is used throughout the school in primarily two forms. Teachers utilize technology for communication via QuickMail through the local area network. Teachers also use the Internet to access PowerSchool to enter attendance, lunch count, and grades. Some teachers use the Internet to access information for lessons plans, curriculum information, virtual field trips and PowerPoint presentations. Students have access to the Internet in order to access information for research projects. Most student access to technology is through the computer lab where they work with of the SuccessMaker series of programs (mostly math and reading). Students also use Accelerated Reader in their classrooms or in the lab as part of the reading program. Upper grade students utilize the mobile computer lab to learn how to create PowerPoint presentations, excel documents and movie editing. Parents can access PowerSchool through the parent portal to view their student's attendance, grades or contact the teacher.

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

Reading /Language Arts - All students will be fluent readers by third grade and, at each grade, meet the California English-Language Arts Content Standards.

Mathematics – Students will become better users of mathematical ideas and concepts as well as meet the standards identified in the California Mathematics Content Standards.

History/Social Science – Enable students to meet the State History/Social Science Content Standards and to appreciate the following:

- Knowledge and cultural understanding.
- Democratic principles and civic values.
- The academic and social skills necessary for their effective participation in society and the world.

Science - Students will discover and learn about the natural world by using the methods of science as extensions of their own curiosity and wonder. Students will meet the California Science Content Standards to understand and discover the world in which they live.

In Board Policy and Administrative Regulations 400, The Governing Board recognizes that technological resources can enhance student achievement by increasing student access to information, developing their technological literacy skills, and providing instruction tailored to student needs. Effective use of technology can also increase the efficiency of the district's noninstructional operations and governance. The Board is committed to the development and maintenance of a districtwide infrastructure and to providing staff professional development that will allow the implementation of existing and new technologies.

The Local Education Agency Plan (LEAP), integrates the goals and objectives of the Technology plan to improve education practice in both the reading and mathematics. The staff development goals in the technology plan are also in the LEAP.

The Board of Trustees adopted the following goal and objectives this year for the Superintendent:

Expand the use of technology throughout the school

- Continue to offer technology-training opportunities to staff
- Implement the updated Technology Plan
- Submit E-Rate Application for 11-12
- Continue to train 6th -8th Grade Teachers on the use of PowerTeacher.

The board has committed budget resources to achieve this goal and the Superintendent will report on progress quarterly..

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

Goal 3d.1: Students will meet grade level standards in English language arts and math.

Objective 3d.1.1: 100% of students will use a variety of software on a weekly basis to reinforce basic skills to meet grade-level standards in English Language Arts and Math.

Benchmarks:

- Year 1: 80% of students will use a variety of software on a weekly basis to reinforce basic skills to meet grade-level standards in English Language Arts and Math.
- Year 2: 90% of students will use a variety of software on a weekly basis to reinforce basic skills to meet grade-level standards in English Language Arts and Math.
- Year 3: 100% of students will use a variety of software on a weekly basis to reinforce basic skills to meet grade-level standards in English Language Arts and Math.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
District will purchase an updated version of SuccessMaker software.	June 2011	Leigh Shampain, Superintendent/Principal	Technology Committee will make sure software is purchased and installed onto the server.	Purchase order
Teachers will receive ongoing training in the use of SuccessMaker	Each year in October 2011-2013	Leigh Shampain, Superintendent/Principal TY Atkins, Assistant Principal Pearson Digital	The technology committee will meet twice per year to evaluate the training and suggest modifications.	Training evaluation forms Teacher survey Purchase orders
Students will use SuccessMaker software on a weekly basis.	Weekly 2011-2013	Teachers	Teachers will monitor the use of the software and use the student reports to target instruction.	Teacher surveys Student surveys SuccessMaker administrator & student reports
Evaluate student data in order to assess student progress towards meeting grade-level standards.	At the end of each trimester 2011-2013	Administration & Teachers	Grade level teachers will meet monthly and use data to assess student success toward meeting grade level standards.	SuccessMaker reports Standards-based report cards STAR data

Objective 3d.1.2: By the end of 8th grade, 90% of students will be able to create a curricular project using word processing or presentation software, and Internet resources.

Benchmarks:

- Year 1: 70% of students in grades 4-8 will create a curricular project using word processing or presentation software and Internet resources.
- Year 2: 80% of students in grades 4-8 will create a curricular project using word processing or presentation software and Internet resources.
- Year 3: By the end of 8th grade, 90% of students will be able to create a curricular project using word processing or presentation software, and Internet resources.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Students in grades 4-8 will be taught keyboarding and word processing for writing assignments. 70% of students will create curricular projects by the end of 8th grade.	Monthly, 2011-2013	Teachers, Administrator	Evaluation of word processed writing assignments.	Completed assignments
Students in grades 4-8 will be taught how to use presentation software to create curricular projects. 80% of students will create curricular projects by the end of 8th grade.	Monthly, 2011-2013	Teachers, Administrator	Evaluation of curricular projects involving presentation skills.	Completed projects
Students in grades 4-8 will be taught evaluation strategies to use the Internet. 90% of students will create a curricular project by the end of 8th grade.	Monthly, 2011-2013	Teachers, Administrator	Evaluation of information literacy strategies and examples of citations.	Completed projects

Goal 3d.2: Teachers with whiteboards will use them for instruction.

