

Technology Plan



Hart-Ransom Union Elementary

July 1, 2011 - June 30, 2014

03/05/2011 (revised 03/16/2011)

This plan is for EETT and E-Rate.

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Background and Demographic Profile

Hart-Ransom Elementary Union School District is a school of the Past, Present and Future. The school's rich history began over 100 years ago as two small country schools: Hart School and Ransom School. In 1952 they combined to become Hart-Ransom Elementary School. Today Hart-Ransom Elementary School serves 707 students. In 1995 Hart-Ransom District established a second school – the Hart-Ransom Academic Charter, which is a home-based charter school, which serves 261 students. Hart-Ransom School is still rural in nature and is surrounded by orchards, fields and lots of fresh air on the west side of Modesto.

The agricultural community we serve continues the long relationship with the school. Many students' siblings, parents, uncles, aunts and even grandparents attended Hart-Ransom, creating a school culture that truly has a family climate. Also within our district lines are two housing developments. These are homes to many families who commute to the Bay Area for work. Additionally, the K-8 program, the excellent academic achievement of our students over the years, and warm caring environment has drawn many families to the school, adding a large inter-district population to Hart-Ransom. Our Charter School services students from all over Stanislaus County. All children and parents are welcomed into the Hart-Ransom family with open arms and hearts.

Our current enrollment is 707 with a classroom pupil-teacher ratio of 24 to 1. Hart-Ransom also houses the Stanislaus County Deaf and Hard of Hearing program consisting of 20 students, many of whom are mainstreamed into classrooms across the campus. We have three numerically significant subgroups: Socioeconomically Disadvantaged comprise 51.6% of our population, Hispanic comprises 62%, and English Learners comprise 17.1%.

1. Plan Duration

July 1, 2011 - June 30, 2014

This plan will be used for e-rate purposes and will be reviewed annually.

2. Stakeholders

Stakeholders		
Name	Position	CDS

An inclusive team of teachers, administrators, community members, and government representatives created the Hart Ransom district technology plan. Teachers, administrators and parents were surveyed in early September 2011 and provided input on technology needs. The Plan was written by Technology Coordinator, Sara Martin with input and advice from the individuals listed below:

- Sara Martin, Technology Coordinator and Instructor
- Jerrianna Boer, Site Principal
- Marianne Bauman, Library Media Center Specialist
- Sonya Kale, District Business Manager
- Suzanne Howell, Principal's Secretary
- Cheryl Finnegan, parent of an 8 the grade students
- Sarah Bullock, Site Technology Mentor and 6 th grade teacher and parent of Kindergarten student
- Teri Shaw, 2 nd Grade Teacher and parent of 1st and 5th grade students
- Ron Ball, School Maintenance Supervisor
- Linda Smith, CTAP Region 6 Staff
- Mark Chaffey, Top Networks: Network Design and Support, Engineer, and Consultant

School Board

- Greg Austin-President
- Robin Hennings -Vice President
- Mr. Rich Fultz -Member
- Mr. Tom Grover -Clerk
- Mr. Jim Cover -Member

Administration

Superintendent: Dr. Ream Lochry

Principal: Jerrianna Boer

Director: Sherry Smith

3. Curriculum

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

Students and teachers at Hart-Ransom School currently have high access to technology. Each classroom has between two and six high-speed computers and a local classroom printer. The school has a computer lab with 36 computers and a library media center with 15 computers.

We have a LAN and all teachers, administrator and students in grades four through eight have their own folders on the server where they save and access their work. The district runs four servers. Each server administrates the following areas: student and teacher data, printers, district office and web/email.

Teachers have their own workstations in their classrooms and have access to the following software:

School Pathways, an online student information system, includes a grade book program and students and teachers can access their grades online.

Renaissance Learning software to manage their Accelerated Reader and Star Reader information on their classes,

Microsoft Office suite, Photoshop Elements, Premiere Elements, Acrobat 9 Professional, DVD player and virus control software.

Teachers in grades 4 - 8 have access to TeacherWeb accounts for classroom web site creation and uploading. Their websites are linked to the school website at www.hartransom.org

The computer lab is equipped with an LCD projector and there are portable LCD projectors in all of our K, 1 and 4 – 8 grade classrooms. In addition, 1 LCD projectors is available for each grade level in grades 2 – 3 to share. We also have a flat bed scanner, 15 digital cameras, 7 video cameras and 10 network printers: black and white and color lasers available. Classrooms have access to network printers through the LAN.

The science room is equipped with a Smartboard. Wireless handheld SMART Airliners, which allow teachers to wirelessly interact with their computers and project the results via a projector, are used in all of the school's junior high classrooms as well as kindergarten and first grade. In addition, document cameras are used in all 3 junior high core classrooms, kindergarten and first grade. (Core includes History and English classes combined)

A class set of wireless student responders is available for check out.

Students in grades one through four receive computer instruction during their library-media center periods. The site media center specialist delivers their instruction during this time. These primary students also use classroom computers and receive instruction there as well.

Students in grades five through six are scheduled for two 40-minute computer lab periods each week. Instruction is provided by the school's full time Technology Coordinator/Instructor. Information gathering and technology skills are taught through standard based integrated projects.

Both the computer lab and library (Library Media Center) are open during regular school hours. Students and teachers can also use the Center before school and during breaks.

Hart-Ransom also offers an after school intervention program (Eagles' Nest) funded by 21 st Century Grant-After school Education and Safety. Students are referred to the program via teacher recommendation. The school uses a computer-based program called AutoSkills to reinforce reading and math skills. Students attend classes for 30 minutes everyday after school.

The district/school also provides algebra support of 8th graders in the form of an algebra support class. This class is taught in the computer lab and students have their own accounts to www.aleks.com, an online math intervention program.

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

Students are the heaviest users of technology. Technology curriculum focuses on the use of Microsoft Office, including FrontPage in grades 6-8. Students learn necessary skills in sequential patterns that build on their prior knowledge. Skills learned are then applied to integrated projects that are enhanced by the use of technology. Examples include: sixth grade PowerPoint presentations that demonstrate students' knowledge of ancient civilizations, comparing and contrasting ancient times with modern and considering contributions ancient civilizations have made to our modern world today. Eighth graders develop web pages that chronicle the routes of Lewis and Clark. Second graders make Kid-Pix slide shows that present the seasons. Artistic expression is accomplished through the use of Adobe Photoshop Elements. Photoshop is also used for many integrated projects with the core curriculum. The site Technology Coordinator has been recognized internationally through her work with Adobe Photoshop Elements and Premier Elements and has been named an Education Leader for Adobe. Evidence of student technology skills and abilities can be observed on the walls of the computer lab, in classrooms, on school bulletin boards and inside students' network folders (their electronic portfolios created with Acrobat Pro 9).

