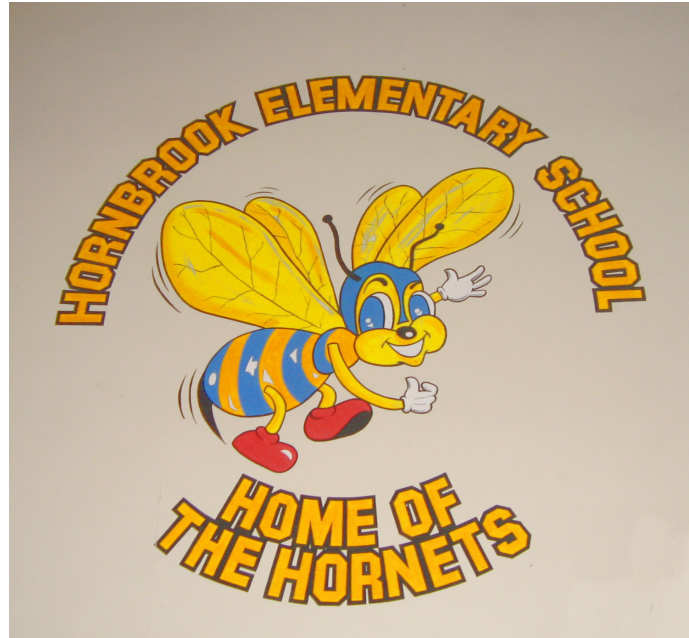


HORN BROOK ELEMENTARY SCHOOL DISTRICT EDUCATION TECHNOLOGY PLAN

July 1, 2007-June 30, 2012



County Name: Siskiyou
District Name: Hornbrook Elementary School District
CDS Code: 47-70359
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Acknowledgments

School Board of Trustees

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District Educational Technology Plan Team

District Personnel

Curriculum / Data Personnel

Gary Lampella – Superintendent/Principal
Joshua J. Peete – Teacher/Technology Director
Penny Barnum – Teacher
Ann Robinson – Teacher
Karen Kroetch – Administrative Assistant

Technology Personnel

Joshua J. Peete – Technology Director

Financial Personnel

Gary Lampella - Superintendent/Principal
Karen Kroetch – Administrative Assistant

Site Administrators

Gary Lampella - Superintendent

Teachers

Ann Robinson - K, 1st, and 2nd Grade Teacher
Penny Barnum – 3rd, 4th, and 5th Grade Teacher
Joshua Peete – 6th, 7th, and 8th Grade Teacher

Parents

School Site Council Members

Government Agencies

CTAP Region 2, EdTech Coordinator – Nancy Silva
CTAP Region 2, EdTech Coordinator – Charlie Beecroft
CTAP Region 2, Director – Paul Haas

Community Group and Businesses

Parents and Community Members

Appendix I – Education Technology Plan Benchmark Review

California Department of Education
Enhancing Education Through Technology (EETT)
Education Technology Plan Benchmark Review
EETT-F02BR (rev. 09/04)

EETT-F02BR

Education Technology Plan Benchmark Review For the grant period ending June 30, 2006

IDENTIFYING INFORMATION:

CDS # 47-70359-6050801

Applicant Name: Hornbrook Elementary School District

The *No Child Left Behind Act* requires each Enhancing Education Through Technology (EETT) grant recipient to measure the performance of their educational technology implementation plan. To adhere to these requirements, describe the progress towards the goals and benchmarks in your education Technology Plan as specified below. The information provided will enable the Technology Plan reviewer better to evaluate the revised Technology Plan and will serve as a basis should the district be selected for a random EETT review. Include this signed document with your revised education Technology Plan submitted to your regional California Technology Assistance Project (CTAP) office.

1. Describe your district's progress in meeting the goals and specific implementation plan for using technology to improve teaching and learning as described in Section 3.d., Curriculum Component Criteria, of the EETT Technology Plan criteria described in Appendix C. (1-3 paragraphs)

The Hornbrook Elementary School District has done its best to improve teaching and learning with the use of technology. Due to funding issues, most technology is currently out of date at the school site. Therefore, students have not been using various forms of technology to improve teaching and learning as described in Section 3.d., Curriculum Component Criteria. The district's staff is now committed to bringing technology to the district to improve student learning. Our plan includes purchasing new computers, hardware, software, and more. We have taken the initial step to improve our student to computer ratio by purchasing new computers. During the duration of this plan, we continuously train staff and improve teaching and learning through the use of technology at Hornbrook Elementary School District.

2. Describe your district's progress in meeting the goals and specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks and timeline as described in Section 4.b., Professional Development Component Criteria, of the EETT Technology Plan criteria described in Appendix C. (1-3 paragraphs)

The Hornbrook Elementary School District has just recently completed a needs assessment for professional development per Section 4.B. Since technology has not been available at the school site, professional development for technology has not been a priority. With our efforts to bring technology to the school site, professional development for technology is an emerging priority. Starting in the 2006/07 school year, all staff will start using the Ed Tech Profile to assess our site needs. The district plans to use goals, benchmarks, and timelines to help district staff and teachers become proficient in all of our professional development goals.

The applicant certifies that the information described above is accurate as of the date of this document. Should the applicant be selected for a random EETT review, the information stated above will be supported by adequate supporting documentation.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

For CDE Use Only

Date Added: _____

Selected For Random Review: _____

Comments:

Gary Lampella
PRINTED NAME OF AUTHORIZED REPRESENTATIVE

Principal/Superintendent
TITLE OF AUTHORIZED REPRESENTATIVE

SIGNATURE DATE

DISTRICT PROFILE

The Hornbrook Elementary School District is located about 275 miles north of Sacramento. Hornbrook Elementary is a K-8 school that serves approximately 50 students. The teaching staff is comprised of three full-time teachers, three part-time paraprofessionals, an administrative assistant, a cook/cafeteria manager, bus driver/maintenance person and a part-time administrator. The community is small, located in rural Northern California just below the Oregon border and 15 miles north of Yreka.

The following data offers a snapshot of our district during the 2005-06 school year.

You can access district and school site data from these web sites:

Dataquest <http://data1.cde.ca.gov/dataquest/>

Ed Data <http://www.ed-data.k12.ca.us/welcome.asp>

Just for the Kids - California <http://www.jftk-ca.org/>

Hornbrook Elementary School District 2005-06 School Data				
	Number of Schools	Enrollment	# Full-Time Equivalent Teachers	Pupil-Teacher Ratio
Elementary	1	48	3	16
Total	1	48	3	16

Hornbrook Elementary District, Student & Teacher Data 2005-06	

District Percentage	
American Indian	18.8%
Asian	0%
Pacific Islander	0%
Filipino	0%
Hispanic	2.1%
African American	0%
White	79.2%
Multiple/No Response	0.0%
Total	100%

District Percentage	
English Learners	2.4%
Students with Disabilities	14.6%
% Fully Credentialed Teachers	100%
Pupil / Teacher Ratio	16:1
Avg. Class Size	16
% Free or Reduced Price Meals	75%

Hornbrook Elementary District State Accountability: Academic Performance Index (API)		
2005 API Base	2006 API Growth	Growth in the API from 2005 to 2006
601	644	43

Hornbrook Elementary District Federal Accountability: Adequate Yearly Progress (AYP)		
Made AYP: Yes		
	Met AYP Criteria English-Language Arts	Met AYP Criteria Mathematics
Percent Proficient	Yes	Yes
Participation Rate	100%	100%
API - Additional Indicator for AYP	Yes	
Graduation Rate	N/A	
PI Status	Not in PI	

EDUCATION TECHNOLOGY PLAN OVERVIEW

Hornbrook Elementary School’s vision is to ensure that a partnership is developed between students, parents, staff, and community so:

- Students, parents, and staff are equipped with the necessary skills to access, process, and apply information to problem and decisions.
- Students are taught to be responsible and safe in a nurturing learning environment.
- Students experience success in a world where learning never ends.

Our motto is simple: “Working Together, to Build Student Success, in a Caring Place.”

Hornbrook Elementary is committed to appropriately integrating technology into all areas of the curriculum and dedicated to the acquisition and support of effective educational technology that provides teachers and students real-world contexts for learning, connections to larger learning communities, and opportunities to individualize and apply learning. Implementing technology-based solutions into all functions and processes of instruction, management, and communication is the responsibility of district and school site curriculum and technology leaders. Specifically, district and site administration:

- Orchestrate the implementation of our Technology Plan components with stakeholders.
- Keep the technology funding flowing and manage technology budgets.
- Keep the infrastructure, hardware, and software up to date.
- Provide high-quality professional development and technical support to users on an ongoing basis.
- Integrate technology that makes accountable differences in instruction, learning, assessment, and management of students.
- Improve home, school, and community communications and collaboration.

This revised EdTech Plan is the result of many hours of discussion, learning, and collaboration among a diverse representation of administrators, teachers, and parents. The original District Technology Stakeholder Committee was formed in the fall of 2001. The committee developed a comprehensive, research-based Education Technology Plan for the 2003-2007 school years that was reviewed, revised, and adopted by the district school board and subsequently approved by

the California Department of Education in 2002. We have made great strides in the accomplishment of the goals set forth in our original tech plan and are optimistically moving forward with this updated tech plan.

Our Education Technology Plan is intended to serve as both a guide for technology related decision-making and an instrument to monitor and evaluate progress toward identified goals and objectives. Stakeholders completed a systematic needs assessment of district technology status, needs, and resources for each section of our revised tech plan. The results guided the development of our new technology goals, objectives, and implementation activities. Our goals and objectives were established to meet the identified needs of integrating technology to improve student learning, providing equitable technology access and support, providing secure, timely information flow between home, school, and community, and providing coordinated, ongoing high quality educational technology professional development.

1A. PLAN DURATION

The Hornbrook Elementary School District educational Technology Plan covers five years, from July 1, 2007 through June 30, 2012. At the third year, we will revise and update the plan in accordance with E-RATE requirements. It will serve as the primary tool to guide the district's acquisition, sustainability, and integration of technology to support the district's curricular goals. This plan will be monitored by the Technology Director and Superintendent/Principal and will be reviewed at meetings and revised annually by Technology Stakeholders after the state releases achievement data for district school sites. Any modifications required through such review will be communicated to the school board. The district Technology Director will then work to implement any changes that need to be made to this plan. This was the first year we have received E-Rate. Our plan will have an E-Rate budget – Supplemental Addendum on file with this approved Technology Plan each year as changes to the Technology Plan are made. We will implement the use of technology at our district by making our Technology Plan a “living document.” Our staff and stakeholders will embrace the practice of continuous monitoring and updating.

2A. STAKEHOLDERS

Our ongoing Technology Planning is guided by a collaborative vision of how technology can help students meet the academic content standards and reach the desired learning outcomes identified by our school district and its community. Our District's original Educational Technology Advisory Group (eTAG) consisted of representatives who will implement the plan. These representatives include the Technology Director, administrator, teachers, students, and parents. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included. Annually, our technology team will study student data and our goals. Then, we will make changes to our technology plan as needed. Our district's eTAG is comprised of representatives who are responsible for implementing the plan as well as an administrator, teachers, students, and parents.

Our district website will provide stakeholders with ongoing updates and input regarding the objectives, funding, budgets, and curricular guidelines contained within our Technology Plan. In addition, progress is reviewed at meetings throughout the year to:

- Evaluate the status of the current Technology Plan and make adjustments if needed.
- Monitor progress on current technology projects.
- Gather and evaluate district technology data with regard to hardware, wiring, resources, professional development, and projects.
- Collect and analyze survey and technology data.
- Identify and update common technology needs and issues.