Objective 3d.2.1: 100% of the teachers with whiteboards will use them for student instruction.

Benchmarks:

- Year 1: 80% of the teachers with whiteboards will use them for student instruction.
- Year 2: 90% of the teachers with whiteboards will use them for student instruction.
- Year 3: 100% of the teachers with whiteboards will use them for student instruction.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Staff development in the use of the whiteboard in the classroom.	2011-2013 - Throughout the year	Company representative scheduled through district office	Monitored by the administration and evaluated by teacher feedback through survey data.	Sign-in sheets for staff development.

Teachers will begin using whiteboards for student instruction.	Weekly, 2011	Teachers, Administrators	Monitored by administration	Observations by administrator and teacher feedback both written and verbal.
Teachers will continue using whiteboards for student instruction. Use will increase to all teachers by end of year 2013. Teachers will meet and discuss strategies for use of whiteboards.	Weekly, 2012-2013	Teachers, Administrators	Monitored by the administration	Observations by the administrator and teacher feedback, both written and verbal.

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

Goal 3e.1: All students will acquire general computer, and functional technological/information literacy skills to enhance learning and create curricular projects.

Objective 3e.1.1: 100% of students will demonstrate knowledge of technology skills and will demonstrate the knowledge and application of said skills.

Benchmarks:

- Year 1: 70% of K-3 students will be able to do the following: Input data using a mouse and keyboard, Open a file, Use simple formatting techniques and basic elements of the toolbar, Import a graphic, Save a document, Print a document, Begin to learn copyright policies and computer etiquette, including opening own files, respecting others' privacy, not copying previously printed work as own. 70% of 4-8 students will be able to do the following: Use Appleworks and/or Microsoft Word to word process, Use Safari to locate and use information on the Internet, Use Type to Learn and will demonstrate speed and accuracy. (The benchmark for 4-5th grade students is 15 wpm with 85% accuracy. The benchmark for 6-8th grade students is 25 wpm with 85% accuracy.), Students will demonstrate they understand copyright policies when using electronic sources, evaluate information for bias and accuracy. They will demonstrate that they understand the issues surrounding plagiarism, Students will demonstrate they know how to use presentation software (i.e., PowerPoint). Students will create curricular projects using these skills.
- Year 2: 80% of K-3 students will be able to do the following: Input data using a mouse and keyboard, Open a file, Use simple formatting techniques and basic elements of the toolbar, Import a graphic, Save a document, Print a document, Begin to learn copyright policies and computer etiquette, including opening own files, respecting others' privacy, not copying previously printed work as own 80% of 4-8 students will be able to do the

following: Use Appleworks and/or Microsoft Word to word process, Use Safari to locate and use information on the Internet, Use Type to Learn and will demonstrate speed and accuracy. (The benchmark for 4-5th grade students is 15 wpm with 85% accuracy. The benchmark for 6-8th grade students is 25 wpm with 85% accuracy.), Students will demonstrate they understand copyright policies when using electronic sources, evaluate information for bias and accuracy. They will demonstrate that they understand the issues surrounding plagiarism, Students will demonstrate they know how to use presentation software (i.e., PowerPoint). Students will create curricular projects using these skills.

- Year 3: 90% of K-3 students will be able to do the following: Input data using a mouse and keyboard, Open a file, Use simple formatting techniques and basic elements of the toolbar, Import a graphic, Save a document, Print a document, Begin to learn copyright policies and computer etiquette, including opening own files, respecting others' privacy, not copying previously printed work as own. 90% of 4-8 students will be able to do the following: Use Appleworks and/or Microsoft Word to word process, Use Safari to locate and use information on the Internet, Use Type to Learn and will demonstrate speed and accuracy. (The benchmark for 4-5th grade students is 15 wpm with 85% accuracy. The benchmark for 6-8th grade students is 25 wpm with 85% accuracy.), Students will demonstrate they understand copyright policies when using electronic sources, evaluate information for bias and accuracy. They will demonstrate that they understand the issues surrounding plagiarism, Students will demonstrate they know how to use presentation software (i.e., PowerPoint). Students will create curricular projects using these skills.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
K-8 teachers will teach their students about copyright when using web-based sources as well as how to evaluate information for bias and accuracy.	Monthly, 2011-2013	K-8 teachers	Student work will be monitored for plagiarism and accuracy when the source of information comes from the Internet.	Student work Teacher & Student surveys
K-8 students will be trained in the use of Appleworks or Word (depending on the computer). Students will create grade-appropriate student projects.	Monthly, 2011-2013	Teachers	Student work will be evaluated throughout the year to see whether there is a need for further training.	Student work Teacher & Student surveys
6-8th grade students will be trained in the use of PowerPoint. Students will create grade appropriate student projects.	Monthly, 2011-2013	6-8th grade exploratory teacher	Student work will be evaluated throughout the year to see whether there is a need for further training.	Student presentations Teacher and student surveys Parent surveys

