SCOTIA UNION SCHOOL DISTRICT

EDUCATIONAL TECHOLOGY PLAN

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Table of Contents

Topic	Page
Background and Demographic Profile	1
Mission/Vision	2
1. Plan Duration	3
2. Stakeholder	4
3. Curriculum	5
4. Professional Development	23
5. Infrastrucure, Hardware, Technical Support, and Software	29
6. Funding and Budget	31
7. Monitoring and Evaluation	37
8. Collaborative Strategies with Adult Literacy Providers	38
9. Effective Research-Based Methods & Stragetieg	38

Scotia Union School District has one K-8 school, Stanwood A. Murphy Elementary. This single school district educates 218 students of Scotia, California, the last company owned town in the nation. The town was established in 1869 and has its own medical building, market, hardware store, inn, theater, bank, and cogeneration plant. In June 2008 Pacific Lumber Company went bankrupt and Humboldt Redwoods Company LLC took over this timber industry. The Town of Scotia LLC is now in the process of subdividing the 276 company owned homes in order to sell along with the rest of the town buildings. Before PALCO went bankrupt, the company sold the school, community gym, and land to the school. The school was able to modernize its facilities including a hi-tech networking system.

This one school district is located 3 miles south of Humboldt Redwoods State Park, in the heart of the world's largest trees within a temperate rainforest. Scotia is about 26 miles North of Eureka off of highway 101.

The only public buildings are the school and 2 post offices (Scotia and Redcrest). There are businesses within the District boundaries including: a brewery, taxidermist, hair salon, bank, restaurant/bar, mobile home manufacturer, hardware store, accountant, rv/cabin resort, convenience store, wood carving/souvenir stores, and water purifier systems sales. The crime rate in the community is low. The town has one fire chief and works closely with the sheriff department. In the past only PALCO employees and subcontractors can rent the homes from the company. Several families left after the bankruptcy (1996=1400 company employees, 2010=140 company employees) and new non-company employees have moved in. Free and reduced lunch students increased from 49% to 67%. Although the community is changing, there has not been a serious drug or gang problem yet; nor have there been any expulsions in the past 6 years.

Although there has been ongoing transition within the school community, the enrollment has maintained within a little over 200. Eighty-five percent of the students are white and 15% are Hispanic. Our Hispanic families need a translator to help in communication during parent conferences and other school related information provided to parents.

There are twenty-eight staff members that work for the district. All thirteen teachers meet the NCLB "Highly Qualified Teacher" criteria. The district and business secretary regularly attend ongoing technology in-services to improve their skills. The Superintendent/Principal became the GATE and Technology Coordinator after the assistant principal left the district and was promoted to superintendent in a nearby district. The Head of Maintenance/Transportation Director does all the technological troubleshooting within the District. Other staff includes a Food Service Manager, cook, two custodian/van drivers, library technician, four special ed. paraprofessionals and four regular ed. paraprofessionals.

The District is in the process of upgrading the newly purchased school gym with hopes of obtaining DSA approval in order for the students to utilize the facility for physical education. Meanwhile, the District continues to seek ways for the community to use the gym/indoor pool. The Scotia Gym is the heart of the community and provides a means for our students to actively participate in positive social activities.

Mission

Stanwood A. Murphy Elementary School, located in the heart of Humboldt County's temperate rain forest, is the only California school in a company-owned town. We strive for the highest standards of excellence in learning and teaching while maintaining a safe and supportive school community where deep understanding of ourselves and other cultures is fostered. We provide state adopted, technology and research based strategies whereby all learning styles are emphasized in an effort to ensure that every student succeeds.

Vision

Working in partnership, the School Board, staff, parents and community will:

1. Provide a strong, Standards and Research-Based curriculum that incorporates technology
and fine arts in order that the students achieve mastery in grade level standards and are academically prepared.

2. Promote students' social responsibility, a respect for others, and a sense of community.

Every student has the right to be in a safe, learning environment. Every student will be supported academically, socially, and behaviorally for an ever-changing world.

Everyone should be treated with respect unconditionally

3. Assist students to develop an interest and pride in their quality of work and the self-confidence to be productive citizens and life-long learners. Our educational programs must be designed to prepare all students to become self-supporting individuals to the best of their ability.
4. Maintain a safe, functional, and energy efficient facility reaching out to make the community an integral part of the educational experience.
5. Maintain a balanced budget supporting both curricular and staffing goals, while maintaining an adequate reserve.
6. Educators are responsible to continue seeking the best teaching practices.

July 1, 2010 -June 30, 2015

2. Stakeholders

Name	**Position**	**CDS**
Jaenelle Lampp	Superintendent/Principal	Humboldt, Scotia Union Elementary SD, Stanwood A. Murphy Elementary
Amy Gossien	Teacher/5th -8th Language Arts Site Council Chairperson	Humboldt, Scotia Union Elementary SD, Stanwood A. Murphy Elementary
Shawn Barsanti	Teacher/5th -8th Social Studies Dean/Athletic Director	Humboldt, Scotia Union Elementary SD, Stanwood A. Murphy Elementary
Garey Barsanti	Teacher/5th -8th Mathematics	Humboldt, Scotia Union Elementary SD, Stanwood A. Murphy Elementary
Saul Lewis	Teacher/5th -8th Science	Humboldt, Scotia Union Elementary SD, Stanwood A. Murphy Elementary
Pam Zana	Teacher/5th	Humboldt, Scotia Union Elementary SD, Stanwood A. Murphy Elementary
Ann Barbata	Teacher/4th	Humboldt, Scotia Union Elementary SD, Stanwood A. Murphy Elementary
Carol Owren	Teacher/3rd	Humboldt, Scotia Union Elementary SD, Stanwood A. Murphy Elementary
Sharon Ross	Teacher/2nd	Humboldt, Scotia Union Elementary SD, Stanwood A. Murphy Elementary
Sandra Close	Teacher/1st	Humboldt, Scotia Union Elementary SD, Stanwood A. Murphy Elementary

Jackie Eicholtz	Teacher/Kindergarten	Humboldt, Scotia Union Elementary SD, Stanwood A. Murphy Elementary
Dave Gaddis	Maintenance/Transportation Technology Support	Humboldt, Scotia Union Elementary SD, Stanwood A. Murphy Elementary
Donna Jones	Business Secretary Site Council Member	Humboldt, Scotia Union Elementary SD, Stanwood A. Murphy Elementary
Carrie Woolley	School Site Council Member	Humboldt, Scotia Union Elementary SD, Stanwood A. Murphy Elementary
Laurel Stokes	Resource Teacher Site Council Member	Humboldt, Scotia Union Elementary SD, Stanwood A. Murphy Elementary
Brooke Raven-Sandburg	School Board Clerk	Humboldt, Scotia Union Elementary SD, Stanwood A. Murphy Elementary
Sarah Ireland	School Board President	Humboldt, Scotia Union Elementary SD, Stanwood A. Murphy Elementary
Debbie Reback	School Board Member	Humboldt, Scotia Union Elementary SD, Stanwood A. Murphy Elementary
Bill Morris	School Board Member	Humboldt, Scotia Union Elementary SD, Stanwood A. Murphy Elementary
Bill Walton	School Board Member	Humboldt, Scotia Union Elementary SD, Stanwood A. Murphy Elementary
Gabor Szalidar	County IT Director	Humboldt County Office of Education

The stakeholders of this plan represent individuals within the school district and the community, who have input regarding educational technology in our single school district. These members play a critical role in the development of the plan. Each member is instrumental in making this plan a reality, by contributing their expertise, support, training, or participation to the successful outcomes in the classrooms and support structures within the District. Members of the committee, with input from the other stakeholders, met to develop ideas for the best possible methods for infusing technology into the curriculum.

3. Curriculum

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

3a. Current access by teachers and students

At Stanwood A. Murphy Elementary School, we believe that the ever-expanding technology is an important aspect to all citizens in their daily lives and in the workplace. The use of technology has become an integral skill in higher education and in the workforce. Use of technology can also assist teachers to expand and enhance their teaching and thus enhance student learning and prepare them for the future.

We have been fortunate to obtain modernization funds to upgrade the bandwidth and network infrastructure throughout the school. Our newly adopted curricula in social studies, science, mathematics, and language arts all contain technology components. Our interactive whiteboards have the capability of implementing all technological components along with the use of Promethean Planet, United Streaming, and cable. We believe that ongoing training, technical support, and fiscal support are the most critical aspects of a successful technology program.

