

**PINER-OLIVET UNION SCHOOL DISTRICT
EDUCATION TECHNOLOGY PLAN
JULY 1, 2007 – JUNE 30, 2012**

Board Approved: June 6, 2007

County Name: Sonoma
District Name: Piner-Olivet Union School District
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Community Group & Businesses

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Piner-Olivet Education Foundation- Cindy Pryor

Community - Bob Wolcott

Education Technology Plan Benchmark Review

For the grant period ending June 30, 2006

IDENTIFYING INFORMATION:

CDS # 49 70870 0000000

Applicant Name: Piner-Olivet Union School District

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

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

The Piner-Olivet Union District has established clear criteria guide the funding of technology based instructional materials to improve teaching and learning. Presently, each proposal for technology based instructional materials must:

- Support the curricular and instructional goals in the Single Plan for Student Achievement.
- Include an embedded staff development component, research-based foundation, and technical support for maintenance and upkeep.
- Include a statement of how performance data is used to monitor and analyze the impact of the instructional materials on student achievement.

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

The Piner-Olivet Union School District has developed goals and a specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks and timeline as described in this Educational Technology Plan. The professional development plan will be monitored, evaluated, and revised annually to meet the data in the needs assessment of staff.

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

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

For CDE Use Only

Date Added: _____

Selected For Random Review: _____

Comments:

PRINTED NAME OF AUTHORIZED REPRESENTATIVE

MARION GUILLEN

TITLE OF AUTHORIZED REPRESENTATIVE

SUPERINTENDENT

SIGNATURE

DATE June 7, 2007



District Profile

The Piner-Olivet School District is located about 50 miles north San Francisco in Sonoma County. The district covers 15 square miles. The following data offers a snapshot of the district during the 2006-07 school year from the Ed Data (<http://www.ed-data.k12.ca.us/welcome.asp>) and Dataquest (<http://data1.cde.ca.gov/dataquest/>) web sites.

Piner-Olivet School District 2006-07 School Data				
	Number of Schools	Enrollment	Full-Time Equivalent Teachers	Pupil-Teacher Ratio
Elementary	4	1356	71.7	18.91
Middle	2	273	12.2	22.38
High School	1	42	2.6	16.15
Total	6	1671	86.5	19.32

Piner-Olivet School District, Students by Ethnicity 2006-07		
	District	
	Enrollment	Percent of Total
American Indian	36	2.2
Asian	109	6.5
Pacific Islander	19	1.1
Filipino	30	1.8
Hispanic	524	31.4
African American	66	3.9
White	885	53
Multiple/No Response	2	.1
Total	1,671	

Piner-Olivet District, Student & Teacher Data 2005-06	
English Learners	360
Fluent-English-Proficient Students	1311
Students Re-designated FEP	57
% Fully Credentialed Teachers	100
Pupil Teacher Ratio	19.3
Avg. Class Size	20.1
Free or Reduced Price Meals	595
CalWORKs (formerly AFDC)	

Educational Technology Plan Overview

The Piner-Olivet Union School District recognizes that the student is the customer we serve. Thus, the district is committed to developing each student’s academic and social skills to their full potential in an atmosphere of collaboration, cooperation and compassion. The students and the entire organization are dynamically engaged in learning while modeling behavior worthy of emulation. The organization uses innovation as a catalyst to expand the horizons of student success and possibility. A climate of student and organizational excellence is evidenced by a strong current of respect, civility, positive attitude, leadership, character and academic achievement.

Each school site has its own unique character. Strong site leadership guided by unifying district themes is used to promote student success. To ensure this success, every member of the school community maximizes their potential and demonstrates excellence through innovative and sound practices.

Piner-Olivet Union School District parents and community are actively involved in every aspect of the district’s schools. School sites are used as community hubs to support strong parent/community involvement.

Furthermore, Piner-Olivet Union School District is engaged in long-range planning and continually measures progress towards its goals, refining as needed. The budget supports the district vision and goals.

Piner-Olivet Union School District’s (POUSD) Education Technology Plan is intended to serve as both a guide for technology related decision making and an instrument to monitor and evaluate progress toward identified goals and objectives. An updated assessment of district technology status, needs, and resources has been completed for each section of the revised tech plan and has guided the development of our new technology goals, objectives and implementation activities. POUSD’s goals and objectives were established to meet the identified needs of integrating technology to improve student learning, providing equitable technology access and support, providing secure, timely information flow between home, school, and community, and providing coordinated, ongoing high quality educational technology professional development.

Plan Duration – Criteria Item 1

Piner-Olivet Union School District’s Technology Plan covers five years, from July 1, 2007 through June 30, 2012. It will serve as the primary tool to guide the district’s acquisition, sustainability, and integration of technology to support the district’s curricular goals. This plan will be monitored by district curriculum, data, and school administrators. It will be reviewed and revised annually by technology stakeholders after the state releases achievement data for district school sites. Any modifications required through such review will be communicated to both the district Superintendent and school board. The District Technology Committee will meet regularly to review and monitor progress.

Stakeholders – Criteria Item 2

Piner-Olivet Union School District's Educational Technology planning team is comprised of district and site representatives who are responsible for implementing the plan, including district curriculum, data, and information technology staff; site administrators, teachers, parents, community partners and local businesses.

The team convened in the 2006-07 school year to serve as a strategic planning committee for technology in the development of our technology plan. During the school year, the team met on a regular basis and will continue to be an active planning committee throughout the term of the plan. Ongoing meetings provide stakeholders with a mechanism for regular input and updates regarding the objectives, funding, budgets, and curricular guidelines contained within our technology plan. In addition, progress will be reviewed at regular district curricular meetings with site administration to:

- Evaluate the draft technology plan and make adjustments if needed.
- Gather and evaluate district technology data with regard to hardware, wiring, resources, professional development and projects.
- Collect and analyze survey, technology, and student achievement data.
- Identify and update common technology needs and issues.

As stakeholders developed our technology plan, the following key questions were addressed:

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

Stakeholder Groups & Design-Implementation Roles

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

District Technology Personnel: Technology Technician completes the tasks set forth in this technology plan.

District Financial Personnel: Director of Business Services and staff provide coordination of technology funds and budget issues.

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

Site Teachers: Teacher representatives from our Elementary schools and Charter Middle Schools/High School

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

Parents: Parents of children enrolled in our Elementary, Charter Middle School, and Charter Middle/High School provide input on the district and schools' efforts to integrate technology and 21st century skills in the standards-aligned curriculum. Parents advocate for equity in access to technology and the opportunity to master core subjects and 21st century skills.

Government Agencies: Representatives from the California Technology Assistance Project (CTAP) Region I offer technical assistance with: the data analyses and revision of our goals and objectives; professional development planning and implementation; EETT Formula Funding; E-rate; compliance issues; hardware, software, and infrastructure.

Community Groups & Businesses: Piner-Olivet Education Foundation, Data Flow, and Community Representatives offer assistance with the implementation of our Educational Technology plan objectives focused on improving technology infrastructure, equity, access, and home-school-community communications.

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

Curriculum Component – Criteria Item 3

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

Teacher Access

Teacher and student access to technology tools varies from site to site. Teacher technology access in the typical classroom consists of one computer and printer, providing the teacher email, Internet connectivity and School Wise access. The operating systems on the teacher computers are either Windows XP or Windows 98. Groupwise e-mail access is available to teachers at home via their home computers and the Internet. For their classrooms, teachers are provided voicemail, overhead projectors, CD players, TV's / VCR's (and DVD's in some) by the district. Some classrooms have older computers for use by students, some with Internet access.

Student Access

Student computer operating systems are either Windows 95, 98, XP, or Macintosh OS 9. Software availability and access for student use varies at each site. Adopted Mathematics, Language Arts, Social Studies, and Science programs have included texts on disc or tape, support materials for ELL and RSP, pre-Algebra and math core, and Brain Pops for review of math fundamentals.

Each school site has a technology classroom generally used by upper grade students although the functionality and usage varies greatly at each site. All schools have Technology Classrooms with at least 20 computers, although not all are functional and many computers are 6-10 years old. For working Technology Classrooms, classes have access for 30 minutes per week based on interests and needs. The computer workstations vary from school to school in relation to operation systems, Internet access and multimedia capabilities. Technology Classroom use is generally low (used 20-40% of the school day) because of the age of computers and their reliability. Technology Classrooms are irregularly maintained by a district technician and teachers.

Each school library has the Athena catalogue system for its book inventory control. Each library has two to three student computers, allowing students to access the Athena system and the Internet, although they are not all operational. Libraries have the Language Arts texts available with CD players. After-school access to technology is provided in the library three days a week.

Technology use to support students with special needs is site-specific. Some RSP classrooms have computer and Internet access for students, and software availability and access varies. At some sites, English Language Learners (ELL) have little to no access to technology, while others have access through the regular classroom, library, and technology classroom. Some schools have purchased software to specifically support ELL students.

Most schools provide after-school access to technology through site-specific after school programs.

Additional teacher and student access to technology tools varies from site to site, based upon site priorities, as well as individual site access to funding opportunities, as provided by the district or other sources such as LCD projects, video cameras, large format printers, digital cameras, and scanners.

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

Technology classrooms are generally used for keyboarding, word processing, Internet research, and skill building in language arts and mathematics. Some upper grade students develop PowerPoint projects incorporating multimedia resources. The most commonly used resources are overhead projectors, CD players, sound amplification (some) and listening centers (primary).

School libraries have standalone catalog systems using Athena software and Windows NT operating systems. Students use the electronic card catalog to locate printed materials in the library. At some schools the infrastructure is sufficient to support the library for Internet research.

Technology is integrated in the curriculum differently throughout the District. Some sites utilize computer integrated learning systems such as NorthStar Math, while others use off the shelf software that complement themes in language arts and mathematics. Primary grades use compact discs that accompany their reading adoption. Teachers at all sites use grade appropriate video to support social studies and science themes. Software generally available to students and staff at each school includes Microsoft Office, Microsoft Internet Explorer and miscellaneous tutorial software such as Rosetta Stone, Read Naturally, Number Munchers, etc.

Teachers generally use word processing, grade reports software, and technology to support lesson plan development.

The District does not currently address instruction of technology skills and information literacy skills systematically through the grades. Work in this area is done sporadically based on the discretion and knowledge base of individual teachers, and the time and resources available to them.

3c. Summary of the district's curricular goals and academic content standards in various district and site comprehensive planning documents.

District curricular goals are based on NCLB standards, and are reflected in the LEA and Single Plans for School Improvement as well as the California Content Standards. Therefore, the goals, objectives, and benchmarks that follow are based on a timeline of achieving the goal of all students meeting proficiency in English Language Arts and Mathematics by 2014.

Beginning with a baseline of 52% (Fall 2006), by June 2012, 70% of students will score at or above proficiency in English Language Arts (by grade level), as measured by CST sub-test scores

Beginning with a baseline of 62% (Fall 2006), by June 2012, 70% of students will score at or above proficiency in Mathematics (by grade 6), as measured by CST sub-test scores.

Curricular goals will be adjusted annually, based on State and Local student achievement assessment data in ELA, Math, Science and History Social Science.

3d. List of clear goals and a specific implementation plan for using technology to improve teaching and learning by supporting the district curricular goals and academic content standards.