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

Goal 3f.1: Students will learn about information literacy, copyright, and the appropriate and ethical use of information technology.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
The administration will revise the current Acceptable Use Policy to include guidelines about the concepts and purpose of copyright and fair use and avoiding plagiarism, which will go to the Board for approval.	September, 2011, 2012, 2013	Technology committee Administration Board of Trustees Staff Parents & Students	The technology committee will collect data, analyze the results, and make recommendations for program modifications.	Approved revised Acceptable Use Policy by the Board. Signed AUP documents from students and staff. Teacher surveys and EdTech Profile data.
The teacher will go over the District's Acceptable Use Policy, which will go home for the signature of parent(s).	September 2011, 2012, 2013	Teacher	Teacher will collect Acceptable Use Policies, which have been signed	Signed Acceptable Use Policies
Classroom teachers in grades 4-8 will use pre-developed lessons to teach their students about information literacy, copyright and the appropriate and ethical use of information technology. Students will properly cite references.	Monthly	4-8 Teachers	Principal will collect examples of lessons. Teachers will collect examples of student work that demonstrates proper use of citation strategies.	Examples of lessons, works cited or bibliographies
The administration will go over the Acceptable Use Policy with the staff and request their signature.	Beginning of each year	Administration, Teachers	Minutes from Staff Meetings, signed Acceptable Use Policies	Staff Meeting Minutes, Acceptable Use Policies

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

Goal 3g.1: Students will learn about Internet safety.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Each student and staff member will sign an Acceptable Use Policy, which addresses Internet safety.	Fall 2011-2013	Staff & administration Parents and students	The technology committee will collect data, analyze the results, and make recommendations for program modifications.	Signed AUP from students and staff
Administrative staff will attend workshop on Cyber-bullying presented by ASCIP.	Fall 2011	Administration, Tuolumne JPA, ASCIP	Attendance at workshop. Reporting of activities to staff	Workshop attendance. Staff agenda.
Students will be explicitly taught about Internet safety, including how to protect online privacy and avoid online predators using CTAP4 information and downloadable workshops entitled „Cybersafety.“	Fall, 2011	Administration, Teachers, Parents, Students	Teacher and student surveys, attendance sheets at Cyber-bullying workshop, CTAP materials downloaded and in use (observations)	Surveys, observations

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

At present, all students, including special education, GATE, EL, and regular education, have ensured equitable access to technology. In order to address the needs of these populations, we rely on assistance from CTAP 6 and CLRN to evaluate and suggest software and hardware to meet each child’s need. We have the following goals for addressing the needs of all populations:

Goal: *All students, including special populations, will have ready access to high-quality, age appropriate instructional media that support the content standards.*

End of year 1:

- *Increase the number of computers in all Classrooms and replace older computers.*
- *Visit other school sites that are successfully implementing the software we are evaluating.*
- *Research software that is available and select several titles to evaluate for potential purchase.*

End of year 2:

- *Test software that has been evaluated and make a decision about what software to purchase.*
- *Purchase the software.*

- *Train the educators in the use of this software.*

End of year 3:

- *Begin to use the software in the classroom and track the progress of students who are using the programs.*
- *Evaluate the use of the software and make suggestions for future purchases.*

Evaluation Instrument(s): Data To Be Collected

- *Purchase orders*
- *Records of software searches and review (i.e., databases)*
- *Testing data from student's IEP*
- *STAR Test Reports*
- *SuccessMaker Reports*

Schedule for Evaluation

- *Yearly evaluation by Special Education.*
- *Yearly assessment of STAR data and SuccessMaker Reports by Teachers and Technology Committee*

Program Analysis and Modification Process

Achievement data (i.e., Progress on I.E.P goals and objectives, STAR test results, etc…) will be used to monitor whether access to high-quality, age appropriate instructional media has made a positive impact on student achievement.

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

Goal 3i.1: Teachers use assessment software to evaluate student progress towards meeting state standards.

Objective 3i.1.1: 100% of the teachers will use PowerSchool to record student progress towards meeting state standards.

Benchmarks:

- Year 1: 80% of the teachers will use PowerSchool to record student progress towards meeting state standards.
- Year 2: 90% of the teachers will use assessment software to evaluate student progress towards meeting state standards.
- Year 3: 100% of the teachers will use assessment software to evaluate student progress towards meeting state standards.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Inservice teachers in the use of PowerTeacher in order to enter standard scores and student assignments and/or grades (K-8).	September 2011-2013	Administration & Pearson Digital	The technology committee will meet one time per year to evaluate goals and suggest modifications.	PowerSchool reports Teacher & Parent surveys Standards-based report cards
Teachers will use assessment software to evaluate students progress.	Monthly, 2011-2013	Teachers, Administration	Assessment of students by teachers	Assessment reports.
Grade level teachers will meet monthly to share areas of successes and concerns.	Monthly, 2011-2013	Administration, Teachers	Reporting to Technology Committee and Administration	Grade level agendas
Grade level coordinators will assess success of the project and discuss changes as needed.	Monthly, 2011-2013	Grade Level Coordinators, Administration	Reporting to Technology Committee and Administration	Grade Level agendas

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

Goal 3j.1: Parents will use the Parent Portal in PowerSchool to improve communication between home and school.