Student Access:

All classrooms contain high speed internet access through a T-1 line thus ensuring that all K-8 students have access to the Internet during school. All classrooms have Promethean interactive whiteboards with sound around speakers and 2-4 PC workstations all over 4 years old. The center complex has a networked laser printer. If students need colored prints, the classroom teacher can print from the colored office printer which is networked to every classroom. The 5th 8th Language Arts class has 7 PC workstations set up in a mini lab. All classrooms have the capability of a mini computer lab with 10-12 high-speed internet PC's. Students have access to word processing, typing tutorials, and a variety of educational software. All students have the access to Promethean Activotes and 5th-8th have access to the texting version of Activotes.

Teacher Access:

All District teachers have Promethean interactive whiteboards and laptops to facilitate academic teaching and planning, access Internet resources, access e-mail service, immediately collect data, assessment, and feedback from students, and opportunities to facilitate communication to parents through newsletters, notes, and e-mails. All teachers have high-speed Internet connection within their classroom. Their computer is networked to a black and white laser printer in the center pod and a color copier in the office. In addition, the main copy machine is networked so the teacher can make copies without leaving their classroom.

All teachers have a Sony overhead projector and whiteboard mounted to the front of their classroom. In addition to the technology software within their curriculum, United Streaming, and Promethean Planet, a scanner in the office makes it possible for all teaching materials to be projected on their whiteboards for use as visual aids. Cable is available and their laptop has a DVD player within it. Some teachers still us VHS and have kept their DVD/VCR's in the classroom. The K-8 teachers also have access to a digital still camera and related software.

The music teacher also has a Promethean interactive whiteboard with cable access. There

are several flipcharts available on Promethean Planet that will enhance the music program. The laptop has recording capability. There are various software capable of recording music played on an electric piano keyboard.

Through technology, the Visual and Performing Arts Program would like to enhance its programs. Currently, the visual arts teacher makes colored copies of student artwork. Photos and movies through the use of a digital camera is capturing visual and performing arts work. The District has potential to review, analyze, and celebrate student VAPA work.

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

3b. Current use of technology to support teaching and learning

In Kindergarten through third grade, technology is primarily used by students to support the schools literacy and math programs. Students learn basic computer knowledge and work with simple software to support current classroom instruction, such as Houghton Mifflin Kid's Place for English Language Arts.

In fourth through eighth grades, there are several types of usage. The students use technology that support the curriculum, such as writing and word processing to enhance the writing process, language arts skills, and data collection in mathematics, science, and social studies. The Internet is used for searches, research and locating Internet sites. Many teachers and students use e-mail as a communication tool. Most students access the classroom computers at least twice a week. The fifth through eighth graders learn and practice their keyboarding skills.

The 4th-8th grade teachers currently use Grade Pro to record student grades and create progress reports.

Grades Kindergarten through 6th grade teachers use DIBELS to assess students progress in the five reading areas. Student data is entered in a national data base and reports are printed, shared

amongst the teachers, parents, and administration. DIBELS scores are analyzed during parent conferences, Student Study Teams, and IEP's.

The special education teacher participates in HCOE's SELPA requirements, which includes entering all of the IEP's and caseload information online using SAIS.

The district currently uses School Wise, a web based information system designed to help the district personnel keep track of students' attendance, behavior, and student data such as those who receive special services (i.e. ELL, special ed., health related issues).

Hardware:

1) Increased fiber optic lines installed from the main campus to the upper campus called “Murphy Mountain”.

2) All network reconfigured based on the suggestions of our county technology director.

3) Promethean interactive whiteboards have been installed in all classrooms including the music room.

4) All teachers have laptops.

5) All Promethean Boards have cable interfaced.

6) Each classroom has 2-4 PC’s for students.

7) All computers are networked to centralized laser printers and colored copier.

Software: 1) K-8: Promethean Planet (teacher archives of lessons, standard-based flip charts). 2) K-6: DIBELS (program monitoring-assess the 5 reading skills) 3) 5th-8th: Accelerated Reader (individualize reading comprehension assessment) 4) K-3: Houghton Mifflin (assessments, enhanced visuals and student materials) 5) K-6: Saxon Math (assessments, enhanced student materials) 6) 7-8: Prentice Hall Math (assessments, enhanced student materials) 7) K-6: FOSS (assessments, visuals, enrichment, enhanced student materials). 8) K-8: Various software from social studies curriculum used for enrichment and enhanced student materials. 9) 4th-8th: Grade Pro (grading software for teachers, record for students and parents).

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

3c. District curricular goals to support technology plan strategies for improving the educational program will take into consideration the needs of individual students and subpopulations of students. Students who are failing or at risk of failing to meet academic standards will be provided with supplemental assistance designed to raise achievement.

Scotia Union School District encourages the instructional use of Promethean Boards, computers, DVD’s, interactive websites, digital photography, multimedia presentations, and other technologies. The District perceives that these technologies:

. • Give students new ways to access information and practice skills
. •Determine if Interactive Whiteboards help with students who have short attention spans, thus will improve in learning.
. • Help teachers meet a wide range of learning styles
. • Enable teachers to utilize whole class instruction, a mixture of small group and individualized instruction based on best practices for each lesson or learning styles.
. • Help students develop reasoning and problem solving abilities
. • Will be a part of students' everyday lives

The dominant curricular goal is for all students to become proficient in English Language Arts and Math. Technology will enable students to better access subject matter in other curricular areas.

1. **Instructional Material:** State board adopted materials will be used for all classes. The staff will teach the core components of this material with fidelity and rigor, implementing the software components of the curricula. Students who score basic, below basic, or far below basic will receive intervention and be assessed using DIBELS and other progress monitoring tools that are included in the state-adopted curricula.
2. **Instructional Time:** Appropriate time is allocated to support reading, math, social studies, and science instruction. A school wide behavior management system is in place to protect instructional time.
3. **Credentialed Teachers and Teacher Professional Development Opportunity:** All teachers will hold valid and appropriate credentials for their assignments along with Highly Qualified status. The teachers and instructional aides will receive support to attend professional development activities. Categorical and general fund budgets include funding for staff development. Technology-related professional development is provided in a variety of formats including on-site training, webinars, conference attendance, and targeted workshop offerings.
4. **Student Achievement and Monitoring System:** Teachers will identify curriculum embedded assessments and progress monitoring assessments that are used in both ELA and Math. Assessments will be scheduled approximately every six to eight weeks. The 5th-8th social studies and science teacher will familiarize themselves to the software included in their curricula to determine the components that have strong assessment tools for effective progress monitoring.
5. **Ongoing Instructional Assistance and Support for Teachers:** The District will provide teacher support in implementing curriculum and identifying intervention strategies for struggling students. The District will support training to one primary and one upper grade teacher to become Promethean teacher trainers. Ongoing professional development in all state-adopted materials is necessary for teachers to obtain maximum use of state-adopted curricula and the integrated technology within each subject.
6. **Monthly Collaboration for Teachers:** Every Wednesday is early release day at 1:00PM so teachers can participate in staff development meetings and trainings. During the first Wednesday, teachers work individually. On second Wednesdays, teachers work in grade level groups. The 3rd, 4th, and occasional 5th Wednesdays of each month, teachers will participate in district-level staff development meetings. Teachers and the superintendent meet weekly for staff meetings. A portion of weekly meetings will focus

on improving instruction, assessment, progress monitoring, and technology training.
7. **Fiscal Support:** The District will dedicate its available funds to support the Program Improvement Plan.

The school would like to see student achievement in ELA, Mathematics, and writing increase annually of students who score at Proficient or Advanced levels on the STAR Test in English-Language Arts, writing, mathematics, science and social studies.

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

3d. Teaching and learning goals (Measurable Objectives, Benchmarks) The following technology goals and implementation plans have been identified and developed to support the districts curricular goals and to enhance student achievement of the academic content standards. The major focus of these goals is to use technology to support the teaching and learning of standards based curriculum for all students, including students with special needs and students who are not yet meeting grade level standards. Increases in teacher classroom practices will be measured. Increase in technology during the learning process will also be measured.