There is a need to enhance the curriculum through the integration of technology as a teaching tool in the instructional program. The Piner-Olivet Union District has established criteria to guide the funding of technology based instructional materials to improve teaching and learning. Presently, each proposal for technology based instructional materials must:

- Support the curricular and instructional goals in the Single Plan for Student Achievement.
- Include an embedded staff development component, research-based foundation, and technical support for maintenance and upkeep.
- Include a statement of how performance data is used to monitor and analyze the impact of the instructional materials on student achievement.

(3d) GOAL 1:

Our schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with ELA content standards by 2014.

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

Objective:

By June 2012 70% of students (grade 2-11) will score at or above proficient in English Language Arts (with an initial emphasis in Writing Strategies & Applications and Comprehension) as measured by the CST sub-test scores.

Annual Benchmarks:

- Year 1: minimum of 55% in the 2007-2008 school year
- Year 2: minimum of 58% in the 2008-2009 school year
- Year 3: minimum of 62% in the 2009-2010 school year
- Year 4: minimum of 66% in the 2010-2011 school year
- Year 5: minimum of 70% in the 2011-2012 school year

Evaluation Instrument/Data:

Instruments: English Language Arts Houghton Mifflin Summative test data; Results! data, BPST, etc.; California Standards Test performance scores for ELA; California English Language Development Test performance data

Data: Percentage scoring proficient or above

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

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

Instrument: Annual CTAP-squared I-assessment:

Data: teacher's self assessed technology and integration skills

Data reviewers

District and school administrators will analyze annually in late August / September after state releases data. Teacher review data individually and in school teams.

Action Steps:

1. Continue to utilize effective technology instructional resources (e.g. Read Naturally, Rosetta Stone, Listening Centers)
2. Beginning in fall 2007 and every year thereafter
 - a. Investigate technological resources to promote English Language Arts skills (with initial emphasis in Writing Strategies & Applications and Reading Comprehension)
 - b. Determine appropriate models for classroom implementation of current and/or newly identified resources
 - c. Prioritize acquisition and implementation
 - d. Buy identified resources (hardware and software)
 - e. Train staff in the use of the resources
 - f. Teachers integrate technology into English Language Arts lesson
3. Annually monitor impact on student achievement with interim and summative assessments
4. Extend effective practices throughout appropriate grade levels

Monitoring:

District curriculum, data, and technology administrators and school site administrators track the development and implementation of all activities and accomplishments monthly and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.

Timeline: Most of the aforementioned actions are already underway annually in the district at all grade levels and will continue to be planned for and implemented after annual data driven needs assessments and data analyses take place for each school, annually no later than October 1.

Person(s) responsible: District and school site administrators, the District Technology Committee, and teachers are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for completing all necessary professional development and ensuring their instruction is based on standards-aligned objectives and research based programs, practices and arrangements.

Use of Technology:

Current uses:

- CLRN and district adopted curriculum software such as Accelerated Reader, Reading Counts, Alphasmart, Listening Centers...
- Microsoft Office and other productivity software.
- Internet Resources

Future uses meeting District criteria:

- Supplemental Technology Resources which are elements of District adopted instructional materials in English Language Arts, including publisher software and websites.
- Research based technological resources to promote application of writing and comprehension skills (e.g. Thinking Maps software, Read Naturally, etc.)
- Peripherals such as LCD projectors, digital cameras, video cameras, and printers.

(3d) GOAL 2:

Our schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with Mathematics content standards by 2014.

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

Objective:

By June 2012 70% of students (grade 2-11) will score at or above proficient in Mathematics (with an initial emphasis in Measurement & Geometry and Number Sense) as measured by the CST sub-test scores.

Annual Benchmarks:

- Year 1: minimum of 63% in the 2007-2008 school year
- Year 2: minimum of 65% in the 2008-2009 school year
- Year 3: minimum of 67% in the 2009-2010 school year
- Year 4: minimum of 69% in the 2010-2011 school year
- Year 5: minimum of 70% in the 2011-2012 school year

Evaluation Instrument/Data:

Instruments: POUUSD Mathematics semiannual Assessments and California Standards Test performance scores for Mathematics

Data: Percentage scoring proficient or above

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

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

Instrument: Annual CTAP-squared I-assessment:

Data: teacher's self assessed technology and integration skills

Data reviewers

District and school administrators will analyze annually in late August / September after state releases data. Teacher review data individually and in school teams.

Action Steps:

1. Continue to utilize effective technology instructional resources (e.g., NorthStar Math, Brain Pops, etc.)
2. Beginning in fall 2007 and every year thereafter
 - a. Investigate technological resources to promote application of mathematics skills (with initial emphasis in Measurement & Geometry and Number Sense)
 - b. Determine appropriate models for classroom implementation of current and/or newly identified resources
 - c. Prioritize acquisition and implementation
 - d. Buy identified resources (hardware and software)
 - e. Train staff in the use of the resources
 - f. Teachers integrate technology into Mathematics lessons
3. Annually monitor impact on student achievement with interim and summative assessments
4. Extend effective practices throughout appropriate grade levels

Monitoring:

District curriculum, data, and technology administrators and school site administrators track the development and implementation of all activities and accomplishments monthly and report progress at our monthly district/ site administrative meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.

Timeline: Most of the aforementioned actions are already underway annually in the district at all grade levels and will continue to be planned for and implemented after annual data driven needs assessments and data analyses take place for each school, annually no later than October 1.

Person(s) responsible: District and school site administrators, the District Technology Committee, and teachers are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for completing all necessary professional development and ensuring their instruction is based on standards-aligned objectives and research based programs, practices and arrangements.

Use of Technology:

Current uses:

- CLRN and district adopted curriculum software including NorthStar Math, Brain Pops, etc.
- Microsoft Office (spreadsheets) and other productivity software.
- Calculators
- Internet Resources

Future uses meeting District criteria:

- Supplemental Technology Resources which are elements of District adopted instructional materials in Mathematics, including publisher software and websites.
- Research based technological resources to promote application of Measurement and Geometry Skills and Number Sense (e.g. Geometer's Sketch Pad, Inspiration Math, etc.)
- Peripherals such as LCD projectors, digital cameras, video cameras, and printers.

3e. List of clear goals and a specific implementation plan as to how and when students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace.

(3e) GOAL 1:

All students in Piner-Olivet Union School district will meet district Grade Level Technology Literacy Standards based upon International Society for Technology in Education recommendations to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society. (Drafts of Technology Literacy Strands and District Grade Level Technology Literacy Standards are detailed in Appendix A)

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

Objective:

All students will be proficient in the Grade Level Technology Literacy Standards by 2011-2012 school year as demonstrated through Grade Range Projects (e.g. K-2, 3-6, 7-12). Teachers will learn to integrate student skills in their academic curriculum assignments. Students will learn technology literacy skills as appropriate during curricular assignments. Formative measures of student proficiency will be monitored through grade range benchmarks at grades two, six, eight, and twelve.

Annual Benchmarks:

- Year 1: Minimum of 10% in the 2007 - 2008 school year
- Year 2: Minimum of 20% in the 2008 - 2009 school year
- Year 3: Minimum of 40% in the 2009 - 2010 school year
- Year 4: Minimum of 60% in the 2010 - 2011 school year
- Year 5: Minimum of 80% in the 2011 - 2012 school year

Evaluation Instruments(s) and Data

Instrument: Annual Standardized District Grade Range assessment/ survey based on District Grade Level Technology Literacy Standards which include technology skills and information literacy.

Data: Percentage passing assessment

Instrument: Annual EdTechProfile

Data: teachers' self assessed technology and integration skills

Data reviewers:

District Director of Student Instruction and school site administrators will analyze end of school year results annually in June.

Action Steps

1. During the 2007-08 school year, a focus group of district staff will help review and finalize draft documents of the Technology Literacy Strands and District Grade Level Technology Literacy Standards.
2. During the 2007-08 school year, a focus group of district staff will design grade range student assessments (e.g. K-2, 3-6, 7-12).
3. By spring of 2008, adopt Technology Literacy Strands and District Grade Level Technology Literacy Standards and assessments for K-12 student technology skills and information literacy.
4. Beginning in the summer/fall 2008 and annually thereafter, provide Professional Development opportunities (from the District, CTAP Online, and CTAP Region 1) to K-12 teachers on integrating the student grade level skills and standards in their curriculum.

5. By fall 2008, and annually thereafter, students will begin systematically learning the District Grade Level Technology Literacy Standards including technology productivity tools and information literacy, as appropriate, during curricular assignments.
6. By spring 2009, begin administering annually the standards-aligned grade-range benchmark assessments for grades 2, 6, 8, and 12.
7. By spring 2009, District Director of Student Instruction will design reporting instrument for annual monitoring.
8. By spring 2010, review and revise the standards-aligned grade band assessments.

Monitoring

The District Director of Student Instruction and school site administrators will track the development and implementation of all Technology Literacy Strands and Standards activities and accomplishments bi-annually and report progress at district administrator meetings. Modifications of activities will be made as needed in order to ensure meeting or exceeding measurable objectives.

Timeline: The timeline for the aforementioned actions are included in the Action Steps listed above.

Person(s) responsible: District Director of Student Instruction, site administrators, and teachers are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for completing the training, integrating the Technology Literacy Strands and Standards as appropriate during curricular assignment, and assessing the students.

Use of Technology:

- Supplemental technology resources available with adopted textbooks, including publisher software and websites.
- CLRN and district approved curriculum software such as *Read Naturally*, *Rosetta Stone*, *North Star Math*, *Accelerated Reader*, *Reading Counts*, *Dreamweaver*, *Easy Grade-Pro*, *Type-to-Learn*, *Read-Write-and-Type*, and a variety of grading programs such as *Easy Grade-Pro* and *Grade Book Plus*, and Web-based student assessment platform such as *Edusoft*.
- Microsoft Office and other productivity software.
- Internet resources
- Peripherals such as LCD projectors, digital cameras, video cameras, and printers.
- CTAP Online Professional Development.

3f. Ensure appropriate access to technology for all students

(3f) GOAL 1:

All students will have reliable and consistent access to technological resources (e.g. TV, DVD, computers, overhead projectors, Internet, printers, calculators, listening centers) to support achievement of district curricular goals.

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

Objective:

By June 30, 2012 our district average student to computer ratio will be 5 to 1 or better. (CDE defined up to date multimedia computer four years old or newer with Internet access as per annual California School Technology data and district records).

Annual Benchmarks:

Year 1: minimum of 12 students to 1 computer in the 2007 - 2008 school year

Year 2: minimum of 10 students to 1 computer in the 2008 - 2009 school year

Year 3: minimum of 8 students to 1 computer 2009 - 2010 school year

Year 4: minimum of 6 students to 1 computer in the 2010 - 2011 school year

Year 5: minimum of 5 students to 1 computer in the 2011-2012 school year

The technology goals and objectives are for all students including special education, GATE, English Language Learners although the programs and methods for achieving the objective may be adapted to best meet their needs. Considering populations with special needs, the following provisions will be made:

- For students with Special Needs, assistive technologies are considered as part of their Individualized Education Plans. These technologies aim to support learning and compensate for differences in core curriculum standards. Assistive technology specialists may be called upon by Student Study Teams to assess students and to prescribe technology solutions. Portable word processors, sound field systems, visual aids, tape recorders, etc. are available to all students in the Piner-Olivet School District through the Sonoma Special Education Local Plan Area.
- For GATE students, there are opportunities to utilize technology, both in and out of the classroom, to support their Individual Learning Plan. Examples of use in the classroom include Internet research, simulations, and multimedia projects. Opportunities to extend and enhance classroom learning experiences are promoted through self-directed activities. Examples of after school and home technology use include robotics, independent study courses, and creation of multimedia projects.
- For English Language Learners, technology supports comprehension, development of content area learning, and English language skills. Examples of technology use towards these goals includes PowerPoint presentations to enhance and extend instruction, Thinking Map software to visualize thinking processes, and Rosetta Stone software to acquire and practice English Language skills. Tutorial assistance is offered through integrated learning systems such as Northstar. Classes are available during the evenings to support parents acquiring English Language and technology skills.