Objective 3j.1.1: 70% of parents will use the Parent Portal of PowerSchool to access their student's information (i.e., attendance, lunch balance, grades, school and/or teacher messages & email).

Benchmarks:

- Year 1: 50% of parents will use the Parent Portal of PowerSchool to access their student's information (i.e., attendance, lunch balance, grades, school and/or teacher messages & email).
- Year 2: 60% of parents will use the Parent Portal of PowerSchool to access their student's information (i.e., attendance, lunch balance, grades, school and/or teacher messages & email).
- Year 3: 70% of parents will use the Parent Portal of PowerSchool to access their student's information (i.e., attendance, lunch balance, grades, school and/or teacher messages & email).

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Offer training and materials for parents to learn how to access and use the Parent Portal in PowerSchool.	September & October 2011-2013	Administration Teachers	The technology committee will meet one time per year to evaluate goals and suggest modifications.	Parent survey Parents email to teachers or administration
Administration, school and attendance secretary will monitor parent use of PowerSchool (Parent Portal).	Monthly, 2011-2013	School and Attendance Secretary	Attendance Secretary will monitor parent use and report to Administration	Report showing parent use of PowerSchool
Grade level teachers will meet monthly to share areas of successes and concerns.	Monthly, 2011-2013	Grade level teachers	Administration and Grade Level Coordinators will review concerns	Grade level agendas

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

- *The teaching staff will use monthly early release days (1:30 dismissal) to review the curricular component of this plan. Any suggested changes to the plan will be forwarded to the Technology Committee, which will review these changes and made appropriate modifications.*
- *The teaching staff will also have the opportunity to attend technology training, which integrate the core curriculum with technology during these early release days as well as staff development days.*
- *The administration will monthly monitor the benchmarks of the curricular component of the plan to making sure their goals and objectives are understood and implemented and there is adequate release time and funding for success.*

4. Professional Development

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

All teachers and staff use the computer at school for recording grades, attendance, Internet access and creating materials or presentations for the curriculum. Most of the teachers have computers at home. Some of the teachers have laptops and use them to do their grades using PowerTeacher – Gradebook. Out of the teachers and administrators who have taken the EdTechProfile assessment, the data indicates that they are at the Intermediate Level or below in most areas. A further examination indicates the teachers are at an Intermediate level when using the Internet as a research tool, but are at the Introductory Level when using technology in the classroom as well as using technology to support student learning. Some of the teachers have attended workshops offered by the Tuolumne County Schools Office targeted at integrating the Internet into their curriculum, and others have attended the CUE and NECC workshops/conferences. All of the teachers have expressed an interest in attending more of the classes offered by Tuolumne County as well as workshops/conferences through CUE and NECC, which focus on integrating technology across the curriculum.

Computer Knowledge and Skills	General computer knowledge and skills		Internet skills		Email skills		Word processing skills		Presentation software skills		Spreadsheet software skills		Database software skills	
	Proficiency Level	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count
Not Applicable	0	0%	0	0%	1	7%	1	7%	2	14%	3	21%	3	21%
Beginning	1	7%	4	29%	2	14%	2	14%	5	36%	3	21%	5	36%
Intermediate	6	43%	8	57%	7	50%	5	36%	5	36%	6	43%	3	21%
Proficient	7	50%	2	14%	4	29%	6	43%	2	14%	2	14%	3	21%
Total Responses	14	100%	14	100%	14	100%	14	100%	14	100%	14	100%	14	100%

Standard 9

CTC Program Standard 9: Using Technology in the Classroom	Standard 9a		Standard 9b		Standard 9d		Standard 9e		Standard 9f		Standard 9g		Standard 9h		Standard 9i	
	Proficiency Level	Count	Percent													
Not Applicable	0	0%	1	9%	0	0%	0	0%	2	18%	1	9%	3	27%	2	18%
Beginning	7	64%	7	64%	3	27%	5	45%	6	55%	7	64%	5	45%	5	45%
Intermediate	4	36%	3	27%	3	27%	4	36%	2	18%	3	27%	3	27%	2	18%
Proficient	0	0%	0	0%	5	45%	2	18%	1	9%	0	0%	0	0%	2	18%
Total Responses	11	100%	11	100%	11	100%	11	100%	11	100%	11	100%	11	100%	11	100%

Standard 16

CTC Program Standard 16: Using Technology to Support Student Learning	Standard 16a		Standard 16b		Standard 16c		Standard 16d		Standard 16e		Standard 16f		Standard 16g	
	Proficiency Level	Count	Percent	Count										
Not Applicable	0	0%	3	27%	0	0%	2	18%	3	27%	1	9%	3	27%
Beginning	8	73%	8	73%	5	45%	6	55%	4	36%	6	55%	6	55%
Intermediate	3	27%	0	0%	6	55%	3	27%	4	36%	2	18%	2	18%
Proficient	0	0%	0	0%	0	0%	0	0%	0	0%	2	18%	0	0%
Total Responses	11	100%	11	100%	11	100%	11	100%	11	100%	11	100%	11	100%

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

Each year the district supports teachers in order to attend training workshops offered by the Tuolumne County Schools Office and CTAP 6. Trainings include integrating the Internet into their curriculum, Word, Excel and Powerpoint, digital cameras and video, and Podcasting. Teachers also have the opportunity to attend the CUE and NECC workshops/conferences.