Goal 3d.1: Goal 3d.1: Students will use technology and electronic resources that support all students achieving high standards in standards based content areas and assist in closing the achievement gap of less successful students.

Objective 3d.1.1: By June 2015, 100% of teachers will increase student use of technology and electronic resources to enhance their achievement of academic content standards by increasing their use of technology to at least once per day Benchmarks:

. • Year 1: At least 33% of teachers will increase students' use of technology and electronic resources to enhance their achievement of academic content standards by increasing their access to technology to at least once per day

. • Year 2: At least 66% teachers will increase students' use of technology and electronic resources to enhance their achievement of academic content standards by increasing their access to technology to at least once per day

. • Year 3: By June 2013, 80% of teachers will increase student use of technology and electronic resources to enhance their achievement of academic content standards by increasing their access to technology to at least once per day

. • Year 4: By June 2014, 90% of teachers will increase student use of technology and electronic resources to enhance their achievement of academic content standards by increasing their access to technology to at least once per day

. • Year 5: By June 2015, 100% of teachers will increase student use of

technology and electronic resources to enhance their achievement of academic content standards by increasing their access to technology to at least once per day

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
All students will use technology and electronic resources in support of achieving academic content standards.	All 5 years	Classroom Teachers, Instructional Aides	Observation by school's superintendent	Anecdotal notes, well documented classroom visits, digital camera, laptop
All students will use electronic resources (i.e. Activotes, PC's, Interactive whiteboards) that accompany the state adopted core subject textbooks.	All 5 years	Classroom Teachers, Instructional Aides	Observation school's superintendent, Lesson Plans	Anecdotal notes, well documented classroom visits, digital camera, laptop
Review and select standards based electronic resources and tools that support the academic content standards.	All 5 years	Classroom Teachers, school Board, Site Council	Admin. observations, District Budget	Promethean flip chart archives, Site Council and approved board meeting notes.
Refine intervention models that utilize technology in the classroom.	All 5 years	Classroom Teachers, Instructional Aides, Resource Teacher, superintentend	Collaborative meeting notes	Technology plan, CA Standards guidelines, anecdotal notes from staff development meetings.
Develop on-line resources for teachers for using technology to enhance the learning of the content standards,	All 5 years	HCOE Tech. Curriculum Specialist Kathy Dickerson, State adopted materials IT personnel	Collaborative meeting notes.	CA standards guidelines, P-14 guidelines

Goal 3d.2: Scotia Union Elementary School District will use technology to support the district curricular goal of all students attaining proficiency or better in ELA content standards by the 2014-2015 school year.

Objective 3d.2.1: By the 2014-2015 school year, a minimum of 70% of all students will score proficient or above on the English-Language Arts portion of the STAR test.

Benchmarks:

. • Year 1: A minimum of 52% of students will score proficient or above in the 2010-2011 school year.
. • Year 2: A minimum of 58% of students will score proficient or above in the 2011-2012 school year.
. • Year 3: A minimum of 60% of students will score proficient or above in the 2012-2013 school year.
. • Year 4: A minimum of 65% of students will score proficient or above in the 2013-2014 school year.
. • Year 5: A minimum of 70% of students will score proficient or above in the 2014-2015 school year.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
The district will annually purchase/use state adopted instructional materials for K-8.	All 5 years	Classroom Teachers and Admin.	School budget print outs, approved board minutes	Trimester grade level assessments and annual STAR/CST test results
Supplemental Curriculum-based technology resources will be purchased and used in the classroom. (i.e. Accelerated Reader, State adopted materials, Promethean Planet, United Streaming, Grade Pro, HCOE resources,)	All 5 years	Classroom Teachers and Technology Coordinator	Site Council meeting minutes, tech. coordinator anecdotal notes, whiteboard/teacher laptop history.	Annual Site Academic Software Survey (survey to be designed and distributed by fall of 2010)
Annually provide	All 5 years	Classroom Teachers,	Early Wednesday	Superintendent, staff

professional development opportunities and collaboration time for teachers to align standards-based instruction.		superintendent	staff development meeting notes	records findings in Site Council Survey

Goal 3d.3: Scotia Union School District will use technology to support the district curricular goal of all students attaining proficient or better in Math content standards by the 2014-2015 school year.

Objective 3d.3.1: By the 2014-2015 school year, a minimum of 65% of all students will score proficient or above on the Math portion s of the STAR test.

Benchmarks:

. • Year 1: A minimum of 45% of students will score proficient or above in the 2010-2011 school year.
. • Year 2: A minimum of 50% of students will score proficient or above in the 2011-2012 school year.
. • Year 3: A minimum of 55% of students will score proficient or above in the 2012-2013 school year.
. • Year 4: A minimum of 60% of students will score proficient or above in the 2013-2014 school year.
. • Year 5: A minimum of 66% of students will score proficient or above in the 2014-2015 school year.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
The district will annually purchase/use state adopted instructional materials for K-8.	All 5 years	Classroom Teachers and Admin.	School budget print outs, approved board minutes	Trimester grade level assessments and annual STAR/CST test results
Supplemental Curriculum-based technology resources will be purchased and	All 5 years	Classroom Teachers and Technology Coordinator	Site Council meeting minutes, tech. coordinator anecdotal notes,	Annual Site Academic Software Survey (survey to be designed and distributed by

used in the classroom. (i.e. Accelerated Reader, State adopted materials, Promethean Planet, United Streaming, Grade Pro, HCOE resources,)			whiteboard/teacher laptop history.	fall of 2010)
Annually provide professional development opportunities and collaboration time for teachers to align standards-based instruction.	All 5 years	Classroom Teachers, superintendent	Early Wednesday staff development meeting notes	Superintendent, staff records findings in Site Council Survey

Goal 3d.4: Scotia Union School District will use technology to support the district curricular goal of all students attaining proficient or better in the social studies content standards by the 2014-2015 school year.

Objective 3d.3.1: By the 2014-2015 school year, a minimum of 60% of all students will score proficient or above on the social studies portion s of the STAR test.

Benchmarks:

. • Year 1: A minimum of 48% of students will score proficient or above in the 2010-2011 school year.
. • Year 2: A minimum of 50% of students will score proficient or above in the 2011-2012 school year.
. • Year 3: A minimum of 55% of students will score proficient or above in the 2012-2013 school year.
. • Year 4: A minimum of 58% of students will score proficient or above in the 2013-2014 school year.
. • Year 5: A minimum of 60% of students will score proficient or above in the 2014-2015 school year.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
The district will annually purchase/use	All 5 years	Classroom Teachers and Admin.	School budget print outs, approved board	Trimester grade level assessments and annual

state adopted instructional materials for K-8.			minutes	STAR/CST test results
Supplemental Curriculum-based technology resources will be purchased and used in the classroom. (i.e. Accelerated Reader, State adopted materials, Promethean Planet, United Streaming, Grade Pro, HCOE resources,)	All 5 years	Classroom Teachers and Technology Coordinator	Site Council meeting minutes, tech. coordinator anecdotal notes, whiteboard/teacher laptop history.	Annual Site Academic Software Survey (survey to be designed and distributed by fall of 2010)
Annually provide professional development opportunities and collaboration time for teachers to align standards-based instruction.	All 5 years	Classroom Teachers, superintendent	Early Wednesday staff development meeting notes	Superintendent, staff records findings in Site Council Survey

Goal 3d.4: Scotia Union School District will use technology to support the district curricular goal of all students attaining proficient or better in the science content standards by the 2014-2015 school year.

Objective 3d.4.1: By the 2014-2015 school year, a minimum of 95% of all students will score proficient or above on the science portion s of the STAR test.

