MAPLE CREEK ELEMENTARY SCHOOL DISTRICT TECHNOLOGY PLAN
JULY 1st, 2008-JUNE 30th, 2011

Maple Creek School's Mission

The mission of Maple Creek Elementary School District is to use available resources to provide an exemplary educational program for the students of Maple Creek School. The District will also provide and support an environment that fosters staff communication, mutual trust, respect, and esteem, and encourages professional growth.

County Name:	Humboldt
District Name:	Maple Creek Elementary School District
CDS Code:	12 - 62935 - 6008031
District Phone Number:	(707) 668-5596; fax (707) 668-4132
Plan Contact Name:	John Cromwell
Contact Title:	Principal
Contact email:	maplecrk@humboldt1.com
Contact Address:	15933 Maple Creek Rte
Contact City/Zip code:	Korbel 95550

TABLE OF CONTENTS

Appendix I – Education Technology Plan Benchmark Review

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

Education Technology Plan Benchmark Review

For the grant period ending June 30, 2008

IDENTIFYING INFORMATION:
CDS # _____12 - 62935 - 6008031_____
Applicant Name: Maple Creek Elementary School

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)

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 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.

PRINTED NAME OF AUTHORIZED REPRESENTATIVE

TITLE OF AUTHORIZED REPRESENTATIVE

SIGNATURE DATE

For CDE Use Only

Date Added: _____

Selected For Random Review:

Comments:

ACKNOWLEDGMENTS

School Board of Trustees

Deanna Mather, Board President
Joe Coglaiti, Trustee
Jan Garcia, Trustee

School Site Council

Mike Mather, President
Jessica Windbigler

District Personnel

Curriculum / Data Personnel
John Cromwell, Principal

Technology Personnel
John Cromwell, Principal

Financial Personnel
Karen Schatz, Chief Business Officer

Site Administrators

John Cromwell, K-8 Principal
Karen Schatz, Chief Business Officer

Teachers

John Cromwell, 4-8th Grade
Sara Luring, K-3rd Grade

Government Agencies

CTAP Region 1, EdTech Plan Coordinator – Peggy Ericson
EdTech consultant -Jeff Haugen

District Profile

Maple Creek School is a two-room schoolhouse that has been in its current location for 50 years. It is located along the Mad River in Humboldt County, California. The school is approximately 20 miles east of the city of Eureka. Please visit the following websites. Both have data that gives a snapshot of our district during the 2005-06 school year from the Ed Data (http://www.ed-data.k12.ca.us/welcome.asp) and Dataquest (http://data1.cde.ca.gov/dataquest/) web sites.

Maple Creek School's Mission

The mission of Maple Creek Elementary School District is to use available resources to provide an exemplary educational program for the students of Maple Creek School. The District will also provide and support an environment that fosters staff communication, mutual trust, respect, and esteem, and encourages professional growth.

OVERVIEW

Maple Creek School is a small but necessary two-room public schoolhouse located in a remote and beautiful area of Humboldt County. The school has averaged 10-18 students in recent years. This one-school district serves K-8th grades and is the only public place in this remote area of Humboldt County. The school is essential to the fabric of the community and plays many roles to its residents, from a social gathering place for community events, to a valuable educational resource to its students and the greater community. This past year, Maple Creek School added high-speed satellite internet access to the list of resources available to its students and community members. This has opened many opportunities for learning and discovery that weren't available before. Maple Creek School has five Macintosh computers, wireless high-speed internet (via satellite), a new Nikon digital camera, and two ink-jet printers. When necessary, Humboldt County Office of Education provides technical support.

The five staff members that work for the district are: a full-time teacher/principal, and part-time business manager, multi-funded teacher/aide, bus driver, and janitor/maintenance/security person.

CBEDS enrollment for Maple Creek School fluctuates between eleven and twenty-one students historically. The student to teacher ratio has ranged from six to one to ten to one over the past ten years. Maple Creek School has two part-time teachers. The teacher/principal has extensive computer experience. He oversees the work involved in maintaining and updating the school's technology resources and is the District media specialist. The school SITE Council acts in a cooperative effort with the school and provides additional guidelines in using and purchasing technology tools. The student population is mostly caucasian, and currently there are no English Language Learner students. This past year Maple Creek purchased two new Macintosh Computers along with a new digital projector. The school has three outdated computers as well. All students have access to these five computers.

More and more, the educational community is challenged with meeting the ever-growing needs of its students. Maple Creek School District understands that technology is emerging as a valuable tool for students and teachers in the classroom. Students are becoming more active learners and teachers are becoming better facilitators of the learning process through the use of technological resources. Technology is very motivating to students and is a valuable addition to every classroom.

Student/Parent Population: Due to the rural nature of Maple Creek's demographics, only some families currently have a computer in their homes. Many homes are off the grid (generate their own electricity) and have minimal amounts of energy available. This greatly increases the need to

keep the school up-to-date with its computer resources so as to serve this population that is in high need for access.

Restructuring: Computer Assisted Instruction (CAI) involves active and cooperative learning. The teacher establishes the goals and an environment in which the student becomes the key participant in the learning process. CAI enhances and enriches traditional teaching methods.

Expectations: As students become more active rather than passive learners, the visual, auditory and kinesthetic learning models become increasingly stimulated. Strength is recognized not just from the highest achievers but from the entire student population. Expectations of students and teachers are increased on a daily basis. Students are expected to be ethical and appropriate users of the internet. There is a zero tolerance policy for the intentional misuse of the technological resources. Parents/teachers/students sign a contract agreeing to follow the strict guidelines established by Maple Creek School in using web-based resource tools, technological equipment including digital cameras, computers, fax machines, etc.

Effective technology: Effective technology focuses on the learning process rather than on the technology itself. It allows the teacher to become a powerful facilitator in a student-centered environment. Students become users and producers of technology, and therefore practice higher order thinking skills to master the curriculum at hand. The computer is an essential tool that students use to create the highest quality presentations and assignments.

VISION STATEMENT

The population of students of Maple Creek School must become computer-literate, so Maple Creek School must provide access to resources to prepare them to compete in the highly competitive job market of today's workplace and act as a community resource to residents of Maple Creek. To achieve this goal, Maple Creek School must blend the traditional means of learning with modern technology so that our students actively construct their own knowledge structures.

By becoming independent active learners, our students will be able to participate in and be enriched by, the global community, maximizing their opportunities for the future.