Goal 4b.1: All teachers will acquire functional technological and information literacy skills to enhance learning.

Objective 4b.1.1: 80% of the teachers will demonstrate knowledge of technology skills and will demonstrate the knowledge and application of said skills.

Benchmarks:

- Year 1: 60% of the teachers will demonstrate knowledge of technology skills and will demonstrate the knowledge and application of said skills.
- Year 2: 70% of the teachers will demonstrate knowledge of technology skills and will demonstrate the knowledge and application of said skills.
- Year 3: 80% of the teachers will demonstrate knowledge of technology skills and will demonstrate the knowledge and application of said skills.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Teachers will develop a grade level collection of technology-assisted projects that will support units being taught in the classroom.	By May of each year(2011-2013)	Teachers Administration CTAP6 Tuolumne County Superintendent of Schools Office	Data will be used by the technology committee to modify goals and direct inservice funds to meet the needs of the teachers.	Record of attendance for any staff participating in classes at county schools office. This data will be collected by grade level technology coordinators and be reported to the technology committee. Record of staff members who attend conference. This data will be collected by the administration. Teachers share projects created with knowledge gained in technology staff development. This data will be collected by grade level technology coordinators and be reported to the technology committee.

Goal 4b.2: Four teachers will be trained in the use of the Interactive White Board

Objective 4b.2.1: 100% of the teachers who have interactive white boards will teach with their whiteboard on a daily basis.

Benchmarks:

- Year 1: 50% of teachers with an interactive white board will teach with their board on a daily basis.
- Year 2: 75% of teachers with an interactive white board will teach with their board on a daily basis.
- Year 3: 100% of teachers with an interactive white board will teach with their board on a daily basis.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument

Interactive white board training	2011-2013	Training specialist from interactive white board company. Administration Teachers	Attendance and sign-in sheets at training.	Sign-in sheets
Teachers with whiteboards will begin using them for instruction.	Daily, 2011	Teachers, Administrators	Administrator will observe weekly teaching with whiteboard.	Observations.
Teachers with whiteboards will increase use of the whiteboards for instruction. By 2013, 100% of teachers will use their whiteboards on a daily basis for student instruction.	Daily, 2012, 2013	Teachers, Administration	Administrator will observe weekly teaching with the whiteboards.	Observations

Goal 4b.3: Teachers and administration will be trained in copyright regulations, online privacy, data assessment and online, two-way communication with parents.

Objective 4b.3.1: 100% of teachers and administrators will receive staff development in the ethical use of technology, Internet safety, use of student assessment data and home school communication

Benchmarks:

- Year 1: 100% of the teachers and administration participate training in copyright regulations, online privacy, data assessment and online, two-way communication with parents.
- Year 2: All new teachers will receive staff development in the ethical use of technology, Internet safety, use of student assessment data and home school communication.
- Year 3: All new teachers will receive staff development in the ethical use of technology, Internet safety, use of student assessment data and home school communication.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Monthly staff meetings will be used to train teachers and administration on copyright regulations, online privacy, data assessment and online, two-way communication with parents.	Monthly early release days (2011-2013)	Administration CTAP 6 Pearson Digital	Monthly monitoring through observation	Observations Teacher and administration feedback survey

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

- *The following process will be used to monitor whether the professional development goals are being met and activities implemented:*
- *Record of staff attendance at CTAP trainings or trainings at the Tuolumne County Superintendent of Schools Office, as well as copies of evaluation sheets*
- *Purchase orders and attendance at CUE, Classroom Connect, NECC conference*
- *Attendance records and agendas of after school meetings demonstrating software, hardware or inservice on “CyberSafety.”*
- *Teacher observation (informal or formal)*
- *Student technology projects posted on district web site and given to parents on a CD*

The Technology Committee will use this evaluation data to revise the technology plan.

5. Infrastructure, Hardware, Technical Support, and Software

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

Existing Hardware:

Summerville Elementary School (K-8)	
Hardware	Computer lab - Under Construction Classroom Computers (eMac in primary classrooms, Macbook mobile lab for 6-8 Video projectors in 6 classrooms (5 mounted) Interactive white board in one classroom Two mobile interactive tablets available Local area network connecting 27 classrooms, cafeteria and two offices.

