

Appendix J – Technology Plan Contact Information

Education Technology Plan Review System (ETPRS) Contact Information

County & District Code: 12 - 75382

School Code (Direct-funded charters only): _ _ _ _ _

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MATTOLE UNIFIED SCHOOL DISTRICT
EDUCATION TECHNOLOGY PLAN
JULY 1, 2009 – JUNE 30, 2014



MUSD

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ACKNOWLEDGMENTS

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Teachers

Gordon Hunt, Margret Fraser, Montanna Jones

Parents / Students

Diane Eannarino, Lara Montagna

Government Agencies

CTAP Region 1, Director – Paul Haas: Tech Plan Coordinator – Scott

Community Group & Businesses

Honeydew Volunteer Fire Company, Petrolia Fire Department, Honeydew Store,
Tri C Ranch.

Mattole Unified School District Technology Plan

July 1, 2009 – June 30, 2014

District Overview

The Mattole Unified School District is located about 50 miles south of Eureka in Humboldt County. The District covers the Mattole Valley for the local Schools, and Humboldt County for the Charter School. The following data offers a snapshot of our district during the 2007-08 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.

Mattole Unified School District 2007-08 School Data				
	Number of Schools	Enrollment	Full-Time Equivalent Teachers	Pupil-Teacher Ratio
Elementary	2	33	3.8	8.7
Middle				
High School	1	7	2.4	2.9
K-12	1	864	53.1	16.3
Alternative				
Continuation				
Total				

Mattole Unified School District, Students by Ethnicity 2007-08		
	District	
	Enrollment	Percent of Total
American Indian	84	9.3
Asian	23	2.5
Pacific Islander	3	0.3
Filipino	4	0.4
Hispanic	36	4.0
African American	6	0.7
White	709	78.4
Multiple/No Response	39	4.3
Total		

Mattole Unified School District, Student & Teacher Data 2007-08	
English Learners	0.9%
Fluent-English-Proficient Students	N/A
Students Redesignated FEP	N/A
Graduates (prior year)	N/A
UC/CSU Elig Grads (prior year)	N/A
Dropouts (prior year, grade 9-12)	N/A
1 Yr Drop Rate (prior year, grade 9-12)	N/A
4 Yr Drop Rate (prior year, grade 9-12)	N/A
% Fully Credentialed Teachers	97.1%
Pupil Teacher Ratio	15.2
Avg. Class Size	9.5
Free or Reduced Price Meals	37.6%
CalWORKs (formerly AFDC)	N/A

Education Technology Plan Overview

Mattole Unified School District (MUSD) 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 our role is to:

- Orchestrate the implementation of our technology plan components with stakeholders.
- Keep the technology funding flowing and manage the technology budgets.
- Keep the infrastructure, hardware, and software up to date.
- Provide high-quality service to users on an ongoing basis.
- Implement technology solutions that will make accountable differences in instruction, assessment, and management of students as well as improve communication and collaboration.

This revised tech plan is the result of many hours of discussion, learning, and collaboration among a diverse representation of administrators, teachers, parents, and business partners. The District Technology Stakeholder Committee was formed in the fall of 2003. The committee developed a comprehensive, research-based Education Technology Plan for the 2003-2006 school years that was reviewed, revised, and adopted by the district school board. 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. In the fall of 2007, the District Technology Stakeholder Committee started discussions on this revised plan, reviewing what was accomplished and the new goals that appear in this new 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. An updated assessment of district technology status, needs, and resources has been completed for each section of our revised tech plan and has 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.

PLAN DURATION

Section 1:

The benchmarks and timelines in this technology plan will guide our district's use of technology from *July 1, 2009* to *June 30, 2014*.

This plan 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 district curriculum, data, and technology administrators, school administrators and school media specialists during monthly education support meetings and reviewed 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 both the district Superintendent and school board. The Technology Coordinator will then work with the Superintendent to implement any required revisions directly with site-based administrators.

STAKEHOLDERS

Section 2:

Our District's original Educational Technology Planning Team has become our implementation oversight team. The group is comprised of district and site representatives who are responsible for implementing the plan, including district curriculum, data, and information technology staff; site administrators, teachers, students, and parents as well as partners in higher education, community non-profit groups, and local businesses.

The team originally convened in the 2002-03 school year to serve as a strategic planning committee for technology in the development of our original technology plan. Since then, the team has met annually with the core technology advisory team and sub groups meeting more frequently as needed. A district Ed. Tech. list-service provides stakeholders with a mechanism for ongoing input and updates regarding the objectives, funding, budgets, and curricular guidelines contained within our technology plan. In addition, progress is reviewed at bi-monthly district education support meetings with site administration 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.

This plan builds upon and incorporates the work of previous planning committees and district plans.

As stakeholders review the technology plan outcome and process data, the following key questions are addressed:

- Are the district and schools' visions 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 – the Superintendent, Site Councils, Region Charter School Administrators, and Testing / Data Administrator.

Design & Implementation Roles: Representatives on our tech Plan team promote, direct, and facilitate the technology team's development of broad and inclusive goals and objectives for curriculum, resources, and operations that 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 and monitor school performance and make adjustments based on school performance.

District Technology Personnel – the Technology Coordinator and Computer/Network Technicians.

Design & Implementation Roles: Representatives on our Tech Plan team provide 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 – the Assistant Superintendent of Business Services.

Design & Implementation Roles: Representatives on our Tech Plan team provide coordination of technology funds and budget issues.

Site Administration – Site Administrators and Superintendent.

Design & Implementation Roles: Representatives on our Tech Plan team provide 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 – Teacher representation from our Elementary, Middle, High School, and Charter School.

Design & Implementation Roles: Representatives on our Tech Plan team 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, High School, and Charter School and students.

Design & Implementation Roles: Representatives on our Tech Plan team provide input on the district and 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 – representatives from the California Technology Assistance Project (CTAP) Region 2.

Design & Implementation Roles: Representatives on our Tech Plan team offered technical assistance in 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.

Community Groups & Businesses - Honeydew Volunteer Fire Company and Petrolia Fire Department.

Design & Implementation Roles: Representatives on our Tech Plan team offered assistance with the implementation of our tech plan objectives focused on improving technology equity, access, after school opportunities, and home-school-community communications.

Higher Education – Humboldt State University and College of the Redwoods Technology Departments.

Design & Implementation Roles: Representatives on our Tech Plan team reviewed a draft of our tech plan and offered input on research-based best practices in the adoption and integration of technology by teachers and students.

The Mattole Unified School District continues to solicit and expand our partnerships with stakeholders to enhance the infusion 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.

CURRICULUM COMPONENT

Section 3:

This section is the heart of our district technology plan, which addresses each of our six strategic curriculum driven technology goals and the development of each of our remaining technology plan components. State, district and site research-based curriculum planning documents and survey data, state and local student achievement results, and CTAP² I-assessment survey data have served to guide our technology team in determining which research-based best practices to include in our updated curriculum driven technology goals.

The following goals will strategically meet our students' need to acquire and refine their technology and information literacy skills in order to improve the effectiveness, efficiency, and ideally the enjoyment of their learning experiences as they master the core content standards.

- District K-12 schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with ELA content standards by the 2013-14 school year.
- District K-12 schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with Math content standards by the 2013-14 school year.
- All students will acquire the National Education Technology grade level profile standards for students (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.
- All students will be able to understand the lawful and unlawful use of the internet to access, download and share copyrighted works.
- All students will learn how to protect their online privacy and avoid online predators.

- All students will have equal access to technology to support achievement of the academic standards in the classroom, independent study student learning, district curricular goals, and ultimately for lifelong learning and success in our digital society.
- The district will support district and site use of technology to improve student achievement data collection, analysis, reporting, and decision making.
- The district and schools will use technology to improve two-way communication between home and school.

Description of teachers’ and students’ current access to technology tools both during the school day and outside of school hours.

Section 3a:

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 inventory records, annual California School Survey responses, and CBED data. The 2007-08 data has been summarized below.

Mattole Unified School District, Technology by School Type 2007-08	
District Students per Computer	
Elementary	1.6
Middle	
High	0.6
Continuation	
Alternative	

Source: California Department of Education, Educational Demographics Office (CBEDS, sifade07 8/19/08, sifgl07 9/3/08, pubschls 10/1/08) In addition to computers available for use by students, those used by staff for instructional activities are also included when counting computers at the various schools. This count is then divided by student enrollment to arrive at a students-per-computer figure.

All teachers at all MUSD k-12 schools in our district have access to a minimum of one multi-media computer with internet access in their classrooms as well as in their Library/Media Centers, and/ or Computer Labs, before, during, and after school hours. All teachers will schedule before and/ or after school access to computer programs and the Internet as needed for students to complete classroom activities.

Elementary Schools

Elementary School Name: Honeydew (2007/2008 Enrollment of 3)	
All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
# of computers in Classrooms	8
# of computers in Library/media centers	4
# of computers in Computer Labs	No Computer Lab
Before/After School Hours	yes
Total # of Internet Connected Computers	All

Computers at Honeydew Elementary are also available to the Independent Study students of the District.

Elementary School Name: Mattole (2007/2008 Enrollment of 14)	
All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
# of computers in Classrooms	7
# of computers in Library/media centers	4
# of computers in Computer Labs	No Computer Lab
Before/After School Hours	yes
Total # of Internet Connected Computers	All

Computers at Mattole Elementary are also available to the Independent Study students of the District.

Middle School (our district's Middle school students meet on the Mattole Elementary campus)

Junior High School Name: Mattole (2007/2008 Enrollment of 16)	
All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
# of computers in Classrooms	8
# of computers in Library/media centers	4
# of computers in Computer Labs	No Computer Lab
Before/After School Hours	yes
Total # of Internet Connected Computers	All

High School

High School Name: Triple Junction (2007/2008 Enrollment of 7)	
All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
# of computers in Classrooms	8
# of computers in Library/media centers	5
# of computers in Computer Labs	3
Before/After School Hours	yes
Total # of Internet Connected Computers	All

Charter School

High School Name: Mattole Valley Charter School (2007/2008 Enrollment of 864)	
All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
# of computers in Classrooms	150 in Home Study placement
# of computers in Library/media centers	12 at Resource Center
# of computers in Computer Labs	56 (total) at seven locations
Before/After School Hours	NA
Total # of Internet Connected Computers	All

The Mattole Valley Charter School is a Non-Classroom based Dependent Charter school which operates one (1) resource center with computers and seven (7) learning centers with computers available to all students of the school. Since this is a non-classroom based charter school there technically is no before/after school hours.

Those students who are not in the geographic areas of these centers are assigned laptop computers with internet access for their home study work.

All school sites access to the internet via a high-speed connection either through AT&T/Frontier (DSL) or Suddenlink (Cable).

All LANs are secure and have filters to prevent access to inappropriate websites.

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

Section 3b:

District Elementary School Technology Integration

At our elementary schools technology is being integrated primarily in the classroom and home study in core curriculum for word processing, reinforcement and practice, Online and CD-ROM research, and creating reports or projects.

Our district operates two elementary school sites which integrate technology in the classrooms with both desktops and laptops available to all grades. These computers all are connected via a secure LAN and utilize DSL service to connect to the internet. All our k-6 students have access to handheld digital devices such as digital cameras (both still and video). These are utilized by the k-3 students as an interactive learning tool for art and science. The older students learn picture and video editing with our Middle School students utilizing a multi-media computer purchased in the 2007-2008 school year.