Implementation of Accelerated Reader and Star Reader began in 2003-2004 in grades 4-8. The Accelerated Reader program is a curriculum-based assessment tool that provides a summary and analysis of results to enable teachers to monitor both the quantity and quality of reading practice engaged in by their students. Students administer comprehension tests voluntarily themselves,

and the system is intended specifically to have strong formative effects on subsequent learning. Star Reader is the assessment component of the program. Students take a computerized test to determine their reader level. In 2006-07 the district began using Renaissance Place, a product that delivers Star Reader and Accelerated Reader via an online delivery service.

Students are involved in an after school news club that chronicles school events in videos. Students write scripts, conduct interviews, film and edit each show with Premiere Elements software and digital video cameras. News shows are posted on the homepage of the school website. Students create other videos throughout the year, including Public Service Announcements, Digital Storytelling, How To videos and more. A full size green screen and production lighting add to the professional look of the finished videos and students are learning important 21st century skills that involved communicating in visual, auditory and digital ways.

The District utilizes AutoSkills for Math and Reading to implement during the after-school remediation program. The reading component of this program is an individualized literacy intervention solution that helps struggling students master reading skills quickly and the math component helps struggling students achieve computational fluency.

The school uses www.aleks.com, an online fee-based programs for algebra intervention. The students use the program during an algebra shadow class taught in the computer lab.

Most teachers are becoming skilled users of technology and are integrating it into their curriculum. The school has participated in the Intel Teach to the Future program and 21 teachers have completed the 40-hour training class. This program is a world wide initiative designed to provide teachers with the skills to effectively integrate the way students and teacher use technology to enhance learning through research, communication, and productivity strategies and tools. Hands-on learning and the creation of curricular units and evaluation tools, which address state and national academic and technology standards, are emphasized. As teachers are exposed to more quality staff development and become more proficient in their own use of technology, increased integration with the curriculum will naturally occur.

Most teachers have their own webpage that is accessible through our school website. Some teachers are beginning to use blogs and other web 2.0 tools such as Google docs, jing, buzzword, delicious, wordle and many more.

All teachers in grades 5-8 utilize a computerized grade book program that is integrated into their online student information system called "School Pathways" and upload students grades to their secure website which includes a Parent Portal for class and school information and communication. Teachers take attendance each day on their computer, utilizing the Pathways online software.

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

District Performance Goals (from Single School District Plan - Single Plan for Student Achievement):

- The yearly API growth target will be met or exceeded by all sub-groups on the CST in the areas of English Language Arts and Mathematics.
- Students scoring at Basic, Below Basic or Far Below Basic on the yearly CST tests will move one level toward proficient on their next CST.

To ensure progress toward goals, differentiated instruction in language arts occurs through regularly scheduled Universal Access time. Strategies for differentiation include vocabulary development, interactive reading strategies, all student participation strategies, and enrichment activities. Technology is sometimes utilized during Universal Access time to further mastery of standards through the use of motivational, remedial and enrichment programs such as Accelerated Reader and AutoSkills,

Standards-based benchmarks are administered every six to eight weeks to monitor student progress toward goals. Classroom and support teachers meet as collegial teams on a regular basis to analyze local assessment data and plan research based lessons to provide equitable and effective instruction to all students.

To ensure progress toward goals in the area of mathematics, differentiation is done within the classroom setting. In 2008 the school began offering one third of 8th grade students an algebra shadow class. The purpose of this class is to provide support for students who are enrolled in algebra and have been identified by test scores and teacher recommendation to need some additional support. The shadow class uses an online delivered math program that is differentiated for each student called aleks.com

STAR results released August 2010 had an API of 822, which exceeds the state goal of 800. Although not all subgroups attained the growth target, our and we did not attain our AYP goal, in ELA 61.9% were proficient or advanced and In Math 53.6 % of all students scored at proficient or advanced.

Additionally, the “Jump Start” summer school program and the “Eagle’s Nest” after school program contribute student achievement and progress toward district performance goals. The summer school program provides a review and remediation session for students for the month just prior to the onset of school. Pre and post tests indicate achievement and growth as a result of this program. During the 2009 Jump Start program, all grade levels showed positive growth based on these assessments. The Eagle’s Nest program is offered to students in need of academic support, as indicated by standardized test scores and teacher recommendation.

Increased access to technology:

The district/school will provide Staff development and professional collaboration aligned with standards-based instructional materials. Professional training will be provided through the Stanislaus County Office of Education courses sponsored by the local CTAP organization. Staff development will also be provided onsite administered by the school's technology coordinator.

Monitoring program effectiveness

Targeting services and programs to lowest performing student groups

Hart-Ransom School aligns its technology curriculum goals with the current International Standards for Technology and Education (ISTE). These K-12 standards, activities and evaluation tools are based upon six ISTE strands: (1) Basic Operations; (2) Social, ethical, and human issues; (3) Technology productivity tools; (4) Technology communications tools; (5) Technology research tools; and (6) Technology problem solving and decision-making.

Our goal is for technology to be used on a regular basis in the core content areas in both the lab and classroom settings. Technology use can augment and enhance all curricular goals including remediation of basic skills, development of written and oral skills and enhancement of higher order thinking skills.

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

Goal 3d.1: All students will meet the district's curricular goals to attain proficiency in content standards.

Objective 3d.1.1: 100% of students in grades 5 - 8 will have access to computers at least twice a week for computer literacy instruction, Accelerated Reader quizzes, research for classroom projects and other computer projects that support curricular goals.

Benchmarks:

- Year 1: 100% of 7th and 8th Graders will have access to computers at least twice a week for computer literacy instruction, Accelerated Reader quizzes, research for classroom projects and other computer projects that support curricular goals.
- Year 2: 100% of 6th, 7th and 8th Graders will have access to computers at least twice a week for computer literacy instruction, Accelerated Reader quizzes, research for classroom projects and other computer projects that support curricular goals.
- Year 3: 100% of 5th, 6th, 7th and 8th Graders will have access to computers at least twice a week for computer literacy instruction, Accelerated Reader quizzes, research for classroom projects and other computer projects that support curricular goals.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Provide Computer Literacy instruction during enrichment classes. Instruction to include Microsoft Word, Excel, PowerPoint and Publisher as well as Internet search techniques and web site evaluation.	Instruction provided daily	Sara Martin, Technology Coordinator	Technology Coordinator will make sure software is purchased and installed.	Student portfolios, Computer Instructor's Lesson Plans
Ensure that all classrooms in grades 5 - 8 have at least 3 computer workstations for student use.	By June 2012	Sara Martin will facilitate the movement of lab computers into classrooms, as lab computers are replaced (12 per year).	Technology Committee will review inventory records at the end of each school year.	Classroom computer inventory records
Accelerated Reader and STAR Reader will be renewed each year of the plan.	June 2013	Jerrianna Boer, Site Principal	Technology Committee will monitor the use of the software to evaluate its effectiveness. CST scores, teacher and student surveys will be used to evaluate the programs effectiveness in meeting the district goals.	CST scores, teacher and student surveys will be used to evaluate the programs effectiveness in meeting the district goals.
Students will access the STAR Reading assessment at least 3 times per year.	Beginning of each trimester	School Library Assistant and classroom teachers	Technology Committee, the School Leadership Team and the classroom teachers will evaluate scores at the end of each trimester.	Assessment tools embedded in the STAR Reading software.
Students will access the Accelerated Reader software at least once a week to take quizzes.	Daily	Classroom teachers	Classroom teachers	Student summary data on progress and reading levels is embedded in the Accelerated Reader software.

Objective 3d.1.2: 90% of students in 7th and 8th grade students will use www.aleks.com to receive support instruction in algebra.

Benchmarks:

- Year 1: 33% of students in 8th grade students will use www.aleks.com to receive support instruction in algebra during the Algebra Shadow class.
- Year 2: 90% of students in 8th grade students will use www.aleks.com to receive support instruction in algebra.
- Year 3: 90% of students in 7th and 8th grade students will use www.aleks.com to receive support instruction in algebra.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Purchase aleks.com accounts for all 7th and 8th grade students.	June 2013	Sara Martin, Technology Coordinator	The technology committee will meet at the end of the school year to evaluate the program.	Individual progress data embedded in the aleks.com online program, CST scores for math, teacher and student surveys.
Provide 5 computers for 7th/8th grade math classroom.	June 2013	Sara Martin will facilitate the movement of lab computers into the math classroom as they are replaced in the lab.	Technology Committee will ensure that classroom is set up with required computers.	Classroom Computer Inventory Record
Train teachers in the use of aleks.com	Beginning of the year	Sara Martin, Technology Coordinator	Technology Committee will ensure that training is provided.	Sign in sheets for Professional Development classes and teacher surveys.
Train students in the use of aleks.com	Beginning of the year	Junior High Math Teachers	Technology Committee will ensure that training is provided.	Evidence that students are using the program properly-provided by embedded student reports provided by aleks.com

Objective 3d.1.3: 90% of students in grades 4 - 8 who scored Far Below Basic, Below Basic or Basic on the previous year's CST will receive reading and math support provided by Accelerated Reader and Accelerated Math.

Benchmarks:

- Year 1: 25% of students in grades 4 - 8 who scored Far Below Basic, Below Basic or Basic on the previous year's CST will receive reading and math support provided by Accelerated Reader and Accelerated Math.
- Year 2: 50% of students in grades 4 - 8 who scored Far Below Basic, Below Basic or Basic on the previous year's CST will receive reading and math support provided by Accelerated Reader and Accelerated Math.
- Year 3: 90% of students in grades 4 - 8 who scored Far Below Basic, Below Basic or Basic on the previous year's CST will receive reading and math support provided by Accelerated Reader and Accelerated Math.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Continue to support access to the AutoSkill's programs by installing it on each computer on the school campus.	Yearly	Sara Martin, Technology Coordinator	The Technology Committee will monitor and evaluate the effectiveness of the AutoSkills programs at the end of each school year.	Evaluation data provided by assessments within the software program, CST scores, teacher and student surveys.
Professional Staff Development in the use of AutoSkills provided.	Yearly	Sara Martin, Technology Coordinator and Amanda Shores, Resource Teacher	The Technology Committee will plan for and ensure that training is provided to all teachers using the program with students.	Teacher sign in sheets at school provided professional development sessions.
Provide training to students on use of the program.	Yearly	Technology coordinator, classroom and support teachers	The Technology Committee will ensure that training takes place.	Assessment data embedded in the AutoSkills software, teacher and student surveys.
Students to access the program regularly	Daily	Technology Coordinator, classroom and support teachers	Technology Committee to ensure students has daily access to the program.	Assessment data embedded in the AutoSkills program, teacher and student surveys.

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

Goals in this section are aligned with the ISTE (International Society for Technology in Education) NETS (National Education Technology Standards) for Students. ISTE standards promote Digital-Age Learning and are designed to prepare students for the demands of the 21st century. Complete standards can be found here. [NETS for Students \(2007\)](#)

Goal 3e.1: All students in grades 5 - 8 will demonstrate a sound understanding of technology concepts, systems and operations.

Objective 3e.1.1: 100% of students in grades 5 - 8 will demonstrate knowledge of basic technology concepts.

Benchmarks:

- Year 1: 50% of students in grades 5 - 8 will demonstrate knowledge of basic technology skills.
- Year 2: 75% of students in grades 5 - 8 will demonstrate knowledge of basic technology skills.
- Year 3: 100% of students in grades 5 - 8 will demonstrate knowledge of basic technology skills.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Purchase and install Microsoft Office 2010 on all school computers	Yearly	Sara Martin, Technology Coordinator	The Technology Committee will ensure software is available.	School Computer Inventory
Students will receive instruction during their computer literacy class on Microsoft Word, Excel, PowerPoint and Publisher. Instruction is delivered sequentially from basic to more advanced as students progress in grade level.	Daily	Technology Coordinator and classroom teachers.	The technology committee will ensure that students have access to this training.	Evidence provided by student work and teacher and student surveys.

Students will create a curricular project using at least one of the Microsoft Office programs.	One per trimester	Classroom teachers and Technology Coordinator	Classroom teachers and Technology Coordinator	Student work, teacher and student surveys.
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Objective 3e.1.2: 100% of students in grades 5 - 8 will demonstrate knowledge of use of the Internet for research and accessing of information

Benchmarks:

- Year 1: 50% of students in grades 5 - 8 will demonstrate knowledge of use of the Internet for research and accessing of information.
- Year 2: 75% of students in grades 5 - 8 will demonstrate knowledge of use of the Internet for research and accessing of information.
- Year 3: 100% of students in grades 5 - 8 will demonstrate knowledge of use of the Internet for research and accessing of information.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Teachers will receive professional development classes on Internet search techniques and web-site evaluation.	Yearly	Technology Coordinator	The Technology Committee will ensure that instruction is provided.	Teacher sign in sheets provided at Professional Development classes.
Students will receive instruction on Internet searching strategies and techniques.	Weekly	Technology Coordinator and Classroom Teachers	The Technology Committee will ensure that instruction is provided.	Teacher and student surveys
Students will receive instruction on evaluating web sites for validity and usefulness.	Weekly	Technology Coordinator and Classroom Teachers	The Technology Committee will ensure that instruction is provided.	Teacher and student surveys
Students will complete a curricular project using Internet resources.	One per trimester	Technology Coordinator and Classroom Teachers	Technology Coordinator and Classroom Teachers	Student projects and teacher and student surveys

Goal 3e.2: 100% of students in grades 6 - 8 will use digital media to communicate and collaborate with other students and teachers.