Evaluation Instrument(s) & Data:

Instrument: Annual California School technology Survey

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

Instrument: Annual District Supplemental Tech needs and service survey including IEP, EL, and GATE program directors and educators in the district:

Data: Technology Accessibility to all students including special technology needs (IEP, EL, and GATE) and feedback on new district communication and collaboration strategies.

Data reviewers:

District and school site administrators will analyze end of school year results annually in June.

Action Steps:

1. Annually leverage technology funding to provide new or refurbished computers to schools and teachers with the highest student to computer ratio.
2. Annually in the spring, systematical inventory school technology hardware, software and Internet accessibility. Data is used to develop a matrix of site technology obsolescence, purchase, installation priorities and schedules.
3. Annually install new computers and remove outdated computers at sites on a rotating schedule during designated breaks in the school year.
4. By spring 2008, ensure that all classrooms, technology classrooms and libraries have Internet access.

5. Annually in the spring, a systematic review of the infrastructure needs will be aligned to program budget. Every effort will be made to align the budget with the needs identified to ensure the acquisition of technology (see component sections 5 & 6).

Monitoring:

The superintendent, director of student instruction, school site administrators, and business manager will track the development and implementation of all appropriate access activities, inventories and accomplishments annually and report progress to the district technology committee. Modifications to our district activities will be made as needed in order to ensure that we meet or exceed this measurable objective.

Timeline: The timeline for the aforementioned actions begins during the first year of our five year tech plan July 2007 –June 2008 and will continue annually.

Person(s) responsible: District and site administrators are responsible for the planning, development, implementation, and evaluation of all the aforementioned. Teachers are responsible for attending professional development.

Use of Technology:

- Adopted Text Supplemental Tech resources including publisher software and websites for IEP, EL, and GATE students.
- CLRN and district approved curriculum software for IEP, EL, and GATE students.
- *Microsoft Office* and other productivity software.
- Internet Resources
- Peripherals such as LCD projectors, digital cameras, video cameras, and printers
- District IT work order management system and equipment inventory database.

3g. Utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.

(3g) GOAL 1:

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

Target Group: All district schools.

Objective 1:

By June 2012, 100% of teachers will use POUUSD local assessment as well as STAR sub-test and cluster test results (grades 2-12) to make data-driven decisions to meet individual student academic needs and target student intervention needs.

Annual Benchmarks:

Year 1: 50 % of **teachers** in the district by June 2008.

Year 2: 60 % of **teachers** in the district by June 2009.

Year 3: 70 % of **teachers** in the district by June 2010

Year 4: 80 % of **teachers** in the district by June 2011.

Year 5: 100 % of **teachers** in the district by June 2012.

Objective 2:

By June 2012, 100% of **teachers** in grades 4-12 will have access to grade book software and necessary training to use.

Annual Benchmarks:

Year 1: 50 % of **teachers** in grades 4-12 in the district by June 2008

Year 2: 60 % of **teachers** in grades 4-12 in the district by June 2010

Year 3: 70 % of **teachers** in grades 4-12 in the district by June 2009

Year 4: 80 % of **teachers** in grades 4-12 in the district by June 2011

Year 5: 100 % of **teachers** in grades 4-12 in the district by June 2012

Evaluation Instrument(s) & Data:

Instrument: Classroom grade books created using software; Excel spreadsheets showing results of local assessments in the areas of English Language Arts and Math (POUSD Multiple Measures) and STAR sub-test and cluster data.

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

Data reviewers:

District administrators, and school site administrators and teachers will analyze end of school year results annually in June.

Action Steps:

1. During the 2007-08 school year and every year thereafter until we meet our 2011-12 school year objective, the district will continue its rollout of the addition of the STAR sub-test and cluster data spreadsheets (grades 2-12) to all teachers. Participating teachers will get necessary training in productivity software to collect and analyze data such as spreadsheets.
2. Annually, provide systematic professional development and collaboration time for site administration and teachers to improve student achievement assessment, data collection, analysis, reporting, and data driven decision making, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology and develop quarterly assessments horizontally and vertically through grade levels in the district.
3. Beginning in the 2007-2008 school year and every year thereafter, identify and acquire standardized grade book software for use in the district across grades 4-12. Provide teachers with necessary training in the use of the software.

Monitoring:

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

Timeline: The timeline for the aforementioned actions are included in the Action Steps listed above.

Person(s) responsible: District and site administrators are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for attending professional development and inputting student data.

Use of Technology:

- A variety of grading programs such as *Easy Grade Pro and Gradebook Plus*.
- Excel spreadsheets for analyzing local assessment data as well as STAR results.

3h. Utilize technology to make teachers and administrators more accessible to parents.

(3h) GOAL 1:

The district office and schools will use technology to improve two-way communication between home and school.

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

Objective 1a:

By June 2012, all schools will create school wide web pages to post information for parents and provide email links to teachers. These web pages will link to the district web site.

Annual Benchmarks:

- Year 1: 25 % of schools by June 2008
- Year 2: 50 % of schools by June 2009
- Year 3: 75 % of schools by June 2010
- Year 4: 100 % of schools by June 2011
- Year 5: 100 % of schools by June 2012

Objective 1b:

By June 2012, all district site administrators and teachers will have access to a classroom phone, voice-mail, and a district e-mail account and will provide this information to all parents at back to school night and via the school and district website. The district will explore the expansion of the “auto-dialer” calling system so that this system can be used for school site and classroom uses.

Annual Benchmarks:

- Year 1: 25 % of schools by June 2008
- Year 2: 50% of schools by June 2009
- Year 3: 75% of schools by June 2010
- Year 4: 100% of schools by June 2011
- Year 5: 100% of schools by June 2012

Objective 1c:

By June 2012, all district site administrators and teachers will provide parents with timely school wide information via newsletters and flyers that recognize student achievement, communicate information about school events, and encourage parent involvement. These documents will be translated in native home language as needed.

Annual Benchmarks

- Year 1: 25% of schools by June 2008
- Year 2: 50% of schools by June 2009
- Year 3: 75% of schools by June 2010
- Year 4: 100% of schools by June 2011
- Year 5: 100% of schools by June 2012

Evaluation Instrument(s) & Data:

Instrument: District and site web pages and links.

Data: % of parents trained; % of staff trained; % of students trained to access links

Instrument: Monthly site administrative reports to district

Data: % of district schools that have implemented two-way communication strategies between home and school using technology resources.

Instrument: District and site based equipment and e-mail account records

Data: % of teachers with access

Instrument: School website and communication artifacts.

Data: evidence of efforts to improve two-way communication

Data reviewers

Superintendent, Administrative Council, and District Technology Committee, will analyze end of school year results annually in June.

Action Steps:

1. By fall 2007, develop an installation/replacement schedule for teachers and administrators without phone, voice-mail, and/ or e-mail. Provide training as needed for newly hired teachers.
2. By spring 2008, all district schools will design a plan for translation of school newsletters and flyers in home language as needed.
3. By June 2008, design and distribute a plan to link monthly newsletters to the district/site web sites.
4. By June 2009, ensure all district schools have the software, hardware, infrastructure, and training needed to implement site web pages and links to district web page.
5. By June 2008, design and distribute a plan to use “auto-dialer” calling system to broadcast at school sites and in classrooms.
6. Continue to fund and maintain, district and school websites where news, announcement, staff contact information, teacher class information, events, etc. are communicated with students and parents.
7. Annually, provide web publishing software training opportunities for teachers to learn to publish / communicate on their school web site.
8. Annually provide software training to teachers and classified staff to learn to publish professional / attention getting documents to improve communication between home, school, and community.

Monitoring:

The Superintendent, Director of Student Instruction, school site administrators and Educational Technology Committee will track the development and implementation of all activities and accomplishments monthly and report progress at our monthly district/site administrative council meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.

Timeline: The timeline for the aforementioned actions are included in the Action Steps listed above.

Person(s) responsible: District and site administrators and the District Technology Committee are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for attending professional development and inputting student data.

Use of Technology:

- Schoolwise, Easygrade Pro, InteGrade Pro or other electronic gradebook
- Web publishing software training
- Publication and web page software training.
- Auto-dialer

3i. A list of benchmarks and a timeline for implementing planned strategies and activities and description of the process that will be used to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline.

The benchmarks and timelines for implementing planned strategies and activities as well as descriptions of the process that will be used to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline are included in each of the previous elements 3d-3h of the Curriculum Component.

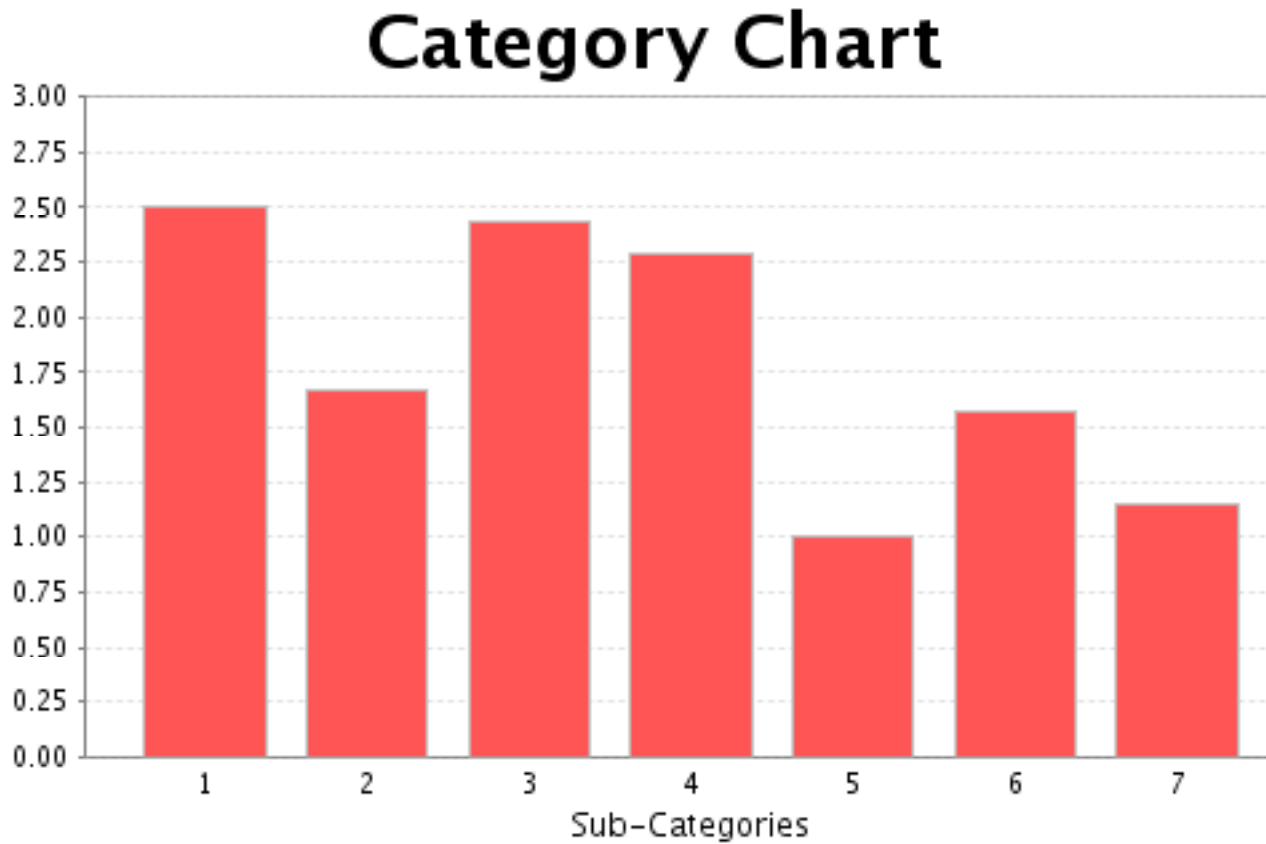
Professional Development Component – Criteria Item 4

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

Site Administrators' Survey Data

EdTech Profile's survey data of site administrator's as of March 2007, indicates that most administrators are at the intermediate to proficient levels with general computing, Internet, e-mail, spreadsheets, and word processing and at the introductory level in presentation software and database skills.