1. District Vision for Technology Use and Plan Duration:

Maple Creek School's technological vision for its students varies from grade level to grade level. Technology use has recently become a high priority to our school as the teacher/principal has extensive experience with computer technologies. Throughout the past two years, a considerable amount of time has been spent to bring up competencies of the students. Currently, 40% of our computers need to be replaced to support network printers, advanced software programs, and to increase the speed of individual tasks. The long delay time between tasks makes teaching whole-class lessons difficult and students get impatient. The main focus of our efforts will be to secure funding to purchase six new computers in the next five years.

Needs for professional development for staff members include: web design, file sharing, working with excel worksheets, developing PowerPoint presentations, troubleshooting computer systems, using scanner, and our digital camera. Most of the needs can be taught in-house as the

administrator already has many of these skills. In-services will be planned to address these areas of growth and staff will attend professional development workshops as necessary and appropriate.

Within three years:

Students will leave Maple Creek and enter high school with the following competencies:

- Students will continue to expand their use of the available technological tools to master California Content Standards in Reading /Language Arts, Social Sciences, Math, and other subject areas.
- If we receive ELL students, they will use technology to improve ELA proficiency.
- School-based computers, software, and connectivity will function without problems 90% of the time.
- Students will become proficient web users so as to discern truth and relevance from a flood of information, determine the credibility of web sites, and learn appropriate and ethical use of web-based programs.
- Students will utilize technological resources to complete 30% of their assignments in order to enhance their overall quality and appearance.
- Students will learn how to maintain their individual computers and how to troubleshoot to solve printing, file sharing, software, and hardware malfunctions.
- Upon graduating from the 8th grade, students will be able to complete advanced presentations using:

  Microsoft: PowerPoint, Word, Outlook Express, Access and Excel
  Adobe: Illustrator, Acrobat, and Photoshop
  Internet Use: Develop a basic web page, be able to search web sites and filter information/web sites, download files for use, and other related tasks.
  Misc. Programs: Hyperstudio, Windows Media Player, Internet Explorer, and others.

- Students will become proficient in keyboarding (at least 25 words a minute).
- Students will use all forms of technology appropriately with fewer than three inappropriate occurrences/uses.
- Students will become proficient enough with Photoshop to be able to make adjustments to their own pictures (contrast/brightness/etc.) and do multi-media projects where they take their own artwork/photographs and add layers on top of them.
-

Within three years:

Maple Creek Staff will advance or acquire the following competencies:

- Administrator will attend a professional development workshop to learn how to develop a new web page for the school and update the current school site.
- The lower grade's teacher will become more proficient at using e-mail software, file-sharing, excel worksheets, and troubleshooting through staff in-services.
- Utilize web-based resources in finding/researching California Curriculum Standards.
- Find quality lesson plans/activities online that are appropriate for classroom use.
- Complete administrative and daily paperwork online saving time and energy.
- Compare STAR Data results with other schools our size on data-based web-sites.

- Use e-mail, instant messaging, and electronic chalkboards to communicate with other staff members and professionals in their fields.
- Compare students' STAR scores with other students in California and track students' records and school-based data.
- Complete and hand in assignments for professional development classes on-line or take an on-line course.
- Access resources on-line that our small school doesn't have access to currently.
- Utilize and purchase software applications that will help bring students up to their grade level expectations.

Within three years:

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

- Maintain a 1 to 2 ratio of computers to students.
- Maintain wireless high-speed internet availability for lap-top and desktop computers.
- Purchase a new DVD video camera.
- Purchase a new Macintosh computer each year (for 6 consecutive years) to update currently outdated computers or secure a grant to buy six computers all at once.
- Purchase up-to-date software to replace outdated programs.
- Become self-reliant with tech support where we don't need to hire anyone to fix our system.
- Make outdated computers available to parents to increase exposure and access.
- Access Humboldt County Office of Education budgeting software (our up-load via the dial-up may be too slow).
- Utilize and purchase software applications that will help bring students up to their grade level expectations.

Within three years:

Expected funding/budget outcomes in 3 years:

- Once Maple Creek School has a technology plan approved, they will secure a grant from the state within three years to help purchase new Macintosh computers.
- We will utilize Federal Title monies, Lottery, and GATE funds to help update our software.
- We will secure donations from business owners, community, or family members.
- Students will learn how to maintain computers and help keep them running efficiently to avoid expenses.
- Secure funding from the following programs: E-Rate, CA Teleconnect Fund, EETT Formula, available state funds and grants, and k-12 Voucher Initiative.

Within three years:

Expected monitoring and assessment of outcomes:

- During our technology time, projects will be assigned to ensure students are comprehending lessons and are able to utilize the skills being taught.
- Each Trimester, assessments will be given to show mastery over taught skills.
- As a staff, we will discuss the progression of our computer competencies, list areas of improvement, and form a needs list to ensure we have appropriate resources to reach our established goals.
- Include parent volunteers and County Office employees to get a fresh perspective of appropriate goals and expertise needed for a challenging technology curriculum.
- Develop a schedule to assess current resources, hardware, and software.

Expected monitoring and assessment outcomes in 3 years: Once our technology plan is adopted our SITE Committee and Board of Directors will review our progress throughout the three year period. They will ensure that we are meeting our objectives on the timeline we have set-up in this plan. The teachers will monitor the students' progress through observations and class assessments. Students will have to demonstrate skills gained in assignments they are given.

- Annual increases in teachers' technology proficiencies per the CTAP^2 Assessment
- Annual increases in teachers' use of technology to enhance curriculum
- Students' progress in mastering the California Content Standards in Reading/Language Arts and Math
- Students' progress in acquiring information literacy skills
- Annual maintenance/infrastructure upgrade activities are reviewed and adjustments made

Technology Planning Team and Stakeholders

2(a) The Technology Planning Team includes two teachers (one of which is also the Principal), and the Business Manager. The team is provided oversight by the School Site Council and the Governing Board. As a small rural school, Maple Creek School has no curriculum director or technology staff. The community has no non-profit organizations or local businesses other than ranchers and timber companies. The team members perform multiple roles and represent a cross-section of the school's community. The School Site Council meets 2-3 times a year, and the governing board meets monthly to discuss pertinent school issues and to provide guidance in spending funds, developing curriculum, and purchasing equipment. When appropriate, every effort is made to include the parents and the greater community. This plan was reviewed and adopted by the current staff, school board, and School Site Council.