Objective 3e.2.1: 100% of students in grade 6 - 8 will use online resources to communicate and collaborate

Benchmarks:

- Year 1: 33% of students in grade 6 - 8 will use online resources to communicate and collaborate
- Year 2: 66% of students in grade 6 - 8 will use online resources to communicate and collaborate
- Year 3: 100% of students in grade 6 - 8 will use online resources to communicate and collaborate

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Teachers will be trained to use online resources, such as Google docs, to communicate and collaborate	Yearly	Technology Coordinator	The Technology Committee will ensure that instruction is provided.	Teacher and student surveys
Students will be trained use online resources, such as Google docs, to communicate and collaborate	Weekly	Technology Coordinator	The Technology Committee will ensure that instruction is provided.	Evidence provided through student projects, teacher and student surveys
Students will complete a collaborative project using an online tool such as wallwisher.com or Google docs.	One per trimester	Technology Coordinator	The Technology Committee will ensure that projects are completed.	Evidence provided through student projects, teacher and student surveys
Students will be provided with a school email account and will be instructed on how to use it.	Yearly	Technology Coordinator	The Technology Committee will ensure that emails are provided.	Teacher and student surveys

Goal 3e.3: All students in grades 6 - 8 will demonstrate creative thinking through curricular multimedia projects

Objective 3e.3.1: 100% of students in grades 6 - 8 will demonstrate knowledge of visual imagery (art, color and design) in curricular projects

Benchmarks:

- Year 1: 33% of students in grades 6 - 8 will demonstrate knowledge of visual imagery (art, color and design) in curricular projects
- Year 2: 66% of students in grades 6 - 8 will demonstrate knowledge of visual imagery (art, color and design) in curricular projects
- Year 3: 100% of students in grades 6 - 8 will demonstrate knowledge of visual imagery (art, color and design) in curricular projects

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Purchase and install Adobe Photoshop Elements on classroom computers.	Yearly	Technology Coordinator	The Technology Committee will ensure that instruction is provided.	Classroom Computer Inventory
Students will receive instruction in Adobe Photoshop software in Computer Literacy Class.	Weekly	Technology Coordinator	The Technology Committee will ensure that instruction is provided.	Student projects, teacher and student surveys.
Students will receive instruction on color and design concepts.	Weekly	Technology Coordinator	The Technology Committee will ensure that instruction is provided.	Student projects, teacher and student surveys.
Students create curricular projects using Photoshop Elements	One per trimester	Technology Coordinator and Classroom Teachers	Technology Coordinator and Classroom Teachers	Student projects, teacher and student surveys.
Students use online tools, such as adobe.kuler.com and photoshop.com, to create a curricular visual project	One per trimester	Technology Coordinator and Classroom Teachers	Technology Coordinator and Classroom Teachers	Student projects, teacher and student surveys.

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

Goal 3f.1: Provide training for teachers and administrators on information literacy, copyright, and the appropriate and ethical use of information technology.

Goal 3f.2: Students will learn about information literacy, copyright, and the appropriate and ethical use of information technology.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Provide opportunity for administrators and the Technology Coordinator to attend the CUE conference and specific workshops on information literacy, copyright and the appropriate and ethical use of information technology.	Date of CUE conference (spring of each year)	Administration	District Superintendent	Purchase orders for conference fees.

<p>Students in grades 2-3 will recognize that information found on the Internet may or may not be factual. Students in grades 2-3 will understand that they may not copy and paste information found on the Internet and use it as their own work. Students will understand that our laws state that most software and music must be purchased and not shared. Students will create a simple bibliography with website information cited.</p>	<p>Each trimester</p>	<p>Computer Literacy Teacher</p>	<p>The technology committee will collect data, analyze the results, and make recommendations for program</p>	<p>Teacher and student surveys Rubrics: Evaluation of bibliography</p>
<p>Students in grades 4-6 will recognize and practice responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use including: Internet access, Copyrighted materials, Web-based resources. Students will receive instruction on methods to evaluate websites for authenticity and validity. Curriculum materials and videos used will be from the Hall Davidson sites.</p>	<p>Each trimester</p>	<p>Computer Literacy Teacher</p>	<p>The technology committee will collect data, analyze the results, and make recommendations for program modification.</p>	<p>Teacher and student surveys EdTech Profile student surveys Quizzes and tests embedded in the Hall Davidson curriculum administered and graded by Computer Literacy Teacher.</p>

<p>Students in grades 7-8 will continue to deepen their ability to recognize and practice responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use including: Internet access, Copyrighted materials, On-line library resources. Personal security and safety issues with emphasis on social networking sites, blogs and wiki type applications. Appropriate Internet etiquette. Reinforce school rules and regulations regarding Internet use as stipulated in our Internet Use Policy. Curriculum materials and videos used will be from the Hall Davidson sites.</p>	<p>Each trimester</p>	<p>Computer Resource Teacher</p>	<p>The technology committee will collect data, analyze the results, and make recommendations for program modification.</p>	<p>Teacher and student surveys EdTech Profile student surveys Quizzes and tests embedded in the Hall Davidson curriculum administered and graded by Computer Literacy Teacher.</p>
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3g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307)

Goal 3g.1: All administrators and teachers will be provided training on safe and responsible technology use.

Goal 3g.2: All students will advocate and practice safe and responsible technology use.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Administrators and Technology Coordinator will attend the CUE conference and specific session on safe and responsible technology use.	Date of CUE conference (spring of each year)	Technology Coordinator	District Superintendent	Purchase orders for Conference expenses.
Students will be taught vocabulary and the concept of Internet predators and strategies to prevent contact with them. Curriculum at netsmartz.com will be used.	Yearly	Technology Coordinator and Classroom Teachers	The Technology Committee will ensure that instruction is provided	Teacher, parent and student surveys
Review school rules and the regulations regarding Internet use as stipulated in our Internet Use Policy.	Yearly	Technology Coordinator and Classroom Teachers	The Technology Committee will ensure that instruction is provided	Teacher, parent and student surveys
Teachers will be provided training on Internet Safety.	Yearly	Technology Coordinator	The Technology Committee will ensure that instruction is provided	Sign in sheets provided at Professional Development trainings.
Provide an evening Parent Technology Meeting to discuss Internet safety.	Yearly	Technology Coordinator	The Technology Committee will ensure that instruction is provided	Parent surveys

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

The Hart-Ransom School District is committed to providing and ensuring that all students in grades 4 – 8 have equal access to technology. Those students currently have high access to technology, through the Library Media Center and through classrooms computers. Each student in grades 4 – 8 has their own dedicated folder on the school network for saving class work. Also, 8th grade students are given an email account connected to our school web server for communication with teachers and others. Students participate in school blogs and private secure chatrooms (edmodo.com) giving those opportunities to participate in emerging technologies.