Implication: Administrators need professional development opportunities in presentation software and database skills.



The Category Chart above represents Administrative Technology Skills and Proficiency Levels on a scale of 1-Beginning, 2-Intermediate, and 3-Advanced.

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

District Teachers' Survey Data

Based on a representative sample of district employees' data from the EdTechProfile, the following generalizations can be made:

Regarding "Using Technology in the Classroom" (Standard 9), most teachers responded in the Seldom and Somewhat level of usage. Most teachers indicate they have familiarity with appropriate classroom usage, but only a few are using it regularly to support classroom instruction. Email and word processing are the most widely used tools. Most are not clear about the use of electronic grade books and network security issues.

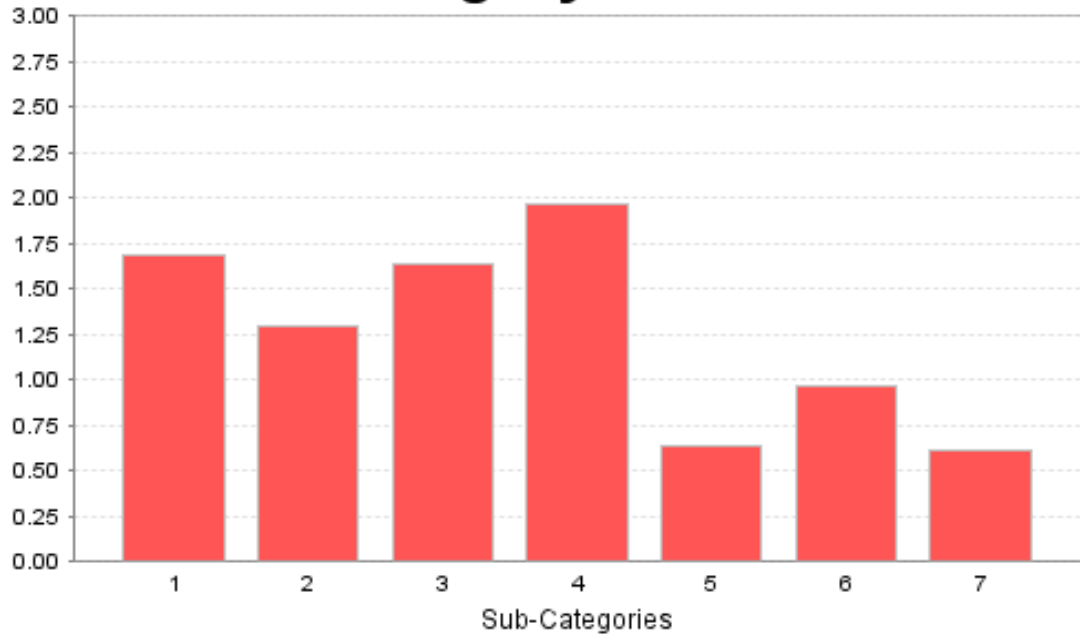
Likewise, in Standard 16, "Using Technology to Support Student Learning," most teachers responded in the Seldom or Somewhat categories, also indicating high awareness but not using in their classroom curriculum activities. Many indicated they would like to use electronic grade books and use technology to communicate with parents. Some concerns were expressed about using electronic information resources without validating the sources.

In the area of Computer Skills and Knowledge, most teachers indicate comfort with general computer knowledge and skills, email and phone systems. Most teachers indicated they do not use databases and/or spreadsheets for instructional purposes.

Related to Personal Use, most indicate comfort with basic use of technology for communication, the Internet, email and word processing. Beginning levels of were expressed in skills related to database, presentation, and spreadsheet software.

Implication: Instruction is needed with the following tools: gradebooks, presentation and spreadsheet software. Teachers need further professional development in the area of "Information Literacy" including: Internet search tools, evaluating information, student Internet safety, and appropriate use of electronic resources. Teachers could benefit from classroom coaching in the use of technology to support student learning including using technology for individual, small group and whole class instruction.

Category Chart



Category Chart above represents Teachers Technology Skills and Proficiency Levels on a scale 1-Beginning, 2-Intermediate, and 3-Advanced.

- 1 General computer knowledge and skills (Includes 58 in calculation)
- 2 Internet skills (Includes 58 in calculation)
- 3 Email skills (Includes 58 in calculation)
- 4 Word processing skills (Includes 57 in calculation)
- 5 Presentation software skills (Includes 57 in calculation)
- 6 Spreadsheet software skills (Includes 57 in calculation)
- 7 Database software skills (Includes 56 in calculation)

In addition, the following district technology training preferences came from 2007's EdTechProfile survey and were factored into POUUSD's professional development plans.

Teacher needs and preferences regarding the type or level of technology training at their school.	Basic computer/ technology skills	Integrating technology into the curriculum
I need opportunities to participate in educational technology staff development focused on:	38%	62%

The implication: Although POUUSD will continue to offer both basic personal proficiency and professional proficiency technology integration training, more curriculum integration opportunities will be made to meet the expressed need.

Teacher needs and preferences regarding technology training format at their school.	One-on-one informal technology training.	Small group technology training.	Online web-based technology training.
The training format I prefer is:	9%	46%	12%

The implication: POUUSD will offer small group technology training supported by online web-based resources and provide one on one technology coach site-based support, as the budget and opportunities allow.

Teacher needs and preferences regarding technology training availability at their school.	During the school day.	After school.	In the evening.	On the weekend.	During the summer.
I prefer technology training to be offered:	29%	41%	5%	4%	21%

The implication: POUUSD will offer technology training at a variety of times, with most offerings after school. Some professional development will occur during the school day with substitutes and during summer training activities. Teachers do not want staff development in evenings or on weekends.

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

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

POUUSD’s four main Education Technology professional development goals over the next five years are:

- Goal 1:** All teachers in the district will become proficient with the same general technology skills, technology integration skills, and information literacy skills required of their students.
- Goal 2:** All teachers in the district will become proficient in the use of technology to improve student achievement data collection, analysis, reporting, and decision making.
- Goal 3:** District site administrators and teachers will become proficient in the use of technology to improve two-way communication between home and school.
- Goal 4:** All teachers in the district will become proficient in the use of specific productivity tools.

The accomplishment of POUUSD’s Education Technology Professional development goals will be met through a **three-tiered** approach that will encompass professional development approach based on teachers’ individual technology training needs:

- Tier 1:** Annually as needed, POUUSD will offer Personal proficiency training on District Technology skills including general computer knowledge and skills; Internet skills; Email skills; Word processing skills; Presentation software skills; and Spreadsheet /Database software skills.
- Tier 2:** Annually as needed, POUUSD will offer Professional proficiency training on technology integration skills (California Standards for the Teaching Profession: Standard 16) including information literacy, curriculum-based software, adopted materials software resources, online resources and job specific productivity and assessment tools.
- Tier 3:** Annually as needed, POUUSD will offer Technology Leadership/Coach proficiency training: Training interested teachers as site-based coaches offering support to teachers as they work toward proficiency in tiers one and two.

Piner-Olivet Union School District's coordinated professional development plan is based on the analysis of district teachers' and administrators' technology skills and needs as well as district curricular goals. POUUSD will maximize the use of technology and site resources to support the district's goals and objectives for curriculum, instruction, intervention, and assessment, including but not limited to the following:

- Site-based technology coaches
- District as well as site based annual face-to-face technology skill professional development opportunities.
- Broad-based pre/post completions of the EdTech Profile survey and professional development data analysis to track improvements and training needs.
- Annual professional development offerings / priorities based on student, teacher, and administrator EdTech Profile survey data and district curricular goals.
- Student assessment and intervention, student information system, web publishing, e-mail, and voice-mail training opportunities for all stakeholders as needed to support student achievement and improve home / school communications and interventions.

District Professional Development Plan July 1, 2007– June 30, 2012 (sections 4b-4d)

District Professional Development Goals

(4) Goal 1: Administrators and teachers will become proficient with the same general technology skills, technology integration skills, and information literacy skills required of students as well as proficient with work specific productivity tools.

Target Group: Certificated teachers and administrators

Specific Measurable Objectives by June 30, 2012

Objective: 1a: By June 2012, **100%** of the teachers, who participate in district sponsored educational technology professional development, will become proficient with general technology knowledge and skills, classroom productivity tools, and information literacy skills aligned to POUUSD's Technology Standards for students and California Standards for the Teaching Profession Standard 16. All district ELD, Special Education and GATE teachers will become proficient in technology skills and assistive tools for their subgroup populations.

Annual Benchmarks

Year 1: minimum of 60 % in the 2007-08 school year
Year 2: minimum of 70 % in the 2009-10 school year
Year 3: minimum of 80 % in the 2008-09 school year
Year 4: minimum of 90 % in the 2010-11 school year
Year 5: minimum of 100 % in the 2011-12 school year

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

Annual Benchmarks

Year 1: minimum of 60 % in the 2007-08 school year
Year 2: minimum of 70 % in the 2009-10 school year
Year 3: minimum of 80 % in the 2008-09 school year
Year 4: minimum of 90 % in the 2010-11 school year
Year 5: minimum of 100 % in the 2011-12 school year

Objective: 1c: By June 2012, the district will provide a trained technology mentor/coach to all district schools.

Annual Benchmarks

Year 1: minimum of 60 % in the 2007-08 school year

Year 2: minimum of 70 % in the 2009-10 school year

Year 3: minimum of 80 % in the 2008-09 school year

Year 4: minimum of 90 % in the 2010-11 school year

Year 5: minimum of 100 % in the 2011-12 school year

Goal 1: Objective: 1a, b, c Evaluation Instrument(s) & Data

Instrument: EdTechProfile pre and post completed for all district sponsored Education Technology professional development programs

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

Instrument: District and site-based training agendas and records

Data: Professional development participation correlated with proficiency in survey

Data reviewers

District curriculum, data, and school administrators will analyze benchmark data annually in late August / September and make any necessary modifications in order to meet our objectives.