CURRICULUM COMPONENT

3(a) Staff and student access to technology- Due to the small size of our school, students and staff have free and immediate access to computers as they are located in their every day classrooms. There is one computer per four students. There are two classrooms (upper and lower grades) where all but one computer is made available to the students/ staff. The upper grade students have access to two new Macintosh computers and the lower grades have two computers to share between them in their room. In the upper grade room, they have access to an ink-jet printer with scanner, a digital projector, and a digital camera. The overall rural demographic status of our school reduces the opportunity for access to computer technologies at home. Therefore, many students work on their computers before and after school and during recess time when we have inclement weather. Maple Creek has formal computer class at least once a week and sometimes more. The school plans on having computer evenings about once a month where the computers will be available to students and community members.

Goal for Staff & Student Access to technology	Implementation Plan/Activities	Responsible Position	Timeline	Monitoring & Evaluation Activities
Maintain the technology resources on our own w/ minimal outside help.	Attend trainings on troubleshooting and maintaining computer networks and webpage design.	Administration & Teaching Staff	Begin in the fall of 2008 and continue thereafter.	Keep a record of when we require outside help & track the # of days our system/computer is down.
Make the resources at school open to the public. Have open times for community to stop by.	Develop a flier for the community inviting them to utilize school technology resources.	Administration	Begin in the fall of 2008 and continue thereafter.	Keep a record of people who utilize this resource & complete a survey for the community to fill out.

3(b) District's current use of hardware and software to support teaching and learning- Computers are very motivating to students and can be used to get buy-in on assignments. Currently, computers are used with each subject area throughout the year. Most recently, the addition of high speed internet has opened the door to many opportunities for our school. 60% of the students can use the school's printer/scanner/digital camera independently. Our current computer network includes three MacIntosh computers with different operating systems. They limit the software we can download, compatibility between systems, and create printing/file sharing/maintenance problems. The upper grades teacher/principal is comfortable in teaching students how to use the following programs: Microsoft Word/PowerPoint/Excel/Outlook Express/Publisher/Access, Adobe PhotoShop/Acrobat, Garage band, iPhoto and iMovie. All of the students are at least beginner users of these programs and several of them are advanced users.

Students utilize computer technologies in cross-curricular assignments including but not limited to; PowerPoint presentations, word processing, creating story or picture books, developing

graphs for math, researching for reports, keyboarding, music recordings, mapping skills, and multi-media projects.

Here is a breakdown of how computers are used at our school:

English- The students type stories and lay out their books in Microsoft Word or Photoshop for more advanced users. The lower grade students and low readers use a variety of reading software programs that are motivating to them. The programs track their progress and move them along at a rate where they can be successful. Students also use word processing software on a weekly basis where they complete research reports and speeches.

Math- Students use a variety of software programs that are "game-based" and are motivating to the students such as "Wild West Math" and "Mathosaurus II". These programs help them to master math facts that are best used if memorized. Students also create charts and graphs in Microsoft Excel and in a program "Maps and Graphs" to represent data they have created. The students also utilize web sites that have creative games that are played by answering multiplication/division/addition/subtraction problems.

History- Students use internet resources to research speech and report assignments. They also use various web sites in learning about different types of maps and how they are used. They also take virtual tours of historical places to attach real experiences to the content we cover. There are several software games the students enjoy playing that ask geographical and social studies questions. "Oregon Trail" and "Carmen San Diego" are two popular CD-ROMs for this subject area. The older students enjoy Prentice Hall's "History Quiz Show" and "Civilization".

Science- Our school will be focusing on the sciences. We use the computers extensively in preparing for the Humboldt County Science Fair and for researching and printing out backboard labels, charts, graphs, etc. We use the internet to connect with real scientists that are in the field and have web sites where they update their information and answer e-mails regarding their experiences. These projects are very motivating to the students and are a great way to reinforce principles discussed in class. There are many DVD Science labs that give the students a virtual look at labs that would be too costly or prohibitive due to safety.

Areas for improvement- To maximize our hardware/software resources, our staff needs to focus on professional development opportunities to expand our abilities. We want to learn to maintain and update our school's website. The Business Manager would benefit from advanced training in using: Microsoft Excel and Adobe Illustrator. We need to update our computer hardware as 60% of the computers are outdated, and don't allow us to run the Adobe Software we purchased because the RAM on operating systems aren't advanced enough. We also have a need for at least one PC computer, to provide a State-compatible platform for required reporting documents such as CBEDS and CSIS. Our Business Manager is already familiar with PC-based programs, and two of our current families have expressed strong interest in having PCs available for students as well.

3(c) District's curricular goals-

Maple Creek School has five strategic technology driven curriculum goals. We hope to achieve these curricular goals as our students acquire and refine their technology and information literacy skills. Technology can play a vital role in improving the effectiveness, efficiency, and ideally the enjoyment of their learning experiences as they master the core content standards.

- **Goal 1:** Our schools will use technology to support the district's curricular goal of 60% of students attaining proficiency or better with ELA content standards on the STAR exam.
- **Goal 2:** Our school will use technology to support the curricular goal of 60% students attaining proficiency or better with Math content standards on the STAR exam.
- **Goal 3**: All Students will utilize computer technology to improve as writers and thus improve writing scores on the STAR test.
- **Goal 4**: 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.
- **Goal 5**: The district will use technology to improve student achievement data collection, analysis, reporting, and decision making. Due to our small school size and being a one school district, we don't have to report our STAR results. Well over 50% of our students score at or above the proficient level in all subject areas. Our school will continue to utilize our technology assets to improve our STAR scores by enhancing lessons that deal with CA standards and to stay abreast of any new or altered standards. Technology will allow us the opportunity to compare our school's scores to other similar schools in the state.

3(d) Goal statements and plan to improve learning and teaching- English/Language Arts and Math curriculums are the main subject areas that are a part of each grade level's STAR Test. Given this focus, our school has purchased software that compliments these subjects. We currently have outdated versions of Reader Rabbit, Learning School, and Jump Start. One of our main goals with increased funding would be to replace most of the existing software programs we have. Newer versions are more effective and motivating to the students. This also includes practical software programs for word processing, photo editing, and spreadsheets.