Students who need remediation use computers during their resource pullout program and in the after school program to deepen basic skills using AutoSkills for Reading and Math.

Goal: All students, including special populations (Special Education and those with other IEPs, English Learners) will have access to technology in the classrooms and Library Media Center

End of Year 1:

- All instructional areas will have at least one Internet connected computer available for student use.
- The Library Media Center will be open before school, during break and lunch for student use.

End of Year 2:

- Classrooms in grades 4-8 will have at least 3 Internet connected computers available for student use.
- The possibility of utilizing mobile laptops, netbooks, tablets, or other wireless handheld devices will be explored

End of Year 3:

- Budget permitting, classrooms in grades K-3 will have at least 2 Internet connected computers for student use.

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

Hart-Ransom Union Elementary School utilizes School Pathways SIS to administrate student information. Demographics, attendance, grades, schedules, health information, emergency contact information, and parent/guardian information are entered into Pathways online database.

The school principal uses an excel spreadsheet to keep track of behavior referrals, suspensions and expulsion. This spreadsheet tracks discipline referrals according to grade, gender and ethnicity.

Legislation enacted through Education Codes 52050, 52051, 52052, Senate Bill 1X (1999) and the No Child Left Behind Act, all require that schools be accountable for the academic growth and high achievement of every student. In order to comply with the stringent accountability requirements outlined in these pieces of legislation, the school joined the Santa Clara County Office of Education Consortium for the Santa Clara School-Plan, which offers advanced technology to facilitate meeting the legal requirements of the legislation.

The district uses the services of Dataquest, offered by state on the California Department of Education website. This service imports data from the CDE site to the school and has the ability to disaggregate data for all State tests. Local assessment data such as our District Writing tests, and student grades are disaggregated in Pathways. The program enables the administration to use the information to develop the Local Education Agency Plan (LEAP0 and the school accountability report card because the program interacts with live data (online).

The Hart-Ransom Union Elementary School District owns a site license for the Academy of Reading and Academy of Math programs (AutoSkills). These programs are a computer-based tutorial program, which assesses students' progress in the area of reading and math. The programs are used as an intervention tutorial during the school day and during the after school program.

www.hartransom.org, our school website, is used to facilitate involvement of staff, parent, and community (including notification procedures, parent outreach, and interpretation of student assessment result to parents). In addition, parent meetings and print materials will be utilized.

Goal 3i.1: Administrators and staff will have effective tools to manage, assess and analyze data.

Objective 3i.1.1: 100% of staff will utilize a data assessment program in order to effectively plan for instruction.

Benchmarks:

- Year 1: 35% of staff will utilize a data assessment program in order to effectively plan for instruction.
- Year 2: 75% of staff will utilize a data assessment program in order to effectively plan for instruction.
- Year 3: 100% of staff will utilize a data assessment program in order to effectively plan for instruction.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
School Pathways SIS will be aligned to our school needs.	2011	Site Principal and Data Analyst	Site Principal	Administrator, staff, parent and student surveys
Staff training on Pathways will be provided.	Yearly	Site Principal and Data Analyst, Pathways trainers	Site Principal and Data Analyst	Administrator and staff surveys
Staff will be trained to effectively use the data disaggregated and generated by Pathways to plan for instruction and interventions.	Yearly and as needed	Site Principal and Data Analyst, Pathways trainers	Site Principal	Administrator and staff surveys

Objective 3i.1.2: 63% of staff (teachers in grades 3 - 8) will utilize electronic grade books for student record-keeping.

Benchmarks:

- Year 1: 44% of staff (teachers in grades 5 - 8) will utilize electronic grade books for student record-keeping.
- Year 2: 63% of staff (teachers in grades 3 - 8) will utilize electronic grade books for student record-keeping.
- Year 3: 63% of staff (teachers in grades 3 - 8) will utilize electronic grade books for student record-keeping (same as Year 2)

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Provide Training for all classroom teachers (grade 3 - 8) on the online grade book component of Pathways SIS.	Yearly	Site Principal, Pathways Trainers	Site Principal	Administrator, teacher, student and parent surveys.
Train students to check their grades online.	Beginning of each year	Technology Coordinator and Classroom Teachers	Site Principal	Administrator, teacher, student and parent surveys.
Provide parents and guardians training in accessing their students' grades online.	Beginning of each year	Site Principal and Data Analyst	Site Principal	Administrator, teacher, student and parent surveys.

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

Goal 3j.1: Parents will use Parent Portal in Pathways SIS to improve communication between home and school.

Objective 3j.1.1: 80% of parents will use the Parent Portal of Pathways to access their student's information (i.e., attendance, lunch balance, grades, school and/or teacher messages & email).

Benchmarks:

- Year 1: 50% of parents will use the Parent Portal of Pathways to access their student's information (i.e., attendance, lunch balance, grades, school and/or teacher messages & email).
- Year 2: 70% of parents will use the Parent Portal of Pathways to access their student's information (i.e., attendance, lunch balance, grades, school and/or teacher messages & email).
- Year 3: 80% of parents will use the Parent Portal of Pathways to access their student's information (i.e., attendance, lunch balance, grades, school and/or teacher messages & email).

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Offer training and materials for parents to learn how to access and use the Parent Portal in Pathways.	Beginning of school year	School Principal and Data Analyst	School Principal	Administrator and parent surveys.
Data Analyst and School Secretary will monitor parent use of Pathways Parent Portal	Monthly, 2011-2013	Data Analyst and School Secretary	Attendance Secretary will monitor parent use and report to Administration	Report generated by Pathways showing parent access data.
Survey parents and teachers on their satisfaction with the portal.	Monthly, 2011-2013	Site Principal and Classroom teachers	Site Principal	Teacher and parent surveys

Goal 3j.2: Add Student work samples and teacher webpages the school website.

Objective 3j.2.1: Post new samples of student work for each month of the school year on the school webpage (September to May-100% of the school months).