Benchmarks:

. • Year 1: A minimum of 80% of students will score proficient or above in the 2010-2011 school year.
. • Year 2: A minimum of 88% of students will score proficient or above in the 2011-2012 school year.
. • Year 3: A minimum of 90% of students will score proficient or above in the 2012-2013 school year.
. • Year 4: A minimum of 93% of students will score proficient or above in the 2013-2014 school year.
. • Year 5: A minimum of 95% of students will score proficient or above in

the 2014-2015 school year.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
The district will annually purchase/use state adopted instructional materials for K-8.	All 5 years	Classroom Teachers and Admin.	School budget print outs, approved board minutes	Trimester grade level assessments and annual STAR/CST test results
Supplemental Curriculum-based technology resources will be purchased and used in the classroom. (i.e. Accelerated Reader, State adopted materials, Promethean Planet, United Streaming, Grade Pro, HCOE resources,)	All 5 years	Classroom Teachers and Technology Coordinator	Site Council meeting minutes, tech. coordinator anecdotal notes, whiteboard/teacher laptop history.	Annual Site Academic Software Survey (survey to be designed and distributed by fall of 2010)
Annually provide professional development opportunities and collaboration time for teachers to align standards-based instruction.	All 5 years	Classroom Teachers, superintendent	Early Wednesday staff development meeting notes	Superintendent, staff records findings in Site Council Survey

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

3e. Acquiring technology skills and information literacy skills (Measurable Objectives, Benchmarks) All students will have equal access to technology to support achievement of the academic standards in the classroom, including special education, ELL and GATE

students. The technology goals and objectives for these student sub groups are the same as for all students although the programs and methods for achieving the objective may be adapted to best meet their needs. Students with an active Individualized Education Plan and ELL will have appropriate access to technology hardware, peripherals, and software. Students identified as Gifted and Talented (GATE) will have appropriate access to technology hardware, peripherals, and software needed to support their advanced curriculum.

Goal 3e.1: Students will develop information literacy skills by acquiring a wide variety of technical skills and software applications that will support and increase their learning as outlined in the ISTE Student Profiles (available at www.ISTE.org).

Objective 3e.1.1: By June 30, 2015, 60% of students in grades 2, 5, and 8 will demonstrate competency in at least five of the areas outlined in the ISTE Student Profiles.

Benchmarks:

. • Year 1: By the end of Grade 2, 15% of students will demonstrate competency in at least three of the areas outlined in the ISTE Student Profile for PK 2. By the end of Grade 5, 15% of students will demonstrate competency in at least three of the areas outlined in the ISTE Student Profile for Grades 3-5. By the end of Grade 8, 15% of students will demonstrate competency in at least three of the areas outlined in the ISTE Student Profile for Grades 6-8.

. • Year 2: By the end of Grade 2, 30% of students will demonstrate competency in at least four of the areas outlined in the ISTE Student Profile for PK 2. By the end of Grade 5, 30% of students will demonstrate competency in at least four of the areas outlined in the ISTE Student Profile for Grades 3 -5. By the end of Grade 8, 30% of students will demonstrate competency in at least four of the areas outlined in the ISTE Student Profile for Grades 6 -8.

. • Year 3: By the end of Grade 2, 50% of students will demonstrate competency in at least four of the areas outlined in the ISTE Student Profile for PK 2. By the end of Grade 5, 50% of students will demonstrate competency in at least four of the areas outlined in the ISTE Student Profile for Grades 3-5. By the end of Grade 8, 50% of students will demonstrate competency in at least four of the areas outlined in the ISTE Student Profile for Grades 6 -8.

• Year 4: By the end of Grade 2, 55% of students will demonstrate competency in at least four of the areas outlined in the ISTE Student Profile for PK 2. By the end of Grade 5, 55% of students will demonstrate competency in at least four of the areas outlined in the ISTE Student Profile for Grades 3-5. By the end of Grade 8, 55% of students will

demonstrate competency in at least four of the areas outlined in the ISTE Student Profile for Grades 6 -8.

. • Year 5: By the end of Grade 2, 60% of students will demonstrate competency in at least four of the areas outlined in the ISTE Student Profile for PK 2. By

the end of Grade 5, 60% of students will demonstrate competency in at least four of the areas outlined in the ISTE Student Profile for Grades 3-5. By the end of Grade 8, 60% of students will demonstrate competency in at least four of the areas outlined in the ISTE Student Profile for Grades 6 -8.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
The superintendent will encourage the classroom teachers to create implementation plans to meet the tech plan goals.	Each Fall 2010-2015	Superintendent	Early Wednesday staff development meeting minutes	Teacher evaluations
The classroom teachers will use their implementation plans to further incorporate technology in their classrooms	2010-2015	Classroom Teachers	Individual Teacher Implementation Plan Classroom observations	Site Council survey Teacher evaluations
The teachers will plan projects that incorporate technology skills at their grade level	Annually	Classroom Teachers	Individual Teacher Implementation Plan, lesson plans Classroom observations	Site Council survey Teacher evaluations
Develop a rubric based on ISTE Student Profile to be completed by teachers at the end of each tri-semester	November, March, and June of each year	Teachers, Superintendent, and Technology Committee	Completed Rubrics	Grade level rubrics designed by the teachers.

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

f. Ethical Use: The Governing Board recognizes that technology provides ways to access

the most current and extensive sources of information. Technology also enables students to practice skills and to develop reasoning and problem-solving abilities. Every effort shall be made to provide equal access to technology throughout the District's school and classes.

The teachers and/or superintendent will notify students and parents/guardians about authorized uses of school computers, user obligations and responsibilities, as well as consequences for unauthorized use and/or unlawful activities.
The district ensures that all district computers with Internet access have a technology protection measure that blocks or filters access to visual depictions that are obscene or harmful to minors. The district, with the help of HCOE, is currently utilizing a web filter.

Goal 3f.1: Students will practice safe, legal, and ethical behavior relating to technology. Staff will incorporate appropriate and ethical use of information and media technology within the classroom curriculum and school environments, so students and staff understand lawful and unlawful uses of copyrighted works, fair use, plagiarism, downloading, and file sharing.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Develop and provide training materials and staff development for staff, administrators, and Site Technology Specialists	2010-12	Classroom Teachers	Discuss curriculum integration, effectiveness, and quality of lessons. Poll staff for violations and evaluate programs for catching violations.	Site Council Surveys
Discuss curriculum integration, effectiveness, and quality of lessons with staff. Poll staff for violations and evaluate programs for catching violations.	2012-13	Classroom Teachers and Superintendent	Review Professional Development sign-in sheets, review with staff effectiveness and quality of lessons, review any new media, and incorporate into curriculum. Poll staff for violations, student assessment evaluation,	Site Council Surveys Staff Surveys

			monitoring, and using tool to identify plagiarism (example: TurnIt.com).	
Assist staff with implementation and continue stressing importance throughout the school year.	2013-2015	Superintendent and Classroom Teachers	Review Professional Development sign-in sheets, review with staff effectiveness and quality of lessons, review any new media, and incorporate into curriculum. Poll staff for violations, student assessment evaluation, monitoring, and using tool to identify plagiarism (example: TurnIt.com).	Site Council Surveys Staff Surveys

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

g. Internet Safety: All district computers that access the internet pass through a content filter that is provided through the county office of education An internet contract agreement must be signed by students and parent/guardians annually in order for students to access the internet.

The district's email system incorporates built in anti-virus software and spam blocker filters that protect users from viruses and malware.

Goal 3g.1: Students will practice safe, legal and ethical behavior relating to Internet safety. Students in grades 2-8 will participate in grade-specific Internet safety curriculum on appropriate online behavior, social networking, chat rooms, and cyber bullying.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Contract Agreement for Educational Use of the	Annually in the fall	Teachers, Superintendent,	A master check list will be kept in the office to	Student referrals Data collection of

Internet will be sent home to be signed by student and parent/guardian before student can access the internet.	2010-2015	Office Secretary	confirm that each child has signed the agreement.	referrals and principal/parent conference documents
Students in grades 2-8 will participate in grade specific Internet safety curriculum.	School Years, 2010-15	Superintendent and Classroom Teachers	Lesson Plans	Student records kept by teacher
Prevention: All Internet usage is monitored by a staff member. Computers are positioned in the classroom so that the screens can be easily seen.	School Years, 2010-15	All staff	Referrals, complaints or notes from teacher	How many referrals, complaints, or notes from teachers for the school year?

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

3h. Description for access for all students At Stanwood A. Murphy Elementary School, we believe that the ever-expanding technology is an important aspect to all citizens in their daily lives and in the workplace. Use of technology can assist teachers expand and enhance their teaching and thus enhance student learning and prepare them for the future.

We have been able to up grade our network system, classroom/building internet access, high speed Internet, and Promethean Boards K-8 through modernization funds. However, we have limited funds for PC workstations and software. We have been able to purchase and acquire some classroom computers so that they have become an integrated part of the classroom program for both teachers and students. We believe that training and technical support are the most critical aspects of a successful technology program.