Existing Internet Access:

Summerville Elementary School (K-8)	
Internet Access	Internet access through a T-1 line to the Tuolumne County Schools Office

Existing Electronic Learning Resources:

Summerville Elementary School (K-8)	
Electronic Learning Resources	QuickMail application used by all teachers and non-teaching staff. Accelerated Reader, SuccessMaker, Math Blaster applications, Type-to-Learn keyboarding, Microsoft Office – are used in the computer lab and classrooms.

Existing Technical Support:

Summerville Elementary School (K-8)

Technical Support	Due to budget cuts the superintendent will now provide technical assistance to the teachers and troubleshoot any problems. Those problems that the superintendent cannot fix will be outsourced to the county office or directly to Apple.
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5b. Describe the technology hardware, electronic learning resources, networking and telecommunications 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.

Hardware Needed:

Summerville Elementary School (K-6)	
Hardware	Purchase more wireless routers, and access points Purchase 12 computers to replace and add to the number of the computers in the Special Education and regular education classrooms Purchase a second wireless laptop cart Purchase 4 Interactive White Boards

Electronic Learning Resources Needed:

Electronic Learning Resources	Purchase software specific to grade level needs. Upgrade and purchase 30 licenses to SuccessMaker Suggested software: Reader Rabbit series, Skillsbank Math, Kidworks, Accelerated Reader quizzes, STAR Reading,
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Networking and Telecommunications Infrastructure Needed:

Internet Access	Continue to monitor use by teachers and students
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Physical Plant Modifications Needed: Replace computer lab portable with a triple-wide relocatable building, which will be prewired for the network and Internet access.

Technical Support Needed: There is a need for additional funds to be dedicated toward repair and replacement of desktops and laptops which no longer are covered by the extended warranty.

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

The benchmarks listed above entirely depend on the availability of State modernization funding. The district plans to purchase a new triple-wide relocatable building which will be networked to the exiting network. The lab will initially have some of the older eMac computers from the previous lab and the district plans on purchasing another 10 iMac computers to replace the computers that are no operational. There is now an upgrade version of SuccessMaker available specifically formatted for Mac OS 10.x. The district plans on upgrading SuccessMaker licenses to this new version.

Year 1 Benchmark: New computer lab will be in place and set up for use by the students and staff.		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Purchase and install new computer lab relocatable	September 2011	Superintendent
Purchase 4 Interactive Whiteboards	October 2011	Superintendent

Year 2 Benchmark: Install computers in the computer lab with upgraded software		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Purchase 10 new computer for the computer lab	June 2012	Superintendent

Year 3 Benchmark: Upgrade SuccessMaker to new version		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Purchase 30 licenses for upgraded SuccessMaker	June 2013	Superintendent

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

Technology committee monitors the purchasing of needed hardware and software through purchase orders and staff surveys. Monthly staff meetings will provide the opportunities to evaluate the existing, infrastructure, hardware, technical support, and software to determine if intended curriculum goals are being met.

6. Funding and Budget

6a. List of established and potential funding sources.

Established Funding Sources: *Title 11- Part D funds*

Title VI – Innovative Programs

Rural Education Achievement Program grant

Education Technology K-12 Voucher Program

District budget – Equipment Replacement

Potential Funding Sources:

Modernization funds

Future funding sources may also be found on the CTAP6 listserv and CTAP6's monthly funding newsletter.

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

Item Description	Year 1	Year 2	Year 3	Funding Source Including E-Rate
4000-4999 Materials and Supplies				
Yearly update of Follet Library software	\$450	\$450	\$450	Library Block Grant
25 Software licenses for SuccessMaker	\$37,500	\$37,500	\$0	Modernization fund, REAP funds
Accelerated Reader quizzes	\$250	\$250	\$250	Library Block Grant, REAP
Printer Toner Cartridges	\$500	\$500	\$500	PL-874, REAP
5000-5999 Other Services and Operating Expenses				
Fee for CTAP classes for teachers	\$800	\$800	\$800	Title II Part D
Technical Support Contract - SuccessMaker	\$2,000	\$2,000	\$2,000	PL-874, REAP
Internet Access	\$3,000	\$3,000	\$3,000	E-Rate, PL874
T-1 Line	\$2,600	\$2,600	\$2,600	E-Rate, PL-874
Repair of computers	\$5,000	\$5,000	\$5,000	PL-874
Technical Support Contract - PowerSchool	\$2,500	\$2,500	\$2,500	PL-874
6000-6999 Equipment				
Switches and wiring for new computer lab	\$16,000	\$0	\$0	E-Rate, Modernization funds
XGA Projectors for 4 Classrooms	\$3,500	\$0	\$0	Modernization funds
Interactive White Boards	\$8,000	\$0	\$0	Modernization
10 iMac Computers	\$16,000	\$0	\$0	Modernization Funds, PL-874
Replacement of unrepairable computers	\$5,000	\$5,000	\$5,000	PL-874
Routers and access points for wireless network	\$16,000	\$0	\$0	E-Rate, PL-874, Modernization funds
Totals:	\$119,100	\$59,600	\$22,100	

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

Due to the lack of funding sources most computers are not replaced until they no are able to operate or run specific software.