Goals for Improving Student Learning

Goal	Implementation Plan/Activities	Responsible Position	Timeline	Monitoring & Evaluation Activities
3(d) After the three years with this plan, 70% of the students will meet the goals set up by this plan.	Continue with lessons focusing on developing the skills needed to accomplish the goals listed in 3(d).	Teaching Staff and monitored by Governing Board and Admin.	June 2011	Monitor student progress & assess them to check for mastery of skills.
3(d) Incorporate some type of computer technology into 30% of our lesson plans.	When developing lessons, include use of computer, audio-visual equipment, etc. into assignments/school-work/homework.	Teaching Staff and monitored by Governing Board & Administration	By 2011, students will be proficient enough with computers to use them independently in assignments.	Check the daily assignments and have a separate technology grade on the report card.
3(d) Students at all grade levels will be familiar with the keyboard & will practice at least twice a week.	Through computer assignments & using keyboarding software, students will develop their typing skills.	Teaching and Administration	See attached goals for timelines for keyboarding skills.	Complete time trials that measure keyboarding rates.
3(d) Get the teaching staff proficient with Microsoft Excel, PowerPoint, e-mail programs, & web pages.	Attend Professional Development opportunities that focus on the gaps listed in the goals.	Administration & Teaching Staff	By 2011, certificated staff will have 70% of the goal areas accomplished.	Staff will be teaching the new skills to their students & using them in their daily jobs.
60% of students will score at the proficient or above level on all areas of the STAR Exam.	Improve teaching and curriculum through the use of new technology support, training,hard-ware and software.	Administration & Teaching staff	By 2010-2011 school year	Administration, Site Counsel, and School Board will review each year's STAR scores.

Benchmarks for Student Learning

3(d) June 30, 2011	**June 30, 2009** Purchase 2 new computers; one Mac, one PC **June 30, 2010** Purchase 2 new computers; two Macs **June 30, 2011** Purchase 2 new computers; two Macs, Check out replaced computers for home use so we can send software/projects home.
3(d) June 30, 2010	**By June, 2009** incorporate computer technology into 30% of our lesson plans. **By June, 2010** incorporate computer technology into 40% of our lesson plans. **By June, 2011** incorporate computer technology into 50% of our lesson plans.
3(d) June 30, 2011	**June 30, 2009** STAR test scores increase by 3% **June 30, 2010** STAR test scores increase by 5% **June 30, 2011** STAR test scores increase by 8%
3(d) June 30, 2011	Staff attended at least staff two staff development workshops for integrating technology into Reading/LA, Math, and Staff & Admin.

July 1, 2008 to June 31st 2011

Goal	Implementation Plan/Activities	Responsible Position	Timeline	Monitoring and Evaluation Activities
3(d)	Purchasing six new computers	School Board	July 1, 2008–June 30, 2011	Each year a minimum of one new computer.

3(d)	Web page development.	Admin.	June 30, 2010	Add four new pages within our current web site.
3(d)	Secure funding for new computers.	Admin. School Bd.	June 30, 2010	Acquire a grant or state funding to fund this plan's objectives
3(d)	Students will attain 70% of the goals defined in this plan.	Staff & Admin.	June 30, 2010	Lesson and unit plans developed; Student technology skills

3(e) Student acquisition of technological and information literacy skills- Due to our multi-grade classrooms, teachers have the same students for multiple grade levels. One major advantage to this is that teachers know the history of each student well, and they know what has and has not been covered before. They can more effectively build pre-existing knowledge structures and skills.

We have purchased motivating reading intervention software that has been very effective in raising reading levels of our younger students. Students use these programs on their own time and when possible we have sent a copy home for them to use there. We also use research-based reading intervention software for our special education students.

We use a variety of techniques to gauge improvement including: running records, Read Naturally Program, STAR test results, portfolios of their work over time, and daily reading logs. These tools allow us to better diagnose students' gaps as to determine whether technological resources are appropriate to their needs. Incorporating technology into the different areas of curriculum is both motivating to the students and develops more complex thought patterns resulting in higher student achievement, which is reflected by our STAR Test results. By meeting the objectives listed below our long range plans for individual student achievement will be achieved.

Another strength our students have is in researching. They start using the web in the 2nd grade and continue throughout. They can read through a deluge of information and pull out the crucial aspects. They also are aware of the sites they are on and the teachers have to approve each one before they can use the information. Maple Creek School students will become proficient at the following goals:

Goal	Implementation Plan/Activities	Responsible Position	Timeline	Monitoring & Evaluation Activities
3(e) By the 2nd grade, students will be able to load CD Software games and utilize them to reinforce Math/ Reading/Social Studies/etc. skills.	Begin guided computer instruction in Kindergarten leading into self-guided independence by the middle of the 2nd grade.	Teaching Staff	By July 2010 students will accomplish this task	Individual assessments to see if they can do the task
3(e) By the 3rd grade, students will understand the purpose for each key on the keyboard.	Utilize Mavis Beacon or MasterKey and software to learn keyboard.	Teaching Staff	June 2010 or sooner	Have the students demonstrate for you their skills one on one.
3(e) By the 3rd grade, students will be able to use basic word processing programs.	Begin instruction on word processing programs during the middle of 2nd grade.	Staff	End of 3rd grade year.	Students demonstrate proficiencies.
3(e) By the 4th grade, students will know how to use the internet and how to send an e-mail.	Begin instruction at the beginning of their 3rd grade year.	Staff	Beginning of the 4th grade class.	Students can send e-mail by without help.

3(e) By the 6th grade students will be able to independently use the scanner, digital camera, printer, and will be advanced computer users.	Begin instruction of these devices in the 3rd grade.	Staff and Admin.	Middle of the 6th Grade Class.	Students demonstrate proficiencies.
3(e) By the 6th grade, students will know how to store and organize information on computers.	Begin instruction of these devices in the 3rd grade.	Staff and Admin.	Middle of the 6th Grade Class.	Students demonstrate proficiencies.
3(e) By the 6th grade, students will be proficient with the following programs: Microsoft Word/Excel/ PowerPoint/Access, Outlook Express, Explorer, and HyperStudio.	Begin instruction of these devices in the 3rd grade.	Staff and Admin.	Middle of the 6th Grade Class.	Students demonstrate proficiencies.
3(e) By the 6th grade, students will have experience using Adobe Photoshop/Illustrator/ Acrobat and palm hand-held devices.	Begin instruction of these devices in the 4th grade.	Staff and Admin.	Middle of the 6th Grade Class.	Students demonstrate proficiencies.
3(e) By the 8th grade, students will help maintain individual computers and network systems. They will be able to troubleshoot computer problems and solve them 70% of the time.	Begin instruction of these devices in the 4th grade.	Staff and Admin.	Middle of the 8th Grade Class.	Students demonstrate proficiencies.
3(e) By the 8th grade, students will be able to use Adobe Illustrator/Photoshop/Acrobat, Microsoft products, and internet tools with little to no supervision.	Begin instruction of these devices in the 4th grade.	Staff and Admin.	Middle of the 8th Grade Class.	Students demonstrate proficiencies.