As stakeholders review Technology Plan outcome and process data, the following key questions are addressed:

- Is Hornbrook Elementary's vision for student success aligned to today's knowledge-based, Digital Age? Are administrators committed to the vision?
- Is student academic achievement improving where technology is being used effectively?
- Are students demonstrating proficiency in technological literacy?
- Are educators proficient in implementing, assessing and supporting a variety of effective practices for teaching and learning?
- Do students and school staff have robust access to technology - anytime, anywhere - to support effective designs for teaching and learning?
- Is the digital divide being addressed through resources and strategies that ensure that all students are engaging in an educational program aligned to the district's vision of technology integration?

Stakeholder Groups

District Curriculum Personnel – Gary Lampella: District Superintendent

Development & Support Roles: The Superintendent promotes, direct, and facilitate the technology team's development of broad and inclusive goals and objectives for curriculum, resources, and operations that include technology. Our curriculum personnel integrate 21st century skills into the overall vision for student achievement and into every aspect of learning, teaching, and administrating. Curriculum personnel define and unpack clear and specific standards-aligned academic objectives by grade and subject; support research-based best practices and instructional programs; develop student assessment and data monitoring systems, monitor school performance, and make adjustments based on school performance.

District Technology Personnel – Joshua J. Peete: Technology Director

Development & Support Roles: The Technology Director provides overall coordination of the technology implementation and oversight team, funding resources, and the implementation of the goals and objectives set forth in this updated Technology Plan.

District Financial Personnel – Karen Kroetch: Director of Fiscal Services

Development & Support Roles: The Director of Fiscal Services provides coordination of technology funds and budget issues.

Site Administration – Gary Lampella: Site Principal

Development & Support Roles: Provides site-based updates on tech plan implementation and needs; monitor teacher performance and student learning; make adjustments based on teacher and student performance; ensure the use of adopted materials, research-based best practices and instructional programs; provide input on how technology can better support the teaching of standards-aligned academic objectives.

Site Teachers – Joshua Peete, Ann Robinson, and Penny Barnum: Teacher Representation from Hornbrook Elementary School.

Development & Support Roles: Teachers provide input on efforts and outcomes using research-based technology programs and practices to support the district curricular goals and academic content standards and improve teaching and learning.

Parents / Students – Parents of children enrolled in our Elementary School.

Development & Support Roles: Parents provide input on the schools' efforts to integrate technology and 21st century skills in the standards-aligned curriculum. Parents and students advocate for equity in access to technology and the opportunity to master core subjects and 21st century skills.

Government Agencies – The California Technology Assistance Project (CTAP) Region 2, Siskiyou County Office of Education (SCOE)

Development & Support Roles: CTAP and SCOE offered technical assistance with: the data analyses and revision of our goals and objectives; professional development planning and implementation; EETT Formula Funding; E-rate; compliance issues; hardware, software, and infrastructure.

Our District continues to solicit, expand, and sustain our partnerships with stakeholders to enhance the integration of educational technology into the curriculum. Our district recognizes that schools alone do not have the resources or expertise to keep pace with rapidly changing technology. We believe that these partnerships will help us serve the growing needs of an increasingly technical and global education system and society.

3. CURRICULUM & DATA DRIVEN TECHNOLOGY GOALS

Overview

Computers and related technology are currently unavailable in the majority of our classrooms. Our plan is currently being developed with change in mind. State, district and site research-based curriculum planning documents, state and local student achievement results, as well as other stakeholder survey data, guided the development of our district's technology goals. Starting in the 2006-07 school year, our district will do its first EdTechProfile survey. Starting in the 2007-08 school year, this tool will help guide our district's technology goals and therefore will be used in all revisions of this plan.

3a. Current Technology Access

The following describes the technology access available in classrooms, library/media centers, or labs for all students, including special education, GATE, English Language Learners, both during and after school hours. Access to appropriate site-based technology resources has been evaluated through district and site inventory records and the California School Tech Survey data. The 2006/07 data from the California School Tech Survey has been summarized below.

According to our California Technology Survey and current district records, our student to computer ratio **for computers four years old or newer** is 0:1. Our student to computer ratio **for computers aged more than four years** is 7:1. No teachers at Hornbrook Elementary School have access to a minimum of one multi-media computer with Internet access in their classrooms as well as in the Library/Media Centers, and/ or Computer Labs, before, during, and after school hours. No teachers schedule before and/ or after school access to computer programs and the Internet as needed for students to complete classroom activities because of our district's lack of access to computer technology.

Elementary Schools

Hornbrook Elementary School	
All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer (*instructional use)	0
Total # of computers* 4 years old or newer with Internet access	0
Total # of computers* more than 4 years old (*instructional use)	7
Total # of computers* more than 4 years old with Internet access	2
# of computers* in Classrooms	6
# of computers* in Library/media centers	1
# of computers* in Computer Labs	0
# Available times for Student access to computers before and after school	0

3b. Current Technology Integration in Curriculum

The following information offers a snapshot of hardware / software used and typical frequency and technology / information literacy skills integrated in the curriculum in our district from anecdotal observations provided by the Education Technology Plan Team. Hornbrook School District will use the Ed Tech Profile starting in 2006/07 to provide data in all of these areas. The complete survey data will be available in our online district Ed Tech Profile reports during the 2007/08 school year.

Hornbrook Elementary School District Technology Integration Overview

Technology is being integrated primarily in the classroom in core curriculum for word processing, reinforcement and practice, Online and CD-ROM research, and creating reports or projects on a limited bases. This is being done with the use of old computers that are more than four years old.

Electronic Learning, Assessment, & Student Information Resources Used District-wide

As a school district, it is our goal to develop technology skills beginning in Kindergarten. Currently, we are purchasing 20 computers to provide the infrastructure to accomplish this goal. With the limited number of computers we have, we do use the Microsoft Office Suite, MS Works Suite, and the Internet to integrate electronic learning. Eventually, we plan to use resources like Accelerated Reader, STAR Reading Assessment, Type to Learn, Easy Grade Pro, and CLRN approved curriculum based software. Teachers plan to use projectors or Smartboards during instruction is currently a goal of our teaching staff. These computers will be networked together and accessible to students in all classrooms.

Our district staff has participated in an internal survey to show our district's use of hardware and software to support teaching/learning and the frequency in which we use technology. Teachers use technology tools on a limited basis due to the lack of technology equipment. Currently, there is less than one functioning computer for each classroom for use by students and teacher. One teacher has a functioning computer and the printer that is shared. Each teacher has a VCR and one teacher has a VCR/DVD combo in the classroom. No teachers have video based creation tools. One teacher is connected to the Internet and has email, while the other two teachers do not. No teachers at the school site have hand-held electronic devices for use in the classroom. All three teachers try to use technology to help with language arts instruction. However, due to a lack of computers in the classroom and other technologies, teachers are unable to use technology as a tool for instruction. Teachers use technology tools on a limited basis at the school site. One teacher creates instructional materials monthly with the computer in the classroom while two teachers do not. One teacher maintains student grades once a week on the computer while two teachers do not. Two of the three teachers write to parents monthly using the computer while one teacher does not communicate this way. One teacher gathers information for planning lessons 2-4 days a week while others never use technology in this way. In these ways, teachers use technology tools at Hornbrook Elementary. Teachers are not provided with access to voice mail, a class related website, video conferencing, electronic grading system, or online student assessments. On a very limited basis, one teacher asks students to use the Internet for research projects. For the most part, these technologies are not available in the classrooms. Two teachers do not assign students work with technology tools while one teacher does occasionally. The one teacher assigns work in word processing, research using the Internet, and creating

reports or projects on a monthly basis. Our district's current use of hardware and software is limited but will improve as this plan is implemented.

3c. Summary of District's Curricular Planning Documents

Hornbrook Elementary School District has established clear curricular goals tied to the state academic content standards monitored by various district and site-based assessment systems, and referenced in comprehensive planning documents and efforts. The common underpinning of all our district and school improvement plans is to improve student achievement of the state content standards.

Our 2005-06 student achievement data indicates that our rigorous academic goals and objectives, aligned to both the content and cognition levels identified in the California Adopted Academic Content Standards and Frameworks, are having a positive impact at our schools. (See Student Achievement data next page)

Annual Measurable Objectives (AMOs) 2005-06 DISTRICT PERCENT PROFICIENT <i>Data Resource: http://dq.cde.ca.gov/dataquest/dataquest.asp</i>	English - Language Arts		Mathematics	
	% At or Above Proficient	Met 2005 AYP Criteria	% At or Above Proficient	Met 2005 AYP Criteria
LEA-wide	-	Yes	-	Yes
African American or Black (not of Hispanic origin)	-	-	-	-
American Indian or Alaska Native	-	-	-	-
Asian	-	-	-	-
Filipino	-	-	-	-
Hispanic or Latino	-	-	-	-
Pacific Islander	-	-	-	-
White (not of Hispanic origin)	20.8%	Yes	25%	Yes
Socio-economically Disadvantaged	20.8%	Yes	12.5%	Yes
English Learners	-	-	-	-
Students with Disabilities	-	-	-	-

Note: Data are reported only for numerically significant subgroups.

Hornbrook District Curricular Goals

Our school board adopts key goals annually, which are tied to and support the adopted, state approved, content standards in all academic areas. These key goals support the LEA plan on the district level. Our school ties its site-based curricular goals directly to the district's LEA Plan and School Accountability Report Cards (SARC).

Based on our student data, federal and state mandates, and research-based best practices, our district's current key curricular goals are:

1. Our school in the district will meet or exceed the NCLB Annual Measurable Objectives (AMO's) for student proficiency, including all ethnic/racial, socio-economically disadvantaged and students with disabilities subgroups with the state content standards in English / Language Arts and Math. By 2013-2014, all students in the district will be proficient or better with English/Language Arts and Math grade level content standards.
2. Hornbrook Elementary School will meet or exceed the state's Annual Performance Index (API) growth target as well as the API growth targets for each numerically significant ethnic/ racial, socio-economically disadvantaged and students with disabilities subgroups at the school.
3. All students will be taught by highly qualified teachers, as defined by NCLB.
4. The district will collect and analyze school and student data and develop continuous cycles and plans for school improvement including: improving curriculum, improving instruction, improving student support & intervention, improving the monitoring of student achievement, and improving home/ school/ and community partnerships.
5. All students will be educated in learning environments that are safe, drug-free, conducive to learning and conducive to building student's internal and external resources.

These district goals and corresponding specific measurable objectives that support them can be found in the following district and site comprehensive planning documents.

Our state adopted academic standards, curriculum, pacing guides, assessments, interventions and professional development plans are articulated in our District Curriculum and Assessment Plan that is updated and modified each year. A copy of this guide is provided to the principal and teachers at the specified grade level(s) annually.

The Hornbrook School District's 2010 Strategic Plan represents a working document to guide the improvement of student achievement and the quality of instruction for all students. The Strategic Plan includes measurable district strategies that call for: integrating state standards and assessment; improving teaching and learning; providing high quality professional development; providing equitable access to digital age skills and technology; nurturing linkages among district schools, parents, families, and communities; providing governance, funding, evaluation, and accountability.

To meet the District's Strategic Plan goals and objectives, the school develops a School Accountability Report Card (SARC) that targets specific achievement goals for their school, with an action plan and evaluation component to measure success. Beginning with the 2003-2004 planning cycle, the school included a technology component in their SARC that identifies focus in relation to technology integration, implementation, and professional development.

Other district comprehensive planning documents and data that establish and/ or guide our standards-based curriculum include:

- The district adopted State Content Standards for K-12.
- The District LEA Plan.
- No Child Left Behind compliance / implementation documentation.
- CDE and Federal district-wide school achievement data from annual AYP, API, and STAR results.
- The CDE's Academic Performance Survey (APS) and District Assessment Survey (DAS)
- The District's Master Plan for English Language Learners (ELL) describes the policies for identifying, assessing, and reporting students who have a primary language other than English. This ELL Master Plan provides details on the reclassification procedure and the English Language Development and instructional programs to be provided for ELL students to assist them in meeting and/or exceeding district content standards and graduation requirements.
- The District's Gifted and Talented (GATE) Plan provides challenging curriculum and instruction to gifted and talented students capable of achieving significantly beyond the level of their peers. The GATE plan supports the provision of services that are integrated into the regular school day as differentiated learning experiences that are based on the core curriculum.
- The Policy and Procedures handbook which details the District's philosophy and goals, and policy and procedures regarding students, instruction, promotion and retention, equity, administration, personnel, community relations, business, and much more.
- Single Plans for Student Achievement, SARC, WASC and CPM self study reviews and actions plans. School Improvement Program (SIP), categorical programs, and other program goals.
- Our current district Educational Technology Plan.