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

The Technology Committee will periodically meet to investigate future funding sources to help sustain and maintain the technology goals and objectives. The Technology Committee and the Administrator will review the budget process.

7. Monitoring and Evaluation

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

In order to maintain the accuracy and relevance of our Education Technology Plan, it is essential to monitor and, if necessary, revise each component of this plan on an ongoing basis. Ongoing collection of data and the use of that data to inform decision-making is embedded into each objective in our tech plan components under the monitoring and evaluation sections in our plan sections 3, 4, & 5.

Each identified objective in our Technology Plan will be reviewed and evaluated monthly by the Superintendent/Principal who has the overarching responsibility for ensuring that our goals and objectives are monitored, adjusted as necessary, and accomplished and by our Technology Committee. Reports from SuccessMaker, STAR test results, classroom observations, parent surveys, copies of purchased orders and teacher training feedback will be used to determine if benchmarks were met.

The Technology Committee will track the development and implementation of all activities and accomplishments monthly. Tech Planning issues, successes and setbacks will be communicated between the Technology Committee via e-mail and voice-mail on an ongoing basis. Data, progress, and any needed revisions to the plan will be reviewed during six Technology Committee meetings during the school year (one every three months). In addition, progress reports on the District Technology Plan objectives will continue to be an agenda item at our district board meeting where goals and objectives of the district are discussed.

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

Plan evaluation will be conducted at staff meetings, technology committee meetings held every three months, and through the yearly formal staff/parent evaluation of school programs.

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

Through the evaluation the district will discover whether its efforts produced results and increased student achievement. To determine whether technology had a positive impact, possible variables may be considered: student attendance, time-on-task, test scores, student portfolios, etc…The evaluation will assist in determining the next steps that need to be taken to achieve the desired results. The results of evaluations are shared with the public through the school monthly newsletter, web site and board and site council meetings.

8. Collaborative Strategies with Adult Literacy Providers

Due to budget cuts at the county government level, Summerville Elementary School District no longer has any public or private agencies that provide adult literacy classes for low-income residents of Tuolumne and the surrounding area. Adults now need to go to Sonora to receive those services. In the event of funding changes, this will be re-evaluated.

9. Effective, Researched-Based Methods and Strategies

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

The Summerville Elementary School District Technology Use Plan is based on effective, research-based strategies for improving student learning and enhancing classroom instructional practices.

Summerville Elementary School District has adopted the following four principles relating to educational technology strategy:

- Technology is a tool, which supports and further develops problem solving, communication of ideas, critical thinking skills, and collaborative work skills.
- Meaningful technology uses encourages active, independent, life-long learning to a world of available resources.
- All students and teachers must have equal access to the tools of technology.
- Teachers must be supported in their use of technology with continuous staff development, coaching and technical assistance, including “Model Lessons” examples of how technology can be used to improve student achievement.

Proven Methods For Student Learning and Teaching

Computer Assisted Instruction

Students use a variety of software on a regular basis to reinforce skills in reading, math and language arts. Although most of these programs are drill and practice research these types of software can improve student achievement. This philosophy is based on the research cited below.

As a result of this meta-analysis, many conclude that computer-assisted instruction and drill-and-practice software can significantly improve students’ scores on standardized achievement tests (Kulik, 1994; Sivin-Kachala & Bialo, 2000), in all major subject areas, preschool through higher education (Coley, 1997).

Sivin-Kachala, J., & Bialo, E. (2000). 2000 research report on the effectiveness of technology in schools (7 th ed.). Washington, DC; Software and Information Industry Association.

Computers as Tools for Problem-Solving, Conceptual Development, and Critical Thinking

Students in the middle grades (6-8) will engage in individual and group projects that incorporate technological tools to encourage collaborative, inquiry-based learning, as well as creative expression. Projects will incorporate the exploration of Internet resources (such as online databases, simulations, and informational web sites) to conduct research, the use of technology-based communications (word-processing), and the use of desktop publishing software (including scanned images, video, animation and audio). The goal is to integrate technology in order to effectively engage students in activities that promote critical thinking, analyzing, making inferences, and problem solving. The goal is based on the following research:

In a longitudinal study, researchers investigated the impact of project-based learning using multimedia. Data from teachers' self-reports, as well as classroom observation data, suggest that project teachers were less likely to lecture than non-project colleagues, and instead took on the role of the facilitator or coach. In project classrooms, students spent a greater amount of time than non-project peers in active, small group, collaborative activities or small group discussions. In short, project classrooms were much more student centered than non-project classrooms, and were "organized around the collaborative construction of complex products."

Penuel, B., Golan, S., Means, B, & Korbak, C (2000). Silicon Valley Challenge 2000: Year 4 report. Menlo Park, CA: SRI International.

Effective Staff Development Summerville Elementary School District teachers will learn to effectively integrate technology into their instruction through ongoing professional development, provided by the Tuolumne County Superintendent of Schools office and CTAP representatives from Region 6. Teachers will be trained, assisted, and supported in making the transition from traditional teaching methods to project-based instruction. In addition, teachers and staff will develop proficiency in using technology tools such as email, internet-based resources, instructional software, digital media, and web-based communications to improve the quality of instruction and assessment. These goals are based on the research listed below.