Goal 1: Objective: 1a, b, c - Implementation Action Steps

1. Annually, require administrator and teacher completion of pre and post survey by all who participate in district sponsored technology training programs.
2. Annually, in June, analyze administrator and teacher technology and integration skill data to plan for professional development offerings during the year.
3. Annually, provide workshops to teachers, and site administrators.
4. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and teachers during the school year aligned to the content standards, and to identified professional development needs including information literacy skills.
5. Annually in the fall, schedule and promote district sponsored technology integration and CLRN approved curriculum-based software and resource workshops for Math and ELA teachers by grade bands (K-2, 3-5, 6-8, 9-12) during the school year aligned to the content standards, and to identified professional development needs.
6. Annually, the district will train site-based technology integration mentors to support participants at the site level.
7. Annually, provide systematic professional development and collaboration time for site administration and teachers to analyze student achievement data, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology and develop quarterly assessments horizontally and vertically through grade levels in the district.

Monitoring

School site administrators track the development and implementation of all activities and accomplishments each semester and report progress at end of semester admin meetings. Modifications to district activities will be made as needed in order to insure that we meet or exceed this measurable objective.

Timeline: The timeline for the aforementioned actions are included in the Action Steps listed above.

Piner-Olivet Union School District Education Technology Plan

Board Approved: June 6, 2007

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

Use of Technology

- Microsoft Office Suite, e-mail, Internet.
- Peripherals such as LCD projectors, digital cameras, video cameras, and printers.
- CLRN approved curriculum-based software
- EdTech Profile

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

Target Group: Certificated teachers and administrators

Specific Measurable Objectives by June 30, 2012

Objective 2a: By June 2012, 100% of the teachers will use technology to analyze assessment data make data-driven decisions to meet individual student academic needs and target student intervention needs.

By June 2012, 100% of district administrators and teachers, who attend professional development, will be proficient with the implementation and integration of student assessment and data using POUUSD Microsoft Excel templates and other resources as needed.

Annual Benchmarks

Year 1: 60 % by June 2008

Year 2: 70 % by June 2010

Year 3: 80 % by June 2009

Year 4: 90 % by June 2011

Year 5: 100 % by June 2012

Objective: 2b: By June 2012, 100% of district administrators and teachers, who attend professional development, will be proficient with the complete district student information/attendance system: SchoolWise.

Annual Benchmarks

Year 1: 60 % by June 2008

Year 2: 70 % by June 2010

Year 3: 80 % by June 2009

Year 4: 90 % by June 2011

Year 5: 100 % by June 2012

Evaluation Instrument(s) & Data

Instrument: Annual EdTech Profile

Data: teacher's self assessed technology and integration skills

Instrument: District sponsored training records, usage records and site-based mentor support records

Data: % of teachers trained and proficient.

Data reviewers

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

Piner-Olivet Union School District Education Technology Plan

Board Approved: June 6, 2007

Goal 2: Objective: 2 a, b Implementation Action Steps

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

Monitoring

School site administrators track the development and implementation of all activities and accomplishments each semester and report progress at end of semester admin meetings. Modifications to district activities will be made as needed in order to insure that we meet or exceed this measurable objective.

Timeline: The timeline for the aforementioned actions are included in the Action Steps listed above.

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

Use of Technology

- SchoolWise
- POUUSD Excel templates
- Online resources including DataQuest
- EdTechProfile

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

Target Group: Certificated teachers and administrators

Specific Measurable Objectives by June 30, 2012

Objective: 3a By June 2012, 100% site administrators and teachers, who attend professional development, will be proficient with the district's web publishing software.

Annual Benchmarks

*Piner-Olivet Union School District Education Technology Plan
Board Approved: June 6, 2007*

Year 1: 10 % by June 2008
Year 2: 25 % by June 2010
Year 3: 50 % by June 2009
Year 4: 80 % by June 2011
Year 5: 100 % by June 2012

Objective: 3b By June 2012, 100% site administrators and teachers, who attend professional development, will be proficient with using Word to produce timely print communications for parents and the community.

Annual Benchmarks

Year 1: 60 % by June 2008
Year 2: 70 % by June 2010
Year 3: 80 % by June 2009
Year 4: 90 % by June 2011
Year 5: 100 % by June 2012

Objective: 3c By June 2012, 100% site administrators and teachers, who attend professional development, will be proficient with using the district's auto-dialer system.

Annual Benchmarks

Year 1: 20 % by June 2008
Year 2: 40 % by June 2010
Year 3: 60 % by June 2009
Year 4: 80 % by June 2011
Year 5: 100 % by June 2012

Objective: 3d By June 2012, 100% teachers and administrators, who attend professional development, will be proficient with the district's GroupWise system.

Annual Benchmarks

Year 1: 60 % by June 2008
Year 2: 70 % by June 2010
Year 3: 80 % by June 2009
Year 4: 90 % by June 2011
Year 5: 100 % by June 2012

Goal 3: Objective: 3 a, b, c, d Evaluation Instrument(s) & Data

Instruments: District records of the number of teachers trained to use web publishing and Word

Data: % of teachers trained

Instrument: District and site based equipment and GroupWise e-mail account records, web server access records

Data: % of teachers with access

Instrument: Communication artifacts from School and classroom websites.

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

Data reviewers

District and school administrators will analyze benchmark data annually in late August / September and make any necessary modifications in order to meet POUSS objectives.

Goal 3: Objective: 3 a, b, c, d Implementation Action Steps

1. Annually, require administrator and teacher completion of pre and post survey by all who participate in district sponsored technology training programs.
2. Annually, in June, analyze administrator and teacher student information/ data analyses results to plan for professional development offerings during the next school year.
3. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers on all GroupWise components during the school year.
4. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on the district's web-based publishing system for classroom information
5. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on the use of Microsoft Word for classroom newsletters.
6. Annually in the fall continue to schedule and promote district sponsored auto-dialer workshops for administrators and for teachers during the school year

Monitoring

School site administrators track the development and implementation of all activities and accomplishments each semester and report progress at end of semester admin meetings. Modifications to district activities will be made as needed in order to insure that we meet or exceed this measurable objective.

Timeline: The timeline for the aforementioned actions are included in the Implementation Action Steps listed above.

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

Use of Technology

- GroupWise
- Web publishing software
- MS Word
- Autodial equipment
- EdTechProfile

Infrastructure, Hardware, Software, and Technical Support Component – Criteria Item 5

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

Teachers' and students' current access to, and use of technology tools both during the school day and outside of school hours at school sites is included in components **3a: Current Technology Access, and 3b: Current Use Of Hardware And Software To Support Teaching And Learning** in this plan.

Existing hardware, Internet access, electronic learning resources, and technical support that will be used to support the Curriculum and Professional Development Components of the plan are described below.

The Piner-Olivet School District has four elementary schools (Piner Elementary, Jack London Elementary, Olivet Elementary, and Morrice Schaefer Elementary) and two district funded charter schools (Piner-Olivet Charter School and Piner-Olivet Career Academy). The district provides a wide area network that offers Internet access and a district wide directory structure through a Novell network. T1 connections provide the basis for the district's wide-area network. The LAN at each campus consists of mostly 10 megabit connections to school classrooms with category 5 cable using either HP or 3Comm hubs; most classrooms have two network connections.

Access to the Internet is via the membership-based Schools Connect Consortium operated by the Sonoma County Office of Education. One T1 line to Piner Elementary provides Internet access for the entire district. The Schools Connect Consortium provides the firewall, content filter and DNS services as well.

According to the most recent CBEDS data, there are 314 computers in POUSD schools; 211 in elementary grades, 39 in middle school grades and 64 at the high school level. Computer labs are at all schools, each with at least 20 computers; the age of computers in the labs varies greatly. The average computer age of a lab computer is 7 years. The computer workstations vary from school to school in relation to operating systems, Internet access and multimedia capabilities. Lab use is generally low (used less than 40% of the school day) because of computer age, reliability, and limited technical support. Labs are inconsistently maintained by district technicians.

District-wide, the current student to computer ratio is roughly 4:1 for all computers, almost 5:1 for Internet connected computers, although ratios vary widely school-by-school. A little more than 49% of all computers are more than four years old, with just over 30% one year old or less, again with the distribution of older and newer computers varying widely by site. In the next year, approximately 11% of current computers are scheduled to be retired, nearly 25% new are expected to be added for a net gain of a little more than 13% in newer computers. Labs hold 45% of computers, classrooms more than 47%, libraries 4% and other locations 3% although newer and older machines are not evenly distributed in the various settings.

The most commonly used technology resources are overhead projectors, CD players, sound amplification (some) and listening centers (primary grades).

The administrative services office at each school has at least two Windows XP computers. A typical classroom has one computer for each teacher that offers e-mail, Internet connectivity and SchoolWise access, and 1-2 computers for student use. The operating system on the teacher computer is either Windows XP or Windows 98. Student computer operating systems are either Windows 95 or Macintosh OS 9.

The Student Information System (SIS) in use is SchoolWise. GroupWise is used by staff for e-mail. Software generally available at each school includes Microsoft Office, Microsoft Internet Explorer and miscellaneous tutorial software such as Rosetta Stone, Read Naturally, Number Munchers, etc. Some sites utilize content focused integrated learning systems such as NorthStar Math while others use off-the-shelf software that complement themes in language arts and mathematics. Primary grades use compact audio discs that accompany the district reading adoption.

All district schools except Jack London have standalone library catalog systems using Athena software and Windows NT operating systems.

Currently, technical support staffing is .75 FTE for the district. Repair and maintenance is on an as-needed contractual basis. According to CBEDS data, the average time for hardware repair is one week.

5a. 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.

The primary curricular goals noted in *Section 3c and 3d* of the *Curriculum Components* of this plan are:

1. By 2014, all students grades 2-11 will score at or above proficient in English Language Arts (with an initial emphasis in Writing Strategies & Applications and Comprehension) as measured by the CST sub-test scores; and,
2. By 2014, all students grades 2-11 will score at or above proficient in Mathematics (with an initial emphasis in Measurement & Geometry and Number Sense) as measured by the CST sub-test scores.

In order incorporate the use of technology resources to accomplish these goals, and to provide teachers with necessary training and support noted in *Sections 4b, c and d* of the *Professional Development Component* of this plan, the following are necessary:

5 GOAL 1: Hardware

We will replace old computers and add to the numbers at each site to improve our student to computer ratios through new purchases that meet the CDE minimum recommended standards for new desktops, laptops, and thin client servers. We will also improve our student to computer ratios through partnership with the Sonoma County Office of Education, which provides the district, free of charge, with refurbished up-to-date multi-media computers that can be placed in service for a minimum of 3 years.

Objective 1a:

133 new computers (4years or newer in Spring 2008) to meet 12: 1 student to computer ratio
160 new computers (4years or newer in Spring 2009) to meet 10: 1 student to computer ratio
200 new computers (4years or newer in Spring 2010) to meet 8: 1 student to computer ratio
267 new computers (4years or newer in Spring 2011) to meet 6: 1 student to computer ratio
320 new computers (4years or newer in Spring 2012) to meet 5: 1 student to computer ratio
1080 = **Total number of new computers needed over the next five years: 2007-2012**

5 GOAL 2: Software

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

Objective 2a:

By June 30, 2012 100 % of K-12 core curriculum classrooms will have access to district approved CLRN and/or SBE approved curriculum based learning and intervention software.