The district also serves a large home study population who has access to the computers at the two elementary sites. These home study students meet on our elementary campus two to three days a week where they learn computer skills through accessing online resources and teacher directed basic computer skill lessons.

District Elementary School Software Used:

Accelerated Reader, Reading Counts, Microsoft Office XP, Internet resources, Blackboard online courses, MS Publisher publishing software and Adobe Photoshop programs. Teachers use Schoolwise, as well as a variety of grading programs such as Snap-Grades, GradeQuick and Grade Machine.

District Middle School Technology Integration

At our Middle School, technology is primarily integrated in reading/language arts, math, and science in the classroom, and library media center for word processing, reinforcement and practice, Online and CD-ROM research, and creating reports or projects.

Being a small school District, our Middle School classroom offers integrated technology learning opportunities to grades 4-8. The classroom has desktops and laptops available to all students that are connected to a secure LAN and access the internet via a DSL connection. These computers are used on a daily basis.

Recently, our Middle School site purchased a Promethean Board for their classroom. This device is being used as a teaching tool both to present lessons and for interactive classroom learning. The Promethean Board is connected to the LAN and accesses the internet via the DSL connection.

Digital cameras (both still and video) are available to all students. They are utilized in lessons the cover Science, Arts and History/Social Science. They are taken on Field Trips to help the students enhance reports and presentations. Picture and Video editing is taught with the classroom having a multi-media computer with up to date hardware and software purchased in the 2007-2008 school year.

Students learn internet skills such as searching for resources, internet safety, proper e-mail and social online interactions.

District Middle School Software Used:

Plato, Accelerated Reader, Accelerated Math, Jostens Learning, Reading Counts, Microsoft Office XP, Internet resources, Dreamweaver, Filemaker, Blackboard and How To Master online courses, MS Publisher publishing software and Adobe Photoshop programs. Teachers use Schoolwise, as well as a variety of grading programs such as Snap-Grades, GradeQuick and Grade Machine.

District High School Technology Integration

At our High School, technology is primarily integrated in reading/language arts and history/social science in the classroom, library media center, and computer labs for word processing, reinforcement and practice, Online and CD-ROM research, and creating reports or projects.

The classroom has laptops available to all students that are connected to a secure LAN and access the internet via a DSL connection. These laptops are used on a daily basis. Desktops are also available in the computer lab for students to use before/after school, during computer class and during breaks.

Recently, our High School site purchased a Promethean Board for their classroom. This device is being used as a teaching tool both to present lessons and for interactive classroom learning. The Promethean Board is connected to the LAN and accesses the internet via the DSL connection.

Digital cameras (both still and video) are available to all students. They are utilized in lessons the cover Science, Arts and History/Social Science. They are taken on Field Trips to help the students enhance reports and presentations. Picture and Video editing is taught with the computer lab having a multi-media computer with up to date hardware and software purchased in the 2007-2008 school year.

Students learn internet skills such as searching for resources, internet safety, proper e-mail and social online interactions

District High School Software Used:

Plato, Accelerated Reader, Accelerated Math, Microsoft Office XP, Internet resources, including: Gale Resources, Discovering Collection, Infotrac Student Edition, Opposing Viewpoints, Health and Reference Center, Grolier Encyclopedia, ABC-CLIO U.S. History, ABC-CLIO World History, FOCUS career software, AVID, Dreamweaver, Blackboard and HotChalk online courses, and CLRN approved curriculum based software. Teachers use Schoolwise, as well as a variety of grading programs such as Snap-Grades, GradeQuick and Grade Machine.

Charter School Technology Integration

In our Charter School, technology is primarily integrated in reading/language arts and history/social science in the resource center, and computer labs at the learning centers for word processing, reinforcement and practice, Online and CD-ROM research, and creating reports or projects. Home school students have laptops assigned to them with internet access, e-mail accounts and educational software supplied, they also can access the technology at the resource center and learning centers.

The resource center and learning centers have desktops and laptops available to all students that are connected to a secure LAN and access the internet either through a DSL connection or Cable connection. These computers are used on a daily basis. Digital cameras (both still and video) are available to all students. They are utilized in lessons the cover Science, Arts and History/Social Science. Picture and Video editing is taught at the resource center and at some of the learning centers. Students learn internet skills such as searching for resources, internet safety, proper e-mail and social online interactions.

Charter School Software Used:

Plato, Accelerated Reader, Accelerated Math, Microsoft Office XP, Internet resources, including: Gale Resources, Discovering Collection, Infotrac Student Edition, Opposing Viewpoints, Health and Reference Center, Grolier Encyclopedia, ABC-CLIO U.S. History, ABC-CLIO World History, FOCUS career software, AVID, Dreamweaver, Blackboard, HotChalk and How To Master online courses, and CLRN approved curriculum based software. Teachers use Schoolwise, as well as a variety of grading programs such as Snap-Grades, GradeQuick and Grade Machine.

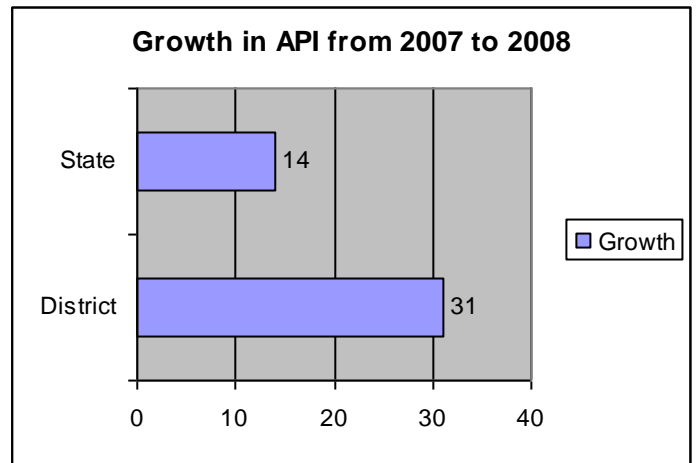
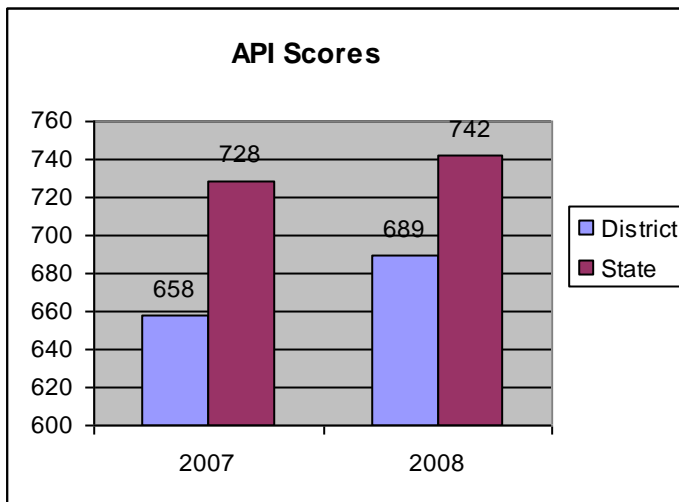
Summary of the district’s curricular goals that are supported by the this tech plan.
Section 3c:

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

Progress on the Academic Performance Index (API) 2007-08 Reporting Cycle

District: Mattole Unified School District

State: California



2008 AYP Criteria Summary

Our district met most of the 2008 Adequate Yearly Progress (AYP) Criteria: 12 of its 14 AYP Criteria

<i>AYP components</i>	<i>Met 2008 AYP criteria</i>
Participation rate	Yes
Percent proficient (AMOs)	No
API as additional indicator	Yes
Graduation rate	Yes

Annual Measurable Objectives (AMOs) 2007-08

DISTRICT PERCENT PROFICIENT

	English - Language Arts		Mathematics	
	Percent At or Above Proficient	Met 2008 AYP Criteria	Percent At or Above Proficient	Met 2008 AYP Criteria
LEA-wide	43.6	Yes	36.0	Yes
African American or Black (not of Hispanic origin)	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (not of Hispanic origin)	45.0	Yes	36.7	Yes
Socio-economically Disadvantaged	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	21.1	No	19.5	No

Data Resource: <http://ayp.cde.ca.gov/reports.asp>

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. Each of our schools ties its site-based curricular goals directly to the district's LEA Plan and school board's key goals in site-based comprehensive school plans 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. All schools 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. All schools in the district 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. The district will work with site administration to 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.
4. 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 each administrator and teacher at the specified grade level(s) annually.

The Mattole Unified School District's *Goals 2020 - 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, each school site 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, each school site included a technology component in their SARC that identifies the site's focus in relation to technology integration, implementation, and professional development.

Other district and site 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 CDE's state board approved K-12 content standards.
- 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.
- Site-based SARC, WASC and CCR self study reviews and actions plans. School Improvement Program (SIP), categorical programs, Intermediate Intervention/Underperforming Schools Program (II/UPS), and other program goals, which vary from site to site.
- Our district Educational Technology Plan.

To Improve Teaching and Learning
Section 3d, Goal 1:

District Technology Action Plan July 1, 2009 – June 30, 2014

Goal 1 - District Curriculum Goal Supported by Technology - E/LA & Technology
<p>Goal 1: Our k-12 schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with ELA content standards by the 2013-14 school year.</p> <p>Target Group: All students including special education, English Learner, and GATE students.</p>
Specific Measurable Objective by June 30, 2014
<p>Objective: 1a: By the 2013-14 school year, we will have a 10% increase from the 2008/2009 base line percent of all students (grades 2-11) who will score proficient or above on the English-Language Arts portions of the STAR: CST test by 2014-2015 school year supported by state and district approved instructional resources, technology-based supplemental resources, professional development, student achievement data analysis, and collaboration time.</p> <p>Annual Benchmarks -</p> <ul style="list-style-type: none"> Year 1: 2% increase in the 2009-10 school year over baseline set in 2008-2009 Year 2: 2% increase in the 2010-11 school year over 2009-10 Year 3: 2% increase in the 2011-12 school year over 2010-11 Year 4: 2% increase in the 2012-13 school year over 2011-12 Year 5: 2% increase in the 2013-14 school year over 2012-13
Evaluation Instrument(s) & Data
<p>Instruments: Grade level assessments; Annual STAR/CST test results in English/Language Arts; CAHSEE; NWEA assessment results.</p> <p>Data: Percentage scoring proficient or above</p> <p>Instrument: Grade/subject level district professional development and collaboration meeting times / agendas / participation records and outcomes.</p> <p>Data: % of teachers participating; Calibrated and articulated standards-aligned Grade/subject level objectives and assessments across the district and standardized list of District supported research based programs and practices.</p> <p>Instrument: Ongoing Classroom Observations by site admin./ principal aligned to teachers' evaluation schedule</p> <p>Data: Teachers' use of standards-aligned learning objectives, instructional and intervention time, research based programs, practices and arrangements.</p> <p>Instrument: Annual Site Academic Software Survey:</p> <p>Data: Curriculum-based state and district approved software and productivity software being used at each site.</p> <p>Instrument: Annual CTAP-squared I-assessment, Simple Assessment:</p> <p>Data: teacher's self assessed technology and integration skills</p> <p>Data reviewers District curriculum, data, and technology administrators and school admins. will analyze annually in late August / September after state releases data.</p>