Benchmarks for students' acquisition of literacy skills:

3(e) June 30, 2009	50% or 5 of the above goals will be met
3(e) June 30, 2010	60% of the above goals will be met
3(e) June 30, 2011	90% of the above goals will be met
3(e) By the 3rd grade	Students will know how to use the basic skills to search the internet
3(e) By the 4th grade	Students will know credible web sites and how to organize notes from the web.
3(e) By the 5th grade	Students will master internet tools, skills in searching, and in filtering information.

Goal #	Implementation Activities	Responsible Position	Timeline	Monitoring and Evaluation Activities
3(e)	Grades K-3- the teacher will work with the students to: learn the keyboard, how to load games, how to use word processing	K-3 Teacher	July 1- October 31, 2010	Administration will verify that students display the skills with little to no help.
3(e)	Grades 4-6- upper grade teacher will teach the students to send e-mails, use the web, become independent users of Microsoft: Word, PowerPoint, Excel and introduce Adobe Photoshop & Illustrator.	4-8 Teacher	July 1- October 31, 2010	Administration will verify that students will be able use these software programs with no help from the teacher.
3(e)	Grades 7-8th- students will be	4-8 Teacher	July 1-	Administrator will verify that

	independent computer users using the programs listed above and they will be able to type 25 WPM using Masterkey.		October 31, 2010	students will be able perform proficiencies with no help from the teacher.

3(f) Appropriate and Ethical use of information technology

Maple Creek School District will make every effort to ensure that there is no infringement of copyrighted works. Students and parents must sign a contract for the students to use the internet and online resources. This contract explicitly states that copyrighted material may not be placed on the web without the author's permission. The teaching staff and administration willl educate students so they will be able to discern legal versus illegal uses of copyrighted material and downloadable materials. Students will also be taught about the differences between paraphrasing and plagiarism and the procurement of online reports.

Goal	Implementation Activity	Responsible position	Timeline	Monitoring and evaluating activities
3(f)	Students in grades 4th and up will be taught about copyright laws and illegal downloading of copyrighted materials.	Teaching Staff	June, 2009	Administration will ensure students and their families have received information regarding copyright laws of intellectual material.
3(f)	Students in the 5th grade and up will be taught about plagiarism	Teaching Staff	June, 2009	Administration will ensure student comprehend the differences between paraphrasing and plagiarizing the work of others.

3(g) Internet Safety- Maple Creek School District wants to ensure that all its students and staff learn how to be safe from online predators and know how to keep personal information and their identity secure while still maximizing the internet resources. We use the maximum filter on our current internet browser (Safari).

Students at Maple Creek and their parents currently have to sign an internet usage permission slip at the beginning of the year. This contains language which requires users to comply with internet appropriate activity and strictly prohibits on-line computers to be used for threatening, discriminating, sexual, or other behavior that might encourage drug use.

Goal	Implementation Activities	Responsible Position	Timeline	Monitoring/Evidence of Activities
3(g)	Maple Creek will send out a	**Administrators/Staff**	**Fall 2008**	**School board will check to**

	survey to evaluate parent literacy on the dangers of the internet.			**see if the Survey has been created by the administrator The results will be analyzed by the Administration and the board.**
3(g)	Maple Creek School will attach with the internet permission slip an informative letter discussing the dangers of internet usage from online predators that sites such as my space can host and inappropriate materials.	Administrators	Fall 2008	Board will check to see if a letter went home in the Fall of 2008 and every subsequent year informing parents of school policies and dangers regarding internet usage.
3(g)	The school will also have at the first open community computer night a reminder session about internet safety in the form of a power point presentation.	Administrators	Fall 2008	Board will see if Open Computer nights have occurred and an informational session has taken place with parents sign-ins for attendance at the presentation.

3(h) Utilize technology to ensure equitable technological access for all

Currently, the district doesn't have any students requiring assistive needs. But should this ever be required we are familiar enough with the system preferences of our computers to be able to provide many computer voice and color options in the universal access areas. Computers can also be set to translate from English to Spanish should Maple Creek ever get a non-English speaking person.

Goal #	Implementation Plan Strategies and Activities	Responsible Position	Timeline	Budget Source*	Monitoring and Evaluation activities
3(h)	If the district was to get a student who required special assistance in order to use the computer, accommodations would be made to facilitate this student	Administrator	When needed	None needed	Board will ensure that any student needing these measures

3(i) Benchmarks for improving student record keeping and assessment-

Due to the small size of Maple Creek school it is easier to keep records and analyze student performance manually instead of utilizing EduSoft or Excel-like spread sheets for the moment. Should Maple Creek's student population increase significantly over current levels there may be a need for computerized record keeping and assessment.

3 (j) Improving two-way communication between home and school-

Our small school setting lends itself to a good line of communication between staff, parents, students, and faculty. Once a month we send home a school-wide newsletter. The first part of the parents' newsletter is dedicated to what is happening at school, events in the future, and any problems we maybe having with the students or general school issues. This newsletter is also sent out via email to some parents, staff, and board members.

As the school up-dates its computer resources, it will start to offer technology nights. We will open the school to community members and give guidance to them in their chosen projects. They will have free access to all of our software. We will also try to determine if adult literacy classes would be attended if they were offered. If there is a need for this service, the school will purchase additional software that focuses on adult literacy.

Only two of our families in our school district have a computer at home. It is a district policy that once we up-date our computers, we make the old ones available to families who don't currently have a computer and try to help them gain access to on-line resources. For this program to be successful for the school and the community, it is essential that we replace our outdated computers/software with a network of new computers.

Implementation Plan Strategies and Activities	Responsible Position	Timeline	Budget Source*	Monitoring and Evaluation activities
Survey of staff and parents regarding their access to technology at home	Admin. Staff	July 1, 2008 – June 30 '09	F; C	Completed survey and analysis of results
Survey community/parents to see if they would attend a technology night once a month.	Admin. Staff	July 1, 2008 – June 30 '09	F; C	If there is interest, designate a night a month the school will be open.
Put our monthly newsletter on our web site.	Admin. Staff	July 1, 2010 – June 30, 2011	F; C	Board will ensure follow through on this goal.
Get access for 60% of our students to computers. Replace our existing computers with newer systems. Make older computers available to families to check out so students have access at home.	Admin/ Staff	July 1, 2010- June, 2011	F:C	Board will ensure this is happening

*See pg. 17 for funding sources (Codes)

3(k) Monitoring the curricular components of this plan 3d-3g.