Annual Benchmarks and Timeline:

Year 1: 20 % students have access to SBE approved curriculum/intervention software by June 2008

Year 2: 40 % students have access to SBE approved curriculum/intervention software by June 2009

Year 3: 60 % students have access to SBE approved curriculum/intervention software by June 2010

Year 4: 80 % students have access to SBE approved curriculum/intervention software by June 2011

Year 5: 100 % students have access to SBE approved curriculum/intervention software by June 2012

Action Steps:

1. Continue to utilize and monitor the effectiveness of technology instructional resources (e.g. Read Naturally, Rosetta Stone, Listening Centers, NorthStar Math, Lexia, Thinking Maps software, etc.)

2. Beginning in fall 2007 and every year thereafter:
 - Investigate technological resources to promote English Language Arts skills (with initial emphasis in Writing Strategies & Applications and Reading Comprehension) and math skills (number sense and measurement and geometry).
 - Determine appropriate models for classroom implementation of current and/or newly identified resources
 - Prioritize acquisition and implementation
 - Buy identified resources (hardware and software)
 - Train staff in the use of the resources
 - Teachers integrate technology into English Language Arts and math lessons
3. Annually monitor impact on student achievement with interim and summative assessments
4. Extend effective practices throughout appropriate grade levels

Monitoring and Evaluation Instrument(s) & Data

Instrument: Annual CBEDS

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

Instrument: Annual California Online Tech Survey:

Data: average student to computer ratio by school.

Instrument: Annual district technology software survey

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

Monitoring and Evaluation Process:

The District Technology Committee, Infrastructure Advisory Committee, and school site administrators will track the development and implementation of all appropriate access activities, inventories and accomplishments monthly and report progress at monthly district/ site admin meetings. Modifications to district activities will be made as needed in order to insure that measurable objectives are met or exceed. The District Technology Committee, Infrastructure Advisory Committee, and school site administrators will analyze end of school year results annually in June.

5 Goal 3: - District Goal for Infrastructure

In order to increase access to technology to meet the curricular objectives of the Educational Technology plan (see Component Sections 3 and 4) the following infrastructure elements are needed including classroom internet connections, wire capabilities, autodialer system, and additional phone lines and voice mail access.

Specific Measurable Objective by June 30, 2012

Objective: 3a

By June 30, 2012, 100 % of district classrooms will have the necessary infrastructure in place to support curricular goals of the technology plan.

Annual Benchmarks and Timeline:

Year 1: 20% of district classrooms will have wireless capabilities and/or internet connections to meet curricular goals in ELA and math by June 2008.

Year 2: 40 % of district classrooms will have wireless capabilities and/or internet connections to meet curricular goals in ELA and math by June 2009

Year 3: 60 % of district classrooms will have wireless capabilities and/or internet connections to meet curricular goals in ELA and math by June 2010

Year 4: 80 % of district classrooms will have wireless capabilities and/or internet connections to meet curricular goals in ELA and math by June 2011

Year 5: 100 % of district classrooms will have wireless capabilities and/or internet connections to meet curricular goals in ELA and math by June 2012

Action Steps:

1. Increase # of drops per classroom to meet the optimal student to computer ratio.
2. Implement wireless capabilities in district classrooms to facilitate the implementation of mobile computer labs.
3. Acquire and implement auto-dialer system to improve home to school communications throughout the district.
4. Additional classroom phone lines and voice-mail to improve home to school communications.

Monitoring and Evaluation Instrument(s) & Data

Instrument: Annual California Online Tech Survey:

Data: average student to computer ratio by school.

Monitoring and Evaluation Process:

The District Technology Committee, Infrastructure Advisory Committee, and school site administrators will track the development and implementation of all appropriate access activities, inventories and accomplishments monthly and report progress at monthly district/ site administration meetings. Modifications to district activities will be made as needed in order to insure that measurable objectives are met or exceed. The District Technology Committee, Infrastructure Advisory Committee, and school site administrators will analyze end of school year results annually in June.

5 Goal 4: - District Goal for Technical Support

All school sites in district will have access to timely district technical support so teachers and students have access to technology needed to support standards in the classroom and the attainment of district curricular goals by all students. In order to meet the curricular focus goals and objectives of the Education Technology Plan, the Piner-Olivet Union School District anticipates the following technology support needs over the next five years.

Type of District Support Provided	Individuals Responsible
Ongoing equipment maintenance, repair, and replacement of obsolete equipment	District Computer Technicians (1 FTE)
Technical support provided during school hours	District Computer Technicians (.5 FTE)
Technical support after school hours	District Computer Technicians (.5 FTE)
Technology Integration Support	CTAP Region 1, District Technology Committee, and teachers on district assignment.

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

Specific Measurable Objective by June 30, 2012

Objective: 4a

By June 2011, the district will have a standardized work order process and tracking system in place.

Annual Benchmarks and Timeline:

- Year 1:** 20 % of standardized work orders will be electronically processed and tracked by June 2008
- Year 2:** 40 % of standardized work orders will be electronically processed and tracked by June 2009
- Year 3:** 60 % of standardized work orders will be electronically processed and tracked by June 2010
- Year 4:** 80 % of standardized work orders will be electronically processed and tracked by June 2011
- Year 5:** 100 % of standardized work orders will be electronically processed and tracked by June 2012

Objective: 4b

By June 2012, the district will have computer, software, and network security standards in place for district supported technology.

Annual Benchmarks and Timeline:

- Year 1:** 20 % of district computers will have upgraded security systems and standards by June 2008
- Year 2:** 40 % of district computers will have upgraded security systems and standards by June 2009
- Year 3:** 60% of district computers will have upgraded security systems and standards by June 2010
- Year 4:** 80 % of district computers will have upgraded security systems and standards by June 2011
- Year 5:** 100 % of district computers will have upgraded security systems and standards by June 2012

Action Steps:

1. Investigate security systems and standards for upgrading district supported technology.
2. Investigate and implement an electronic work order and tracking systems for implementation within the district.
3. Train district administration and staff in the use of work order system.
4. Monitor the use and effectiveness of work order and security systems.
5. Evaluate the overall effectiveness of the work order and security systems.

Monitoring and Evaluation Instrument(s) & Data:

Instrument: District Polices and Procedures handbook

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

Monitoring and Evaluation Process:

The District Technology Committee, Infrastructure Advisory Committee, and school site administrators will track the development and implementation of all appropriate access activities, inventories and accomplishments monthly and report progress at monthly district/ site admin meetings. Modifications to district activities will be made as needed in order to insure that measurable objectives are met or exceed. The District Technology Committee, Infrastructure Advisory Committee, and school site administrators will analyze end of school year results annually in June.

Funding & Budget Component – Criteria Item 6

Economic conditions in California and the nation may continue to impact K-12 education budgets and grants through the duration of our 5-year tech plan. Therefore, our established and potential funding sources to implement our Education Technology Plan may be impacted as well.

In developing the budget for EETT-Formula Tech Plan, we took into consideration the Piner-Olivet Union School District Goals and Success Indicators and five-year curricular goals for Piner-Olivet students by grade level range.

Generally speaking, the District General Fund pays for:

- The salaries for the Technology Services staff,
- Schoolwise implementation & growth of application of components,

- Tech help support,
- Internet Service Provider fees,
- Multiple Measures tracking,
- Other equipment/tools used for information services.

In some cases, school site budgets also pay for site technical support, educational software, computers & peripherals, etc. An Erate grant helps pay for internet services.

The EETT-Formula budget pays for facilitation, mentoring, and stipends for:

- Teacher technology staff development to meet curricular goals (basic and integration proficiencies),
- Schoolwise, Integrate Pro & Parent Connect,
- Advanced training for our technical staff,
- Extra technical help for special projects.

CTAP provides in-kind coordinator time to assist with Educational Technology Plan implementation. CTAP also offers after-school technology workshops (for a fee).

Regarding the continued need for up-to-date student and teacher computers (4 years old or newer) and for site technical help, these are the biggest budget challenges for technology in our district. District and Site budgets from various sources help pay for needed hardware. The Piner-Olivet Educational Foundation and school parent groups also help provide equipment. In addition, donations of used computers from companies have been solicited.

Budget Assumptions:

- District-paid and site-paid technology support will continue at the same level.
- DAS/CPUC/CA Teleconnect Fund and the Federal E-rate program will continue throughout the duration of the Educational Technology plan.
- EETT Formula grant funds will continue at approximately the same funding rate throughout the duration of the Educational Technology plan.
- There will not be any state or district budget freezes for the duration of our Educational Technology Plan.
- School site budgets and Title 1 funds will fund some of the site specific hardware, software, professional development, and tech support outlined in the plan.

Technology funding and budget planning will take place on an ongoing basis guided by the goals and objectives of this plan.

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

- School site technical support
- Updated student and teacher computers
- Staff development for teachers
- Curricular software & associated service contracts – elementary level
- Staff development for administrators
- Voice mail
- Infrastructure upgrades

The estimated equipment costs reflected in Table 6A (page 38) includes:

- Classroom/Lab Computer \$800.00 and 2 hours of Technology Time to install software and put into place in classroom or lab.

- Classroom/Lab Printer
 Inkjet \$100.00
 Laserjet \$500.00

- Server Replacement \$11,000 includes equipment, installation, engineering

- T1 Line \$184.00/month

- Technology Technician \$6,500/hour -- annual

6A. Established and Potential Funding Sources

The table below displays a list of established and potential funding sources and cost savings, present and future. **Funding amounts are estimates only*

6A. Established and Potential Funding Sources

source	pays for	ongoing	1-time	potential	Total Un-appropriated	y1	y2	y3	y4	y5
District General fund	Bandwidth (3 T-1 lines)	x				6,624	6,624	6,624	6,624	6,624
District General fund/ Charters	Business office, diagnostics	x				8,000	8,000	8,000	8,000	8,000
District General fund/ Lottery	Equipment maintenance	x				19,374	19,374	19,374	19,374	19,374
District General fund/ Lottery	Software – virus protection	x				4,100	4,100	4,100	4,100	4,100
District General fund/ Lottery	Server @ Piner includes engineering		x			11,000				
Lottery/Title IV	Salaries/benefits - .75 FTE	x				54,185	38,872	38,872	38,872	38,872
Lottery	Internet connection/ filtering (SCOE)	x				6,600	6,600	6,600	6,600	6,600
Lottery/ Charters	Student recordkeeping/ STAR test prep	x				9,219	9,219	9,219	9,219	9,219
Title II	Staff development	x			\$3,490	TBD	TBD	TBD	TBD	TBD
Buy-Back	Staff development	x			\$55,000	TBD	TBD	TBD	TBD	TBD
Erate discounts minus consultants	TBD	x				9,500	9,500	9,500	9,500	9,500
DAS – Cal Teleconnect 50% abated into account	TBD	x				2,500	2,500	2,500	2,500	2,500
EIA	TBD	x			37,000	TBD	TBD	TBD	TBD	TBD
Library/Tech/IMF Block Grant	TBD	x			15,000	TBD	TBD	TBD	TBD	TBD
Site Block Grants	TBD	x			76,440	TBD	TBD	TBD	TBD	TBD
District Block Grant	TBD	x				TBD	TBD	TBD	TBD	TBD
Educational Foundation	TBD	x	x			TBD	TBD	TBD	TBD	TBD
Other Grants				x		potential	potential	potential	potential	potential
Total						131,102	104,989	105,199	105,399	105,399

6B. Estimate of Tech Plan Implementation Costs for District’s Five Year Plan.