Goal 1: Objective: 1a - E/LA & Technology Implementation Action Steps	Use of Technology
1. Annually, purchase and ensure state adopted instructional materials (k-8), standards-aligned textbooks (9-12) and supplemental curriculum-based technology resources (adopted and/ or CLRN approved) are being used in the classroom and by all students.	Adopted Text Supplemental Tech resources including publisher software and websites.
2. Annually, provide professional development on adopted curriculum and technology resources (such as SB 472 E/LA for teachers.)	CLRN and district approved curriculum software such as Renaissance Learning and <i>PLATO</i> products, <i>Accelerated Reader</i> , <i>Jostens Learning</i> , <i>Reading Counts</i> , <i>Kerswell</i> , <i>Dreamweaver</i> , grading programs developed in <i>Schoolwise</i> , <i>Snap-Grades</i> , Web-based student assessment platform such as <i>Edusoft</i> , <i>NWEA</i> . Online web-based teaching tools such as <i>Blackboard</i> (with classes taught by Highly Qualified District Teachers) and <i>How To Master</i> customized technology skills courses.
3. Beginning in fall 2009 and every year thereafter, provide systematic professional development and 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.	
4. By fall 2010, design and distribute an annual site academic software usage survey.	
5. By fall 2010, create and distribute a matrix of CLRN approved E/LA curriculum and intervention software that is supported by the district.	
6. Beginning in the fall 2009 and annually thereafter, provide professional development on district/ CLRN approved curriculum software and online resources as needed. Track usage with annual software survey.	
7. Continue to leverage funding to increase access to technology resources, hardware, and peripherals for students and teachers.	
8. Continue to provide CTAP Online Technology productivity and integration training as needed (use of <i>How To Master Online Training</i> , etc).	
9. Continue to monitor instructional time for adopted program (k-8) and standards-aligned text (9-12).	Internet Resources
10. Continue to monitor targeted intervention time aligned with adopted program (k-8) and standards-aligned text (9-12). Targeting the lowest performing students.	
11. By June 2009, fully credentialed <i>Highly Qualified Teachers</i> in all classrooms and with all independent study students.	Peripherals such as Promethean Boards, LCD projectors, digital cameras, video cameras, and printers.
12. Ongoing district support and professional development opportunities on the integration of E/LA skills and standards across the curriculum including in career tech courses.	CTAP and <i>How To Master Online Professional Development</i> .
Monitoring	
District curriculum, data, and technology administrators and school site administrators 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.	
Timeline: Most of the aforementioned actions are already underway annually in the district at all grade levels and will continue to be planned for and implemented after annual data driven needs assessments and data analyses take place for each school, annually no later than October 1.	
Person(s) responsible: District admins. and school site admins, the District Technology Coordinator, and teachers are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for completing all necessary professional development and ensuring their instruction is based on standards-aligned objectives and research based programs, practices and arrangements.	

To Improve Teaching and Learning
Section 3d, Goal 2:

District Technology Action Plan July 1, 2009 – June 30, 2014

Goal 2 - District Curriculum Goal Supported by Technology – Math & Technology

Goal 2: Our k-12 schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with Math content standards by the 2013-14 school year.

Target Group: All students including Special Education, English Learner, and GATE students.

Specific Measurable Objective by June 30, 2014

Objective: 2a: By the 2013-14 school year, we will have a 10% increase from the 2008/2009 base line percent of all students (grades 2-11) who will score proficient or above on the Math portions of the STAR: CST test by 2014-15 school year supported by state and district approved instructional resources, technology-based supplemental resources, professional development, student achievement data analysis, and collaboration time.

- Annual Benchmarks -**
- Year 1:** 2% increase in the 2009-10 school year over baseline set in 2008-2009
 - Year 2:** 2% increase in the 2010-11 school year over 2009-10
 - Year 3:** 2% increase in the 2011-12 school year over 2010-11
 - Year 4:** 2% increase in the 2012-13 school year over 2011-12
 - Year 5:** 2% increase in the 2013-14 school year over 2012-13

Evaluation Instrument(s) & Data

Instruments: Quarterly Grade level assessments; Annual STAR/CST test results in Math; NWEA; CAHSEE

Data: Percentage scoring proficient or above with the content standards.

Instrument: Ongoing Classroom Observations by site admin./ principal 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 being used.

Instrument: Annual CTAP-squared I-assessment:

Data: teachers' self assessed technology and integration skills

Data reviewers

District curriculum, data, and technology administrators and school admins. will analyze annually in late August / September after state releases data.

Goal 2: Objective: 2a – Math & Technology Implementation Action Steps	Use of Technology
1. Annually, purchase and ensure state adopted instructional materials (k-8), standards-aligned <i>textbooks</i> (9-12) and supplemental curriculum-based technology resources (adopted and/ or CLRN approved) are being used in the classroom.	Adopted Text Supplemental Tech resources including publisher software and websites.
2. Annually, provide professional development on adopted curriculum and technology resources (<i>such as AB 466 Math for teachers, AB 75 training for site admins.</i>)	CLRN and district approved curriculum software such as Renaissance Learning and PLATO products, <i>Accelerated Math, Jostens Learning, Kerswell,</i>
3. Annually, provide systematic professional development and 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.	<i>Dreamweaver,</i> a grading programs developed in <i>SchoolWise, Snap-Grades,</i>
4. By fall 2010, design and distribute an annual site academic software usage survey.	Web-based student assessment platform such as <i>Edusoft, NWEA.</i>
5. By fall 2010, create and distribute a matrix of CLRN approved Math curriculum and intervention software and online resources that is supported by the district. Track usage with annual survey.	Online web-based teaching tools such as <i>Blackboard</i> (with classes taught by Highly Qualified District Teachers) and <i>How To Master</i>
6. Annually provide professional development on district/ CLRN approved curriculum software and online resources as needed.	customized technology skills courses. Longitude Assessment Reporting (<i>LARS</i>).
7. Continue to leverage funding to increase access to technology resources, hardware, and peripherals for students and teachers.	Microsoft Office and other productivity software.
8. Continue to provide CTAP Online Technology productivity and integration training as needed.	Internet Resources
9. Continue to monitor instructional time for adopted program (k-8) and standards-aligned text (9-12).	Peripherals such as Promethean Boards, LCD projectors, digital cameras, video cameras, and printers.
10. Continue to monitor targeted intervention time aligned with adopted program (k-8) and standards-aligned text (9-12), targeting the lowest performing students.	CTAP Online Professional Development.
11. By June 2009, fully credentialed <i>Highly Qualified Teachers</i> in all classrooms and with all independent study students.	Web-based student assessment platform such as <i>Edusoft, NWEA.</i>
Monitoring	
District curriculum, data, and technology administrators and school site administrators 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.	
Timeline: The aforementioned actions are already underway annually in the district and will continue to be planned for and implemented after annual data driven needs assessments take place for each school annually no later than October 1.	
Person(s) responsible: District and site admins, the District Technology Coordinator, and teachers are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for completing all necessary professional development and ensuring their instruction is based on standards-aligned objectives and research based programs, practices and arrangements.	

For Student Acquisition of Technology and Information Literacy Skills
Section 3e:

District Technology Action Plan July 1, 2009 – June 30, 2014

Goal - District Technology Skills and Information Literacy Goal

Goal: 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, independent study, 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, 2014

Objective - All students (grades k-12) will pass the NETS based grade band technology assessments by 2013-2014 school year. Teachers will learn to integrate the student NETS skills in their academic curriculum assignments. Students will learn the NETS skills (including technology productivity tools and information literacy) as appropriate, during their curricular assignments. Teachers and students will be held accountable through end of year NETS exit assessments/ portfolios (k-2, 3-5, 6-8) and the high school graduation computer competency assessment (for 9-12).

The Six [NETS](#) Strands each have scaffold grade level (PreK – 2, 3 – 5, 6 – 8, 9 – 12) specific standards and performance indicators.

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

Annual Benchmarks - Year 1: minimum of 50% in the 2009-10 school year
Year 2: minimum of 65% in the 2010-11 school year
Year 3: minimum of 75% in the 2011-12 school year
Year 4: minimum of 85% in the 2012-13 school year
Year 5: 100% in the 2013-14 school year.

Evaluation Instrument(s) & Data

Instrument Annual Standardized District NETS based Grade level Exit assessment/ survey based on student profile NETS standards which include technology skills and information literacy.; Annual High school graduation computer competency assessment:

Data: Percentage passing assessment

Instrument: Annual CTAP-squared I-assessment

Data: teachers' self assessed technology and integration skills

Data reviewers

District Technology Coordinator, school site admins., and school site tech coordinators will analyze end of school year results annually in June.

Goal: Objective: Technology Skills & Information Literacy Implementation Action Steps	Use of Technology
1. By fall 2009, adopt grade level NETS based standards for k-12 student technology skills and information literacy.	Adopted Text Supplemental Tech resources including publisher software and websites.
2. Beginning in the fall 2009 and annually thereafter, provide Professional Development opportunities (from the District, CTAP Online, and CTAP Region 2) to K-12 teachers on integrating the student NETS grade level skills and standards in their curriculum. Provide incentives for PD completion.	CLRN and district approved curriculum software such as Renaissance Learning and PLATO products. <i>Plato, Accelerated Reader, Accelerated Math, Jostens Learning, Reading Counts, Kerswell,</i>
3. By fall 2010, Students will begin systematically learning the NETS skills including technology productivity tools and information literacy, as appropriate, during curricular assignments.	<i>Dreamweaver,</i> a grading program developed in <i>SchoolWise, Snap-Grades,</i>
4. By spring 2011, design and begin administering annually the standards-aligned grade span NETS based exit assessments / portfolios for grades 2, 5, and 8.	Web-based student assessment platform such as <i>Edusoft, NWEA.</i> Online web-based teaching tools such as <i>Blackboard</i> (with classes taught by Highly Qualified District Teachers) and <i>How To Master</i> customized technology skills courses.
5. By spring 2011, align and revise High School Computer Competency exit exam with NETS based standards for grades 9-12 and begin administering annually.	<p>Longitude Assessment Reporting (<i>LARS</i>). Microsoft Office and other productivity software.</p> <p>Internet Resources</p> <p>Peripherals such as Promethean Boards, LCD projectors, digital cameras, video cameras, and printers.</p> <p>CTAP Online Professional Development.</p>
Monitoring	
The District Technology Coordinator, school site administrators and school site technology staff will track the development and implementation of all NETS 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.	
Timeline: The timeline for the aforementioned actions are included in the Action Steps listed above.	
Person(s) responsible: District and site admins, the District Technology Coordinator, and teachers are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for completing the training, integrating the NETs skills, and assessing the students.	

To Educate all Students in the Appropriate and Ethical Use of Technology Section 3f:

The Mattole Unified School District has the goal of ensuring all students will understand the appropriate and ethical use of technology by instructing them in the lawful uses of copyrighted works, fair use, plagiarism and downloading (whether it be peer-to-peer or other).

The District will use the Cyber Safety resources developed by CTAP region IV (<http://www.ctap4.org/cybersafety/#More>) as part of the technology course work for all students.