Benchmarks:

- Year 1: Post new samples of student work 6 of the 9 months of the school year (67%).
- Year 2: Post new samples of student work 7 of the 9 months of the school year (78%).
- Year 3: Post new samples of student work 9 of the 9 months of the school year (100%).

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Create a page for showing student work on the school webpage.	Beginning of school year 2011.	Sara Martin, webmaster	School Principal	Teacher, student and parent surveys.
Train students in grade 8 to create online photo galleries to highlight their own work.	Yearly	Technology Coordinator	The Technology Committee will ensure that instruction is provided.	Student projects posted on the website.
Train students to use Dreamweaver so they can create the student pages themselves.	2013	Technology Coordinator	Technology Committee to evaluate effectiveness.	Administration, teacher, student and parent surveys.

Objective 3j.2.2: 100% of teachers in grades 4 - 8 will maintain class webpages, with links to the school webpage, using Teacherweb.

Benchmarks:

- Year 1: 80% of teachers in grades 4 - 8 will maintain class webpages, with links to the school webpage, using Teacherweb.
- Year 2: 90% of teachers in grades 4 - 8 will maintain class webpages, with links to the school webpage, using Teacherweb.
- Year 3: 100% of teachers in grades 4 - 8 will maintain class webpages, with links to the school webpage, using Teacherweb.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Obtain licenses for TeacherWeb accounts.	Yearly	Technology Coordinator	Site Principal	Purchase Order
Train teachers in the use of TeacherWeb	Beginning of each school year.	Technology coordinator	The Technology Committee will ensure that instruction is provided.	URLs of websites that have been created.
Link TeacherWeb classroom webpages to the school website.	Beginning of each school year	Technology Coordinator	School Principal	Links to the websites reside on the school webpage.

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

The curricular component of this plan will be analyzed in depth at the end of each year by the technology committee. The committee will look at student work, teacher and parent surveys and test scores to determine if goals were met and what, if any, modifications should be made. The committee will make recommendations to the School Leadership Team for the next school year. The School Leadership Team will take the recommendations and make the final decision for any modifications to this plan.

4. Professional Development

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

The California State Technology Proficiencies for Teachers and Administrators is used as a guideline for developing levels of staff proficiency. Most of Hart-Ransom teachers and administrators completed a Technology Skills on-line self-assessment survey provided by the CDE called the EdTECH Profile. Results of this survey are below. Results of the EdTech Profile proficiency assessment show that teachers and administrators have the highest training needs in Internet skills, presentation software and database software.

In regards to CCTC Standard 9: Using Technology in the Classroom, EdTech Profile results indicate that teachers have the greatest need for training in these areas: selecting appropriate technological resources to support, manage, and enhance student learning in relation to prior experiences and level of academic accomplishment; analyzing best practices and research findings on the use of technology and designing lessons according; choosing software for its relevance, effectiveness, alignment with content standards, and value added to student learning; and demonstrating knowledge of copyright issues and of privacy, security, safety issues and Acceptable Use Policies.

In regards to CCTC standard 16: Using Technology to Support Student Learning,

EdTech Profile results indicate that teacher have the greatest need for training in these areas: Communicating through a variety of electronic media; interacting and communicating with other professional through a variety of methods, including the use of computer-based collaborative tools to support technology-enhanced curriculum.

Although not specified by the survey, Information Literacy, defined as the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand, encompasses important and invaluable skills for teachers and will be addressed in training at every level.

General Computer Knowledge and Skills

Computer Knowledge and Skills	General computer knowledge and skills		Internet skills		Email skills		Word processing skills		Presentation software skills		Spreadsheet software skills		Database software skills	
	Proficiency Level	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count
Not Applicable	0	0%	2	6%	1	3%	0	0%	4	11%	6	17%	11	31%
Beginning	8	22%	10	29%	7	20%	5	14%	16	46%	15	43%	11	31%
Intermediate	17	46%	16	46%	16	46%	13	37%	6	17%	10	29%	11	31%
Proficient	12	32%	7	20%	11	31%	17	49%	9	26%	4	11%	2	6%
Total Responses	37	100%	35	100%	35	100%	35	100%	35	100%	35	100%	35	100%

CTC Standard 9

CCTC Program Standard 9: Using Technology in the Classroom	Standard 9a		Standard 9b		Standard 9d		Standard 9e		Standard 9f		Standard 9g		Standard 9h		Standard 9i	
	Proficiency Level	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count
Not Applicable	4	12%	9	26%	1	3%	0	0%	13	38%	8	24%	8	24%	8	24%
Beginning	16	47%	14	41%	12	35%	16	47%	12	35%	18	53%	18	53%	15	44%
Intermediate	12	35%	9	26%	14	41%	7	21%	7	21%	8	24%	7	21%	8	24%
Proficient	2	6%	2	6%	7	21%	11	32%	2	6%	0	0%	1	3%	3	9%
Total Responses	34	100%	34	100%	34	100%	34	100%	34	100%	34	100%	34	100%	34	100%

CTC Standard 16

CCTC Program Standard 16: Using Technology to Support Student Learning	Standard 16a		Standard 16b		Standard 16c		Standard 16d		Standard 16e		Standard 16f		Standard 16g	
	Proficiency Level	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count
Not Applicable	3	9%	7	21%	1	3%	9	26%	9	26%	13	38%	14	41%
Beginning	16	47%	22	65%	11	32%	13	38%	12	35%	10	29%	9	26%
Intermediate	13	38%	5	15%	21	62%	9	26%	11	32%	6	18%	10	29%
Proficient	2	6%	0	0%	1	3%	3	9%	2	6%	5	15%	1	3%
Total Responses	34	100%	34	100%	34	100%	34	100%	34	100%	34	100%	34	100%

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

Each year the district supports teachers in order to attend training workshops offered by the Stanislaus County Office of Education and CTAP 6. Training includes integrating the Internet into their curriculum, Word, Excel and PowerPoint, digital cameras and video, Podcasting. Use of handheld devices and web 2.0 tools. Teachers also have the opportunity, budget permitting, to attend the CUE and CTAP sponsored conferences and workshops.

Due to tight economic times, most professional development provided to teachers is onsite and delivered by either the Technology Coordinator or other staff members who volunteer their time for after school classes.

The district has adopted this Training Continuum of classes to improve teachers' basic skills:

Beginning:

- Introduction to computers and technology
- Windows xp operating system fundamentals
- Introduction to Microsoft Word
- Introduction to e-mail services
- Introduction to remediation software appropriate to teacher's grade levels including appropriate Web 2.0 and 3.0 tools.