To ensure that our philosophy and strategy are actualized, we are committed to the following:

1. Teachers will plan their lessons and assignments to contain technology components tied to educational achievement as identified in the state standards.

2. General fund and categorical budgets will include technology components. These purchases are determined by teachers, who have reviewed state approved lists.
3. Professional growth and staff development activities that promote technology skill acquisition will be made available to the four part time teachers.
4. Student achievement (based on assessment of multiple measures) is being modified to include required competence in technology.
5. Parent input will be obtained through Site Council.
6. The Scotia Union School District Board's information, discussion, and action items will follow a pattern of supporting technology's role in our school's academic programs.

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

i. Student Record Keeping: The District was part of the BP Cohort training program. The district upgraded one of the two computers and began implementing the new student information system School Wise in 2004. This is used for a central attendance accounting system and for submission of CALPADS data to the State.

The classroom teachers in grades K-3 have over 100 students and track student progress through classroom observations, teacher record keeping, DIBELS, and progress monitoring tools within their State adopted curriculum. Report cards and progress reports are standards based. Two times a year, parents are formally informed of their child's progress. In addition, the teacher communicates with parent through phone calls and notes home. The classroom teachers in grade 4-8 each have over 100 students and track grades through standards-based progress reports and report cards, Grade Pro, and teacher gradebooks. Activotes are used to monitor progress electronically and recorded on teacher computer.

Goal 3i.1: District will upgrade GradePro software and purchase more text versions of Activotes.

Objective 3i.1.1: By June 2015, all teachers will utilize Activevotes and teachers grades 5th-8th will implement Activotes with text. Teachers' grades 4th-8th will implement GradePro for student record keeping.

Benchmarks:

. • Year 1: All teachers will utilize Activotes.
. • Year 2: Teachers grades 4th-8th will implement Grade Pro for student record keeping.
. • Year 3: Teachers grades 7th and 8th will implement Activotes with texting

. • Year 4: Teachers grades 5th-6th will implement Activotes with texting.
. • Year 5: All teachers will include Activotes and/or with texting in all four disciplines (ELA, math, social studies, and science).

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
District will ensure all classrooms have Activotes working with new batteries.	In fall 2010	Head of Maintenance	Tech clipboard in staffroom	Staff Survey
District will upgrade Grade Pro record keeping program.	In fall 2011	Business Secretary	Accounts Payable Records	Budget printout
District will purchase more Activotes with texting	In fall 2012	Business Secretary	Accounts Payable Records	Budget printout

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

3j. Two Way Home-School Communication: Stanwood A. Murphy Elementary is a very small school with a tight knit community who enjoys active participation in their child's progress and in school events. A high percentage of parents attend parent conferences. Teachers and parents contact each other regularly. Parents do not hesitate to call teachers with their concerns, questions, or suggestions. In our isolated community, many parents do not have internet. Hence we will continue to rely primarily on telephone and handwritten notes for two-way home school communication. Some parents have Internet and e-mail teachers regularly.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
List teacher email address in the student handbook given to each family at Back	At the beginning of each school year: 2010-2015	The teachers, administrator, and HCOE IT Dept.	Staff input each trimester, Site Council Survey	administrator records, HCOE It dept. accesses e-mail usage.

to School Night.				

Goal 3j.1: Goal 3j.1: Teachers and administrators will continue to utilize District provided e-mail accounts to utilize technology to make themselves more accessible to parents and community members.

Objective 3j.1.1: The teachers and the Superintendent will utilize their school e-mail to establish two-way communication with those parents who prefer to use email

Benchmarks:

. • Year 1: Parents will be made aware of the availability of using e-mail to communicate with the teachers and the Superintendent. The staff will continue to utilize the telephone to communicate with parents.

. • Year 2: Parents will be made Year 3: Parents will be made aware of the availability of using e-mail to communicate with the teachers and the Superintendent. The staff will continue to utilize the telephone to communicate with parents.

. • Year 3: Parents will be made aware of the availability of using e-mail to communicate with the teachers and the Superintendent. The staff will continue to utilize the telephone to communicate with parents.

. • Year 4: Parents will be made aware of the availability of using e-mail to communicate with the teachers and the Superintendent. The staff will continue to utilize the telephone to communicate with parents.

. • Year 5: Parents will be made aware of the availability of using e-mail to communicate with the teachers and the Superintendent. The staff will continue to utilize the telephone to communicate with parents.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
The Parent Handbook will list the teachers' and the Superintendent's e-mail addresses. School Web Site with the teachers' and superintendent e-mail addresses.	At the end of each trimester	Staff	At staff meetings, teachers will share information regarding the number of parents utilizing staff e-mail.	staff records HCOE IT Dept. determines e-mail usage

Goal 3j.2: The teachers and Superintendent will continue maintaining two way home-school communication through use of land based and cellular telephones.

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

3k. Curriculum Monitoring Process:
The District's Technology Coordinator/Superintendent will track the development and implementation of all activities and accomplishments. Meetings between the Technology Coordinator and staff will happen near the end of each trimester. All activities will be reviewed and evaluation documents will be collected from each of the classroom teachers. The gathered information will be stored in a binder with the Technology Plan and in the CPM files. Official summaries will be presented and Site Council and board meetings. Meeting notes will also contain ongoing findings. A discussion of the technology goals for the upcoming trimester will also be addressed at the meetings to ensure the Tech Plan goals and objectives are being worked on. Modifications to the districts activities will be made as needed to insure that we meet or exceed objectives.

4. Professional Development

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

a. Summary of Teacher

Professional development is the key to technology actually being used to enhance and support the district curricular goals and student achievement of the academic content standards. In order for professional development to be useful, it must meet the needs of the teachers and other staff members, it must be available when it is needed, and it must be accessible to those who need it.

The teachers and Instructional Aides receive support to attend professional development activities every Wednesday during the school year. Categorical and general fund budgets include funding for staff development. Technology-related professional development is provided in a variety of formats including on-site training, conference attendance, HCOE IT and curriculum specialists, and targeted workshop offerings.

The staff must be assessed annually to determine the professional development needs of the district. Scotia Union School District will rely on EdTech Profile and our own

technology surveys to measure teachers' technology knowledge and skills and data will be collected and analyzed. Results will be used along with the district curricular goals and the goals from the curriculum component of this technology plan to design and implement technology training for all staff. The focus will be using technology to enhance teaching and learning in a standard-based curriculum.

The Scotia Union Elementary School District teachers and the superintendent completed the Ed Tech Profile Self-Assessment of Technology proficiencies in preparation for development of this district technology plan. This free resource was created by the California Department of Education to help assure compliance for state and federal grants and provides aggregate data results to the district so that we can determine where district technology integration and staff development are most needed. Results are summarized in the following pages. Additional tables are included in the appendix.

• The school superintendent showed an intermediate level of proficiency for general computer knowledge. She was most proficient in word processing and email skills. Skills were at a more beginning level in database software skills and presentation software skills, and interactive whiteboard use.

. • The Scotia Union Elementary School District teachers showed a wide range of general computer knowledge. The level of proficiency ranged from intermediate to proficient in regards to general computer knowledge, interactive whiteboard usage, and software skills. All teachers seemed to have intermediate skills with word processing, internet, and email. The teachers needed to develop their database software skills, and improve in interactive whiteboard data collection. All assessments regarding Promethean Board implementation was gathered through staff development input (anecdotal notes) during meetings.

. • For CCTC Program Standard 9 (Using Technology in the Classroom), teachers showed room for growth.

. • 65% of teachers knew little or nothing about how to use education technologies to support students with different learning styles and special needs.

. • 13 out of 13 teachers know how to use technology resources to enhance lessons, but 0% consider themselves to be experts.

. • 50% of teachers know little about evaluating and selecting software to support lesson content.

. • For CCTC Program Standard 16 (Using Technology to Support Learning), 65% of teachers provide some exposure and opportunities to solve real-life problems in a variety of classroom activities involving technology that supports curriculum content. 20% of teachers also don't redesign their lessons to include technological resources.

. • 100% of teachers are with how the use of technology resources can improve student learning under certain circumstances, however, all teachers rarely include technological resources in their lesson design.