Goal: All district students will be able to understand the lawful and unlawful use of the internet to access, download and share copyrighted works.			
Implementation Plan Incorporate the CTAP region IV Cyber safety resources into the technology course work for all students by the 2013-2014 school year.			
Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Train all district teachers in the use of the CTAP region IV Cyber safety resources as part of their students technology course work.	By June 30, 2010	Tech Committee, Teachers, Admin	Training will be documented through tracking of hours throughout the year, checked and reviewed by site/district administration.
100% of all grade 9-12 students will be able to distinguish between lawful and unlawful uses of copyrighted works.	By June 30, 2011	Teachers	To be included in the technology component of their school work, documented by the teacher and reviewed by site/district administration.
100% of all 7-12 students will be able to distinguish between lawful and unlawful uses of copyrighted works.	By June 30, 2012	Teachers	To be included in the technology component of their school work, documented by the teacher and reviewed by site/district administration.
100% of all 4-12 students will be able to distinguish between lawful and unlawful uses of copyrighted works.	By June 30, 2013	Teachers	To be included in the technology component of their school work, documented by the teacher and reviewed by site/district administration.
100% of all students of the district will be able to distinguish between lawful and unlawful uses of copyrighted works.	By June 30, 2014	Teachers	To be included in the technology component of their school work, documented by the teacher and reviewed by site/district administration.

To Educate All Students in Internet Safety

Section 3g:

The Mattole Unified School District has the goal of ensuring all students will have the tools to keep themselves safe while online. This includes a thorough understanding of sound online privacy practices, ways to avoid online predators and ways of avoiding and dealing with cyber-bullying.

The District will use the Cyber Safety resources developed by CTAP region IV (<http://www.ctap4.org/cybersafety/#More>) as part of the technology course work for all students.

Goal:			
All district students will learn how to protect their online privacy and avoid online predators			
Implementation Plan			
Incorporate the CTAP region IV Cyber safety resources into the technology course work for all students by the 2013-2014 school year.			
Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Train all district teachers in the use of the CTAP region IV Cyber safety resources as part of their students technology course work.	By June 30, 2010	Tech Committee, Teachers, Admin	Training will be documented through tracking of hours throughout the year, checked and reviewed by site/district administration.
100% of all grade 9-12 students will be able to show sound judgment in all their online interactions to ensure their privacy and safety.	By June 30, 2011	Teachers	To be included in the technology component of their school work, documented by the teacher and reviewed by site/district administration.
100% of all grade 7-12 students will be able to show sound judgment in all their online interactions to ensure their privacy and safety.	By June 30, 2012	Teachers	To be included in the technology component of their school work, documented by the teacher and reviewed by site/district administration.
100% of all grade 4-12 students will be able to show sound judgment in all their online interactions to ensure their privacy and safety.	By June 30, 2013	Teachers	To be included in the technology component of their school work, documented by the teacher and reviewed by site/district administration.
100% of all students (k-12) of the district will be able to show sound judgment in all their online interactions to ensure their privacy and safety.	By June 30, 2014	Teachers	To be included in the technology component of their school work, documented by the teacher and reviewed by site/district administration.

To Ensure All Students Have Equal Access to Current Technology
Section 3h:

District Technology Action Plan July 1, 2009 – June 30, 2014

Goal - District Goal for Appropriate Access to Technology
<p>Goal: All students in our district 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.</p> <p>Target Group: All students including Special Education, English Learner, and GATE students.</p>
Specific Measurable Objective by June 30, 2014
<p>Objective – Maintain our district average student to computer ratio at 2 to 1 or better. (CDE defined up to date multimedia computer four years old or newer as per annual California School Technology data and district records).</p> <p>Annual Benchmarks - Maintain or improve 2 students to 1 computer .</p> <p>All students will have 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 although the programs and methods for achieving the objective may be adapted to best meet their needs. Students with an active Individualized Education Program 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.</p> <p>For students in the charter school who are independent study and do most of their schoolwork at home the technology goals and objectives are the same as for all other students. These students will have appropriate access to technology hardware, peripherals, and software needed to support their curriculum needs through assigning laptops with internet access for home use, and making available computers at the school’s physical locations like the learning centers and resource center.</p>
Evaluation Instrument(s) & Data
<p>Instrument: Annual CBEDS: Data: average student to computer ratio by school and district wide</p> <p>Instrument: Annual California Online Tech Survey: Data: average student to computer ratio by school.</p> <p>Instrument: Annual District Supplemental Tech needs and service survey including IEP, EL, and GATE program directors and educators in the district: Data: Technology Accessibility to all students including special technology needs (IEP, EL, and GATE) and feedback on new district communication and collaboration strategies.</p> <p>Data reviewers District Technology Coordinator, school site admins., and school site tech staff will analyze end of school year results annually in June.</p>

Goal: Objective - Appropriate Access to Technology Implementation Action Steps	Use of Technology
1. Annually leverage technology funding and grants to provide new computers and Computers for Classrooms to provide like new refurbished computers to schools and teachers participate in district Ed Tech professional development and to district schools with the highest student to computer ratio .	Adopted Text Supplemental Tech resources including
2. Annually in the spring, 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.	publisher software and websites for IEP, EL, and GATE students.
3. Annually install new computers and remove outdated computers at sites on a rotating schedule during designated breaks in the school year.	CLRN and district approved curriculum software for IEP, EL, and GATE students.
4. Beginning in the 2009-10 school year, conduct ongoing research on creative space saving solutions for desktop computers, thin clients, and wireless laptop carts. Report all findings to site administration at monthly meetings.	
5. Beginning in the 2009-10 school year, cultivate ongoing two-way communication between district Special Education program directors and educators, site administrators, and the Tech Coordinator (via e-mail/phone) and meet annually to determine appropriate technology access and assistive technology needs of IEP students.	<i>Microsoft Office</i> and other productivity software.
6. Beginning in the 2009-10 school year, cultivate ongoing two-way communication between district English Learner program directors and educators, site administrators, and the Tech Coordinator (via e-mail/phone)and meet annually to determine appropriate access to technology hardware and software needed to support EL students' English language acquisition as well as their achievement of the academic standards.	Internet Resources Peripherals such as Promethean Boards, LCD projectors, digital cameras, video cameras, and printers.
7. Beginning in the 2009-10 school year, cultivate ongoing two-way communication between district Gifted and Talented (GATE) program directors and educators, site administrators, and the Tech Coordinator (via e-mail/phone)and meet annually to determine appropriate access to technology hardware, peripherals, and software needed to support GATE students' advanced curriculum.	
8. By fall 2010, all students enrolled in district after school programs will have access to internet connected computers and curricular technology integration / homework support.	
Monitoring	
The District Technology Coordinator, school site administrators, and school site technology staff 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.	
Timeline: The timeline for the aforementioned actions begins during the first year of our five year tech plan July 2009 –June 2010 and will continue annually.	
Person(s) responsible: District and site admins, the District Technology Coordinator, district Special Ed, EL, and Gifted and Talented (GATE) program are responsible for the planning, development, implementation, and evaluation of all the aforementioned Teachers are responsible for attending professional development.	

To Utilize Technology to make Student Record Keeping and Assessment more efficient
Section 3i:

District Technology Action Plan July 1, 2009 – June 30, 2014

Goal - District Goal for Using Technology for Student Data Collection, Analysis, Reporting, and Decision Making
Goal: Districts will support district and site use of technology to improve student achievement data collection, analysis, reporting, and decision making. Target Group: All district k-12 schools.
Specific Measurable Objectives by June 30, 2014
Objective a: By June 2014, 100% of teachers will use technology to analyze assessment data make data-driven decisions to meet individual student academic needs and target student intervention needs. Annual Benchmarks - Year 1: base lining of the k-12 schools / teachers in the district by June 2010. Year 2: 75% of the k-12 schools / teachers in the district by June 2011. Year 3: 85% of the k-12 schools / teachers in the district by June 2012. Year 4: 95% of the k-12 schools / teachers in the district by June 2013. Year 5: 100% of the k-12 schools / teachers in the district by June 2014. Objective b: By June 2014, 100% of the k-12 schools in the district will have access to all student classroom information. Annual Benchmarks - Year 1: base lining of the k-12 schools in the district by June 2010. Year 2: 75% of the k-12 schools in the district by June 2011. Year 3: 85% of the k-12 schools in the district by June 2012. Year 4: 95% of the k-12 schools in the district by June 2013. Year 5: 100% of the k-12 schools in the district by June 2014.
Evaluation Instrument(s) & Data
Instrument: Electronic usage tracking reports, LARS (Longitude Assessment Reporting System) Data: % of district schools using standards-based computerized student progress reports and report cards. Instruments: District SchoolWise Database and LARS training participation records. Data: % of teachers completing classroom, grading and parent information data input files. Instrument: District integrated student assessment and data management system training participation records and usage records Data: % of school sites and teachers using integrated student assessment and data management system to inform instruction. Data reviewers District Technology Coordinator, school site admins., and school site tech staff will analyze end of school year results annually in June.

Goal: Objective: Student Data Collection, Analysis, Reporting, and Decision Making Implementation Action Steps	Use of Technology
1. During the 2009-10 school year and every year thereafter until we meet our 2013-14 school year objective, the district will continue its rollout of an integrated student assessment platform at selected school sites. Participating teachers will get necessary training. Or training in other productivity software to collect and analyze data such as spreadsheets.	<i>Schoolwise Database Applications.</i>
2. 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.	Web-based district student reporting system. Web-based student assessment platform such as <i>Edusof, LARs</i> and <i>NWEA</i> .
3. All schools currently are using the student information system to report attendance.	
Monitoring	
The District Technology Coordinator, school site administrators and school site technology staff will track the development and implementation of all activities and accomplishments monthly and report progress at 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.	
Timeline: The timeline for the aforementioned actions are included in the Action Steps listed above.	
Person(s) responsible: District and site admins, and the District Technology Coordinator are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for attending professional development and inputting student data.	

To Use Technology to improve two-way communication between Home and School
Section 3j:

District Technology Action Plan July 1, 2009 – June 30, 2014

Goal - District Goal for Improving Parent Access to Teachers and Administrators
Goal: The district office and schools will use technology to improve two-way communication between home and school. Target Group: Parents of all students including special education, English Learner, and GATE students.
Specific Measurable Objective by June 30, 2014
Objective a: By June 2014, all schools will offer parents password protected, online access to their student’s attendance, assignments and grades through a web-based system such as <i>SchoolWise</i> and <i>Snap-Grades</i> . Annual Benchmarks - Year 1: base lining of schools by December 2009. Year 2: 25% of schools by June 2011. Year 3: 50% of schools by June 2012. Year 4: 75% of schools by June 2013. Year 5: 100% of MUSD schools by June 2014 Objective b: By June 2014, all district site administrators and teachers will have access to a classroom phone, voice-mail, and a district e-mail account and will provide this information to all parents at back to school night and via the school website. Annual Benchmarks - Year 1: base lining by December 2009. Year 2: 85% by June 2011. Year 3: 90% by June 2012. Year 4: 95% by June 2013. Year 5: 100% by June 2014.
Evaluation Instrument(s) & Data
Instruments: Ongoing District Database’ how to access’ communications and/ or trainings, parent password requests, and usage records. Data: % of parents trained; % of parents requesting passwords; % of parents using <i>Database</i> . Instrument: Monthly Site Admin reports to district on implementation status of standards-based progress report mailings. Data: % of district schools that have implemented standards-based progress report mailings. Instrument: District and site based equipment and e-mail account records Data: % of teachers with access Instrument: School website and communication artifacts. Data: evidence of efforts to improve two-way communication Data reviewers District Technology Coordinator, school site admins., and school site technology staff will analyze end of school year results annually in June.