With funding limited and unpredictable, the budget plan is designed to project total costs of the five year plan.

Category	Description Item/category Cost	Estimated cost Yr One	(see annual ERATE supplements in appendix for details) Erate Eligible Amt in Yr 1	Total cost estimate Years 1-5
1000-1999 - Certificated Salaries	Substitutes and stipends for staff development	\$4,000		\$20,000
2000-2999 - Classified Salaries	Tech Support -- .75 FTE	\$30,625		\$157,033
3000-3999 - Employee Benefits	Benefits for certificated and classified	\$23,560		\$52,670
4000-4999 Books and Supplies	Software Equipment under \$5000	\$4,100		\$20,500
5000 -5999 Services, operating expenses, travel	SCOE Connect Consortium	\$6,600		\$35,000
	Tech Support – Student Software	\$9,219		\$46,095
	Bandwidth	\$6,624	\$6,624	\$33,120
	Business Office Data Processing	\$8,000		\$40,000
	Computer Repair	\$19,374		\$96,870
	Staff Development Training	\$2,000		\$10,000
6000-6999-	Equipment Over \$5,000 Per Item Replace Server @ Piner	\$11,000		\$11,000
TOTALS		\$125,102	\$6,624	\$522,288

We will implement our five year technology plan with our known annual technology budget and new funding opportunities that may arise. We plan to set aside a minimum of 5 % of our annual technology plan budget for professional development with the remaining 95 % going toward hardware, software, infrastructure, and technical support.

6c. Level of Ongoing District Technical Support

Presently, the district has .75 FTE Technology Services Technician offering tech support to schools, for 314 computers in the district. As indicated in this Educational Technology plan, district tech support will be increased to 2 FTE’s over the course of the next five years.

6d. District's Replacement Policy for Obsolete Equipment

The district replacement policy for obsolete equipment is every 4-5 years. Our district computer replacement budget is 15% per year of our technology budget. Some of our school sites have their own technology budgets. Principals work with the District and School Site Councils to review tech inventories at the school and replace as needed.

6e. District's Budget and Funding Monitoring Process

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

The district has the primary responsibility and access to appropriate budgets to meet goals and objectives specified in this plan. District budget and funding monitoring is the responsibility of the Director of Business Services who takes budget recommendations and revision requests to the School Board as needed. Routine district budget analyses and funding opportunities are tracked to ensure optimal leveraging of funds. Site technology budgets are the domain of site principals and school site councils.

District technology support and site-based technology staff provide the district Technology Services Technician ongoing data on technology replacement, upgrade, maintenance, and technical support needs including the annual California School Survey data provided by all sites in the district.

Monitoring and Evaluation Component – Criteria Item 7

7. a. Description of how technology's impact on student learning and attainment of the district's curricular goals, as well as classroom and school management, will be evaluated.

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

7. c. Description of how the information obtained through the monitoring and evaluation will be used.

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

Each identified objective in the Technology Plan will be reviewed and evaluated monthly by the district superintendent and Administrative Council, who have the overarching responsibility for ensuring that goals and objectives are monitored, adjusted as necessary, and accomplished by the Technology Advisory Committee and its sub-committees.

The district's core Technology Advisory Committee is comprised of the district superintendent, school site administrators, and teacher and parent representatives. The Technology Advisory Committee will track the development and implementation of all activities and accomplishments monthly. Tech planning issues, successes and setbacks will be communicated by the Technology Advisory Committee via e-mail on an ongoing basis. Data, progress, and any needed revisions to the plan will be reviewed during three Technology Advisory Committee meetings during the school year. In addition, progress reports on the District Technology Plan objectives will continue to be a standing agenda item at district/ site admin elementary and secondary school meetings, including staff and advisory meetings (i.e., School Site Council, English Learner Advisory Committee, etc.)

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

Job Title(s) of Responsible Individual(s)	Responsibilities	Monthly FTE Time Estimate
Technology Advisory Committee	Provide overall Tech Plan management and coordination	.33 FTE
Administrative Council	Manage, coordinate, and assess curriculum-based technology staff development	1 FTE
Administrative Council/ Technology Coaches	Assess, plan, implement, monitor, and evaluate technology integration staff development aligned to curriculum. Provide support to site-based technology coaches.	2 FTE
District Technology Infrastructure Committee	Standardize, develop, manage, monitor, and revise as necessary network, hardware, infrastructure, software, and technical support specifications, policies, and procedures.	.06 FTE
Principals	Collect staff development data on technology proficiencies through the completion of the EdTechProfile.(i-assessment)	.03 FTE
Superintendent	Coordinate ongoing partner involvement with community and private schools.	.01 FTE
Principals and Teachers	Collect and analyze data regarding K-12 students' computer skills and students' academic achievement.	7.8 FTE
Superintendent and Administrative Council	Provide and / or facilitate necessary Ed Tech professional development for the district based on data.	.5 FTE
Principals	Collect data regarding staff development focused on teaching students computer and information literacy skills	.03 FTE
Principals	Collect data regarding staff development focused on integration of technology into the curriculum to improve academic achievement	.03 FTE
District Technology Advisory Committee	Use collected data to monitor and evaluate progress toward benchmarks and the timeline and to plan and make modifications.	.1 FTE
Principals	Collect annual California School Technology Survey data and assist with pre and post I-assessment completion.	.03 FTE

*One monthly FTE is equivalent to 174 hours.

Effective Collaborative Strategies with Adult Literacy Providers to Maximize the Use of Technology – Criteria Item 8

Adult Literacy is provided in the district through the Community Based Educational Tutors (CBET) on the Schaefer Elementary School campus.

During the summer/fall of 2007, the Director of Student Instructor will meet with adult literacy providers in the district CBET program to share information about the Technology Plan, to learn how the CBET program is currently incorporating technology into its classes, and to discover how we may collaborate to better provide services to

students, parents and the district community. The district will try to develop a collaborative partnership plan with the CBET Program to maximize the use of technology.

The School District currently provides adult literacy courses at no cost to adults as well as free childcare.

Adult Literacy offerings include:

1. English as a Second Language
2. Adult Literacy
3. Cultural Literacy
4. Reading and Writing Literacy
5. Keyboarding and other computer related literacy skills

Effective, Research-Based Methods and Strategies – Criteria Item 9

9a. Description of how education technology strategies and proven methods for student learning, teaching, and technology management are based on relevant research and effective practices:

9b. Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.

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

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

In an ACOT study student engagement remained highest when technology use was integrated into the larger curricular framework, rather than being an "add-on" to an already full curriculum (Sandholz et al, 1997). Research suggests that when technology is integrated into the larger instructional framework, students will gain both technical expertise and content knowledge (Silverstain et al, 2000). Moreover, using technology within the curricular framework can enhance important skills valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments (Sandholtz et al, 1997; "Critical Issue," 1999)

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

The Learning Return On Our Educational Technology Investment: A Review of Findings from Research, WestED (Ringstaff and Kelley, June 2002) is an extensive report that examines many studies related to educational technology and school reform. Several key factors are identified as crucial elements for successfully using technology:

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

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

The revised Education Technology Plan 2006-2011 includes all the research-based best practices integrated in:

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

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

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

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

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

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

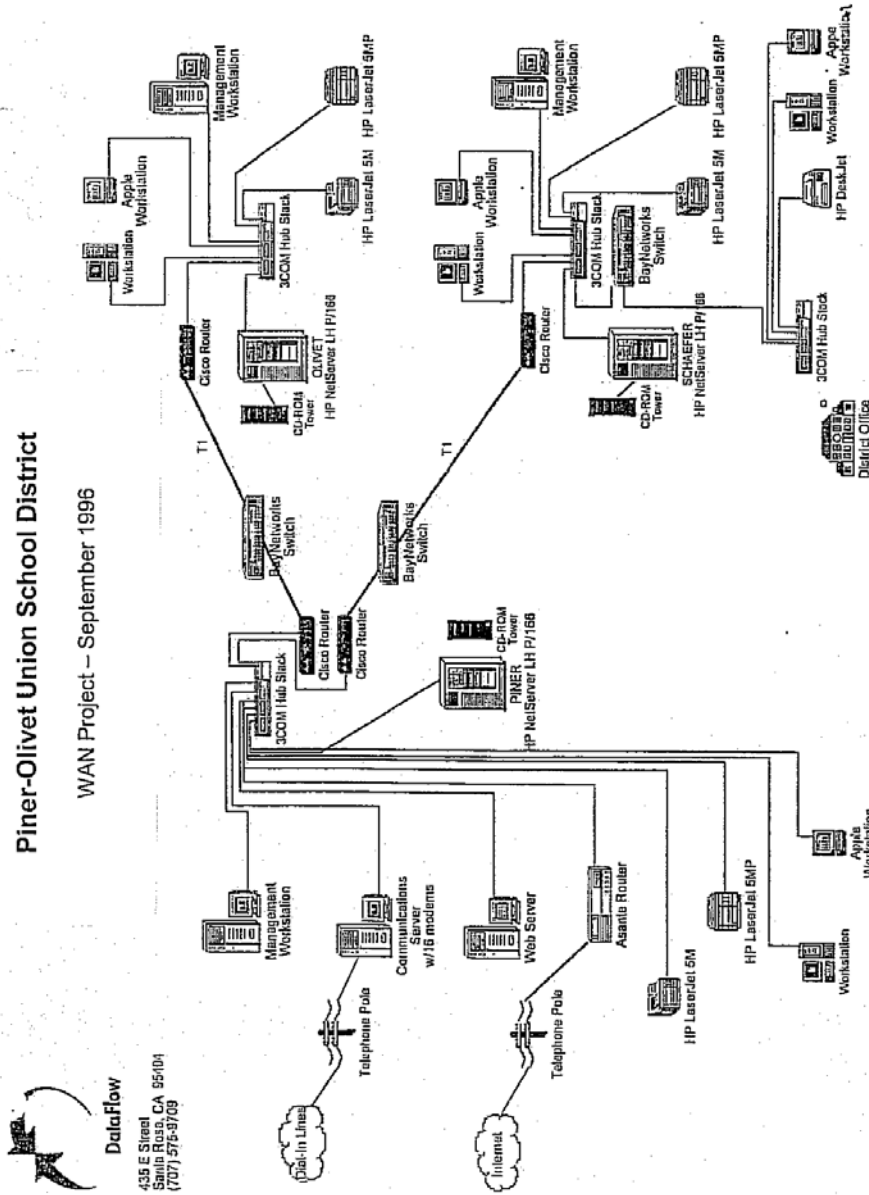
Current research will be incorporated as appropriate to ensure that the education technology program in the district is consistent with current scientifically-based research regarding technology, teaching, and learning. Software evaluation and selection in the area of literacy will be consistent with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

9c. Description of development and utilization of innovative strategies for using technology to deliver rigorous academic courses and curricula, including distance learning technologies.