3d- 3h. Curricular Driven Technology Goals and Implementation Plans

3i -3j. Benchmarks, Timelines, Monitoring, and Evaluation

All of the Curriculum Component Criteria 3d-3j elements are included in the curricular driven action plan charts in the Component 3 pages that follow. Our curricular driven Technology Plans include clear, specific, realistic goals and measurable objectives that will support our district's curriculum goals and student achievement of the state approved content standards.

Here is a summary of our curricular driven Ed Tech goals.

3d. To Improve Teaching and Learning

Goal 1: Teachers will integrate technology in the district's curriculum to support the district curricular goal of ALL students attaining proficiency or better with ELA & Math grade level content standards by end of the 2013-14 school year.

3e. For Student Acquisition of Technology and Information Literacy Skills.

Goal 2: All HESD students will acquire the technology standards adopted by the Siskiyou County Office of Education (see grade level profile standards for students at <http://www.ctap2.org/>) to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

3f. For Appropriate Access to Technology for All Students

Goal 3: ALL students will have equal access to technology to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

3g. To Make Student Record Keeping & Assessment More Efficient and Useful

Goal 4: Our district will support the use of technology to improve student achievement data collection, analysis, reporting, and decision-making.

3h. To Improve Communication Among Home, School, and Community

Goal 5: The district will use technology to improve communication among home, school, and community.

Goals, objectives, benchmarks, implementation strategies, and timelines can be found in the pages that follow.

HORNBROOK DISTRICT TECHNOLOGY ACTION PLAN

July 1, 2007 – June 30, 2012

(Appendix C 3d, 3i-j)

Goal 1 – Enhancing Student Achievement with Technology

Teachers will integrate technology in the district’s curriculum to support the district curricular goal of ALL students attaining proficiency or better with ELA & math grade level content standards by end of the 2013-14 school year.

Target Group: All students including special education, English Learners, and GATE students.

Specific Measurable Objective by June 30, 2012

Objective 1: By the 2011-12 school year, a minimum of **78%*** of all students will score proficient or above on the English-Language Arts portions of the STAR: CST test supported by state and district approved instructional resources, technology-based supplemental resources, professional development, student achievement data-driven decision making, and collaboration time.

Objective 2: By the 2011-12 school year, a minimum of **78%*** of all students will score proficient or above on the Mathematics portions of the STAR: CST test supported by state and district approved instructional resources, technology-based supplemental resources, professional development, student achievement data-driven decision making, and collaboration time.

**(- NCLB AMO benchmark for all students in 2012)*

Annual Benchmarks for Objectives 1 and 2

Year 1: minimum of 47 % in 2007-08 Year 3: minimum of 61 % in 2009-10

Year 2: minimum of 54 % in 2008-09 Year 4: minimum of 68 % in 2010 -11

Year 5: minimum of 78% in 2011-12

Evaluation Instrument(s) & Data

Instruments: Quarterly Grade level assessments; Annual STAR/CST test results in English/Language Arts;

Data: Percentage scoring proficient or above/ passing

Instrument: Grade/subject level professional development and collaboration meeting times/agendas/ participation records and outcomes.

Data: % of teachers participating; Calibrated and articulated standards-aligned Grade/subject level objectives and assessments and standardized list of District supported research based programs and practices.

Instrument: Ongoing Classroom Observations by the Principal/Supt. aligned to teachers’ evaluation schedule

Data: Teachers’ use of standards-aligned learning objectives, instructional and intervention time, research based programs, practices, and arrangements.

Instrument: Annual Site Academic Software Survey:

Data: Curriculum-based state and district approved software and productivity software in use at each site.

Instrument: Annual CDE Ed Tech Profile online tech proficiency survey (www.edtechprofile.org)

Data: teacher’s self assessed technology and integration skills

Data reviewers

District/school administrator, teachers, and the Technology Director will analyze data annually in late August/early September after the state releases STAR/CST data.

Goal 1: Enhancing Student Achievement with Technology Implementation Strategies / Timelines

1. Beginning in the 2007-08 school year and continuing through the duration of the tech plan, the LEA will coordinate quarterly district professional learning community meetings to develop and refine the district's common viable articulated ELA and math curriculum comprised of common essential grade level content standards, relevant information & communication technology skills and aligned assessments.
2. Annually, Hornbrook Elementary will invest the necessary time to identify and/ or review grade level essential standards and assessments based on CDE's latest CST Blueprints and released test questions.
3. Annually, purchase as needed state adopted instructional materials (K-8) and supplemental curriculum-based technology resources (adopted and/ or CLRN approved) and ensure they are being used in the classroom during monthly classroom visits by school administration.
4. Ongoing, the Principal/Supt. and teachers will research, learn, and integrate research-based best practices and technology that support specific ELA and Math student achievement needs identified during data reviews of significant subgroup populations at the school.
5. Annually, the district will effectively allocate funding, time, training and human resources to overcome the school's identified barriers to student academic achievement.
6. Annually, support site-based selective class size reduction in key curricular areas identified as needing attention.
7. Annually, increase-learning time in key curricular areas identified as needing attention.
8. During the 2007-08 school year, develop a reading and math intervention programs for students in grades 3 to 8, inclusive, whose reading scores are Far below Basic and Below Basic in the CST performance level. The tiered immediate intervention program will be implemented by fall 2008.
9. Annually, provide direct instruction in reading at grade level.
10. Every school year, assess students periodically throughout the year with common grade level standards-aligned assessments to monitor student progress and provide immediate intervention support.
11. Annually, provide students with adequate learning support including, but not limited to, a standards-aligned curriculum, quality instructional materials, technology access and resources, support services, and supplies for every pupil.
12. Provide professional development on adopted curriculum and technology resources (such as SB 472 (AB 466) for teachers, AB 430 (formally AB 75) training for site admins.)
13. Beginning in fall 2007 and every year thereafter, provide systematic professional development and learning community collaboration time for site administration and teachers to align standards-based instruction and quarterly assessments horizontally and vertically through grade levels in the district, review data, learn and share best practices including the use of technology.
14. Annually, continue to leverage grant, district, school, site council, and community resources to increase access to technology resources, hardware, and peripherals for students and teachers.
15. Annually, continue to provide technology productivity and integration training as needed.
16. Ongoing district support and professional development opportunities on the integration of ELA skills and standards across the curriculum including in career tech courses.

Electronic Learning, Assessment, & Productivity Resources

- Adopted Text Supplemental Tech resources including publisher software and websites.
- CLRN and district approved curriculum software such as: Accelerated Reader and United Streaming.
- A grading program such as Easy Grade Pro and Web-based student information and reporting platform such as Centre.
- Microsoft Office and other productivity software.
- Internet Access
- Peripherals such as LCD projectors, digital cameras, video cameras, and printers.
- CTAP Online Professional Development.

Ongoing Monitoring for Continuous Improvement

Technology Director and Principal/Supt. conduct ongoing formative data reviews; tracking the development and implementation of all tech plan activities and accomplishments monthly and reporting progress during monthly district/ site admin meetings. The Technology Director is responsible for a mid-year tech plan implementation status report to stakeholders in February. Summative data analysis and needs assessments are conducted annually in late August / September after the state releases all relevant district data and school complete early assessments of incoming students. Modifications to our Tech Plan activities will be made as needed in order to insure that we meet or exceed this goal by June 2012. The Technology Director is responsible for a summative annual report to stakeholders in September.

Goal 2 - Student Acquisition of Technology and Information Literacy Skills

All students in our district will acquire the National Education Technology grade level student profile standards (NETS) to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

Target Group: All students including special education, English Learner, and GATE students.

Specific Measurable Objective by June 30, 2012

Objective 1: By the 2011-12 school year, all students will pass the NETS 8th grade technology assessment. Students will learn the following grade-level NETS skills (including technology productivity tools and information literacy) as appropriate, during curricular assignments.

1. Basic operations and concepts
2. Social, ethical, and human issues including cyber safety
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools (Information Literacy)
6. Technology problem-solving and decision-making tools

Annual Benchmarks for Objective 1

Year 1: minimum of 5% in 2007-08 **Year 3: minimum of 50%** in 2009-10

Year 2: minimum of 25% in 2008-09 **Year 4: minimum of 75%** in 2010 -2011

Year 5: minimum of 100% in 2011-2012

Evaluation Instrument(s) & Data

Instrument: Student NETs proficiency will be tracked as criterion in technology integrated curricular assessments (k-8) and 8th grade portfolios.

Data: Percentage passing assessments

Instrument: Annual CDE Ed Tech Profile (www.edtechprofile.org)

Data: Teachers' self assessed technology integration proficiency skills.

Goal 2: Student Acquisition of Technology & Information Literacy Skills Implementation Strategies / Timelines

1. Beginning in the summer/fall 2008 and annually thereafter, provide Professional Development opportunities (from the District, CTAP Online, and CTAP Region 2) to K-8 teachers on integrating the student grade level skills and standards in their curriculum. Provide incentives for PD completion.
2. By fall 2009, Students will begin systematically learning skills including technology productivity tools and information literacy, as appropriate, during curricular assignments.
3. By spring 2010, begin administering annually the standards-aligned grade span NETS based exit assessments / portfolios for grade 8.

Electronic Learning, Assessment, & Productivity Resources

- Adopted Text Supplemental Tech resources including publisher software and websites.
- CLRN and district approved curriculum software such as: Accelerated Reader and United Streaming.
- A grading program such as Easy Grade Pro and Web-based student information and reporting platform such as Centre.
- Microsoft Office and other productivity software.
- Internet Access
- Peripherals such as LCD projectors, digital cameras, video cameras, and printers.
- CTAP Online Professional Development.

Ongoing Monitoring for Continuous Improvement

Technology Director and the administrator will conduct ongoing formative data reviews; tracking the development and implementation of all tech. plan activities and accomplishments monthly and reporting progress during monthly staff meetings. The Technology Director is responsible for a mid-year tech plan implementation status report to stakeholders in February. Summative data analysis and needs assessments are conducted annually in late August / September after the state releases all relevant district data and school complete early assessments of incoming students. Modifications to our Tech Plan activities will be made as needed in order to insure that we meet or exceed this goal by June 2012. The Technology Director is responsible for a summative annual report to stakeholders in September.

Goal 3 - Appropriate Access to Technology for All Students

ALL students will have equal access to technology to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

Target Group: All students including special education, English Learner, and GATE students.

Specific Measurable Objective by June 30, 2012

Objective 1: By June 30, 2012, our district average ratio of students to computers, four years old or newer, will be 5:1 or better.

Annual Benchmarks for Objective 1

Year 1: 50:1 ratio 2007-08

Year 3: 8:1 ratio 2009-10

Year 2: 16:1 ratio 2008-09

Year 4: 5: 1 ratio 2010 -11

Year 5: 5:1 ratio 2011-12

All students will have equal access to technology to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for success in the workplace including special education, English Learner, and GATE students. The technology goals and objectives for these student sub groups are the same as for all other students (see Goal 3) although the programs and methods for achieving the objective may be adapted to best meet their needs. Students with active Individualized Education Programs will have appropriate access to technology hardware, peripherals, and software including assistive technology as deemed appropriate and defined by the IEP site team and the students' IEP goals. English Learners will have appropriate

access to technology hardware, peripherals, and software needed to support their English language acquisition as well as their achievement of the academic standards. Students identified as Gifted and Talented (GATE) will have appropriate access to technology hardware, peripherals, and software needed to support their advanced curriculum.