Goal: Objectives - Improving Parent Access to Teachers and Administrators Implementation Action Steps 5	Use of Technology
1. By fall 2009, develop an installation / replacement schedule for teachers and admins. without phone, voice-mail, and/ or e-mail. Provide training as needed.	<i>SchoolWise Database.</i>
2. By fall 2009, develop Outlook Exchange district wide rollout plan	Web-based district student reporting system.
3. By spring 2010 begin Outlook Exchange and provide training as needed.	
4. By June 2010, design and distribute a standardized district <i>Student at Risk</i> notification template letter to schools.	<i>Freedom</i> web publishing software training.
5. By June 2010, ensure all district schools have the hardware, infrastructure, and training needed to implement the <i>SchoolWise Database</i> .	Word, desktop publishing, and Outlook e-mail.
6. By June 2011, all district schools will be providing access to Database and all district parents will have received information and/ or training about how to access student data.	District IT work order management system and equipment inventory database.
7. Continue to fund and maintain, all professionally designed and locally updated websites where district and school news, announcement, staff contact information, teacher class information, events, etc. are communicated with students and parents.	
8. Annually, provide <i>Freedom</i> web publishing software training opportunities for teachers to learn to publish / communicate on their school web site.	
9. Annually provide Word and Desktop publishing training to teachers and classified staff to learn to publish paper documents that get attention.	
Monitoring	
The District Technology Coordinator, school site administrators and site technology coordinators 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.	
Timeline: The timeline for the aforementioned actions are included in the Action Steps listed above.	
Person(s) responsible: District and site admins, and the District Technology Coordinator are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for attending professional development and inputting student data	

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

Section 3k:

District curriculum, data, and technology administrators and school site administrators 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.

District and site administration, the District Technology Coordinator, program coordinators, district Special Ed, EL, and Gifted and Talented (GATE) program are responsible for the planning, development, implementation, and evaluation of all the aforementioned Teachers are responsible for attending professional development.

PROFESSIONAL DEVELOPMENT COMPONENT

Section 4:

All of the Professional Development Criteria 4b 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 three main Education Technology professional development goals over the next five years are:

Goal 1: District site administrators and teachers will become proficient with the same general technology skills, technology integration skills, and information literacy skills required of their students as well as proficient with work specific productivity tools.

Goal 2: District site administrators and teachers will become proficient in the use of technology to improve student achievement data collection, analysis, reporting, and decision making.

Goal 3: District site administrators and teachers will become proficient in the use of technology to improve two-way communication between home and school.

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

Our 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, curriculum-based software, adopted materials software resources, online resources such as SETs, and 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, How-To-Master customized online training, 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 coaches and CTAP Online mentors available to each district site.

- 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, How-To-Master customized online training courses and supported by site based technology coaches.
- District content and grade-band specific technology integration face-to-face professional development supported with district professional development and resources online using CTAP Online's *CourseBuilder* tool and How-To-Master online customized courses.
- CTAP Online technology integration training.
- Broad-based pre/post completions of the CTAP² I-assessment survey and professional development data analysis to track improvements and training needs.
- Annual professional development offerings / priorities based on student, teacher, and administrator CTAP² I-assessment 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-c elements are included in the teachers’ and administrators’ professional development action plan charts in the Component 4 pages that follow.

Summary of the teachers’ and administrators’ current technology skills and needs for professional development.
Section 4a:

Our Education Technology Plan provides a clear summary of our district teachers’ and administrators’ current technology skills from the CTAP² I-assessment survey. 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.

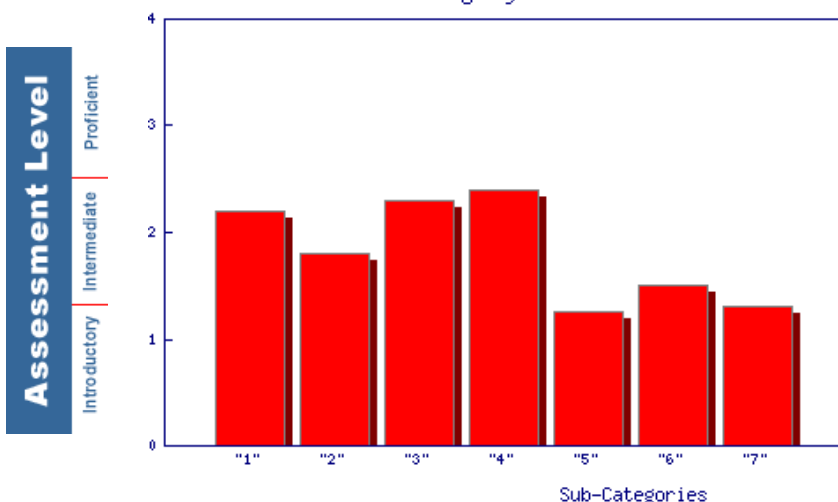
Starting with the first year of this plan, our district will review CTAP² I-assessment survey data and teacher input in the spring to plan for district sponsored professional development activities for the next school year. Schools will use their site’s CTAP² I-assessment survey data and teacher input annually to plan for site-based professional development needs.

Site Administrators’ Survey Data

CTAP² I-assessment survey data of district school site administrator’s as of December 2004, indicates that most administrators are at the intermediate levels with general computing, Internet, e-mail, and word processing and at the introductory level in presentation, spreadsheet, and database skills. All district school site administrators will take this survey again in the fall of 2009 to help the Technology Advisory Team adjust the professional development needs as needed.

Implication: Administrators need professional development opportunities in basic Personal Technology proficiencies.

Category Chart



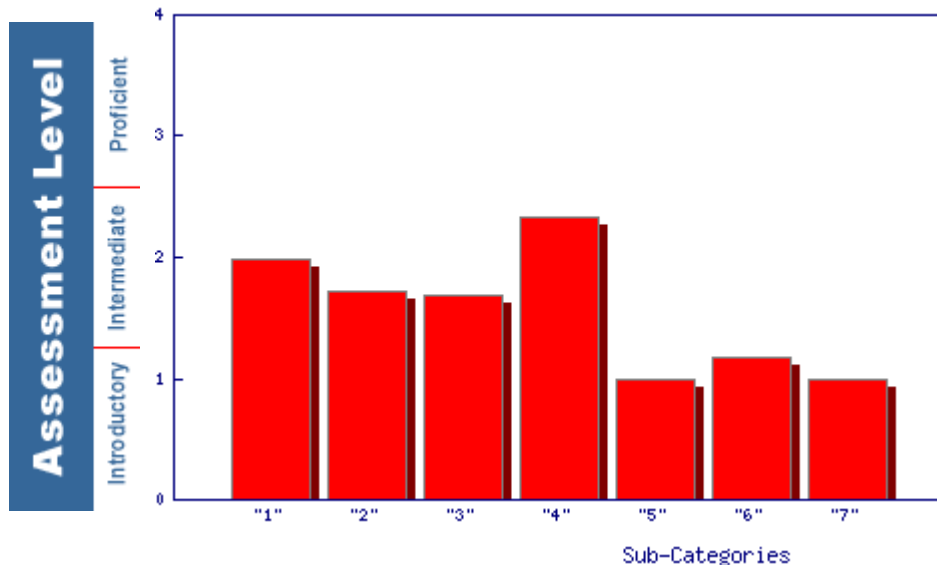
- 1 General computer knowledge and skills (Includes 20 in calculation)
- 2 Internet skills (Includes 20 in calculation)
- 3 Email skills (Includes 20 in calculation)
- 4 Word processing skills (Includes 20 in calculation)
- 5 Presentation software skills (Includes 20 in calculation)
- 6 Spreadsheet software skills (Includes 20 in calculation)
- 7 Database software skills (Includes 20 in calculation)

District Teachers' Survey Data

CTAP² I-assessment survey data of district teachers as of December 2004, indicates that most teachers are at similar intermediate levels as administrators with general computing, Internet, e-mail, and word processing and at the introductory level in presentation, spreadsheet, and database skills. All district teachers will take this survey again in the fall of 2009 help the Technology Advisory Team adjust the professional development needs as needed.

Implication: Teachers need professional development opportunities in basic Personal Technology proficiencies.

Category Chart



- 1 General computer knowledge and skills (Includes 517 in calculation)
- 2 Internet skills (Includes 514 in calculation)
- 3 Email skills (Includes 512 in calculation)
- 4 Word processing skills (Includes 510 in calculation)
- 5 Presentation software skills (Includes 508 in calculation)
- 6 Spreadsheet software skills (Includes 508 in calculation)
- 7 Database software skills (Includes 510 in calculation)

In addition, the following district technology training preferences came from 2004 CTAP² I-assessment survey data for the district and were factored into our professional development plans.

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:	30%	70%	

The implication: Although we will continue to offer both Basic Personal Proficiency and Professional proficiency technology integration training, we will offer more curriculum integration opportunities to meet the need.

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:	50%	25%	25%

We will offer small group technology training supported by online web-based resources and provide one on one technology coach site-based support, meeting all three identified 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:	50%		25%		25%

The implication: We will offer technology training at a variety of times, with most offerings during school days. Some professional development will occur in the evening, and during summer workshops and conferences.

Professional Development Goals, Benchmarks, Timelines, Monitoring, and Evaluation.

Section 4b:

All of the Professional Development Criteria 4b 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: District site administrators and teachers will become proficient with the same general technology skills, technology integration skills, and information literacy skills required of their students as well as proficient with work specific productivity tools.

Goal 2: District teachers will become proficient in the use and teaching of CTAP region 4 Cyber Safety resources (<http://www.ctap4.org/cybersafety/#More>) in order to educate students to understand the lawful and unlawful use of the internet to access, download and share copyrighted works, and to protect their online privacy and avoid online predators.

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

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

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

Our 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, curriculum-based software, adopted materials software resources, online resources such as SETs, and 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, How-To-Master customized online training, 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 coaches and CTAP Online mentors available to each district site.

- 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, How-To-Master customized online training courses and supported by site based technology coaches.
- District content and grade-band specific technology integration face-to-face professional development supported with district professional development and resources online using CTAP Online's *CourseBuilder* tool and How-To-Master online customized courses.
- CTAP Online technology integration training.
- Broad-based pre/post completions of the CTAP² I-assessment survey and professional development data analysis to track improvements and training needs.