Standard 9: Using Technology in the Classroom

1. Each candidate considers the content to be taught and selects appropriate technological resources to support, manage, and enhance student learning in relation to prior experiences and level of academic accomplishment.

2. Each candidate analyzes best practices and research findings on the use of technology and designs lessons accordingly
3. Each candidate uses computer applications to manage records and to communicate through printed media.
4. Each candidate interacts with others using e-mail and is familiar with a variety of computer-based collaborative.
5. Each candidate examines a variety of current educational technologies and uses established selection criteria to evaluate materials, for example, multimedia, Internet resources, telecommunications, computer-assisted instruction, and productivity and presentation tools. (See California State guidelines and evaluations.)
6. Each candidate chooses software for its relevance, effectiveness, alignment with content standards, and value added to student learning.
7. Each candidate demonstrates competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered.
8. Each candidate demonstrates knowledge of copyright issues and of privacy, security, safety issues and Acceptable Use Policies.

Standard 16: Using Technology to Support Student Learning

1. Each participating teacher communicates through a variety of electronic media.
2. Each participating teacher interacts and communicates with other professionals through a variety of methods, including e-mail and the use of computer-base collaborative tools to support technology enhanced curriculum.
3. Each participating teacher uses technological resources available inside the classroom or in library media centers, computer labs, local and county facilities, and other locations to create technology enhanced lessons aligned with the adopted curriculum.
4. Each participating teacher designs, adapts, and uses lessons which address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning.
5. Each participating teacher uses technology in lessons to increase students' ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions. He/she creates or makes use of learning environments that promote effective use of technology aligned with the curriculum inside the classroom, in library media centers or in computer labs.
6. Each participating teacher uses computer applications to manipulate and analyze data as a tool for assessing student learning and for providing feedback to students and their parents.
7. Each participating teacher demonstrates competence in evaluating the authenticity, reliability and bias of the data gathered, determines outcomes, and evaluates the success or effectiveness of the process used. He/she frequently monitors and reflects upon the results of using technology in instruction and adapts lessons accordingly.

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

b. Providing PD Opportunities (Measurable Objectives, Benchmarks)

Goal 4b.1: Teachers will participate in email in-service training to utilize technology to make themselves more accessible to inter-county professional development opportunities and to be more accessible to parents and community members

Objective 4b.1.1: By June 2015, 100% of teachers will utilize their HCOE email account on a regular basis.

Benchmarks:

. • Year 1: By June 2011, 33% of teachers will utilize their HCOE email account on a regular basis.
. • Year 2: By June 2012, 66% of teachers will utilize their HCOE email account on a regular basis.
. • Year 3: By June 2013, 70% of teachers will utilize their HCOE email account on a regular basis.
. • Year 4: By June 2014, 80% of teachers will utilize their HCOE email account on a regular basis
. • Year 5: By June 2015, 100% of teachers will utilize their HCOE email account on a regular basis

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
A yearly in-service on utilizing the HCOE email accounts will be provided	Annually in the Fall	Tech Coordinator/superintendent	Response to emails sent out by superintendent	E-mail hits

Goal 4b.2: Teachers will participate in a multimedia workshop to enhance instruction and student learning.

Objective 4b.2.1: By June 2013, 100% of the teachers will have participated in a multimedia training to enhance instruction and student learning. Specifically, Promethean interactive whiteboards.

Benchmarks:

. • Year 1: By June 2011, at least 33% of the teachers will have participated in a multimedia training.
. • Year 2: By June 2012, 66% of the teachers will have participated in a multimedia training.
. • Year 3: By June 2013, 70% of the teachers will have participated in a multimedia training.
. • Year 4: By June 2014, 80% of the teachers will have participated in a multimedia training.

. • Year 5: By June 2015, 100% of the teachers will have participated in a multimedia training.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Teachers will attend, or participate in an online multimedia training. Through these trainings teachers will learn how to use access HCOE's resource, use Promethean interactive whiteboards, and other web-based services.	All 5 years	Classroom Teachers	Sign-in Sheets Staff development registration forms	

Goal 4b.3: Teachers will participate in an annual training to help them learn how to align technology resources with course content.

Objective 4b.3.1: By June 2015, 100% of teachers will attend training on technology resources.

Benchmarks:

. • Year 1: By June 2011, 33% of the teachers will attend training on how to align technology resources with content standards.

. • Year 2: By June 2012, 66% of the teachers will attend training on how to align technology resources with content standards.

. • Year 3: By June 2013, 70% of the teachers will attend training on how to align technology resources with content standards.

. • Year 4: By June 2014, 80% of the teachers will attend training on how to align technology resources with content standards.

. • Year 5: By June 2015, 100% of the teachers will attend training on how to align technology resources with content standards.

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

Workshops on technology resources avaliable for adopted curriculum HCOE trainings	All 5 years	Classroom Teachers, Superintendent	Sign-in sheets Registration forms	District tables and charts indicate percentage of staff participation

Goal 4b.4: Teachers will receive ongoing training to update and tie in supplementary textbook adoption materials.

Objective 4b.4.1: By June 2015, 100% of teachers will participate in ongoing training to integrate supplemental textbook adoption materials.

Benchmarks:

. • Year 1: By June 2011, 33% of teachers will participate in ongoing training to tie in supplemental textbook adoption materials.
. • Year 2: By June 2012, 66% of teachers will participate in ongoing training to tie in supplemental textbook adoption materials.
. • Year 3: By June 2013, 80% of the teachers will attend training on how to align technology resources with content standards.
. • Year 4: By June 2014, 90% of the teachers will attend training on how to align technology resources with content standards.
. • Year 5: By June 2015, 100% of the teachers will attend training on how to align technology resources with content standards.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
A workshop on technology resources available for supplemental adopted materials.	All 5 years	Classroom Teachers, Superintendent	Sign in Sheets Registration forms	

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

4c. Professional Development Monitoring: The superintendent will keep track of the teachers professional development activities. At professional development meetings, staff will review activities and determine which meet their identified needs.

. Infrastructure, Hardware, Technical Support, and Software

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

a. Existing Resources: Existing Hardware: All classrooms and music room have Promethean interactive whiteboards with Sony projectors for both students and staff. Student use: 2-4 PC workstations are in each classroom for student use. The PC's are newer than 5 years and have internet connectivity.
7 PC's in the 5th-8th ELA classroom are 2-3 years old

Staff use:

All teacher have laptops that are one-year old. Four PCs for office are newer than 5 years old.
All classrooms, offices, music room, cafeteria, and library have internet connectivity.
1 Mac laptop for visual and performing arts is two years old.
7 PC's in the 5th-8th ELA classroom are 2-3 years old

Existing Internet Access:

Scotia Union School District infrastructure is as follows:

HCOE is SUSD's Internet Service Provider (ISP). A T1 circuit from SuddenLink connects SUSD School to HCOE, where firewalls, filtering, e-mail, and DHCP are provided.
Cisco equipment for router and switch.

Main Distribution Frame (MDF) is located in centralized security room with well ventilated fan/cooling system. Conduits run from all locations to the switchbox. The technological infrastructure was designed by HCOE's IT Director. He met with the architect, project manager, and contractors on an ongoing basis to develop the technology modernization plan.

- **Existing Electronic Learning Resources:**
- School Wise for attendance
- Promethean Planet
- Microsoft Office 2003 and XP
- Accelerated Reader
- Saxon Math software and on-line support
- Houghton Mifflin software and on-line support

. • FOSS (Full Option Science System) software and on-line support
. • Prentice Hall Math software
. • HCOE-United Streaming

Existing Technical Support: Currently, the district does not employ a network technician and is reliant upon the Head of Maintenance, County Office support, parent volunteers, and local businesses. In our rural, small school, funds are limited and geographic isolation limits our access to technical support.

5b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.

b. Needed Resources

Hardware Needed: 2-4 PC workstations in every classroom to replace outdated computers and provide a mini lab in all classroom.

*external hard drives to back up district files and School Wise have recently been purchased.

Electronic Learning Resources Needed: Accelerated Math program for math tutorials.

Technical Support Needed: Ideally, contracting for technical support would be of benefit to the District, however our small size, geographic isolation from town, and limited resources are limiting factors. Two teachers, both elementary and upper elementary, need to become teacher trainers in Promethean interactive whiteboards.