Objective 2: By June 30, 2012, our district will expand access to technology to students and parents at our school site before, during, and after school.

Annual Benchmarks for Objective 2

Year 1: minimum of 10% of students in 2007-08

Year 3: minimum of 50% of students in 2009-10

Year 2: minimum of 25% of students in 2008-09

Year 4: minimum of 75 % of students in 2010-11

Year 5: minimum of 100% of students in 2011-12

Evaluation Instrument(s) & Data

Instrument: Annual California School Technology Survey and ongoing district/school records.

Data: average student to computer ratio by school and district wide – Four years old or newer

Goal 3: Appropriate Access to Technology for All Students

Implementation Strategies / Timelines

Use of Technology

1. Annually leverage curricular and technology funding and grants to provide new computers for our students, and also teachers participating in district Ed Tech professional development.
2. Annually in the spring, conduct a systematic supplemental survey and review of school technology hardware and software accessibility and inventories including adaptive equipment, EL support software, and GATE technology resources from evaluation surveys. Data is used to develop a matrix of site technology obsolescence, purchase, installation priorities and schedules.
3. Annually install new computers and remove outdated computers on a rotating schedule during designated breaks in the school year.
4. Beginning in the 2007-08 school year, conduct ongoing research on creative space saving solutions for desktop computers, thin clients, and wireless laptop carts.
5. Beginning in the 2007-08 school year, meet annually with the Gifted and Talented (GATE) program educator, administrator, and the Technology Director and determine appropriate access to technology hardware, peripherals, and software needed to support GATE students' advanced curriculum.
6. By fall 2009, all students enrolled in district after school programs will have access to Internet connected computers and curricular technology integration / homework support.

Electronic Learning, Assessment, & Productivity Resources

- Adopted Text Supplemental Tech resources including publisher software and websites for IEP, EL, and GATE students.
- CLRN and district approved curriculum software for IEP, EL, and GATE students.
- Microsoft Office and other productivity software.
- Internet Resources
- Peripherals such as LCD projectors, digital cameras, video cameras, and printers.

Ongoing Monitoring for Continuous Improvement

Technology Director and the administrator conduct ongoing formative data reviews; tracking the development and implementation of all tech plan activities and accomplishments monthly and reporting progress during monthly district/ site admin meetings. The Technology Director is responsible for a mid-year tech plan implementation status report to stakeholders in February. Summative data analysis and needs assessments are conducted annually in late August / September after the state releases all relevant district data and school complete early assessments of incoming students. Modifications to our Tech Plan activities will be made as needed in order to insure that we meet or exceed this goal by June 2012. The Technology Director is responsible for a summative annual report to stakeholders in September.

Goal 4 – Efficient & Effective Student Data Collection, Analysis & Decision Making

Our district will support district and site use of technology to improve student achievement data collection, analysis, reporting, and decision-making.

Target Group: All district schools.

Specific Measurable Objectives by June 30, 2012

Objective 1: By June 2012, 100% of teachers will use technology to analyze student assessment data make data-driven decisions to meet individual student academic needs and target student intervention needs.

Annual Benchmarks for Objective 1

Year 1: 33% of teachers by June 2008 **Year 3:** 66% of teachers by June 2010

Year 2: 33% of teachers by June 2009 **Year 4:** 66% of teachers by June 2011

Year 5: 100% of teachers by June 2012

Evaluation Instrument(s) & Data

Instrument: School grade book software or Excel spreadsheets

Data: 100% of teachers using student assessment / spreadsheet software to inform instruction.

Goal 4: Efficient & Effective Student Data Collection, Analysis & Decision Making Implementation Strategies / Timelines

Use of Technolog

1. Annually, provide systematic professional development and collaboration time for site administration and teachers to: improve student achievement assessment, data collection, analysis, reporting, and data driven decision making; align standards-based instruction; learn and share best practices in instruction and intervention; including the use of technology and develop quarterly assessments horizontally and vertically through grade levels in the district.

Electronic Learning, Assessment, & Productivity Resources

- A grading program such as Easy Grade Pro.
- Excel Spreadsheets

Ongoing Monitoring for Continuous Improvement

The Technology Director and administrator conduct ongoing formative data reviews; tracking the development and implementation of all tech plan activities and accomplishments monthly and reporting progress during monthly district/ site admin meetings. The Technology Director is responsible for a mid-year tech plan implementation status report to stakeholders in February. Summative data analysis and needs assessments are conducted annually in late August / September after the state releases all relevant district data and school complete early assessments of incoming students. Modifications to our Tech Plan activities will be made as needed in order to insure that we meet or exceed this goal by June 2012. The Technology Director is responsible for a summative annual report to stakeholders in September.

Goal 5: Improve Communication Among Home, School, and Community

The district and school will use technology to improve communication among home, school, and community.

Target Group: Parents of all students including special education, English Learner, and GATE students and the community.

Specific Measurable Objective by June 30, 2012

Objective 1: By June 2012, the administrator and teachers will have access to a classroom phone, voice-mail, and a district e-mail account. This contact information will be provided to all parents at back to school night and all stakeholders via district newsletters and the school website.

Annual Benchmarks for Objective 1

Year 1: 33% of staff in 2007-08

Year 3: 100% of staff in 2009-10

Year 2: 66% of staff in 2008-09

Year 4: 100% of staff in 2010 -2011

Year 5: 100% of staff in 2011-2012

Objective 2: By June 2012, all teachers and our administrator will provide parents with timely school / class and student information via newsletters, flyers, e-mail and standards-based progress reports (translated in native home language as needed.)

Annual Benchmarks for Objective 2

Year 1: 50% of schools in 2007-08

Year 3: 100% of schools in 2009-10

Year 2: 66% of schools in 2008-09

Year 4: 100% of schools in 2010 -2011

Year 5: 100% of schools in 2011-2012

Evaluation Instrument(s) & Data

Instrument: District equipment and e-mail account records

Data: 66% of teachers with access

Instrument: School website, communication artifacts, and annual Ed Tech Survey data.

Data: Evidence and survey data of efforts to improve two-way communication

Goal 5: Improve Communication Among Home, School, and Community

Implementation Strategies / Timelines

1. By fall 2009, we will develop an installation / replacement schedule for teachers and administrators without phone, voice-mail, and/ or e-mail.
2. By June 2010, the district will design and distribute a standardized district Student at Risk notification template letter to school.
3. Annually the LEA will communicate to all stakeholders (teachers, paraprofessionals, parents, and students) via a variety of media (web sites, class and school booklets, classroom posters, newsletters).
4. Annually, the district/school website will be funded where information can be provided to all parents. The goal is to develop a website with a content management system. This system will allow staff to update the website in a WYSIWYG format without the need for FTP.
5. Annually, provide Word and Desktop publishing training to teachers and classified staff to learn to publish professional documents to improve communication between home, school, and community.

Electronic Learning, Assessment, & Productivity Resources

- An Electronic Grade Book
- Web Based Content Management System using ASP and Databases
- Training to use the content management system
- Word and Outlook e-mail.

Ongoing Monitoring for Continuous Improvement

Technology director and our administrator will conduct ongoing formative data reviews; tracking the development and implementation of all tech plan activities and accomplishments monthly and reporting progress during collaboration meetings. The Technology Director is responsible for a mid-year tech plan implementation status report to stakeholders in February. Summative data analysis and needs assessments are conducted annually in late August / September after the state releases all relevant district data and school complete early assessments of incoming students. Modifications to our Tech Plan activities will be made as needed in order to insure that we meet or exceed this goal by June 2012. The Technology Director is responsible for a summative annual report to stakeholders in September.

4: PROFESSIONAL DEVELOPMENT

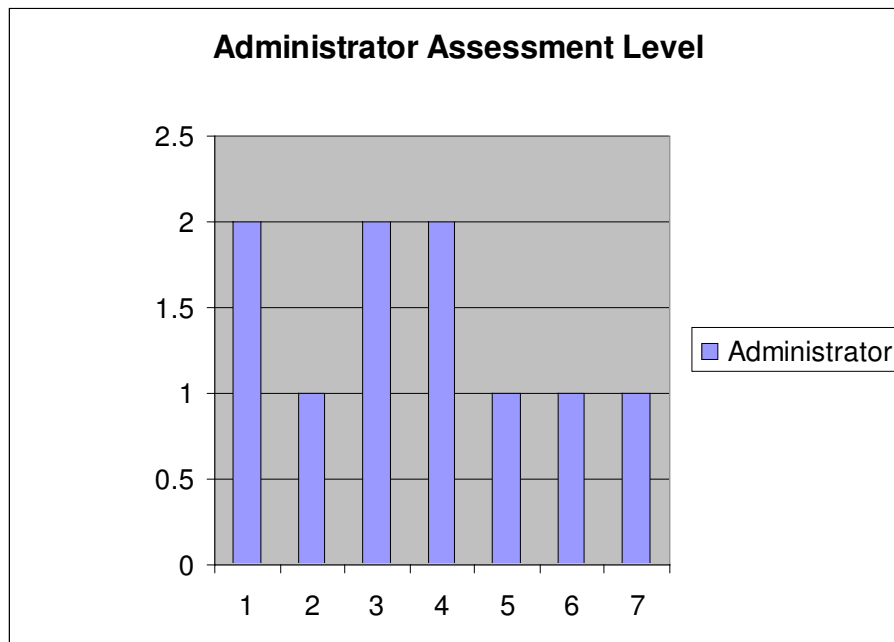
4a. Summary of District Teachers' & Administrators' Technology Skills

Our Education Technology Plan provides a clear summary of our district teachers' and administrators' current technology skills. We have never participated in the CDE's Ed Tech Profile. Therefore, used internal survey results to provide data for this Technology Plan. Our survey findings are summarized by discrete skills in order to better facilitate professional development planning that meets our identified needs and Technology Plan goals. Additional district technology integration data can be found in Component 3b of our Technology Plan.

In the future, our district will review the CDE's Ed Tech Profile survey data and teacher input annually in the spring to plan for district-sponsored professional development activities for the next school year.

The internal survey data of the district administrator indicates that he is currently at the intermediate level with general computing, email, and word processing. The administrator is at a beginning level in Internet skills, presentation skills, spreadsheet, and database skills.

Implication: Our administrator needs professional development opportunities in basic internet skills, presentations, spreadsheets, and databases.

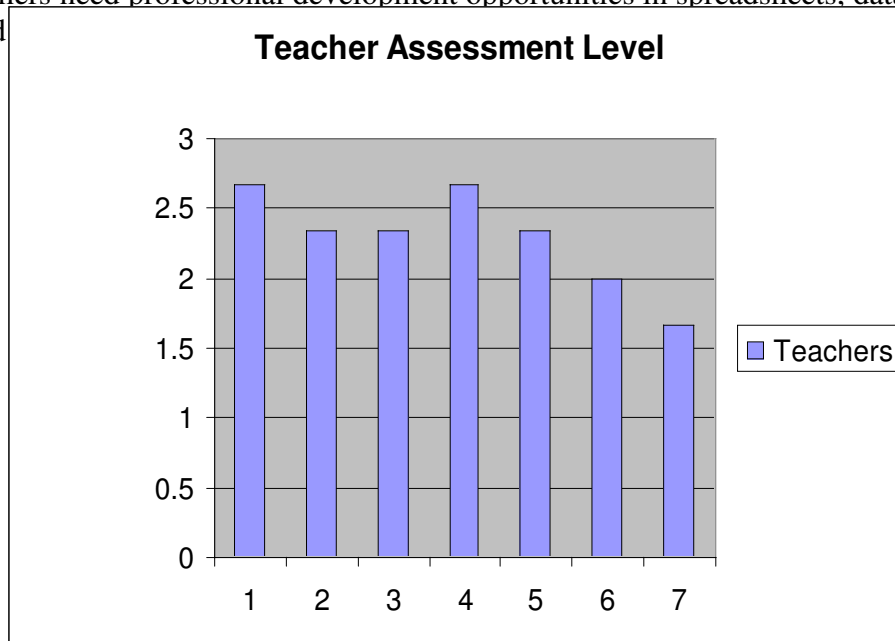


- 1 General computer knowledge and skills
- 2 Internet skills
- 3 Email skills
- 4 Word processing skills
- 5 Presentation software skills
- 6 Spreadsheet software skills
- 7 Database software skills

District Teachers' Survey Data

The teachers participated in an internal survey to provide data for this Technology Plan. In the future, we will do CDE's Ed Tech Profile survey to provide us with a better picture of our staff needs. The internal survey concluded that all teachers are close to proficiency in general computer knowledge and word processing. The teachers had an intermediate proficiency of the Internet, email, and presentations. The area of greatest need is in spreadsheet and database skills where results averaged to beginning.