- Annual professional development offerings / priorities based on student, teacher, and administrator CTAP² I-assessment 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 elements are included in the teachers' and administrators' professional development action plan charts in the Component 4 pages that follow

Section 4b, tables:

District Professional Development Plan July 1, 2009 – June 30, 2014

Goal 1 - District Professional Development Goal
<p>Goal 1: District Site Administrators and Teachers will become proficient with the same general technology skills, technology integration skills, and information literacy skills required of students as well as proficient with work specific productivity tools.</p> <p>Target Group: Certificated teachers and administrators</p> <p><i>Supports Curriculum Driven Technology Goals and Objectives in Component 3 of our Ed Tech Plan</i></p>
Specific Measurable Objectives by June 30, 2014
<p>Objective: 1a: By June 2014, 100% site administrators, who participate in district sponsored educational technology professional development, will become proficient with general technology knowledge and skills, integration skills, information literacy, and administration productivity tools aligned to the NETs for administrators.</p> <p>Annual Benchmarks - Year 1: Base lining activity in the 2009-10 school year Year 2: minimum of 50% in the 2010-11 school year Year 3: minimum of 70% in the 2011-12 school year Year 4: minimum of 90% in the 2012-13 school year Year 5: minimum of 100% in the 2013-14 school year.</p> <p>Objective: 1b: By June 2014, 100% k-12 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 ELD, Special Education and GATE teachers will become proficient in technology skills and assistive tools for their subgroup populations.</p> <p>Annual Benchmarks - Year 1: Base lining activity in the 2009-10 school year Year 2: minimum of 70% in the 2010-11 school year Year 3: minimum of 80% in the 2011-12 school year Year 4: minimum of 90% in the 2012-13 school year Year 5: minimum of 100% in the 2013-14 school year.</p> <p>Objective: 1c: By June 2014, 100% k-12 ELA and Math teachers, who participate in district sponsored educational technology professional development focused on CLRN and/ or SBE approved curriculum based technology resources will become proficient with technology integration.</p> <p>Annual Benchmarks - Year 1: Base lining activity in the 2009-10 school year Year 2: minimum of 70% in the 2010-11 school year Year 3: minimum of 80% in the 2011-12 school year Year 4: minimum of 90% in the 2012-13 school year Year 5: minimum of 100% in the 2013-14 school year.</p> <p>Objective: 1d: By June 2014, the district will provide a trained technology mentor / coach to all district schools.</p> <p>Annual Benchmarks - Year 1: Base lining activity in the 2009-10 school year Year 2: minimum of 75% in the 2010-11 school year Year 3: minimum of 85% in the 2011-12 school year Year 4: minimum of 95% in the 2012-13 school year Year 5: minimum of 100% in the 2013-14 school year.</p>

Goal 1: Objective: 1a ,b, c, d Evaluation Instrument(s) & Data	
<p>Instrument: CTAP² pre and post I-assessment completed for all district sponsored Education Technology professional development programs</p> <p>Data: Administrators' and teachers' self assessed technology and integration skills</p> <p>Instrument: District and site-based training agendas and records</p> <p>Data: Professional development participation correlated with proficiency in I-assessment survey</p> <p>Data reviewers District curriculum, data, and technology administrators and school admins. will analyze benchmark data annually in late August / September and make any necessary modifications in order to meet our objectives.</p>	
Goal 1: Objective: 1a ,b, c, d - Implementation Action Steps	Use of Technology
1. Annually, require administrator and teacher completion of pre and post I-assessment survey by all who participate in district sponsored technology training programs.	Microsoft Office Suite, e-mail, Internet.
2. Annually, in June, analyze i-assessment administrator and teacher technology and integration skill data to plan for professional development offerings during the year.	Peripherals such as LCD projectors, digital cameras, video cameras, and printers.
3. Annually, provide I-assessment workshops to teachers, administrators, and site I-assessment admins.	CLRN approved curriculum-based software
4. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year aligned to the content standards, to the NETs, assistive technology, and to identified I-assessment professional development needs including information literacy skills.	CTAP Online Professional Development.
5. 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, 9-12) during the school year aligned to the content standards, to the NETs, and to identified I-assessment professional development needs.	Online resources including SETs
6. Annually, the district will train site-based technology integration mentors and CTAP Online mentors to support district technology participants at the site level.	CTAP ² I-assessment
7. 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 quarterly assessments horizontally and vertically through grade levels in the district.	
Monitoring	
District curriculum, data, and technology administrators and school site administrators 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.	
Timeline: The timeline for the aforementioned actions are included in the Action Steps listed above.	
Person(s) responsible: District admins., the District Technology Coordinator, school site admins, and site media specialists / mentors 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 2 - District Professional Development Goal	
<p>Goal 2: District teachers will become proficient in the use and teaching of CTAP region 4 Cyber Safety resources in order to educate students to understand the lawful and unlawful use of the internet to access, download and share copyrighted works, and to protect their online privacy and avoid online predators.</p> <p>Target Group: Certificated teachers</p> <p><i>Supports Curriculum Driven Technology Goals and Objectives in Components 3f-g of our Ed Tech Plan</i></p>	
Specific Measurable Objectives by June 30, 2014	
<p>Objective: By June 2014, 100% of district teachers, who attend professional development, will be proficient with the implementation and integration of all current CTAP region 4 Cyber Safety resources into the technology component of the course work for all students.</p> <p>Annual Benchmarks - Year 1: 100% of all district teachers will be trained in the use of CTAP region 4 Cyber Safety resources by June 2010.</p> <p>Year 2-5: 100% of all district teachers will be trained in any new resources available in the Cyber Safety resources by June of each year.</p> <p>Since this is a constantly changing area, our district understands the need to stay current with the most up to date information. We plan to annually review all resources available through <i>Cyber Safety</i> and ensure that 100% of district teachers will be proficient with the most current resources available by June of each year of this plan.</p>	
Evaluation Instrument(s) & Data	
<p>Instrument: Annual CTAP I-assessment, Simple Assessment, site/district administration review:</p> <p>Data: teacher's self assessed technology and integration skills, classroom and course work observation documentation</p> <p>Instrument: District sponsored training records, usage records and site-based mentor support records</p> <p>Data: % of teachers trained and proficient.</p> <p>Data reviewers</p> <p>District curriculum, data, and technology administrators and school administration will review beginning in late August all technology curriculum to ensure that teachers understand and are using the most current resources available through Cyber Safety and make any necessary modifications in order to meet our objectives.</p>	
Goal 2: Objective: Implementation Action Steps	Use of Technology
1. Annually, require teacher completion pre and post I-assessment survey by all who participate in district sponsored technology training programs.	Database <i>Schoolwise</i> .
2. Annually, in June, analyze I-assessment teacher survey results on data driven instructional decision making and student data reporting systems to plan for professional development offerings.	Web-based resources through CTAP region 4 <i>Cyber Safety</i> web-site.
3. Annually by June, district/site administrators will perform a classroom observation and course work review to ensure teachers are incorporating the Cyber Safety resources successfully in the technology course work.	CTAP Online Professional Development.
4. Annually by September, plan professional development opportunities for the year focused on ensuring all teachers have the current resources available for the Cyber Safety Component of their students' technology coursework. Provide systematic professional development and collaboration time for site administration and teachers to analyze student achievement data, and to learn and share best practices in instruction and intervention developed with the CTAP region 4 <i>Cyber Safety</i> resources.	CTAP ² I-assessment
Monitoring	
<p>District curriculum, data, and technology administrators and school site administrators 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.</p> <p>Timeline: The timeline for the aforementioned actions are included in the Action Steps listed above.</p>	
<p>Person(s) responsible: District admins. the District Technology Coordinator, school site admins, and site media specialists / mentors 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.</p>	

Goal 3 - District Professional Development Goal
<p>Goal 3: District site administrators and teachers will become proficient in the use of technology to improve student achievement data collection, analysis, reporting, and decision making.</p> <p>Target Group: Certificated teachers and administrators</p> <p><i>Supports Curriculum Driven Technology Goals and Objectives in Component 3i of our Ed Tech Plan</i></p>
Specific Measurable Objectives by June 30, 2014
<p>Objective 3a: By June 2014, 100% of district administrators and teachers, who attend professional development, will be proficient with the implementation and integration of a student assessment and data management system such as <i>Edusoft, LARS and NWEA</i>.</p> <p>Annual Benchmarks - Year 1: Base lining activity by end of 2010. Year 2: 70% by June 2011. Year 3: 80% by June 2012. Year 4: 90% by June 2013. Year 5: 100% by June 2014.</p> <p>Objective: 3b: By June 2014, 90% of district administrators and teachers, who attend professional development, will be proficient with the complete student database information: <i>classroom, attendance, grading and parent access</i>, offering parents password protected, online access to their student's attendance, assignments, grades, and progress reports.</p> <p>Annual Benchmarks - Year 1: Base lining activity by end of 2010. Year 2: 60% by June 2011. Year 3: 70% by June 2012. Year 4: 80% by June 2013. Year 5: 90% by June 2014.</p>
Evaluation Instrument(s) & Data
<p>Instrument: Annual CTAP I-assessment, Simple Assessment: Data: teacher's self assessed technology and integration skills</p> <p>Instrument: District sponsored training records, usage records and site-based mentor support records Data: % of teachers trained and proficient.</p> <p>Data reviewers District curriculum, data, and technology administrators and school admins. will analyze benchmark data annually in late August / September and make any necessary modifications in order to meet our objectives.</p>

Goal 3: Objective: 3a,b Implementation Action Steps	Use of Technology
1. Annually, require administrator and teacher completion pre and post I-assessment survey by all who participate in district sponsored technology training programs.	Database <i>Schoolwise</i> , <i>LARS</i> .
2. Annually, in June, analyze I-assessment administrator and teacher survey results on data driven instructional decision making and student data reporting systems to plan for professional development offerings.	Web-based district student reporting system developed by <i>Diverse Network Associates</i> .
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.	Integrated student assessment platform/system such as <i>Edusoft</i> , <i>LARS</i> and <i>NWEA</i>
4. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on all database components.	CTAP Online Professional Development.
5. 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.	Online resources including SETs
6. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on an integrated student assessment platform/system such as <i>Edusoft</i> , <i>NWEA</i> .	CTAP ² I-assessment
7. 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 quarterly assessments horizontally and vertically through grade levels in the district.	
Monitoring	
District curriculum, data, and technology administrators and school site administrators 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.	
Timeline: The timeline for the aforementioned actions are included in the Action Steps listed above.	
Person(s) responsible: District admins., the District Technology Coordinator, school site admins, and site media specialists / mentors 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 - District Professional Development Goal

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

Target Group: **Certificated teachers and administrators**

Supports Curriculum Driven Technology Goals and Objectives in Component 3j of our Ed Tech Plan

Specific Measurable Objectives by June 30, 2014

Objective: 4a By June 2014, 100% k-12 teachers, who attend professional development, will post students' attendance, assignments and grades through a web-based system such as *SchoolWise* and *Snap-Grades*, and all parents that want access will be given a password and access instructions/training....or other such mechanism such as *TeacherWeb* website.

Annual Benchmarks - Year 1: Base lining activity by end of 2010.

Year 2: 70% by June 2011.

Year 3: 80% by June 2012.

Year 4: 90% by June 2013.

Year 5: 100% by June 2014.

Objective: 4b By June 2014, 100% site administrators and teachers, who attend professional development, will be proficient with the district's *Diverse Network Associates Freedom* web publishing software which allows teachers to publish class web pages on their school web site and administrators to easily update and edit communications on their school websites.

Annual Benchmarks - Year 1: Base lining activity by end of 2010.

Year 2: 70% by June 2011.

Year 3: 80% by June 2012.

Year 4: 90% by June 2013.

Year 5: 100% by June 2014.

Objective: 4c By June 2014, 100% k-12 teachers and administrators, who attend professional development, will be proficient with the district's new Outlook e-mail service.

Annual Benchmarks - Year 1: Base lining activity by end of 2010.

Year 2: 70% by June 2011.

Year 3: 80% by June 2012.

Year 4: 90% by June 2013.

Year 5: 100% by June 2014.