Intermediate:

- Introduction to the Internet and our District Acceptable Use Policy
- Information Literacy Training
- Using Microsoft Word for developing tables and columns
- Introduction to Excel spreadsheets
- Learning the basics of digital cameras and scanners
- Introduction to Microsoft PowerPoint
- Using the classroom grade book – Pathways
- Using Pathways student information and management software
- Using TeacherWeb to create and update personal class web pages.
- Using AutoSkill and new newly adopted remediation software to access, analyze and improve student learning.

Advanced:

- Using Microsoft Word to merge lists and text
- Introduction to Access database operation
- Using Excel for analyzing data and developing charts and graphs
- Understanding how the Internet can be used to develop collaborative learning

- Using Library/Media resources to identify and search, the Internet, electronic and CD-ROM, and text based materials for research projects.

Professional

- Integrating technology with the classroom curriculum.
- Selections of appropriate technological resources to support, manage, and enhance student learning in relation to prior experiences and level of academic accomplishment.
- Becoming familiar with basic principles of operation of computer hardware and software, and implements basic troubleshooting techniques of computer systems and related peripheral devices before accessing the appropriate avenue of technical support
- Creating classroom projects and presentation using advanced PowerPoint features.
- Advanced uses of multimedia technologies: scanners, digitizing video, and editing sound files.
- Evaluating the use of technology in the classroom for its relevance, effectiveness, alignment with content standards, and value added to student learning.
- Exploring new emerging technologies such as podcasting, blogging, wikis and other web 2.0 and 3.0 environments.
- Knowledge of copyright issues and of privacy, security, safety issue and Acceptable Use Policies.

Goal 4b.1: All teachers will acquire functional technological and information literacy skills to enhance teaching and learning.

Objective 4b.1.1: 80% of teachers will demonstrate proficiency of functional technology skills.

Benchmarks:

- Year 1: 60% of teachers will demonstrate proficiency of functional technology skills.
- Year 2: 70% of teachers will demonstrate proficiency of functional technology skills.
- Year 3: 80% of teachers will demonstrate proficiency of functional technology skills.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Purchase and install upgraded versions of Microsoft Office to school computers	2012	Technology Coordinator	The Technology Committee will evaluate the need for upgrades at the end of each school year.	Purchase orders and Computer Inventory Records.
Classes on Microsoft Word, PowerPoint, Excel and Publisher will be offered on site during after school classes.	Yearly	Technology Coordinator	The Technology Committee will ensure that instruction is provided.	Teacher evaluation and surveys

Encourage teachers to attend county classes and other professional development opportunities for technology training that incorporate digital tools and resources to promote student learning.	Yearly	Technology Coordinator	Site principal	Teacher evaluation and survey
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Goal 4b.2: All teachers and administrators will use digital tools to communicate with staff, parents and students.

Objective 4b.2.1: 100% of teachers will use email to communicate

Benchmarks:

- Year 1: 95% of teachers and administrators will use email to communicate.
- Year 2: 98% of teachers and administrators will use email to communicate.
- Year 3: 100% of teachers and administrators will use email to communicate.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Provide a school email address on our dedicated school email server to all staff.	Yearly	Technology Coordinator	The Technology Committee will ensure that email accounts are provided.	Teacher survey
Provide training on use of Microsoft Outlook, including organization of contacts and creation of distribution lists	Yearly	Technology Coordinator	The Technology Committee will ensure that Outlook training is provided.	Teacher survey
Training will be provided on basic email use included replying, forwarding, attaching emails and organizing saved emails.	Yearly	Technology Coordinator	The Technology Committee will ensure that email training is provided.	Teacher survey

Goal 4b.3: All teachers will use the online Pathways SIS program to take role, access student records, and communicate with parents.

Objective 4b.3.1: 100% of teachers will show proficiency in using the Pathways software to monitor attendance, access records and communicate with parents.

Benchmarks:

- Year 1: 85% of teachers will show proficiency in using the Pathways software to monitor attendance, access records and communicate with parents.
- Year 2: 95% of teachers will show proficiency in using the Pathways software to monitor attendance, access records and communicate with parents.
- Year 3: 100% of teachers will show proficiency in using the Pathways software to monitor attendance, access records and communicate with parents.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Train all teachers to use the attendance taking features of Pathways	Beginning of each year	Data Analyst	Site Principal	teacher use of the attendance feature
Ensure that Pathways has been configured for the needs of our District and create accounts and passwords for all users.	Beginning of the school year.	Data Analyst	Site Principal	Evidence that Pathways is working for school and that all users have accounts.
Download Mozilla browser on all Pathway users computers. (Pathways does not work on Internet Explorer)	Summer before the school year begins.	Data Analyst	Site Principal	Evidence that Mozilla is installed on all users that have accounts.

Objective 4b.3.2: 100% of all teachers will use the Pathways Parent Portal to communicate with parents.

Benchmarks:

- Year 1: 85% of all teachers will use the Pathways Parent Portal to communicate with parents.
- Year 2: 95% of all teachers will use the Pathways Parent Portal to communicate with parents.
- Year 3: 100% of all teachers will use the Pathways Parent Portal to communicate with parents.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Collect parent emails and add them to the Pathways database.	Beginning of school year.	School Secretary	Site Principal	Evidence of parent emails in Pathways database.
Ensure that Pathways Parent Portal is set up properly for our school needs.	Beginning of school year.	Data Analyst	Site Principal	Review of Parent Portal and survey of parents.
Send log on information to parents for the Parent Portal	Beginning of school year.	Data Analyst	Site Principal	Parent survey and log of parent use of portal.
Train teachers to use the Parent Portal	Yearly	Data Analyst	Site Principal	Teacher and parent surveys.

Goal 4b.4: All teachers and administrators will be trained on information literacy, copyright, and the appropriate and ethical use of information technology.

Objective 4b.4.1: 100% of teachers and administrators will understand the concepts of information literacy, copyright and the appropriate and ethical use of information technology.

Benchmarks:

- Year 1: 80% of teachers and administrators will understand the concepts of information literacy, copyright and the appropriate and ethical use of information technology.
- Year 2: 90% of teachers and administrators will understand the concepts of information literacy, copyright and the appropriate and ethical use of information technology.
- Year 3: 100% of teachers and administrators will understand the concepts of information literacy, copyright and the appropriate and ethical use of information technology.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Provide opportunity for administrators and the Technology Coordinator to attend the CUE conference and specific workshops on information literacy, copyright and the appropriate and ethical use of information technology.	Date of CUE conference (spring of each year)	Technology Coordinator	District Superintendent	Purchase orders for Conference expenses

Technology Coordinator to train staff in the concepts of information literacy, copyright and the appropriate and ethical use of information technology.	Beginning of each school year.	Technology Coordinator	Site Principal	Teacher survey and sign in sheets for staff development activities.
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Goal 4b.5: All administrators and teachers will be provided training on safe and responsible technology use.