Implication: Teachers need professional development opportunities in spreadsheets, databases, internet, email, and



- 1 General computer knowledge and skills
- 2 Internet skills
- 3 Email skills
- 4 Word processing skills
- 5 Presentation software skills
- 6 Spreadsheet software skills
- 7 Database software skills

In addition, the following district technology training preferences came from an internal survey provided by the Technology Director. The following are teacher preferences for staff development in multiple areas.

Teacher needs and preferences regarding the type or level of technology training at their school.	Basic computer/technology skills	Integrating technology into the curriculum	Neither
I need opportunities to participate in educational technology staff development focused on:	33%	66%	0%

Implication: We will offer more curriculum integration opportunities to meet the need as well as basic computer technology for one teacher.

Teacher needs and preferences regarding technology training format at their school.	One-on-one informal technology training.	Small group technology training.	Online web-based technology training.
The training format I prefer is:	0%	100%	0%

Implication: We will offer small group technology training to meet our professional development needs.

Teacher needs and preferences regarding technology training availability at their school.	During the school day.	After school.	In the evening.	On the weekend.	During the summer/off track.
I prefer technology training to be offered:	33%	33%	0%	0%	33%

Implication: We will offer technology training at a variety of times. No professional development will be held in the evenings or on the weekend.

4b-d. Professional Development Goals, Benchmarks, Timelines, Monitoring, and Evaluation.

All of the Professional Development Criteria 4b-d elements are included in the teachers' and administrators' professional development action plan charts in the Component 4 pages that follow. Our professional development action plans are based on a thorough needs analysis and include clear, specific, realistic goals, and measurable objectives that will provide our teachers and administrators with sustained, ongoing professional development necessary to implement the Curriculum Component of our Education Technology Plan.

Our four main Education Technology professional development goals over the next five years are:

Goal 1: All teachers in the district will become proficient with the same general NETS technology skills and information literacy skills required of their students.

Goal 2: All teachers and administrators in the district will become proficient with technology integration and teacher specific electronic productivity tools.

Goal 3: All teachers and administrators in the district will become proficient in the use of technology to improve student achievement data collection, analysis, reporting, and decision-making.

Goal 4: All teachers and administrators will become proficient in the use of technology to improve two-way communication between home, school, and community.

The accomplishment of these goals will be met through the following:

Our annual Education Technology Professional development will encompass a three-tiered professional development approach based on teachers' individual technology training needs.

1. Annually as needed, we will offer Personal proficiency training on NETs skills including general computer knowledge and skills; Internet skills; Email skills; Word processing skills; Presentation software skills; and Spreadsheet /Database software skills.
2. Annually as needed, we will offer Professional proficiency training on NETs skills integration including information literacy and communications, curriculum-based software, adopted materials software resources, online resources such as SETs, job specific productivity and assessment tools.
3. Annually as needed, we will offer Technology Leadership / Coach proficiency training: Training interested teachers as site-based coaches offering support to teachers as they work toward proficiency in tiers one and two.

Our coordinated professional development plan is based on the analysis of our teachers' and administrators' technology skills and needs as well as our district's curricular goals. The district will offer a variety of training options such as the CTAP Online (www.ctaponline.org) learning portal, face-to-face training & collaboration time, and one-on-one coaching. We will maximize the use of technology and site resources to support the district's goals and objectives for curriculum, instruction, intervention, and assessment, including but not limited to the following:

- Site-based technology integration mentors (TIMs) available to support teachers after school at each district school site.
- A menu of district as well as site based annual face-to-face technology skill professional development opportunities.
- Anytime, anywhere online district technology professional development opportunities using CTAP Online Personal and Professional Proficiency technology classes and supported by site based technology integration mentors (TIMs).
- District content and grade-band specific technology integration face-to-face professional development and learning communities.
- CTAP Online technology integration training.
- Broad-based pre/post completions of the CDE's Ed Tech Profile survey and professional development data analysis to track improvements and training needs.
- Annual professional development offerings / priorities based on student, teacher, and administrator the CDE's Ed Tech Profile survey data and district curricular goals.
- Student assessment and intervention, student information system, web publishing, e-mail, and voice-mail training opportunities for all stakeholders as needed to support student achievement and improve home / school communications and interventions.
- Identification, training, and use of low and no cost Internet, video-conferencing and face-to-face learning opportunities and resources. National, State and local online research-based strategies and resources will be leveraged and integrated during faculty meetings, collaboration time, and professional development such as:the U.S. Department of Education's web site *What Works Clearinghouse* (<http://www.w-w-c.org/>). We will regularly examine and use relevant data from the *What Works Clearinghouse* (WWC) which was established in 2002 by the U.S. Department of Education's Institute of Education Sciences to provide educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education. We will also rely on the County Office of Education, CTAP Region 2, and CTAP Online resources, and the Statewide Education Technology Services (SETS) which includes: California Learning Resource Network (CLRN)- which identifies CDE approved supplemental electronic learning resources that both meet local instructional needs and embody the implementation of California curriculum frameworks and standards; the Technology Information Center for Administrative Leadership (TICAL) - which helps administrators find technology resources to assist in the day-to-day needs of their jobs; and the Technical Support for Education Technology in Schools (TechSETS) - which provides technical professionals in California schools improved access to training, support and other resources.

***All of the Professional Development Criteria 4b-d elements are included in the teachers' and administrators' professional development action plan charts in the Component 4 pages that follow.*

HORN BROOK ELEMENTARY SCHOOL DISTRICT

ED. TECH PROFESSIONAL DEVELOPMENT

July 1, 2007 – June 30, 2012

(Appendix C Sections 4b-4d)

Goal 1 – NETs & Information / Communications Technology Literacy

All teachers in the district will become proficient with the same general NETS technology skills and information literacy skills required of their students.

Target Group: Certificated teachers

Specific Measurable Objectives by June 30, 2012

Objective 1: By June 2012, **100%** teachers, who participate in district-sponsored educational technology professional development, will become proficient with general technology knowledge and skills, classroom productivity tools, and information literacy skills aligned to the NETs for teachers and NETs for students. All district teachers will become proficient in technology skills and assistive tools for their subgroup populations.

Annual Benchmarks for Objective 1

Year 1: minimum of 33 % in 2007-08

Year 3: minimum of 66 % in 2009-10

Year 2: minimum of 33 % in 2008-09

Year 4: minimum of 66 % in 2010 -2011

Year 5: minimum of 100 % in 2011-2012

Evaluation Instrument(s) & Data

Instrument: Pre and post Ed Tech Profile completed for all district-sponsored Education Technology professional development programs starting in 2007/08.

Data: Administrators' and teachers' self assessed technology and integration skills

Instrument: District and site-based training agendas and records

Data: Professional development participation correlated with proficiency in Ed Tech Profile survey

Data reviewers

Technology Director and the administrator will analyze benchmark data annually in late August / September and make any necessary modifications in order to meet our objectives.

Goal 1: NETs & Information / Communications Technology Literacy

Implementation Strategies / Timelines

1. Annually, require administrator and teacher completion of Ed Tech Profile survey by all who participate in district-sponsored technology training programs.
2. Annually, in June, analyze administrator and teacher Ed Tech Profile survey data to plan for professional development offerings during the following school year.
3. Annually, provide Ed Tech Profile workshops to teachers, administrators, and site Ed Tech Profile.
4. Annually in the fall, schedule and promote district-sponsored technology workshops for the administrator and for teachers during the school year aligned to district curricular goals, the content standards, to the NETs, assistive technology, and to identified Ed Tech Profile professional development needs including information literacy skills.
5. Annually, provide systematic professional development and collaboration time for administration and teachers to analyze student achievement data, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology and develop periodic benchmark assessments horizontally and vertically through grade levels in the district.

Electronic Learning, Assessment, & Productivity Resources

- Microsoft Office Suite, e-mail, Internet.
- Peripherals such as LCD projectors, digital cameras, video cameras, and printers.
- CLRN approved curriculum-based software
- CTAP Online Professional Development.
- Online resources including SETs and CDE's Ed Tech Profile

Ongoing Monitoring for Continuous Improvement

Technology Director and administrator track the development and implementation of all activities and accomplishments monthly and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective..

Person(s) responsible: Technology Director and administrator are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Admin and teachers are responsible for completing all necessary professional development and ensuring student instruction is based on standards-aligned objectives and research based programs, practices and arrangements.

Goal 2 - Technology Integration

All teachers and administrator in the district will become proficient with technology integration and teacher specific electronic productivity tools.

Specific Measurable Objectives by June 30, 2012

Objective 1: By June 2012, **100%** of the teachers who participate in educational technology professional development focused on technology integration including CLRN and/ or SBE approved curriculum based technology resources will become proficient.

Annual Benchmarks for Objective 1

Year 1: minimum of 33 % in 2007-08 **Year 3: minimum of 66 % in 2009-10**
Year 2: minimum of 33 % in 2008-09 **Year 4: minimum of 66 % in 2010 -2011**
Year 5: minimum of 100 % in 2011-2012

Objective 2: By June 2012, the district will train and place Technology Integration Mentors (TIMs) at all district schools. The district/school will provide the TIMs with stipends to support site teachers after school.

Annual Benchmarks for Objective 2

Year 1: minimum of 33 % in 2007-08 **Year 3: minimum of 66 % in 2009-10**
Year 2: minimum of 66 % in 2008-09 **Year 4: minimum of 66 % in 2010 -2011**
Year 5: minimum of 100 % in 2011-2012

Evaluation Instrument(s) & Data

Instrument: Annual teacher and admin Ed Tech Profile

Data: Administrato's and teachers' self assessed technology and integration skills

Instrument: District training agendas and records

Data: Professional development participation correlated with proficiency in Ed Tech Profile survey

Data reviewers

Technology Director and administrator will analyze benchmark data annually in late August / September and make any necessary modifications in order to meet our objectives.

Goal 2: Technology Integration and Electronic Productivity Tool Literacy Implementation Strategies / Timelines

1. Annually, require administrator and teacher completion of Ed Tech Profile survey by all who participate in district-sponsored technology training programs.
2. Annually, in June, analyze administrator and teacher Ed Tech Profile survey data to plan for technology integration and electronic productivity tool professional development offerings during the following school year.
3. Annually, provide Ed Tech Profile workshops to teachers, administrator, and site Ed Tech Profile.
4. Annually in the fall, schedule and promote district-sponsored technology integration and CLRN approved curriculum-based software and resource workshops for Math and ELA teachers by grade bands (K-2, 3-5, 6-8) during the school year aligned to the content standards and to identified Ed Tech Profile tech integration needs.
5. Annually, the district will train site-based Technology Integration Mentors (TIMs) and CTAP Online mentors to support district technology participants at the site level.
6. Annually, provide systematic professional development and collaboration time for site administration and teachers to analyze student achievement data, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology and develop periodic benchmark assessments horizontally and vertically through grade levels in the district.