Goal 4: Objective: 4a,b,c Evaluation Instrument(s) & Data	
<p>Instruments: District records of the number of teachers trained to use <i>Database, SchoolWise, grading, classwork</i>.</p> <p>Data: % of teachers trained; % of parents requesting passwords and instructions; % of parents using <i>database</i>.</p> <p>Instrument: District and site based equipment and Outlook e-mail account records</p> <p>Data: % of teachers with access</p> <p>Instrument: Communication artifacts from School and classroom websites.</p> <p>Data: evidence of efforts to improve two-way communication.</p> <p>Data reviewers District curriculum, data, and technology administrators and school admins. will analyze benchmark data annually in late August / September and make any necessary modifications in order to meet our objectives.</p>	
Goal 4: Objective: 3a,b,c Implementation Action Steps	Use of Technology
1. Annually, require administrator and teacher completion of pre and post I-assessment survey by all who participate in district sponsored technology training programs.	Database, Filemaker, grading and parent access. <i>Freedom</i> web publishing software developed by <i>Diverse Network Associates</i> <i>Microsoft Outlook</i> e-mail online access and client software CTAP Online Professional Development. Online resources including SETs CTAP ² I-assessment
2. Annually, in June, analyze I-assessment 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 administrators and for teachers on all <i>database</i> components during the school year.	
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 and <i>Students at Risk</i> procedures.	
5. By fall 2010, plan district rollout of Outlook e-mail service to replace existing GroupWise service.	
6. By spring 2011, Outlook Exchange server in place and client software district wide.	
7. By fall 2011, schedule and promote district sponsored Outlook workshops for administrators and for teachers during the 2011-12school year with the objective of getting 70% trained by the end of year. Continue training annually.	
8. Annually in the fall continue to schedule and promote district sponsored Outlook workshops for administrators and for teachers during the school year	
Monitoring	
District curriculum, data, and technology administrators and school site administrators 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.	
<p>Timeline: The timeline for the aforementioned actions are included in the Implementation Action Steps listed above.</p>	
<p>Person(s) responsible: District admins., the District Technology Coordinator, school site admins, and site media specialists / mentors 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.</p>	

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

Section 4c:

District curriculum, data, and technology administrators and school site administrators 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.

District administration, the District Technology Coordinator, school site administration, and site media specialists / mentors 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.

INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE COMPONENT

Section 5:

Section 5a:

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 CBEDS computer to student ratio by grade band is summarized in the chart below and includes all computers regardless of age. However data from the 2007 California School Tech Survey shows the average MUSD student computer ratio for computers four years old and newer is 5:1. (See data on following page)

District Technology by School Type 2007-08	
	District Students per Computer
Elementary	1.6
Middle	
High	0.6
Continuation	
Alternative	

Source: California Department of Education, Educational Demographics Office (CBEDS, sifade07 8/19/08, sifgl07 9/3/08, pubschls 10/1/08) In addition to computers available for use by students, those used by staff for instructional activities are also included when counting computers at the various schools. This count is then divided by student enrollment to arrive at a students-per-computer figure.

The total number of internet connected multi-media computers in the district (from 2007 California Tech Survey) is summarized in the chart below.

Elementary Schools	Junior High Schools	High Schools	K-12 Ind. Study & Spec. Ed.	District Total
All	na	All	All	All

District Equipment Replacement Chart

School Name	2007-08 Enrollment (Unofficial CBED)	# of current Instructional Multimedia computers / thin clients 4 years or newer from 2007 CA Tech Survey	# of new computers needed to reach 4:1 or better by June 2010	# of new computers needed to reach/maintain goal of 2:1 in five years as per District objective.
Mattole Elementary & Junior High	30	15		
Honeydew Elementary	3	8		
Mattole Triple Junction High	7	8		
Mattole Valley Charter School	864	150	60	220
total= 5:1 student to computer ratio	904	181	60	220

Current District Software

Microsoft Office XP, Internet resources, Dreamweaver, publishing software, Filemaker, SchoolWise database.

Elementary School Software Used:

Accelerated Reader, Reading Counts, Microsoft Office XP, Internet resources, Freedom web publishing software, CLRN approved curriculum based software.

Middle School Software Used:

Plato, Accelerated Reader, Accelerated Math, Jostens Learning, Reading Counts, Kerswell, Microsoft Office XP, Internet resources, Dreamweaver, Freedom web publishing software, SchoolWise database, and CLRN approved curriculum based software.

High School Software Used:

Plato, Accelerated Reader, Accelerated Math, Microsoft Office XP, Internet resources, including: Gale Resources, Discovering Collection, Reference Center Gold, Infotrac Student Edition, Opposing Viewpoints, Health and Reference Center, Grolier Encyclopedia, ABC-CLIO U.S. History, ABC-CLIO World History, career software, Dreamweaver, web publishing software, SchoolWise database, and CLRN approved curriculum based software.

Current District Infrastructure, Site Networks, and Connectivity

Total Number of district schools = 4

Total Number of district schools connected to the Internet by a permanent (non-dial-up) connection = All

Total Number of district schools connected to the Internet by:

- Full T-1: 0
- Fractional T-1: 2
- ISDN: 0
- DSL: 3
- Cable: 1
- Microwave: 0
- Wireless (not microwave): 4
- Other, please specify: NA

Total number of schools in the district that are NOT connected to the District's LAN: 0

Average # of drops per classroom: 1

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

- District office: 0
- County Office of Education: 25%
- California State University/University of California 0
- Commercial provider (e.g., Suddenlink, AT&T, Frontier): 75%

What percentage of classrooms in the district does not have a phone service in the classroom? 0%

What percentage of classrooms in the district does not have voicemail service? 80%

Current District Tech Support

Technical support at school sites ranges includes our district technical support staff to lead technology teachers, teacher volunteers, students, principals, librarians, media specialists, and Instructional Aides.

District Support includes a full-time Technology Coordinator and a combination of two part-time District Computer Technicians / Network Analysts. Lead technology teachers also act as the school site technology staff and coordinate with the Technology Coordinator and the computer/network technicians. The technicians are available to sites 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.

Full-time district Computer/Network Technicians' duties are:

- Administrative Computers, Software, Infrastructure, & LAN
- Elementary School Computers, Software, Infrastructure, & LAN
- Secondary School Computers, Software, Infrastructure, & LAN
- Student Administrative Software specialists (Filemaker/SchoolWise)

Type Of District Support Provided	Individuals Responsible
Ongoing equipment maintenance, repair, and replacement	District Computer/Network Technicians (1 FTE)
Technical Support provided during school hours	District Computer/Network Technicians (0.5 FTE)
Technical support after school hours	District Computer/Network Technicians (0.5 FTE)
Technology Integration Support	CTAP Region 2, District Technology Coordinator, and teachers on district assignment.

Type Of Site Support Provided	Individuals Responsible
Ongoing equipment maintenance and repair.	None at site level - District Computer/Network Technicians (1 FTE)
Technical Support provided during school hours	Site Tech staff, Media specialists, volunteers
Technology Integration Support	Site admins, Site Tech staff, Media specialists, librarians, peer coaches.

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 Curriculum and Professional Development Components of the plan.

Section 5b:

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. Based on data in previous chart the district will need:

of new computers needed to maintain 4:1 or better by June 2010 = 100

of new computers needed to maintain goal of 2:1 in five years as per District Goal 4 = 300

District Software Needs During the Next Five Years

- Additional district standardized and CLRN approved curriculum and intervention software and online services for English/Language Arts and Math for all K-12 grade levels.
- Additional K-8 SBE adopted text book publisher companion technology resources, particularly for English/Language Arts and Math.
- Ongoing subscriptions to online research resources such as EBSCO and SIRS
- CLRN approved assistive software as identified by Special Education teachers by the district
- Microsoft Outlook client software
- Upgrades to existing software versions as needed.

District Infrastructure Needs During the Next Five Years

Improve LAN to be more reliable and faster, replace the 4 main server computers at school site locations, continue to convert to DSL/Cable internet connections, add voicemail capabilities.

District Physical Plant Modification Needs During the Next Five Years

Current physical plant design for technology will be sufficient to achieve all technology goals in the five year plan. No Physical Plant Modifications will be needed during the duration of this plan.

District Tech Support Needs Over the Next Five Years

.5 FTE Computer/Network technician

The district will offer WAN/LAN troubleshooting and Network standards training for site staff.

The district will also hire additional technicians as needed and as funding is available. To support teachers participating in the district's education technology professional development opportunities, the district will train and offer stipends to site-based technology integration mentors (peer coaches).

Annual Benchmarks for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components

Section 5c:

Goal 1 - District Goal for Hardware and Software
<p>Goal 1: All k-12 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. <i>(Aligns to curriculum goals in component 3d and component 3h)</i></p>
Specific Measurable Objective by June 30, 2014
<p>Objective: 1a By June 30, 2014 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)</p> <p>Annual Benchmarks and Timeline: Year 1: 4 students to 1 computer by June 2010 Year 2: 3.5 students to 1 computer by June 2011 Year 3: 3 students to 1 computer by June 2012 Year 4: 2.5 students to 1 computer by June 2013 Year 5: 2 students to 1 computer by June 2014</p> <p>Objective: 1b By June 30, 2014 100% k-12 core curriculum classroom (E/LA, Math, History/Social Science, Science) will have access to district approved CLRN and/or SBE approved curriculum based learning and intervention software and/or internet subscriptions.</p> <p>Annual Benchmarks and Timeline: Year 1: base lining of classrooms by June 2010 Year 2: 80% of classrooms by June 2011 Year 3: 70% of classrooms by June 2012 Year 4: 90% of classrooms by June 2013 Year 5: 100% of classrooms by June 2014</p>
Monitoring and Evaluation Instrument(s) & Data
<p>Instrument: Annual CBEDS: Data: average student to computer ratio by school and district wide</p> <p>Instrument: Annual California Online Tech Survey: Data: average student to computer ratio by school.</p> <p>Instrument: Annual district technology software survey Data: % of classrooms with access to approved curriculum based software</p> <p>Monitoring and Evaluation Process: The District Technology Coordinator, school site administrators, and school site technology staff 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. District Technology Coordinator, school site admins., and school site technology staff will analyze end of school year results annually in June.</p>

Section 5c:

Goal 2 - District Goal for Infrastructure

Goal 2: DSL/Cable conversion for all administrative and student computers. Wireless Local Area Networks for all classroom and Library and administrative offices. Replacement of main server computers at all District sites.
(Aligns to curriculum goal in component 3h)

Specific Measurable Objective by June 30, 2014

Objective: 2c The District will replace the 4 main servers and update all LAN connections at the school sites.

Annual Benchmarks and Timeline: **Year 1:** plan and diagram LAN and hardware needs by June 2010

Year 2: 25% complete by June 2011

Year 3: 50% complete by June 2012

Year 4: 75% complete by June 2013

Year 5: 100% complete by June 2014

Objective: 2b The District will offer WAN/LAN trouble shooting and Networks standards training for site staff.

Annual Benchmarks and Timeline: **Year 1:** base lining by June 2010

Year 2: 25% complete by June 2011

Year 3: 50% complete by June 2012

Year 4: 75% complete by June 2013

Year 5: 100% complete by June 2014

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 District Technology Coordinator, school site administrators, and school site technology staff 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. District Technology Coordinator, school site admins., and school site technology staff will analyze end of school year results annually in June.