The Maple Creek School Governing Board, the school SITE Committee, and the administrators will provide oversight and ensure that we are meeting deadlines that have been identified in the benchmark portion of this technology plan. Every effort will be made to meet or surpass the given timeline. Each time the SITE Council meets (usually twice a year), they will review the adopted plan and make sure that the school is working towards achieving the benchmarks. The school's governing board will check progress at least two times throughout the school year as part of their monthly board meetings. If we are not meeting our timeline benchmarks, we will develop an action plan to get back on track.

Maple Creek School's small size is an asset in many ways. Our small size and student population allows us to provide computers for each student that they have year in and year out. This makes them more accountable for appropriate use, and they become intimately familiar with their computers and how files/software programs are set-up. The cost of up-dating our system is a lot less than other schools because we don't have to buy the volume the larger schools have to purchase. The small class size lends itself to effective instruction and feedback for the students. The students at Maple Creek School progress at faster rates than students from most other schools. We also move through exercises, drills, and units more quickly, so we get to cover more skills and practical uses for technology. Maple Creek School has done an excellent job integrating technology in cross-curricular strands, and this plan will ensure we continue to do so into the future.

PROFESSIONAL DEVELOPMENT

4(a) Summary of teacher and administrator proficiency with technology: Maple Creek School is a one school district that has less than fifteen students. The school has two credentialed teachers for a total 1.80 FTE. The staff is very experienced in implementing and planning instruction. The Business Manager is experienced at using a variety of Office applications, on both Mac and PC operating systems.

4(b) Summary of professional development goals: New funding would allow the school to purchase new computers and allow staff to be brought up to date on the newest software versions and fill in any gaps they have in using the technology. Everyone is proficient using: word processing programs, excel worksheets, e-mail, web searching programs, scanning documents, taking digital images, and burning CDs.

Areas of professional development the principal/teacher would focus on are: web design, excel, networking, scanning and external hardware use. The Business Manager will focus on SACS accounting software, excel advanced spreadsheets, and attendance software. The other credentialed teacher will focus on her advanced e-mail skills, downloading software off web sites,

using spreadsheets, PowerPoint, Adobe Photoshop, and organizing files on the hard drive. The aides need to focus on developing more proficiency in the various programs.

All of these staff members have some ability in the listed programs but need extra training to become more efficient and productive. Current staff will implement the plan with heavy reliance on CTAP for advice, guidance and staff development. We will continue to rely on Principal to maintain equipment. The County Office of Education provides some tech support by providing maintenance for the WAN, computer classes at the county office, advice about networking, and group buy of equipment on an irregular basis.

Lastly, the principal will attend workshops that address internet safety, online predators and appropriate use of online resources put on by Humboldt County office of Education and regional CTAP meetings. CTAP is providing the training and ISTE has issued materials on these subjects.

4(b) and (c) PROFESSIONAL DEVELOPMENT GOALS & IMPLEMNTATION

Goal	Implementation Plan	TIMELINE	PROVIDER	Monitoring
4(b,c)	1. Each staff member will become advanced word processing users where the can bring in graphics & move in other projects into Word (Excel work-sheets/PowerPoint slides/etc.)	By July1, 2010 staff will become advanced users in Microsoft Word, Appleworks, etc.	Staff will attend trainings in-house, HCOE, or at the Technology Center.	School Board will evaluate staff progress toward these proficiencies.
4(b,c)	2. Each staff member will become advanced PowerPoint and Excel spreadsheet users.	By July 1, 2009 staff will become advanced users in Microsoft PowerPoint.	Staff will attend in-house, HCOE trainings, or at the Technology Center.	School Board will evaluate staff progress toward these proficiencies.
4(b,c)	3. Each staff member will become proficient at file sharing/organizing files/using local area network for printing/etc.	By July 1, 2010 staff will be proficient at utilizing computer network systems.	Staff will attend in-house, HCOE trainings, or at the Technology Center.	School Board will evaluate staff progress toward these proficiencies.
4(b,c)	4. Each staff member will become familiar with up-to-date software programs that enhance the math and Language Arts programs run on the newer operating systems (OS-X)	By July1, 2009 Staff will have attended trainings or been trained about newer software programs for Lang. Arts and Math.	Staff will attend in-house, HCOE trainings, or at the Technology Center.	School Board and the Site Council will evaluate the staff's progress in learning the latest software programs.
4(b,c)	5. The Business Manager will become more proficient at using Excel	By July 1, 2010 the Business Manager will learn advanced Excel on both Mac and PC	Staff will attend in-house training and HCOE trainings.	School Board will evaluate staff progress toward these proficiencies.
4(b,c)	6. The principal/teacher will learn to build/maintain the school's web site and become more proficient at computer networking.	By July 1, 2010 the prin-cipal will be proficient in web design and computer networking.	Principal will attend HCOE trainings or utilize our local Technology Center.	School Board will evaluate staff progress toward these proficiencies.

4(b,c)	7. The Principal will attend workshops which address internet safety.	By July 1, 2009 the principal will become more familiar with internet safety issues	Principal will attend workshops put on by H.C.O.E. and CTAP on these topics.	School board will evaluate the principal's progress in this area.

INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, & SOFTWARE COMPONENT CRITERIA

5(a), (b), and (c) Technology Needs- Our school currently has five Macintosh computers that are not connected through a local area network. Two of the computers are capable of file sharing, but are limited to a shared printer. Two classroom computers have reliable access to high-speed satellite internet service. The software on some of these computers is outdated, and they are different versions, which makes file sharing very difficult.

The Business Manager is connected to HCOE network files through a slow dial-up connection. Limited upload speeds with our satellite internet service prevents us from connecting with HCOE via high-speed satellite. Download speeds are quick and allow us to share the internet with most of the school's computers. Technical support is limited to staff at the school, which is mainly the Principal and Business Manager. The HCOE does provide tech support but due to our remote location it is very expensive with travel time. The district tries to limit this as much as possible as our budgets are small.

Needed Infrastructure, Hardware, and Software-

Most of the current computer system at Maple Creek School needs to be replaced. We want to establish a 1-1 ratio of students to computers. We will purchase new computers, both Mac and PC, and keep some of the newer iMacs already purchased. That way we will still be able to use our current software collection on the leftover Mac systems. At least one of the new computers will be a PC to facilitate internet networking with California Department of Education. The Principal and Business Manager have some experience in networking PC computers, so minimum tech support will be needed unless a major problem presents itself. The computers purchased will always be compatible in file sharing as they will all have the same versions and operating systems.