Electronic Learning, Assessment, & Productivity Resources

- Microsoft Office Suite, e-mail, Internet.
- Peripherals such as LCD projectors, digital cameras, video cameras, and printers.
- CLRN approved curriculum-based software
- CTAP Online Professional Development.
- Online resources including SETs and CDE's Ed Tech Profile

Ongoing Monitoring for Continuous Improvement

Technology Director and the administrator will track the development and implementation of all activities and accomplishments monthly and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.

Person(s) responsible: Technology Director and administrator are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Site administrators and teachers are responsible for completing all necessary professional development and ensuring student instruction is based on standards-aligned objectives and research based programs, practices and arrangements.

Goal 3 – Using Technology to Support Data Driven Instruction

District site administrators and teachers will become proficient in the use of technology to improve student achievement data collection, analysis, reporting, and decision-making.

Target Group: Certificated teachers and administrator

Specific Measurable Objectives by June 30, 2012

Objective 1: By June 2012, 100% of teachers will learn to use technology (i.e. standards-based electronic grade books and/ or spreadsheets) to analyze student assessment data and make data-driven decisions to meet individual student academic and intervention needs.

Annual Benchmarks for Objective 1

Year 1: minimum of 33 % in 2007-08

Year 3: minimum of 66 % in 2009-10

Year 2: minimum of 33 % in 2008-09

Year 4: minimum of 66 % in 2010 -2011

Year 5: minimum of 100 % in 2011-2012

Evaluation Instrument(s) & Data

Instrument: Annual Ed Tech Profile:

Data: Teacher's self assessed technology and integration skills

Data reviewers

Technology Director and administrator will analyze benchmark data annually in late August / September and make any necessary modifications in order to meet our objectives.

Goal 3: Using Technology to Support Data Driven Instruction Implementation Strategies / Timelines

Use of Technology

1. Annually, require administrator and teacher completion pre and post Ed Tech Profile survey by all who participate in district-sponsored technology training programs.
2. Annually, in June, analyze Ed Tech Profile administrator and teacher survey results on data driven instructional decision making and student data reporting systems to plan for professional development offerings.
3. Annually by September, plan professional development opportunities for the year focused on standards-aligned classroom assessments and data-driven decisions that meet individual student academic needs and target student intervention needs. Promote opportunities to teachers through all available communication conduits.
4. Annually in the fall, schedule and promote district-sponsored technology workshops for administrators and for teachers during the school year on the district's web-based student reporting system.
5. Annually, provide systematic professional development and collaboration time for administration and teachers to analyze student achievement data, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology and develop quarterly assessments horizontally and vertically through grade levels in the district.

Electronic Learning, Assessment, & Productivity Resources

- CTAP Online Professional Development.
- CDE's Ed Tech Profile

Ongoing Monitoring for Continuous Improvement

The Technology Director and administrator will track the development and implementation of all activities and accomplishments monthly and report progress at meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.

Person(s) responsible: The Technology Director and administrator are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Site administrators and teachers are responsible for completing all necessary professional development and ensuring student instruction is based on standards-aligned objectives and research based programs, practices and arrangements.

Goal 4 – Improve Communication between Home, School, and Community

All teachers and administrators will become proficient in the use of technology to improve two-way communication between home, school, and community

Target Group: Certificated teachers, administrator, and clerical staff

Specific Measurable Objectives by June 30, 2012

Objective 1: By June 2012, 100% of the administrator and teachers who attend professional development will be proficient with the district website content management software.

Annual Benchmarks for Objective 1

Year 1: minimum of 33% in 2007-08

Year 3: minimum of 66% in 2009-10

Year 2: minimum of 33% in 2008-09

Year 4: minimum of 66% in 2010 -2011

Year 5: minimum of 100% in 2011-2012

Objective 2: By June 2012, 100% teachers and administrators, who attend professional development, will be proficient with the district's e-mail client software.

Annual Benchmarks for Objective 4

Year 1: minimum of 33% in 2007-08

Year 3: minimum of 66% in 2009-10

Year 2: minimum of 66% in 2008-09

Year 4: minimum of 66% in 2010 -2011

Year 5: minimum of 100% in 2011-2012

Evaluation Instrument(s) & Data

Instrument: E-mail account records and usage.

Data: % of teachers with access

Instrument: Communication artifacts from website that shows teachers and administrator are proficient in using a WYSIWYG website content management system.

Data: evidence of efforts to improve two-way communication.

Data reviewers

The Technology Director and administrator will analyze benchmark data annually in late August / September and make any necessary modifications in order to meet our objectives.

**Goal 4 – Improve Communication between Home, School, and Community
Implementation Strategies / Timelines**

1. Annually, require administrator and teacher completion of Ed Tech Profile survey by all who participate in district-sponsored technology training programs.
2. Annually, in June, analyze Ed Tech Profile administrator and teacher student information/ data analyses results to plan for professional development offerings during the next school year.
3. Annually in the fall, schedule and promote district-sponsored technology workshops for the administrators, and for teachers on using Microsoft Word and other desktop publishing software.
4. Annually in the fall, schedule during the school year and promote district-sponsored technology workshops for administrator and for teachers on the district's web-based content management system and client e-mail software.

Electronic Learning, Assessment, & Productivity Resources

- Content management software for the web
- E-mail online access and client software
- CTAP Online Professional Development.
- CDE's Ed Tech Profile

Ongoing Monitoring for Continuous Improvement

The Technology Director and administrator will track the development and implementation of all activities and accomplishments monthly and report progress at our monthly meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.

Person(s) responsible: Technology Director and administrator are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. The Administrator and

teachers are responsible for completing all necessary professional development and ensuring student instruction is based on standards-aligned objectives and research based programs, practices and arrangements.

5. INFRASTRUCTURE, HARDWARE, SOFTWARE, & TECHNICAL SUPPORT

5 a & b: Current District Hardware

Existing hardware and electronic resources at each of our sites is included in *Component 3a: Current Technology Access* in our tech plan. This data comes from both our CBEDS data and our annual California School Technology Surveys.

The total number of internet connected multi-media computers in the district, four years old or newer, that are used for instruction is summarized in the chart below (data from 2006-07 California Tech Survey and district/ school records).

District Total
7
Total = 7:1 student to computer ratio as of Spring 2007

District Equipment Replacement Chart				
School Name	Enrollment (Unofficial CBEDS) 2006-07	# of current Instructional Multimedia computers / thin clients 4 years or newer in 2006 -07 CA. Tech Survey	# of computers 4 years old or more as of June 2008-2012	# of new computers needed to reach/ maintain goal of 2:1 in five years as per District objective.
Hornbrook Elementary	50	0	25	25
	50	0	25	25

5 a & b: District Hardware Needs During the Next Five Years

Improving student to up-to-date multi-media computer ratios is a moving target. As the district annually purchases new computers for its school sites, others are retired, making it difficult to obtain a student to computer homeostasis. To complicate the issue further, our student population fluctuates annually.

We will replace old computers and add to the numbers at each site to improve our student to computer ratios through new purchases that meet the CDE minimum recommended standards for new desktops, laptops, and thin client servers. We will also improve our student to computer ratios through our partnership with the non-profit Computers For Classrooms program, which provides the district with refurbished up-to-date multi-media computers that can be placed in service for a minimum of 3 years. We plan to purchase a new server that will be capable of running a thin-client system after the refurbished computers become obsolete. Lastly, hardware such as wireless access points, printers, etc... will be purchased to complete our site network.

20 new computers (4 years or newer in Spring 2007 to meet 2.5:1 student to computer ratio
0 new computers (4 years or newer in Spring 2008 to meet 2.5:1 student to computer ratio
0 new computers (4 years or newer in Spring 2009 to meet 2.5:1 student to computer ratio
5 new computers (4 years or newer in Spring 2010 to meet 2:1 student to computer ratio
10 new computers (4 years or newer in Spring 2011 to meet 2:1 student to computer ratio
35 = Total number of new computers needed over the next five years: 2007-2012

(See chart on previous page for details.)

5 a & b: Current Electronic Learning, Assessment, & Student Information Resources

Elementary School Electronic Resources Used:

Microsoft Office Suite, Internet Resources, and Microsoft Works.

5 a & b: District Electronic Resource Needs During the Next Five Years

- Electronic grade book resources.
- Additional district standardized and CLRN approved curriculum and intervention software and online services for English/Language Arts and Math for all grade levels.
- Additional K-8 SBE adopted textbook publisher companion technology resources, particularly for English/Language Arts and Math.
- CLRN approved assistive software
- Upgrades to existing software versions as needed.
- After computers become obsolete transform the computers into a thin-client.

5 a & b: Current District Infrastructure, Site Networks, and Connectivity

Total Number of schools in district = 1

Total Number of district schools connected to the Internet by:

Full T-1: 1

Average # of drops per classroom: 1

What percentage of schools are served by the following Internet service provider?

County Office of Education: 100%

What percentage of classrooms in the district do not have direct phone service? 100%

What percentage of classrooms in the district do not have direct voicemail service? 100%

5 a & b: District Infrastructure Needs During the Next Five Years

- Increase # of drops per classroom or add wireless switches to each classroom.
- Increase site and classroom wireless capabilities.
- Additional classroom phone lines and voice-mail to improve home to school communications
- Develop a server closet where all Cat5 lines are managed.

5 a & b: Current District Tech Support

District support includes a Technology Director who also serves as a technician when problems arise at the district or school site. The Technology Director is available at the site five days a week as well as assistance from the County Office of Education Information Technology Support Department which provides infrastructure and hardware consultation free of charge.

- Administrative Computers, Software, Infrastructure, & LAN
- Elementary School Computers, Software, Infrastructure, & LAN

Type Of District Support Provided	Individuals Responsible
Ongoing equipment maintenance, repair, and replacement	District Computer Technician (.1 FTE)
Technical Support provided during school hours	District Computer Technician (.1 FTE)
Technical support after school hours	District Computer Technician (.1 FTE)
Technology Integration Support	CTAP Region 2, Technology Director

Type Of Site Support Provided	Individuals Responsible
Ongoing equipment maintenance and repair.	None at site level - District Computer Technician (.1 FTE)
Technical Support provided during school hours	District Computer Technician (.1 FTE)
Technology Integration Support	District Computer Technician (.1 FTE)

5 a & b: District Tech Support Needs Over the Next Five Years

The district will increase staff or stipend funding to existing staff as required and/or as funds allow.

5. C & D: Goals, Objectives, Benchmarks, Timelines, and Monitoring

Goal 1 - District Goals for Hardware and Software

All students will have access to up-to-date computers and appropriate software to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our Digital society.

Specific Measurable Objective by June 30, 2012

Objective 1: By June 30, 2012 our district average student to computer* ratio will be 2 to 1 or better. (*based on CDE defined up to date multimedia computer - four years old or newer).

Annual Benchmarks for Objective 1

Year 1: 5:1 ratio 2007-08

Year 3: 2.5:1 ratio 2009-10

Year 2: 2.5:1 ratio 2008-09

Year 4: 2:1 ratio 2010 -2011

Year 5: 2:1 ratio 2011-2012

Objective 2: By June 30, 2012 100% core curriculum classroom will have access to district approved CLRN and/or SBE approved curriculum based learning and intervention software and/or internet subscriptions.

Annual Benchmarks for Objective 2

Year 1: minimum of 33% schools in 2007-08 **Year 3: minimum of 66% schools** in 2009-10

Year 2: minimum of 33% schools in 2008-09 **Year 4: minimum of 66% schools** in 2010 -2011

Year 5: minimum of 100% schools in 2011-2012

Monitoring and Evaluation Instrument(s) & Data

Instrument: Annual CBEDS and Annual California Online Tech Survey:

Data: average student to computer ratio by school and district wide

Instrument: Annual district technology software survey of school sites

Data: % of classrooms with access to approved curriculum based software

Monitoring and Evaluation Process:

The Technology Director and administrator will track the development and implementation of all appropriate access activities, inventories and accomplishments monthly and report progress at our meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective. Technology Director and administrator will analyze end of school year results annually in June.