"Results of over 300 studies of technology use, authors concluded that teacher training was the most significant factor influencing the effective use of technology to improve student achievement. Specifically, the report states that students of teachers with more than ten hours of training significantly outperform students of teachers with five fewer training hours."

Sivin-Kachala, J., Bialo, E. (2000). 2000 research report on the effectiveness of technology in schools (7 th ed.). Washington, DC: Software and Information Industry Association.

"Virtually every major study of successful technology use finds that teacher professional development is key." (Office of Technology Assessment, 1995)

"Teachers trained in how to use technology use it more often and in ways that result in student gains. Conversely, a lack of training is a significant barrier to success." (Mann & Shafer, 1997)

"…Students whose teachers received professional development on computers showed gains in math scores of up to 13 weeks above grade level."

Wenglinsky, H. (1998). Does it compute? The relationship between educational

technology and student achievement in mathematics (Educational Testing Service Policy Information Report). Retrieved March 12, 2001, from <ftp://ftp.ets.org/pub/res/technolog.pdf>

"…The greatest gains in student achievement occurred when teachers were trained in the use of technology."

Schacter, J. (1999). The impact of education technology on student achievement: What the most current research has to say. Retrieved from the Milken Family Foundation Web site: <http://www.mff.org/pubs/ME161.pdf>

Helping teachers to learn to integrate technology into curriculum is a critical factor in the successful implementation of technology in schools.

Sivin-Kachala, J., & Bialo, E. (2000). 2000 research report on the effectiveness of technology in schools (7th ed.). Washington, DC: Software and Information Industry Association.

“…When teachers are learning to integrate technology into their classrooms, 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.”

Schacter, J. (1999). The impact of education technology on student achievement: What the most current research has to say. Retrieved from the Milken Family Foundation Web site: <http://www.mff.org/pubs/ME161.pdf>

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

Future goals planned for District-wide implementation to increase technology proficiency by teachers and students are as follows:

Distance Learning

Distance learning projects such as virtual field trips and online teacher training opportunities will be explored to enhance the curriculum. These tools will be used to expand content offerings to the K-8 classrooms. Various approaches and media will be utilized to maximize student and teacher participation in these programs.

District Web Site

The District web site will be redesigned and expanded. Teachers will have the opportunity to post grades, homework assignments, and upcoming activities on their own web pages.

Internet Use

More teachers will be able to utilize web-based lessons that enrich the core curriculum. Teachers will have the opportunity to share/demonstrate these lessons to their peers as part of their grade-level meetings.

These goals are based on the research listed below.

“When teachers are learning to integrate technology into their classrooms, 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.”

Schacter, J. (1999). The impact of education technology on student achievement: What the most current research has to say. Retrieved from the Milken Family Foundation Web site:
<http://www.mff.org/pubs/ME161.pdf>

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

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

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

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

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	4	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the 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 and literacy integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.	5	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.	6	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

<p>e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.</p>	<p>9</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.</p>	<p>The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.</p>
<p>f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism</p>	<p>12</p>	<p>The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.</p>	<p>The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p>g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.</p>	<p>14</p>	<p>The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.</p>

<p>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</p>	<p>15</p>	<p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.</p>	<p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.</p>	<p>17</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.</p>	<p>18</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</p>	<p>19</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.</p>
<p>4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>

<p>a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.</p>	<p>21</p>	<p>The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16 proficiencies.</p>	<p>Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.</p>
<p>b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.</p>	<p>22</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan.</p>	<p>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.</p>
<p>c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</p>	<p>25</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>
<p>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>

<p>a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.</p>	<p>27</p>	<p>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.</p>	<p>The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.</p>
<p>b. Describe the technology hardware, electronic learning resources, networking and telecommunications 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.</p>	<p>28</p>	<p>The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development components.</p>	<p>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.</p>
<p>c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.</p>	<p>29</p>	<p>The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.</p>	<p>The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.</p>
<p>d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.</p>	<p>30</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>

6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List established and potential funding sources.	31	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.	32	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.	33	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.	34	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed

a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	34	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	35	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	35	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.
8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)	36	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	37	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.	40	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

**Appendix J - Technology Plan Contact Information
(Required)**

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 55 - 72405

School Code (Direct-funded charters only): _____

LEA Name: Summerville Elementary

*Salutation: Mr.

*First Name: Leigh

*Last Name: Shampain

*Job Title: Superintendent

*Address: 18451 Carter St.

*City: Tuolumne

*Zip Code: 95379-9715

*Telephone: 209-928-4291 Ext: 295

Fax: (209) 928-1602

*E-mail: lshampain@sumel.k12.ca.us

Please provide backup contact information.

1st Backup Name: TY Atkins

E-mail: tatkins@sumel.k12.ca.us

2nd Backup Name: _____

E-mail: _____

* Required information in the ETPRS