Section 5c:

Goal 3 - District Goal for Technical Support

Goal 3: All k-12 school sites in district will have access to timely district 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 #4 in component 3)*

Specific Measurable Objective by June 30, 2014

Objective: 3a By June 2014, the district will have a standardized Information Technology Services (ITS) work order process and tracking system in place.

Annual Benchmarks and Timeline:

Year 1: base lining by June 2010

Year 2: 25% by June 2011

Year 3: 50% by June 2012

Year 4: 75% by June 2013

Year 5: 100% by June 2014

Objective: 3b Through June 2014, the district will maintain and update ITS computer, software, and network security standards in place for district supported technology.(i.e. Virus protection, DeepFreeze software, web content filtering software, Spam Blocking)

Annual Benchmarks and Timeline:

Year 1: base lining by June 2010

Year 2: 25% by June 2011

Year 3: 50% by June 2012

Year 4: 75% by June 2013

Year 5: 100% by June 2014

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 District Technology Coordinator, school site administrators, and school site technology staff 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. District Technology Coordinator, school site admins., and school site technology staff will analyze end of school year results annually in June.

Description of the process that will be used to monitor whether the annual benchmarks including roles and responsibilities.

Section 5d:

The District Technology Coordinator, school site administrators, and school site technology staff 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. District Technology Coordinator, school site administration, and school site technology staff will analyze end of school year results annually in June.

Instruments used: District ITS Policies and Procedures handbook (standardized work order process and security standards for computers and networks), Annual California Online Tech Survey (average student to computer ratio by school), Annual CBEDS (average student to computer ratio by school and district wide) and Annual district technology software survey (% of classrooms with access to approved curriculum based software).

FUNDING AND BUDGET COMPONENT

Section 6:

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 Director of Information Technology has the primary responsibility for securing future funding opportunities. The IT Director identifies possible future funding sources from: IT networking venues, the CDE’s grant notification list serv, CTAP Region 2, web site resources and private grant solicitation. Our IT Director also will work with the curriculum department to integrate technology in existing curricular based professional development.

Budget Assumptions:

- District-paid and site-paid tech support will continue at the same level.
- Tech projects will receive a % of the district’s Strategic Planning money throughout the duration of our plan.
- DAS/E-rate programs will continue throughout the duration of the Ed tech plan.
- EETT Formula grant funds continue at approximately the same level annually.
- EETT Competitive grants continue to be available to grades 4-8.
- 21-hour staff development (buy-back) time will be at the district’s discretion throughout the duration of the plan.
- 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 fund some of the site specific hardware, software, and tech support outlined in the plan.

Established and Potential Funding Sources

Section 6a:

Funding Source	Year 1	Year 2	Year 3	Year 4	Year 5	Totals
General Fund	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$50,000
Charter Fund	\$110,000	\$135,000	\$135,000	\$141,000	\$143,000	\$664,000
Title II	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000
REAP	\$8,000	\$8,000	\$8,000	\$2,000	\$0	\$26,000
E-Rate						
Totals	\$130,000	\$155,000	\$155,000	\$155,000	\$155,000	\$750,000

E-Rate funding will be determined in the 1st Year of the Plan and will be used to augment the technology budget.

Estimate implementation costs for the term of the plan (5 years).

Section 6b:

Component	Year 1	Year 2	Year 3	Year 4	Year 5	Totals
Curriculum (General, Charter Fund)	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
Professional Development (Title II, REAP)	\$7,000	\$5,000	\$5,000	\$5,000	\$5,000	\$27,000
Infrastructure (General, Charter Fund)	\$3,000	\$10,000	\$10,000	\$10,000	\$10,000	\$43,000
Hardware (General, Charter Fund, REAP)	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$150,000
Electronic Resources (General, Charter Fund, REAP)	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
Technical Support (General, Charter Fund)	\$80,000	\$100,000	\$100,000	\$100,000	\$100,000	\$480,000
Totals	\$130,000	155,000	\$155,000	\$155,000	\$155,000	\$750,000

- **Curriculum:** Since curriculum needs may vary from year to year based on new versions becoming available of electronic curriculum to achieve our goals outlined in this technology plan (section 3), we have entered in the same amount for each year. We are estimating the cost of curriculum over 5 years to be \$25,000. This amount includes additional district standardized and CLRN approved curriculum and intervention software and online services for English/Language Arts and Math for all K-12 grade levels and online curriculum contracts (*How-To-Master*, etc) that the district utilizes each year to help the district achieve its goals as described in section 3.
- **Professional Development:** Professional Development for staff, as outlined in section 4 of this plan, calls for ongoing training to be able to keep our teachers current. For this category, we have estimated the cost to be \$27,000 over the 5 years. We estimate Year 1 may have additional costs as we will be doing extra professional development to achieve our goal 2 in section 4 (*Cyber Safety* initial training). For Years 2-5 we are estimating the cost to keep staff current to be relatively stable.
- **Infrastructure:** To meet our goals in section 5, we foresee the cost to be greater in years 2-5. Year 1 is mostly dedicated to planning and designing infrastructure changes. Years 2-5 are when we intend to replace the servers and update the LANs thus increasing our expenses.
- **Hardware:** In order to meet our goal for section 3h, we plan to have ongoing purchases of computer hardware to maintain or improve the ratio of student to computer to 2-1. We foresee the replacement of older computers to be a steady expense throughout the length of this plan.
- **Electronic Resources:** Contracts and other resources for online services will be an ongoing expense throughout all 5 years.
- **Technical Support:** The addition of an added .5 FTE Computer/Network Technician in Year 2 of the plan will cause the expense in this category to increase for Year 2 – 5.

Description of the district's replacement policy for obsolete equipment

Section 6c:

The district replacement policy for obsolete equipment is every five years. Our district computer replacement budget is 10% per year of our technology budget. Administrators work with the District and School Site Councils to review tech inventories at the school and replace as needed.

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

Section 6d:

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 Coordinator has the primary responsibility and access to appropriate budgets to meet goals and objectives specified in this plan. District budget and funding monitoring is the responsibility of the Technology Coordinator, under the guidance of MUSD's Assistant Superintendent of Business Services, who takes budget recommendations and revision requests to Council meetings and the School Board as needed. Routine district budget analyses and funding opportunities are tracked to ensure optimal leveraging of funds.

District technology support and site-based technology staff provide the Technology Coordinator 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.

MONITORING AND EVALUATION COMPONENT

Section 7:

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 are embedded into each objective in our tech plan components under the monitoring and evaluation sections in our plan Criteria components 3, 4, & 5.

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
Technology Coordinator	Provide overall Tech Plan management and coordination. Assess, plan, implement, monitor, and evaluate technology integration staff development aligned to curriculum Standardize, develop, manage, monitor, and revise as necessary network, hardware, infrastructure, software, and technical support specifications, policies, and procedures. Collect annual California School Technology Survey data and assist with pre and post I-assessment completion. Use collected data to monitor and evaluate progress toward benchmarks and the timeline and to plan and make modifications.	1
Administrators	Manage, coordinate, and assess curriculum-based staff development Collect data regarding staff development focused on teaching students computer and information literacy skills. Collect data regarding staff development focused on teaching students computer and information literacy skills. Collect data regarding staff development focused on integration of technology into the curriculum to improve academic achievement	2
Programs & Testing Administrator	Collect and analyze data regarding K-12 students' computer skills and students' academic achievement. Collect staff development data on technology proficiencies.	1

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

Section 7a:

Each identified objective in our Technology Plan will be reviewed and evaluated monthly by the district Technology Coordinator, 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.

The district's Technology Advisory Team is comprised of the district Technology Coordinator, Program Administrators & Testing Coordinator, school site administrators, and teachers.

Schedule for evaluating the effect of plan implementation.

Section 7b:

Data, progress, and any needed revisions to the plan will be reviewed during Technology Advisory Team meetings during the school year (one every other month).

Additionally, the District Technology Coordinator, school site administrators, and school site technology staff track the development and implementation of all appropriate access activities, inventories and accomplishments monthly and report progress at our monthly district/ site administration meetings.

The District Technology Coordinator, school site administration., and school site technology staff will analyze end of school year results annually in June.

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

Section 7c:

The Technology Advisory Team will track the development and implementation of all activities and accomplishments monthly. Tech Planning issues, successes and setbacks will be communicated between the Technology Advisory Team via e-mail and voice-mail on an ongoing basis.

Progress reports on the District Technology Plan objectives will be addressed at the monthly District School Board meetings and School Site Council meetings giving all stakeholders the opportunity to discuss the progress and give input to the Technology Coordinator and Technology Advisory Team.

EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY

Section 8:

If the district has identified adult literacy providers, there is a description of how the program will be developed in collaboration with those providers.

Section 8a:

Our School District currently proposing adult education courses at no cost to parents as well as childcare and/or preschool classes.

Our Adult Literacy offerings will include:

1. English as a Second Language
2. Adult Literacy
3. GED
4. Job Interviewing Skills
5. Cultural Literacy
6. Reading and Writing Literacy
7. Citizenship
8. Keyboarding and other computer related literacy skills
9. Parenting Skills

Current Adult Literacy Partnership Providers in our county include:

Eureka Adult Education School

The Healthy Start and Even Start Adult Literacy Programs, as well as the district's GED program, use computer labs and specific adult education software as a part of the adult literacy training. Adults utilize a GED software program for their preparation. The computer lab is open for use during afternoon and evening hours twice a week.

Annually, representatives from the Technology Advisory Team will meet with our community adult literacy partners to explore best practices on technology integration to support adult literacy and to explore opportunities to provide a better continuum of education support services and options to our students, parents and the community in general.

EFFECTIVE, RESEARCHED-BASED METHODS AND STRATEGIES

Section 9:

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

Section 9a:

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.

Mattole Unified 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 Education Technology Plan 2009-2014 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 use 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.

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 (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).

Section 9b:

The Mattole Unified 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 thin client programs at our middle schools.

Our district is committed to increasing course offerings through the use of technology. The district is investigating online AP courses for high school students. The district is also 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 middle and high school 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 C – Criteria for EETT Technology Plans (REQUIRED)

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

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

1. PLAN DURATION CRITERION	Page in District Plan
The plan should guide the district’s use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)	3
2. STAKEHOLDERS CRITERION	Page in District Plan
Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	4
3. CURRICULUM COMPONENT CRITERIA	Page in District Plan
Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	
a. Description of teachers’ and students’ current access to technology tools both during the school day and outside of school hours.	6
b. Description of the district’s current use of hardware and software to support teaching and learning.	7
c. Summary of the district’s curricular goals that are supported by this tech plan.	9
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.	12
e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.	16
f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism	18
g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.	19
h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.	20
i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers’ efforts to meet individual student academic needs.	22
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.	24
k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	26

4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	Page in District Plan
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	28
b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.	30
c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	39
5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	Page in District Plan
a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.	39
b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.	42
c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.	43
d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	46
6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	Page in District Plan
a. List established and potential funding sources.	46
b. Estimate annual implementation costs for the term of the plan.	47
c. Describe the district's replacement policy for obsolete equipment.	48
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.	48
7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	50
b. Schedule for evaluating the effect of plan implementation.	50
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	50
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
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)	51
9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	Page in District Plan
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	52
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.	54