5. C & D: Goals, Objectives, Benchmarks, Timelines, and Monitoring

Goal 2 - District Goal for Infrastructure

The administrator and teachers will become proficient in the use of technology to improve student achievement data collection, analysis, reporting, and decision-making.

Specific Measurable Objective by June 30, 2012

Objective 1: By June 30, 2012, the administrator and teachers will become proficient in the use of technology to improve student achievement data collection, analysis, reporting, and decision-making.

Annual Benchmarks for Objective 1

Year 1: minimum of 25% in 2007-08 **Year 3: minimum of 75%** in 2009-10

Year 2: minimum of 50% in 2008-09 **Year 4: minimum of 100%** in 2010 -2011

Year 5: minimum of 100% in 2011-2012

Monitoring and Evaluation Instrument(s) & Data

Instrument: Annual California Online Tech Survey:

Data: average student to computer ratio by school.

Monitoring and Evaluation Process:

The Technology Director and administrator will track the development and implementation of all appropriate access activities, inventories and accomplishments monthly and report progress at our collaboration meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective. The Technology Director and administrator will analyze end of school year results annually in June.

5. C & D: Goals, Objectives, Benchmarks, Timelines, and Monitoring

Goal 3 - District Goal for Technical Support

Our school site will have access to timely technical support so teachers and students have access to technology needed to support standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our Digital society. (*Aligns to curriculum goal #3 in Tech Plan section 3*)

Specific Measurable Objective by June 30, 2012

Objective 1: By June 2012, the district will have a standardized Information Technology Services (ITS) work order process and tracking system in place.

Annual Benchmarks for Objective 1

Year 1: minimum of 25% in 2007-08 **Year 3: minimum of 50%** in 2009-10

Year 2: minimum of 50% in 2008-09 **Year 4: minimum of 75%** in 2010 -2011

Year 5: minimum of 100% in 2011-2012

Objective 2: By June 2012, the district will have ITS computer, software, and network security standards in place for district supported technology.(ie. Virus protection, DeepFreeze software, web content filtering software, Spam Blocking)

Monitoring and Evaluation Instrument(s) & Data

Instrument: District ITS Policies and Procedures handbook

Data: Standardized work order process and security standards for computers and networks.

Monitoring and Evaluation Process:

The Technology Coordinator and administrator will track the development and implementation of all appropriate access activities, inventories and accomplishments monthly and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective. Technology Coordinator and administrator will analyze end of school year results annually in June.

6. EDUCATION TECHNOLOGY FUNDING & BUDGET

When developing the budget for our EETT-Formula Tech Plan, we took into consideration the districts' long-range strategic plans, curricular goals, and other planning documents. Economic conditions in California and the nation may continue to impact k-12 education budgets and grants through the duration of our 5-year tech plan. Therefore, our established and potential funding sources to implement our Ed. Technology Plan may be impacted as well.

The District General Fund generally covers the costs for:

- The stipends for the Technology Director
- Student Information System including implementation & training costs.
- Tech help support
- Student assessment system including implementation & training costs
- Internet Connectivity costs (outside of ERATE)
- Other equipment/tools used by the Technology Director.

CTAP Region 2 provides in-kind coordinator time to assist with Technology Plan implementation and pays subscription fees for Hornbrook Elementary and faculty to use the CTAP Online staff development system. CTAP also offers fall and spring after-school technology workshops and a two-day Summer Teaching and Learning Collaborative conference at the CSUC campus each summer that help us meet our Technology Plan objectives.

Budget Assumptions:

- The budget will continue at the same level.
- We will get EETT funding for the first time starting in 2007/08.
- Grant funding continues to be available.
- There will not be any state or district budget freezes for the duration of our Tech Plan.
- School site budgets and Title 1 funds will continue to fund some of the site-specific hardware, software, professional development, and tech support outlined in the plan.

Given the uncertainty of our Ed Tech sources of funding, we have established the following priorities list to guide budget allocation:

1. School site technical support
2. Up-to-date student and teacher computers and productivity software
3. Curricular software & associated internet service contracts
4. Voice mail & auto attendant communication systems
5. Infrastructure upgrades
6. Staff development for administrator

6A. Established and Potential Education Technology Funding

Established Funding Sources	Potential Funding Sources
District General Fund	Title II Part A Teacher and Principal Training and Recruiting
District Ed. Tech Budget	Title III Part A: Language Instruction for LEP Students
School Site Budgets	Title IV Part A: Safe & Drug-Free Schools and Communities
Title 1, Part A- Schoolwide	Title V Innovative Programs
Federal REAP	Peer Assistance and Review
State K-12 Voucher Pgrm	School and Library Improvement Program Block Grant
ERATE	Instructional Time and Staff Development Reform
DAS	Economic Impact Aid/ State Compensatory Education
CTAP, Region 2 Services	QEIA Program
Block Grant	High Priority School Grant Program
After School Program Funds	Comprehensive School Reform Program

Process For Identifying Future Funding

Technology funding and budget planning take place on an ongoing basis guided by the goals and objectives of this plan. At our small rural district, teachers and the administrator will be involved in grant writing, budget development and allocation of funds to implement the goals set by the Board and this Ed Tech plan. The district's administration attends workshops to stay current on categorical programs and their uses and consults with the County Office of Education about the state funding levels. The district maximizes the use of categorical funds in order to have general funds available for technology purchases and upkeep.

6B. Estimate of Tech Plan Implementation Costs for Term of the Plan

With K-12 education funding limited and unpredictable, we cannot accurately determine our LEA Ed Tech funding sources and budgets more than one year in advance. The following budget plan chart projects actual budget and funding sources for year one of our Tech Plan only. During the spring/summer of each school year for the duration of our tech plan, we will review, revise, and update our tech plan to align with our annual Ed Tech budget realities.

Beyond year one, we will seek additional potential funding sources outlined in section 6A, to increase annual LEA Ed Tech funding levels during years 5 of our tech plan in order to fully meet the goals, objectives, and strategies outlined in sections 3,4, and 5 of our Tech Plan. Without these potential additional annual funds for Ed Tech, existing district Ed Tech resources alone will likely be inadequate to fully implement the Total Cost of Ownership of our Tech Plan. All cost saving options will be explored as well. These include but are not limited to: applying for ERATE and / or DAS; repair of broken equipment instead of replacement; prioritizing and if necessary, delaying Tech Plan implementation strategies; limiting the number of computers in

service; deploying thin client systems, shared wireless computers on carts; refurbished hardware; leasing equipment; and any other methods for saving money.

Category	Item Description 2007-08 Expenditures	Estimated TCO Year One	ERATE* Eligible Amt. Year One	Year One Funding Source(s) for Non ERATE Eligible items
1000-1999 Certificated Salaries	<i>Substitutes and stipends for staff development</i>	\$3,500		District General Fund and High Priority Grant
2000-2999 Classified Salaries	<i>Tech Support</i>	\$2,000		Title V – Innovative
3000-3999 Employee Benefits	<i>Benefits for certificated and classified</i>	\$665		District General Fund
4000-4999 Books and Supplies	<i>Misc. Infrastructure</i>	\$1,500		District General Fund
	<i>Computers</i>	\$12,000		After School Program and High Priority Grant
	<i>Printers</i>	\$2,000		SAM
	<i>LCD Projectors</i>	\$1,000		After School Program
	<i>Misc. Other Peripherals</i>	\$0		N/A
	<i>Productivity Software</i>	\$3,000		After School Program
	<i>ELRs –(Electronic Learning Resources) InfoTrak Online</i>	\$0		N/A
5000 -5999 Services, operating expenses, travel	<i>Staff Development Training</i>	\$2,000		Title II Part A
	<i>Internet Access</i>	\$1,500	\$1350	Title V Innovative
	<i>Web Site Publishing & Hosting</i>	\$500	\$450	District General Fund
6000-6999	<i>Capital Outlay if over \$10,000 purchased at one time</i>	\$10,000	\$9,000	
TOTALS		\$39,315	\$10,800	

(*see annual ERATE supplement in appendix for details)

Our district has estimated the Total Cost of Ownership (TCO) of our Ed Tech Plan accounting for all the major cost factors over the duration of the plan.

Please note that all of the budget figures in the chart that follows are TCO estimates and will only be expended if funding is available.

5-year TCO Ed Tech Professional Development Stipends and Supplies	\$15,000
5-year TCO Technical Support	\$10,000
5-year TCO Hardware and Peripherals	\$12,000
5-year TCO Electronic Learning Resources / Online Subscription Services	\$2,500
5-year TCO Electronic Productivity Resources (i.e. Microsoft Office)/ Upgrades	\$5,000
5-year TCO Networking and Telecommunications Infrastructure	\$15,000
5-year TCO Web site hosting / Publishing services	\$2,500
5-year TCO Contracted Services <i>Professional Development, Tech Support, and/or Retrofitting</i>	\$12,500
5-year TCO Physical plant modifications	\$3,000
Total Five Year Total Cost of Ownership Cost Estimate <i>(Based on goals, objectives, and action steps in Tech Plan sections 3, 4, & 5.)</i>	\$74,500

We will implement our five-year Technology Plan with our known annual technology budget and new funding opportunities that may arise. We plan to set aside a minimum of 25% of our annual Technology Plan budget for professional development with the remaining 75% going toward hardware, software, infrastructure, and technical support as outlined in this plan.

6c. Level of Ongoing District Technical Support

The district has .1 FTE computer technicians offering tech support to the school site, .1 FTE for every computer in the district.

6d. District's Replacement Policy for Obsolete Equipment

The district replacement policy for obsolete equipment is every five years. Our district computer replacement budget is 20% per year of our technology budget. The site principal works with the School Site Councils to review tech inventories at the school and replace as needed and budgets allow.

6e. District's Budget and Funding Monitoring Process

Our district is committed to a dependable and sustainable Technology Plan that ensures funding for reliable infrastructure, hardware, technical support, professional development, and software for all district sites.

The Technology Director and administrator have the responsibility and access to appropriate budgets to meet the objectives specified in this plan. During the District's annual budgeting cycle the Technology Director will develop a tech budget as part of the annual cycle, citing various sources of funding. The Superintendent takes budget recommendations and revision requests to the School Board as needed. The Technology Director provides the district Superintendent with ongoing data on technology replacement, upgrade, maintenance, and technical support needs including the annual California School Survey data provided by all sites in the district. Site technology budgets are the domain of site principals and school site council.

7. MONITORING & EVALUATION OF TECHNOLOGY PLAN

7.A-C: 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 Criteria components 3, 4, & 5.

Each identified objective in our Technology Plan will be reviewed and evaluated monthly by the Technology Director, who has the overarching responsibility for ensuring that our goals and

objectives are monitored, adjusted as necessary, and accomplished and by our Technology Advisory Team and its sub-committees.

The district’s core Education Technology Advisory Group (eTAG) is comprised of the district Technology Director, Administrator, and teachers. eTAG will track the development and implementation of all activities and accomplishments monthly. Tech Planning issues, successes, data, progress, and any needed revisions to the plan will be reviewed during four eTAG meetings during the school year. In addition, progress reports on the District Technology Plan objectives will continue to be a standing agenda item at our district/ site admin meetings.

The following chart specifies who is responsible for the monitoring and evaluation activities and an approximate amount of monthly work contract time to be spent on the activities.