Maple Creek School	Computers Now	**Computers to be acquired by 2008**	Connected to Internet now	**Connected to Internet by 2010**	Other hardware Now	**Other hardware to be acquired by 2009**
Grades K-3 (1 classroom)	2 over 6 yrs old	2 multimedia	1	4	Iomega Zip Drive	NA
Grades 4-8	2 less than 2	3 multimedia	2	5	Laser Printer/	2 printers/ scanners

(1 classroom)	years old				Scanner/	
Office	1, over 4 years old	1 multimedia	1 (Mac)	2 (one Mac, one PC)	1 operational printer	PDA charger/stand

Technical support for existing computers is difficult to acquire. Maintenance, upgrade and replacement of equipment and software are provided by the Principal. When we purchase our new systems, we will have technical support from the Humboldt County Office Education come out to help set up our network. After that, the current staff at school should be able to troubleshoot common problems and add software/hardware as necessary. When possible, we will donate computers to our families; otherwise they will be donated for free disposal at the Eureka School District. As a small school district, current staff will implement the plan with heavy reliance on CTAP for advice, guidance and staff development. We will continue to rely on Principal to maintain equipment.

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

Goal #	Implementation Activities	Responsible Position	Timeline	Monitoring Plan
5.c.1	Development and implement a district policy for hardware replacement	Principal	January 31, 2009	District documents
5.c.1	Develop a process for selecting, maintaining and upgrading software	Principal CTAP	June 2009	Proposal to Board
5.c.2	Monitor availability of funding for software, hardware/infrastructure replacement and upgrade	Principal	Ongoing	Meeting notes
5.c.2	District submits applications for available funding for these purposes	Principal/ Business Manager	When funding becomes available	Funding applications
5.c.2	Funding is acquired to implement the upgrade and replacement plan.	Principal/ Business Manager	When available	Budget and purchase documents
5.c.7	Purchase software to support Reading/LA and Math	Principal	June 2009	Budget item

FUNDING/BUDGET COMPONENT

6(a) Resources

Code	Description	Existing	Annual Amount	Potential New Sources	Annual Amount
A	Administration &Management	Gen Fund	In Kind		In Kind
B	Building and Facilities	Gen Fund	In Kind		In Kind
C	Categorical	SIP, Title VI	$500	Federal Funds	$500
CH	Classroom hardware	Gen Fund	$300		$300
CS	Classroom software	Gen Fund	$300		$300
F	General Fund				
G	Grants	E-Rate, EETT Formula, K-12 Voucher, CA Teleconnect Fund	$2000	To be determined	$3000
L/W	LAN/WAN Budget	Gen Fund	$100	To be determined	$100
M	Maintenance and Support	Gen Fund	$300	Gen Fund	$300
T	Training	PAR and Title II	$500	EETT	$500
	TOTAL		$4000		$5000

6(a) Process for identifying funding sources- As this is a small, rural district, the Principal and Business Manager are responsible for grant writing, budget development and allocation of funds to implement the goals set by the Board. The Principal attends workshops to stay current on categorical programs and their uses, and the Business Manager consults with the County Office of Education about the state funding levels. They maximize the use of categorical funds in order to have general funds available for technology purchase and upkeep.

The district will look to CTAP to provide cost effective staff development, advice on hardware and software purchases and to help train our staff.

An ongoing small source of funds for our school is donations from parents and community members. These donated funds are designated for use by their providers, and could either go directly toward Technology support or could fund other items, freeing other funds for technology.

The teachers and administrative staff will be creative when looking for funding sources for technology. Grants, from the State and Federal agencies, will be sought after to minimize costs of updating our school technological resources. We will make pleas for donations for new or used computer equipment and software. Parents will be encouraged to also help us in securing these resources or contacts. It will be important not to rely on any one specific funding source. When our technology plan is adopted we will secure funding from the following sources:

1. California E-Rate
2. K-12 Voucher Initiative
3. CA Teleconnect Fund
4. Possible new State funding sources
5. EETT Formula
6. Local mini-grants/donations

6(b)-Estimate implementation costs for the term of the plan (July 1, 2008-June 30, 2011)

Category	Description	Item/category Cost	Estimated annual cost	Amount or % Erate	Total cost
1000	Substitutes for staff development	6 @ $90 x 3 years	$540		$1,620
2000					
3000	Benefits	@11% x 3 years	$60		$180
4000	Misc. parts		$600		$1,800
4000	Computers	2@ $1,300 x 3 years	$2,600		$7,800
4000	Printers	1@ $600 1 year only	$600		$600
4000	Software	X 3 years	$700		$2,100
5000	Staff Development	X 3 years	$1000		$3,000
	Tech Support	Annual Contract for 1day/week x 3 years	$300		$900
	TOTAL		**$6,200**		**$18,000**

BUDGET FOR UPDATING COMPUTERS

The school will utilize these funding sources for computer purchases: E-Rate, California Tele-connect Fund, Enhancing Education through Technology, and K-12 Voucher Initiative. Being a one-school district, the school will get direct and on-going technical support.

New computers:

Minimum requirements- DVD Player/RW, Pentium 4 Proc., 2G RAM, 250 G
Average Cost per computer- $1300 (estimate)
Number of Computers- 6 to bring the lab up-to-date
Total Cost- $7,800
New Digital Camera- $400 (2008-2009)
New Scanner- $300 (2009-2010)

New Video Camera-	$1000 (2008-2009)
Misc.-	$100
Total Cost-	$1,800
Grand TOTAL-	**$9,600**

6(c) Replacement policy for obsolete equipment.

Replacement of older equipment is contingent on availability of funds as indicated…
Obsolete equipment is taken to the Eureka School District.

6(d) Monitoring progress and updating funding and budget decisions.

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

The Business Manager is responsible for monitoring all aspects of the budget. She oversees the day to day budget, plans for the expenditure of the various funds and programs, prepares the monthly budget reports as well as the state required semi annual Interim Reports for the Board, develops the budget annually, and in the process advises the Board about state and grant funds available.

Goal #	Implementation Plan/Activities	Responsible Position	Timeline	Monitoring and Evaluation Activities
6(d)	Prepare annual Tech budget to implement the Tech Plan goals and activities	Business Manager	March/April annually	Budget document
6(d)	Report/update progress of the annual Tech budget	Business Manager	January annually	Minutes of meetings
6(d)	Update tech funding as new dollars are available	Business Manager	Ongoing	Budget documents

MONITORING AND EVALUATION COMPONENT

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

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

- Annual increases in teachers' technology proficiencies per the CTAP^2 iAssessment;
- Annual increases in teachers' use of technology to enhance curriculum;
- Students' progress in mastering the California Content Standards in Reading/LA and Math;

- Students' progress in acquiring technology proficiency skills;
- Students progress in learning English as measured by CELDT;
- Annual maintenance and infrastructure upgrade activities
- Adequacy of Tech Support.