The Piner-Olivet Union School District is examining ways to deliver curriculum and professional development using new, innovative, technology-based tools. Our technology plan integrates the development of innovative strategies for using technology including the use of Rosetta Stone, Read Naturally, Lexia, and web based software such as NorthStar math. In addition, the use of Ebooks and publisher softwares are expected to be implemented throughout the duration of this plan. To increase student access to software and available technologies, the district will be incorporating the use of wireless / mobile labs and increased computer access in all district classrooms.

Appendix A:

Figure A: Diagram of the Current Wide Area Network in the Piner Olivet District



APPENDIX B:

POUSD Technology Literacy Strands

By the end of grade twelve, students will:

1. Demonstrate a sound understanding of the nature and operation of technology systems including the following
 - Televisions, VCR's DVD's, video cameras and recording equipment, computers, scanners, printers, digital cameras, digital projectors
2. Understand social, ethical, and human issues related to the use of technology
 - Students practice responsible use of technology systems, information, and software.
 - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
3. Use technology productivity tools, both hardware and software
 - Students use technology tools to enhance learning, increase productivity, and promote creativity.
 - Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
4. Use technology communications tools
 - Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
5. Technology research tools
 - Students use technology to locate, evaluate, and collect information from a variety of sources.
 - Students use technology tools to process data and report results.
 - Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
6. Technology problem-solving and decision-making tools
 - Students use technology resources for solving problems and making informed decisions.
 - Students employ technology in the development of strategies for solving problems in the real world.
 -
7. Students develop information literacy skills focusing on the following areas:
 - Brainstorming Research Questions
 - Categorizing Research Questions
 - Selecting the Right Source
 - Identifying Keywords, Synonyms, Key Phrases
 - Creating an Effective Search Statement
 - General Web Search Tools: An Introduction
 - Evaluating General Web Search Tools
 - Online Search Techniques
 - Understanding URLs
 - Choosing the Best Hits/Results
 - Searching Specialized Databases
 - Determining Relevancy
 - Determining Authority and Accuracy

- Determining Point of View
- Determining Currency
- Scanning
- Skimming

APPENDIX C:

POUSD Grade Level Technology Literacy Standards

Grades Pre K - 2

Performance Indicators:

All students should have opportunities to demonstrate the following performances.

Prior to completion of Grade 2 students will:

1. Use input devices (e.g., mouse, keyboard) and output devices (e.g., monitor, printer) to successfully operate computers, including proper power-on, save, print, and shutdown procedures. (Goal 1)
2. Use a variety of media and technology resources for directed and independent learning activities. (Goals 1, 3)
3. Communicate about technology using developmentally appropriate and accurate terminology. (Goal 1)
4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (Goal 1)
5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (Goal 2)
6. Demonstrate positive social and ethical behaviors when using technology. (Goal 2)
7. Practice responsible use of technology systems and software. (Goal 2)
8. Create developmentally appropriate products with support from teachers, family members, or student partners. (paint and other drawing software, word processing, etc.) (Goal 3)

Grades 3 - 6

Performance Indicators:

All students should have opportunities to demonstrate the following performances.

Prior to completion of Grade 6 students will:

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (Goal 1)
2. Demonstrate basic file-handling skills. (save-as, save to student folders on the network). (Goal 1)
3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (Goal 2)
4. Use general-purpose productivity tools, software, and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (Goal 3)
5. Use the Internet efficiently and effectively to access remote information and communicate with others in support of direct and independent learning. (Goal 4)
6. Use technology resources (e.g., Internet, calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (Goal 5, 6)
7. Determine the validity and accuracy of sources when using the Internet for research projects.

Grades 7- 12

Performance Indicators:

All students should have opportunities to demonstrate the following performances.

Prior to completion of Grade 12 students will:

1. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (Goal 2)

2. Use content-specific tools, software, and simulations (e.g., environmental probes, exploratory environments, Web tools) to support learning and research. (Goal 3, 5)
3. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum (e.g., *word processing, spreadsheet and presentation* software, video equipment, digital camera, etc.) (Goal 3, 6)
4. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (Goal 4, 5, 6)
5. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (Goal 5, 6)
6. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (Goal 2, 5, 6)
7. Determine the validity and accuracy of a variety of sources when using the Internet for advanced research projects.

Appendix D – Criteria for EETT Funded Technology Plans

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

- For corresponding EETT Requirements, see the EETT Technology Plan Requirement (Appendix D).
- If the technology plan is revised, insert the Education Technology Plan Benchmark Review Form (Appendix I) in the technology plan.
- Include this form (Appendix C) with “Page in District Plan” completed at the end of your technology plan.

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Notes
a. The plan should guide the district’s use of education technology for the next three to five years. (For new plan, can include technology plan development in the first year).	7	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Notes
a. Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	8 - 9	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.	
b. Description of how a variety of stakeholders from within the school	8 - 9	The planning team consisted of representatives who will implement the plan. If a	

district and the community-at-large participated in the planning process.		variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	
3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	Page in District Plan 10	Example of Adequately Addressed	Notes
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	10 - 11	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	
b. Description of the district's current use of hardware and software to support teaching and learning.	10 - 11	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	
c. Summary of the district's curricular goals and academic content standards in various district and site comprehensive planning documents.	11 - 14	The plan references other district documents that guide the curriculum and/or establish goals and standards.	
d. List of clear goals and a specific implementation plan for using technology to improve teaching and learning by supporting the district curricular goals and academic content standards.	11 - 14	The plan delineates clear, specific, and realistic goals and target groups for using technology to support the district's curriculum goals and academic content standards to improve learning. The implementation plan clearly supports accomplishing the goals.	

<p>e. List of clear goals and a specific implementation plan detailing how and when students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace.</p>	<p>15 - 16</p>	<p>For the focus areas, the plan delineates clear, specific and realistic goals for using technology to help students acquire technology and information literacy skills. The implementation plan clearly supports accomplishing the goals.</p>	
<p>f. List of clear goals and a specific implementation plan for programs and methods of utilizing technology that ensure appropriate access to all students.</p>	<p>16 - 18</p>	<p>For the focus areas, the plan delineates clear, specific and realistic goals for using technology to support the progress of all students. The implementation plan clearly supports accomplishing the goals.</p>	
<p>g. List of clear goals and a specific implementation plan to utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.</p>	<p>18 - 19</p>	<p>The plan delineates clear, specific and realistic goals for using technology to support the district's student record-keeping and assessment efforts. The implementation plan clearly supports accomplishing the goals.</p>	
<p>h. List of clear goals and a specific implementation plan to utilize technology to make teachers and administrators more accessible to parents.</p>	<p>20 - 21</p>	<p>The plan delineates clear, specific and realistic goals for using technology to facilitate improved two-way communication between home and school. The implementation plan clearly supports accomplishing the goals.</p>	

i. List of benchmarks and a timeline for implementing planned strategies and activities.	13 - 22	The benchmarks and timeline are specific and realistic. Teachers, administrators and students implementing the plan can easily discern what steps will be taken, by whom, and when.	
j. Description of the process that will be used to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline.	13 - 22	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	
4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	Page in District Plan 23	Example of Adequately Addressed	Notes
a. Summary of the teachers' and administrators' current technology skills and needs for professional development.	23 - 26	The plan provides a clear summary of the teachers' and administrators' current technology skills and needs for professional development. The findings are summarized in the plan by discrete skills to facilitate providing professional development that meets the identified needs and plan goals.	

<p>b. List of clear goals and a specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks, and timeline.</p>	<p>26 - 32</p>	<p>The plan delineates clear, specific and realistic goals for providing teachers and administrators with sustained, ongoing professional development necessary to implement the Curriculum Component of the plan. The implementation plan clearly supports accomplishing the goals.</p>	
<p>c. List of benchmarks and a timeline for implementing planned strategies and activities.</p>	<p>27 - 32</p>	<p>The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what steps will be taken, by whom, and when.</p>	
<p>d. Description of the process that will be used to monitor whether the professional development goals are being met and whether the planned professional development activities are being implemented in accordance with the benchmarks and timeline.</p>	<p>27 - 32</p>	<p>The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.</p>	

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	Page in District Plan 32	Example of Adequately Addressed	Notes
a. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.	32 - 37	The plan clearly summarizes the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support proposed to support the implementation of the district's Curriculum and Professional Development Components. The plan also includes the list of items to be acquired, which may be included as an appendix.	

<p>b. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that could be used to support the Curriculum and Professional Development Components of the plan.</p>	<p>32 - 33</p>	<p>The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components. The current level of technical support is clearly explained.</p>	
<p>c. List of clear benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components.</p>	<p>34 - 37</p>	<p>The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.</p>	
<p>d. Description of the process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame.</p>	<p>34 - 37</p>	<p>The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.</p>	
<p>6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)</p>	<p>Page in District Plan 37 - 39</p>	<p>Example of Adequately Addressed</p>	<p>Notes</p>
<p>a. List of established and potential funding sources and cost savings, present and future.</p>	<p>40</p>	<p>The plan clearly describes resources* that are available or could be obtained to implement the plan. The process for identifying future funding sources is described.</p>	

b. Estimate implementation costs for the term of the plan (three to five years).	41	Cost estimates are reasonable and address the total cost of ownership. List appropriate breakdown of costs by year and/or category to support the technology plan.	
c. Description of the level of ongoing technical support the district will provide.	41	The plan describes the level of technical support that will be provided for implementation given current resources and describes goals for additional technical support should new resources become available. The level of technical support is based on some logical unit of measure.	
d. Description of the district's replacement policy for obsolete equipment.	42	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	
e. Description of the feedback loop used to monitor progress and update funding and budget decisions.	42	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	

* In this document, the term "resources" means funding, in-kind services, donations, or other items of value.

7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Notes
a. Description of how technology's impact on student learning and attainment of the district's curricular goals, as well as classroom and school management, will be evaluated.	42 - 43	The plan describes the process for evaluation utilizing the goals and benchmarks of each component as the indicators of success.	
b. Schedule for evaluating the effect of plan implementation.	42 - 43	Evaluation timeline is specific and realistic.	
c. Description of how the information obtained through the monitoring and evaluation will be used.	42 - 43	The plan describes a process to report the monitoring and evaluation results to persons responsible for implementing and modifying the plan, as well as to the plan stakeholders.	

<p>8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).</p>	<p>Page in District Plan 43</p>	<p>Example of Adequately Addressed</p>	<p>Notes</p>
<p>a. If the district has identified adult literacy providers, there is a description of how the program will be developed in collaboration with those providers.</p>	<p>43 - 44</p>	<p>The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.</p>	
<p>9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).</p>	<p>Page in District Plan 44</p>	<p>Example of Adequately Addressed</p>	<p>Notes</p>
<p>a. Description of how education technology strategies and proven methods for student learning, teaching, and technology management are based on relevant research and effective practices.</p>	<p>44 - 46</p>	<p>The plan describes the relevant research behind the plan's design for strategies and/or methods selected.</p>	

<p>b. Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.</p>	<p>44 - 46</p>	<p>The plan describes references to research literature that supports why or how the model improves student achievement.</p>	
<p>c. Description of development and utilization of innovative strategies for using technology to deliver rigorous academic courses and curricula, including distance-learning technologies (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).</p>	<p>46</p>	<p>The plan describes the process for development and utilization of strategies to use technology to deliver specialized or rigorous academic courses and curricula, including distance learning.</p>	