Job Title(s) of Responsible Individual(s)	Responsibilities	Monthly FTE Time Estimate
District Technology Director	Provide overall Tech Plan management and coordination	Total for all = .1 FTE
District Technology Director	Manage, coordinate, and assess curriculum-based technology staff development	
District Technology Director	Assess, plan, implement, monitor, and evaluate technology integration staff development aligned to curriculum. Provide support to site-based technology coaches.	
District Technology Director	Standardize, develop, manage, monitor, and revise as necessary network, hardware, infrastructure, software, and technical support specifications, policies, and procedures.	
District Technology Director	Collect staff development data on technology proficiencies through the completion of the EdTech Profile.	
District Technology Director	Coordinate ongoing partner involvement with community and private schools.	
District Technology Director	Collect and analyze data regarding K-12 students’ computer skills and students’ academic achievement	
District Technology Director	Provide and / or facilitate necessary Ed Tech professional development for the district based on data.	
District Technology Director	Collect data regarding staff development focused on teaching students computer and information literacy skills	
District Superintendent	Collect data regarding staff development focused on integration of technology into the curriculum to improve academic achievement	
District Technology Director	Use collected data to monitor and evaluate progress toward benchmarks and the timeline and to plan and make modifications.	
District Technology Director	Collect annual California School Technology Survey data and assist with pre and post Ed Tech Profile completion.	▼

8. ADULT LITERACY AND TECHNOLOGY

Adult Literacy is provided through the Yreka Adult School Program housed on the Discovery High School campus in Yreka, CA.

During the summer/fall of 2007, the Technology Director will meet with adult literacy providers at Discovery High School to share information about our Technology Plan, to learn how the Adult School Program is currently incorporating technology into its classes, and to discover how we may collaborate to better provide services to our students, our parents and the district community. Our district will try to develop a collaborative partnership plan with the Adult School Program to maximize the use of technology.

9. EFFECTIVE, RESEARCH-BASED STRATEGIES

9A. & 9B. Our Technology Plan lists clear goals and strategies for integrating technology into the curriculum to improve student learning in the specific areas of English/ Language Arts and Math. The learning objectives are based on the California State Academic Content Standards. The following relevant research was examined and integrated into our plan. The research we selected emphasizes best practices for technology integration in the curriculum, Total Cost of Ownership, and important factors that contribute to successful staff development.

Hornbrook Elementary School District's philosophy is that the use of technology should be integrated into the curriculum at all levels in order to improve student achievement. Technology should not be a separate content taught for its own sake. Technology improves student performances when the application directly supports the curriculum objectives being assessed. Alignment of project or lesson content with state content standards is an important first step in infusing technology into the curricula. A survey of 465 teachers in California resulted in 92% affirming that the starting point in infusing technology into the curriculum is having information about the specific content of a program or use of an application that aligns with state-adopted curriculum standards. A number of respondents indicated that an online resource that profiles electronic learning resources with the specific skills and knowledge in areas that align with the content standards would facilitate the selection of programs enabling the integration of technology with the curriculum (Cradler & Beuthel, 2001)

In an ACOT study 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 (Sandholz et al, 1997). Research suggests that when technology is integrated into the larger instructional framework, students will gain both technical expertise and content knowledge (Silverstain et al, 2000). Moreover, using technology within the curricular framework can enhance important skills valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments (Sandholtz et al, 1997; "Critical Issue," 1999)

While our district does offer some basic technology courses, technology integration will not be taught in isolation. Staff development has, and will continue to emphasize the use of technology as a powerful teaching and learning tool that engages students while addressing content standards within the curricular, instructional framework and adopted curriculum.

The Learning Return On Our Educational Technology Investment: A Review of Findings from Research, WestED (Ringstaff and Kelley, June 2002) is an extensive report that examines many

studies related to educational technology and school reform. Several key factors are identified a crucial elements for successfully using technology:

- Technology is best used as one component in a broad-based reform effort
- Teachers must be adequately trained to use technology
- Teachers may need to change their beliefs about teaching and learning
- Technological resources must be sufficient and accessible
- Effective technology use requires long-term planning and support
- Technology should be integrated into the instructional framework

These key elements are addressed in several places in our Technology Plan. They are best found in the areas aligning technology with curricular and professional development goals emphasizing technology-enhanced, standards-based curricular lessons and units.

Our revised Education Technology Plan 2007-2012 includes all the research-based best practices integrated in:

- **The EETT Technology Plan** research-based requirements for formula and competitive grant applications for Title II, Part D in No Child Left Behind. <http://www.ed.gov/policy/elsec/leg/esea02/pg35.html#sec2414>
- **Education Technology Planning: A Guide for School Districts.** California's research-based guidelines for district-level educational Technology Planning. <http://www.cde.ca.gov/ls/et/rd/edtechguide.asp>
- **COSN, Total Cost of Ownership (TCO)**
TCO Tool offers schools a formalized process for assessing the costs of managing their technology investments. Costs for wireless communications, voice/data integration and e-learning. http://classroomtco.cosn.org/gartner_intro.html

In our district Technology Plan, professional development is a primary focus and CTAP Online (www.ctaponline.org) is at the heart of our technology skill and integration professional development program. In September of 2002, the California Department of Education released the document: **Learning...Teaching...Leading...Report of the Professional Development Task Force** (<http://www.cde.ca.gov/re/pn/fd/documents/learnteachlead.pdf>) which contained 10 recommendations for developing a comprehensive, aligned, and integrated statewide system of professional development that will sustain the continued growth of a highly-qualified teacher and administrator workforce. Among the recommendations, CTAP Online web-based professional development portal was specifically identified as the primary example of a, "... **Web-based support system for teachers and administrators that is available at all times and includes standards-based curriculum resources, professional development resources, and facilitated online training.**" (pp 37-38, Learning...Teaching...Leading.)

In addition CTAP Online matches up against the design elements for high quality professional development as outlined in the Designs for Learning. Designs for Learning was developed by the California Professional Development Reform Initiative, which was sponsored by the California Department of Education with support from the California Professional Development Consortia, the Center for the Future of Teaching and Learning, the California Staff Development Council, and the New Teacher Center. <http://www.cde.ca.gov/pd/ps/te/designs4lrng.asp>

Becker, J.H., and Riel, M.M. (2000). Teacher professional engagement and constructivist-compatible computer use, Center for Research on Information Technology and Organizations.

Retrieved September 23, 2002, online

http://www.crito.uci.edu/tlc/findings/report_7/startpage.html

This report describes a number of aspects of the professional engagement of American teachers. It also examines relationships between professional engagement and teaching practice, including instruction involving computer use. We defined professional engagement as a teacher taking effort to affect the teaching that occurs in classrooms other than his or her own. We measured professional engagement by (1) the frequency that a teacher had informal substantive communications with other teachers at their school, (2) the frequency and breadth of professional interactions with teachers at other schools, and (3) the breadth of involvement in specific peer leadership activities-mentoring, workshop and conference presentations, and teaching courses and writing in publications for educators.

Our Education Technology Plan is consistent with the Becker research in the following ways: (1) Teachers collaborate with various staff to produce and practice technology integrated technology activities. (2) Teachers are provided with the opportunity to attend sessions every semester both online and face-to-face that cover basic-to-advance use of technology; and (3) Our key (technology proficient) teachers are involved in leadership activities such as coaching, facilitating, and modeling the effective use of instructional technology.

Marzano, R, Pickering, D., and Pollock, J. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Virginia: Association for Supervision and Curriculum Development.

This book summarizes the research supporting a variety of instructional strategies with proven successes in improving student achievement. The research-based strategies include 1) identifying similarities and differences; 2) summarizing and note-taking; 3) reinforcing effort and providing recognition; 4) homework and practice; 5) nonlinguistic representations; 6) cooperative learning; 7) setting objectives and providing feedback; 8) generating and testing hypotheses; and 9) cues, questions, and advance organizers.

A variety of instructional strategies and technologies will be used to assist teachers and students in acquiring Information and technology literacy skills and all content areas. As described in the research, the used of nonlinguistic representations such as graphic organizers are effective tools for supporting understanding of key concepts, and graphic representations are highly effective tools for supporting new concepts and vocabulary. Simulation software allows students to generate and test hypotheses quickly and efficiently. Using presentation software to organize information, coupled with using a printed copy of the presentation to assist in note-taking skills, helps students to better identify key concepts and summarize critical information. Consistent with the research, our curricular and staff development goals include the use of Inspiration and other mind-mapping tools, the use of simulation software and probe-ware, and PowerPoint handouts to guide students in note-taking.

Current research will be incorporated as appropriate to ensure that the education technology program in our district is consistent with current scientifically-based research regarding technology, teaching, and learning. Software evaluation and selection in the area of literacy will be consistent with research from the Early Reading First initiative, which has identified five components essential to a child's learning to read: phonemic awareness, phonics, vocabulary, fluency, and comprehension. All software selected will be CLRN and/ or SBE approved and evaluated for its ability to support the five key literacy components, and will follow the "assess, align, instruct, and evaluate" model to target instructional activities based on students' needs.

9C. The Hornbrook Elementary School District is examining ways to deliver curriculum and professional development using new, innovative, technology-based tools. Our Technology Plan integrates the development of innovative strategies for using technology including the use of standards-based report cards, easy to use school and teacher Web Publishing software, free or low cost Internet resources for students, teachers, and administrators and piloting wireless laptop and will possibly use thin client programs at our Elementary School.

Our district is committed to increasing course offerings through the use of technology. The district is investigating Algebra courses for 8th grade students via webcast or videoconference. The district is investigating video conferencing capabilities at school sites in order to enhance instruction through collaborative learning projects, to deliver courses from different sites, to allow for students and teachers to collaborate with peers and experts.

We will continue to work with CTAP Region 2 and our County Office of Education to explore use of the High Speed Network to deliver rigorous academic curricula online to our students. Through our partnership with CTAP Region 2 we have free access to an online course builder to provide our instructional staff with district specific extended high quality professional development on technology and curriculum integration expanding our current face-to-face district staff development offerings.

APPENDIX

Appendix C

Criteria for EETT-Funded Education Technology Plans

In order to be approved, a Technology Plan needs to have “Adequately Addressed” each of the following criteria:

- For corresponding EETT Requirements, see Appendix F.
- If the Technology Plan is revised, insert the Education Technology Plan Benchmark Review Form (Appendix I) at the beginning of the Technology Plan.
- 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
a. The plan should guide the district’s use of education technology for the next three to five years.	6	The education Technology Plan describes the districts use of education technology for the next three to five years.	The plan is less than three years or more than five years in length.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 & 11 (Appendix F)	Page in District Plan	Example of 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.	6-7	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, & 12 (Appendix F)	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.	9	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.	10	The plan describes the typical frequency and type of use (technology skills/information 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 and academic content standards in various district and site comprehensive planning documents.	11-13	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.	13-17	The plan delineates clear, specific, and realistic goals and target groups 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 detailing how and when students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace.	17-18	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.
f. List of clear goals and a specific implementation plan for programs and methods of utilizing technology that ensure appropriate access to all students.	18-20	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to support the progress of all students. 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.	20	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.	21-22	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.	15-22	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.	15-22	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.

4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 & 12 (Appendix F)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summary of the teachers' and administrators' current technology skills and needs for professional development.	23-25	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 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 four to eight 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.	25-26	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 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.	26-32	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.	26-32	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.

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. 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.	33-35	The plan clearly summarizes the technology hardware, electronic learning resources, networking and telecommunications 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.	33-35	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 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.	35-37	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.	35-37	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.

6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix F)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List of established and potential funding sources and cost savings, present and future.	37	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 (three to five years).	38-40	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.	40	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.	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.	40	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.	40	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.			

7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix F)	Page in District Plan	Example of Adequately Addressed	Example of 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.	40	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.	40	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. Description of how the information obtained through the monitoring and evaluation will be used.	40	The plan describes a process to report the monitoring and evaluation results to persons responsible for implementing and modifying the plan, as well as to 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.

<p>8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION</p> <p>Corresponding EETT Requirement(s): 11 (Appendix F)</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>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.</p>	<p>42</p>	<p>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.</p>	<p>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.</p>

9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 & 9 (Appendix F)	Page in District Plan	Example of 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.	42-44	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. Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.	42-44	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).	45	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