7(c) How the information obtained through monitoring and evaluation will be used.

The Principal will prepare semi annual reports of the progress toward meeting stated goals and benchmarks. This report will be in conjunction with the budget development in March/April and the semi annual report in January. The report will be presented to the staff, the Board and the SSC at regularly scheduled meetings. Changes suggested by data and funding will be examined and implemented as a result.

March/April annually	The Principal presents data and summary of progress toward meeting goals at staff, SSC and Board meetings.
January annually	The Principal gathers data and presents a status report to staff, SSC and Board.
Ongoing	Modifications of the plan and activities are made based on the data gathered, funding available and changing priorities.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS COMPONENT

8(a) Adult Literacy:
Maple Creek School will do an initial survey to establish if there is a need for an adult literacy program at the school and whether our local community would utilize if it was provided. If there is a need, we will establish a program that will best meet their needs with the resources we have available.

9. EFFECTIVE RESEARCH BASED METHODS AND STRATEGIES COMPONENT

9(a) Describe how the plan has utilized reliable research behind the model design- Maple Creek School currently uses effective strategies in teaching computer technologies and implementing technology into all areas of the curriculum. Our low student/teacher ratio makes instructing on the computer much easier than it would be with a larger class. Instruction is a

primary focus in the upper grade's room but in the lower grades room the focus is on basic keyboarding skills and using software that focuses on developing reading and math skills. One area of improvement Maple Creek School needs to focus on is in validating that the quality of instruction we provide follows best practices as defined by research based curriculum. Monies from this approved plan would provide opportunities for our staff to attend workshops and buy resources that will help meet this goal.

Curricular Area	Research Consulted	Annotation
Reading	Results! California Professional Development Institute Research includes: · Moats, Educational Leadership, March 2001 pp 36-39; Reading/Language Arts Framework for California Public Schools,, Kindergarten Through Grade Twelve. Chapter 4, pp 98-199, 1999; · Fielding and Person, Educational Leadership, vol. 51, no. 5 February 1994, pp 62-68 (see extensive bibliography of research referenced).	Researched-based reading strategies can build a foundation for reading success in students of all ages. These include: • Phonological awareness and decoding; reading fluency and word recognition; vocabulary and phrase meanings; teaching comprehension; and including writing response to reading. • Administer measures of assessment and assign students materials and programs that will enable them to read with 90 to 95 percent accuracy. • Teach individually or in small groups as much as possible. • Schedule at least two hours a day for reading instruction for struggling readers. • Monitor progress and adjust instruction and time allocations accordingly.

Curricular Area	Research Consulted	Annotation
Student Learning Mathematics and Reading	Classroom Instruction That Works, Marzano Differentiated Instruction, Harvard-Change Leadership Group Shelfelbine and others, Reading/Language Arts Framework for California Public Schools, 1999	Effective instructional practices are described and discussed Methods and strategies for strengthening Instruction Academic language must be taught. Four strategies are suggested: reading aloud; instructional discussions; reading by students; writing by students.

9(b) Use of technology to extend the curriculum: One main area that will be greatly enhanced with better technology is our school's ability to be a part of web-casts and virtual tours that scientists in the field offer. We will also be able to use online video resources as our

computers are upgraded and we have more money for a better Satellite package with faster speeds.

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.	**Pg. 7-10**	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2007-10.
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.	**Pg. 10**	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 D)	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	**Pg. 11**	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.	**Pg. 11-12**	The plan describes the typical frequency and type of use (technology skills/ information literacy/ integrated into 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	**Pg. 13**	The plan references other district documents that guide the curriculum and/or establish goals	The plan does not summerize district curriculum goals.

district and site comprehensive planning documents.		and standards.	
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.	**Pg. 13-14**	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 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.	**Pg. 15-16**	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan detailing how and when students will acquire technology and information literacy skills.	The plan suggests how student will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.
f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB **307)**	**Pg. 17**	The plan defines or delineates clear goals outlining how students will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file-sharing and/or downloading (as stated in AB 307).	The plan suggests that students will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will take place to accomplish the goals.
g. List of clear goals and an implementation plan that's describes how the district will address internet safety, including how to protect online privacy and avoid online predators	**Pg. 17-18**	The plan describes or delineates clear goals outlining how students will be educated about Internet safety.	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.
h. Description of goals about the district policy or practices that ensures appropriate and equitable access to all students.	**Pg. 18**	The plan describes or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	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 clear goals, measurable objectives, annual benchmarks and an 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.	**Pg. 18**	The benchmarks & timeline are specific and realistic. Teachers, administrators & 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. List of clear goals, measurable objectives, annual benchmarks and an implementation plan to use technology to improve two-way communication between home and school.	**Pg. 19**	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.
k. 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.	**Pg. 20**	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.
4. **PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA** Corresponding EETT Requirement(s):5& 12 (AppendixF)	**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.	**Pg. 20**	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.	**Pg. 20**	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.	**Pg. 21**	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.
5. **INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA** Corresponding EETT Requirement(s): 6 & 12 (Appendix F)	**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,	**Pg. 22-23**	The plan clearly summarizes the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support proposed to support	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

and administrators to support the activities in the Curriculum and Professional Development Components of the plan.		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.	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.	**Pg. 22-23**	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 plan describes or lists 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 Component in 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.	**Pg.22-23**	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.	**Monitoring is included with all bench-marks**	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.	**Pg. 24**	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).	**Pg. 25**	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.

c. Description of the level of ongoing technical support the district will provide.	**Pg. 26**	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. Description of the district's replacement policy for obsolete equipment.	**Pg. 26**	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.
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. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	**Pg. 26**	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.	**Pg. 26**	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. **Describe the process and frequency of communicating evaluation results to tech plan stakeholders.**	**Pg. 27**	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.
8. **EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION** Corresponding EETT Requirement(s): 11 (Appendix D)	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
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.	**Pg. 27**	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future	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.

		outreach efforts.	
9. **EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA** Corresponding EETT Requirement(s): 4 & 9	**Page in District Plan**	**Example of Adequately Addressed**	**Not Adequately Addressed**
a. **Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.**	**Pg. 27**	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. **Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.**	**Pg. 28**	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.