Ongoing Promethean Upgrade/Maintenance Costs: Promethean will need ongoing upgraded software. So far the warrantee covered the cost of upgrading from Active to Active Inspire. Ongoing costs for projector bulbs and maintenance of the Promethean Boards need to be determined and built into the budget.

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

5c. Annual Benchmarks and Timeline for obtaining resources for Scotia Union Elementary School District is a challenge because of being a very small district with limited funding for technology. We have increased to 67% of the students eligible for free and reduced lunch. Therefore, we are eligible for EETT funding and other resources. However, due to the State Fiscal crisis for the next

few years, technology funding will be sparse. We must continue to seek grants and create fundraisers. We do rely on categorical funding for some of the technology costs.

The list below reflects what we realistically might purchase with most of the focus on student learning.

Benchmarks Purchases and Services		
Recommended Actions/Activities: Product or Service Purchases	**Timeline**	**Person Responsible**
Suddenlink Services for Internet (3d.1)	2010-2015	Business Secretary
E-mail accounts, HERC Support (3d.1)	2010-2015	Business Secretary
Textbook/Software, Accelerated Reader and Math (3d.2)	2010-2015	Staff, Business Secretary
Internet Services (3d.4)	2010-2015	Business Secretary
Software from textbook materials, Text Activotes (3i.1)	2010-2015	Superintendent, staff
Cell phones an Internet/phone services (3j.2)	2010-2015	Business Secretary
Professional Development (4b.1-4b.4)	2010-2015	Superintendent/staff

purchase external hard drives for office and attendance computers (5)	2012-2013	School Secretary
Purchase projector light bulbs for classroom Promethean Boards (5)	2010-2015	Head of Maintenance
Purchase 2-4 PC workstations for 5 classrooms (5)	2010-2015	Tech Coordinator/superintendent

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

5d. Resource in 5b Monitoring Process The process of monitoring and evaluating the annual benchmarks and timeline activities of this technology plan is important because of its impact on student learning. SUSD's Technology Committee, used to create this plan, will meet quarterly look at all the activities included in the previous quarter to make sure that the timelines are being adhered to. Procurement of hardware, software, infrastructure, and technical support will be dependent upon securing funds from grants, categoricals, and the general budget. The District, in coordination with HCOE Technology Specialists and SUSD's Technology Committee, will

prioritize the needs of each site and purchase with regards to available funds. (See Appendix B)

6. Funding and Budget

6a. List of established and potential funding sources.

Established Funding Sources: The goal of this Technology Plan is to guide our District as it continues to develop instructional strategies that utilize technology in effectively enhancing teaching and learning. Since it has been written as a guide, this Plan will be modified as needed, dependent on receipt of projected funding from Categorical and other programs, grants, and other funding sources. Based on the funding actually received, the priorities of this Plan may be modified by the Board of Trustees, with consideration of input from the Superintendent, the teachers and the School Site Council.

Potential Funding Sources: Potential Funding Sources:

Note: Funding sources are based on current year and may change with State or Federal reallocations.

Funding Source	Estimated Amount(s)
Categorical Flexibility: Old PAR,Textbook Instructional Materials, Lottery, EETT, GATE, Arts PE Materials, other if needed, General Fund,	$ 23,000
General Fund	$110,500
PTO	$5,000
McClean Foundation	$10,000
K-12 Voucher	unknown
Total Projected from 2010-2015	$149,500

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

b. Annual implementation costs **Item Description**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Funding Source Including E-Rate**

2000-2999 Classified Salaries or Certificated Salaries						
None-All job descriptions embedded in other positions (i.e. superintendent/head of maintenance/business secretary/staff	0	0	0	0	0	Categorical Flexibility and General funds cover staff
4000-4999 Materials and Supplies						
Software	$500 $2,000	$500 $2,000	$500 $2,000	$500 $2,000	$500 $2000 $3,000	Categorical Flexibility: EETT, Lottery, GATE, Ints. Materials
Hardware: PC Workstations (30)						McClean Foundation or other grants
Hardware: PC Workstations (10)						Lottery/Categorical Flexibility
5000-5999 Other Services and Operating Expenses						
Contract: School Wise attendance.CALPADS	$500 $3,000	$500 $3,000	$500 $3,000	$500 $3,000	$500 $3,000	General Fund
Cell Phones, phone servies	$1500 $10,800	$1500 $10,800	$1500 $10,800	$1500 $10,800	$1500 $10,800	General Fund, E-Rate
Contract: HERC Services and Tech support/TI line						Categorical programs and General Fund
High-Speed Internet (Suddenlink)						General Fund
Additional Tech Support (HCOE or Shawn Computers)	$1,000	$1,000	$1,000	$1,000	$1,000	General Fund

6000-6999 Equipment						
New Switches and other equipment recommended by HCOE IT	$1,000 $29,300	$1,000 $29,300	$1,000 $29,300	$1,000 $29,300	$1,000 $31,300	Lottery, General Fund
Totals:						$148,500

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

6c. District replacement policy Board Policy 3270: Business and Non-instructional Operations:

When district owned books, equipment and supplies become unusable, obsolete, or no

longer needed, the Superintendent or designee shall identify these items to the Board of Trustees, together with their estimated value and a recommendation that they be sold or disposed of by one of the methods prescribed in law and administrative regulations. With Board approval, the Superintendent or designee shall arrange for the sale or disposal of these items.

Instructional materials may be considered obsolete or unusable when they:

1. *Contain information rendered inaccurate or incomplete by new discoveries or technologies*
2. *Have been replaced by more recent versions or editions of the same material and are of no foreseeable value in other instructional areas*
3. *Contain demeaning, stereotyping or patronizing references to either sex, members of racial, ethnic, religious, vocational or cultural groups, or persons with physical or mental disabilities*
4. *Have been inspected and discovered to be damaged beyond use or repair*

The Superintendent or designee shall establish procedures to be used when selling equipment for which the federal government has a right to receive all or part of the proceeds. These procedures shall ensure a reasonable amount of competition so as to result in the highest possible revenue.

Experience has shown that the optimal life expectancy of a computer system is approximately four years, with support limited by the availability of parts and software. Systems can last longer, but generally are outdated causing upgrades and newer software to become more difficult or impossible to obtain and support. Computers older than 5 years will receive limited support and will need to be replaced. It is the goal of the District to have computers that are usable to enable students to access technology to improve student achievement. The District will replace obsolete or malfunctioning District or school site servers and core networking equipment on an as needed basis. This will be subject to available funding.

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

d. Budget monitoring

Technology budgeting is integrated into the District general budget process in a manner consistent with the Funding and Budget component. The Technology Committee, with input from the other 4 instructional staff , will monitor the implementation, procurement, and applications of the Technology Plan. The Tech Committee which includes the Superintendent will make sure the costs are in line with the District budget and within the categorical allowances.

There will be on-going, formal and informal discussions among the Tech Committee and the other classroom staff members. During these discussions, the committee with staff input, will evaluate the plan activities and determine if adjustments need to be made.

7. Monitoring and Evaluation

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

7a. Overall progress and impact evaluation The Technology Committee will meet periodically throughout the year to evaluate the implementation of the Tech Plan. These meetings will include:

. • Review of Implementation Calendar of Objectives in Tech Plan.
. • Evaluate the results from informal discussion with the paraprofessionals regarding the implementation of curriculum, professional development, and integration of technology in each of the classrooms.
. • Monitor the technology plan budget to determine if there are sufficient funds.
. • Reports on the progress and compliance of any current grants involving technology.
. • Discussion of any new grant possibilities.

At the end of each year, after teachers and students have taken the EdTech Profile, there will be a report from the Technology Committee, with recommendations of any adjustments to the Tech Plan, along with recommendations for student and teacher technology development.

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

b. Evaluation schedule:

The information obtained through the monitoring and evaluation process for the various objectives and benchmarks will be used to check the implementation status of this plan and make any necessary curriculum, staff development, or budget changes for the following year. The Technology Committee will be meeting September, February, and May to check on the Tech Plan progress.

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

7c. Communicating evaluation results:

Evaluation of the district's progress in implementing the Ed Tech Plan will be included as part of the categorical program year end evaluation that is conduced by the School Site Council (the Tech committee is part of the SSC). STAR test results are a part of the SSC

evaluation. The district has about 168 students taking the test. Results are reported for the whole school and are reliable indicators regarding student achievement. However, the small sample size can greatly skew results from year to year and this must be considered when analyzing data. The SSC communicates its evaluation to the Board of Trustees in the fall but makes recommendations regarding programs and budget in May so that appropriate budgeting can be made for technology.

Scotia Union School District is committed to supporting efforts to build and enhance adult literacy programs to include the use of technology. The rural school community is all residential and is isolated. Humboldt State University and the College of the Redwoods are located in Humboldt County. When the school receives fliers and information about adult education opportunities that are available, we include them as part of our monthly bulletins. These are sent home with our students and mailed out to the community at large. We are fortunate to have HCOE educators willing to provide tech training to our community.

9. Effective, Researched-Based Methods and Strategies

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

9a. Research Summary, District Application:

The methods selected throughout this plan are based-upon relevant research completed by the Technology Committee members. Prior to writing the curriculum component of this plan, the Technology Committee representatives obtained ideas from the teachers, the administrator, the Internet, State resources, and from other school sites about how technology can be used to support standards-based learning.

Research was taken from the following Internet sites: http://www.techsets.org, http://www.cde.ca.gov, http://www.iteaconnect.org, http://cnets.iste.org, and http://caret.iste.org and helped to guide the development of further infusing technology throughout the curriculum.
The major research-based components to Scotia Union School District's Educational Technology plan are:

. • It is vital that all students acquire technology and information literacy skills.
. • Students and educators must have access to technology tools to enhance the learning environment.
. • Effectively integrating technology into a rigorous academic curriculum raises

student outcomes.

. • Technology that differentiates instruction is highly effective.

. • Analysis of assessment data for individual student, class grouping, and entire school sites can drive classroom practice toward more effective teaching.

. • Enhancing the home/school connection increases opportunities for student success

Student Achievement

Research tells us that integrating technology into a rigorous academic curriculum raises student outcomes. Students on average, who have access to computer-based instruction, integrated learning systems, technology projected-based strategies, simulations, and higher order thinking software, score higher on achievement tests as compared to students who did not have access to these resources.

The research literature used to determine why or how education technology models are improving student achievement included a study that showed an increase in test scores related to the use of technology. According to the study, West Virginia Story: Achievement gains form a statewide comprehensive instructional technology program, by Mann, Shakeshaft, Becker, and Kottkamp in 1999, curriculum objectives for basic skills development in reading and mathematics were integrated with instructional software. This curriculum was reinforced with teacher instruction and the achievement tests used to evaluate student performance. Gains in student test scores on the SAT-9 (for 950 fifth graders in 18 schools) were attributable to the alignment of the targeted curriculum objectives with the software, teacher instruction, and the tests. http://www.mff.org/publications/publications.taf?page=155.

The article by Schacter (1999), analyzes five large-scale research studies, with over 700 empirical studies focusing on the impact of education technology in the learning environment. Using various statistical techniques, the study concludes that students on average, who have access to computer-based instruction, integrated learning systems, technology project-based strategies, simulations, and higher order thinking software, score higher on achievement tests as compared to students who did not have access to these types of resources. Students learn more in less time with technology integrated instruction, which also helps to foster positive student attitudes toward these types of classes.

Professional Development

Increasing student technology use means Scotia Union School District needs to support teacher professional development. Many research reports discuss how successful outcomes in technology enriched schools can only come about with adequate teacher training. Teachers are motivated to develop their own technology skills when professional development links technology applications to specific curriculum goals. In a study by Apple Classrooms of Tomorrow, they found that as teachers become more

comfortable and competent with the technology, they began working in teams and across disciplines. Also, those classrooms became a mix of traditional and constructivist instruction. Students became more collaborative and technology inspired teachers to use more complex tasks and materials in their instruction. The study also found that the influence of technology and teaching occurred over an extended period of time.

Home and School Connection

Findings from the research by Penuel et al (2002) reveal that technology integration programs designed to improve home to school connections typically result in 1) A modest increase in student reading ability; 2) A substantial increase in student writing ability; 3) A modest increase in student mathematics ability, and; 4) Significantly improved communications between parents and school. Overall, the increase found is similar to the effect of intervention programs, class size reduction, coaching for achievement, and parental involvement. Through District website and classroom blog pages, the District hopes to increase the use of technology in increasing our home to school connectio

References:

1. Sandholtz, J., Ringstaff, C, Dwyer, D. (1997). **Teaching with Technology: Creating Student-Centered Classrooms** . Apple Classrooms of Tomorrow (ACOT), Apple Computer, Inc
2. Schacter, J. (1999). **The Impact of Education Technology on Student Achievement: What the Most Current Research Has to Say.** Retrieved from the Milken Family Foundation website on Sept. 29, 2009 at http//www.mff.org/pubs/ME161.pdf.
3. Penuel, W. R., Kim, D. T., Michalchik, V., Lewis, S., Means, B., Murphy, R., Korbak, C., Whaley, A., & Allen, J. E. (2002)Using Technology to Enhance Connections Between Home and School: A Research Synthesis.U. S. Department of Education. Retrieved from CARET website on Sept. 29, 2009 at http://caret.iste.org/index.cfm?fuseaction=studySummary&StudyID=420

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

9b. Technology to Deliver Rigorous Curriculum:

With the explosive growth in the past few years, technologies are more readily available to students and teachers. The district plans to expand our use of technology to extend and supplement our curriculum.

. • We will participate in the PORTS distance learning, interactive program with the National

Parks.

. • As a District, we will encourage teachers to learn about and utilize Web 2.0 tools such as blogs, wikis, online collaboration portals etc. to deliver and support academic learning. These resources will provide students with access to real time data, resource links and opportunities for critical thinking and application of 21st century skills.

. • Teachers will encourage students to learn and use multimedia to create their reports and give presentations.

1. **PLAN DURATION CRITERION**	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)	3	The technology plan describes the LEA use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). The plan must include a specific start and end date (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length.
2. **STAKEHOLDERS CRITERION** 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.	3	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows the district actively sought participation from a variety of stakeholders.
3. **CURRICULUM COMPONENT CRITERIA** Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).			

a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	**5**	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	**7**	The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.	**8**	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.	**10**	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and	**17**	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when	The plan suggests how students will acquire technology skills, but is not

when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.		students will acquire technology skills and information literacy skills.	specific enough to determine what action needs to be taken to accomplish the goals.
f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students 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	**19**	The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.	The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.
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.	**20**	The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about

			Internet safety.
h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.	21	The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
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	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way	**23**	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication	The plan suggests how technology will be used, but is not specific enough to know what action

communication between home and school.		between home and school.	needs to be taken to accomplish the goals.
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.	**25**	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.
4. **PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA** Corresponding EETT Requirement(s): 5 and 12 (Appendix D).			
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	25	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals, measurable objectives, annual	28	The plan delineates clear goals, measurable objectives, annual	The plan speaks only generally of

benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.		benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan.	professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
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.	31	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
5. **INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA** Corresponding EETT Requirement(s): 6 and 12 (Appendix D).			
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	**31**	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components.

(Sections 3 & 4) of the plan.			The summary of current technical support is missing or lacks sufficient detail.
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.	33	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
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	**33**	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be

components identified in Section 5b.			acquired or repurposed, by whom, and when.
d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	33	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
6. **FUNDING AND BUDGET COMPONENT CRITERIA** Corresponding EETT Requirement(s): 7 & 13, (Appendix D)			
a. List established and potential funding sources.	35	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.	35	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.	36	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. Describe the process that will be used to	37	The monitoring process, roles, and responsibilities	The monitoring process either

monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.		are described in sufficient detail.	is absent, or lacks detail regarding who is responsible and what is expected.
7. **MONITORING AND EVALUATION COMPONENT CRITERIA** Corresponding EETT Requirement(s): 11 (Appendix D).			
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	38	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	38	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	38	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to

			improve the plan and/or disseminate the findings.
8. **EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION** Corresponding EETT Requirement(s): 11 (Appendix D).			
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.)	38	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.
9. **EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA** Corresponding EETT Requirement(s): 4 and 9 (Appendix D).			
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	39	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is

			unclear or missing.
b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.	41	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

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

Education Technology Plan Review System (ETPRS) Contact Information

County & District Code: **12 -63024**

School Code (Direct-funded charters only):

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