Objective 4b.5.1: 100% of teachers and administrators will be provided opportunities for training on safe and responsible technology use.

Benchmarks:

- Year 1: 80% of teachers and administrators will be provided opportunities for training on safe and responsible technology use.
- Year 2: 90% of teachers and administrators will be provided opportunities for training on safe and responsible technology use.
- Year 3: 100% of teachers and administrators will be provided opportunities for training on safe and responsible technology use.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Administrators and Technology Coordinator will attend the CUE conference and specific session on safe and responsible technology use.	Date of CUE conference (spring of each year)	Technology Coordinator	District Superintendent	Purchase orders for Conference expenses.
Technology Coordinator will provide training to teachers on safe and responsible technology use.	At the beginning of each school year.	Technology Coordinator	Site Principal	Teacher survey and sign in sheets for Professional Development training sessions.

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

The professional development component of this plan will be analyzed in depth at the end of each year by the technology committee. The committee will look at teacher and principal surveys to determine if goals were met and what, if any, modifications should be made. The committee will make recommendations to the School Leadership Team for the next school year. The School Leadership Team will take the recommendations and make the final decision for any modifications to this plan.

5. Infrastructure, Hardware, Technical Support, and Software

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

Existing Hardware: Hardware

- Hart-Ransom School's network supports 110 networked computer systems in its classrooms, library media center and administrative offices.
- **Servers:**

Hart-Ransom has a DNS Domain Name Server based on Microsoft Technology located at the Stanislaus County Office of Education. This server provides access to the Internet.

Hart-Ransom has 4 file servers based on Microsoft Technology that provide:

- A basis for our local area network (LAN)
- The host server with client-server application
- File and print services for District Office and School Office
- Capability for reloading programs for classroom usage, thus avoiding possible Internet delays.
- File and print services
- Email and hosted web page

The **computer lab** contains the following equipment:

- 36 networked, Internet-connected systems with headphones and CD-ROMs
- Flatbed scanner
- Black and white laser printer on a shared network with the entire school
- 2 Color laser printers on a shared network with the entire school
- Telephone with outside access
- High-Intensity LCD Projector
- Projection screen
- Large green screen and stand, and lighting for video studio.

The staff, students and the community use the **Library** for large group presentations and discussions. This room contains the following equipment and accessories:

- A video and computer projection system for large group viewing
- A large projection screen
- Controllable lighting
- 15 high speed computers with capabilities for accessing the school's file server and the Internet

Additional Peripherals:

The school has the following equipment, either in individual classrooms or available for checkout as needed:

- 15 digital cameras
- 22 LCD projectors in individual classrooms or shared by one grade level
- 37 local printers, 10 laser printers, which are connected to the network and shared by a designated area.
- 1 class set of student responders
- 11 wireless handheld input pads (Airliners) used in Kindergarten, first grade, junior high core classes and junior high math.
- 1 wall mounted Smartboard in the junior high science classroom.
- 11 document cameras used in Kindergarten, first grade, and junior high core classes.
- 31 VCR units
- 20 portable DVD players
- 7 video cameras
- 30 TV monitors

Existing Internet Access: Networking

- Network wiring is fiber optic (either 100BT or 1000 BT). All hubs are 100 BT switches.

School wiring All our classrooms, the administration offices, the transportation department, the Library, Special Education, and ESL rooms are connected to the Internet via our network. All wiring complies with CAT 5 UTP wiring standards. (See network diagram)

- Each individual **classroom** in all grades (K-8) has at least 1 Internet-connected computer. Most rooms have at least 3 up-to-date and networked computers. Each classroom computer has the Office 2003 suite installed and other software is available to teachers that is appropriate to their grade level and meets curricular goals.

Existing Electronic Learning Resources: Software

- Installed software including Microsoft Office 2003, FrontPage 2000, Photoshop Elements, Premier Elements, Adobe Acrobat 9 and Mavis Beacon (keyboarding)
- Software in the Library includes AutoSkills Academies of Reading and Math

Software in primary classrooms includes Read, Write and Type, Storybook Weaver, Kid Pix and various Reader Rabbit versions.

Existing Technical Support:

Technical Support

- On site Technology Coordinator/Instructor provides basic network administration and handles basic repairs and software support. Coordinator also administrates all repair jobs and keeps records on every computer and server.
- Part-time computer technician is contracted on an as-needed basis.
- Part-time network engineer is contracted on an as-needed basis.

Currently, technical support is available on an as-needed basis on site usually within 1 to 5 days. When further repairs are needed that can't be addressed on-site, computers are taken to a local repair shop for the repairs. These repairs usually take more than 48 hours. Hart-Ransom School District will continue to budget for and provide technical support that reaches towards the goal of repair within 48 hours.

The ongoing integration of technology into Hart-Ransom School will require that the District continue to support the position of Technology Coordinator/Instructor. This person will continue to provide instruction in technology skills to students in grades 4 – 8, administrate all district technology issues, develop an up-grade technology-related curriculum and provide appropriate staff development in technology. In addition to the Technology Coordinator/Instructor, the District will continue to support the position of Library Media Specialist. This person will provide Library Management and beginning technology skills instruction to students in grades 1 – 3.

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

Hardware Needed: New computers will be purchased to replace the computers in the computer lab using a rotation schedule that ensures no computers in the computer lab will be over 4 years old. Computers replaced in the lab will be cycled into the classrooms. The Technology Coordinator will either make all purchases or have the final approval for all technology purchases made.

Electronic Learning Resources Needed:

For installation on new computers: Includes Windows 7 Operating System, Office Professional 2010, Internet Explorer, Mavis Beacon, KidPix, Adobe Photoshop Elements Premiere Elements and Acrobat 9. Selected computers will need additional licenses for AutoSkill Reading and Math software.

Site licenses are available for Adobe Photoshop Elements, Premiere Elements and Acrobat 9, AutoSkills and Mavis Beacon. All other licenses will have to be purchased for each new system.

Networking and Telecommunications Infrastructure Needed:

Network equipment and wiring to support added computers in classrooms will be installed as needed as well as wireless hubs in some locations. Cat 6 wiring and other networking upgrades will be added when necessary.

Physical Plant Modifications Needed: None needed.

Technical Support Needed: A technician will be available on an as-needed basis. All repairs will be made within 48 hours from the time reported whenever possible.

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

The benchmarks listed above depend entirely on availability of funds from the District's General Fund. The School Board has agreed to allot \$10,000 per year for a deferred Maintenance Fund for technology, as long as the budget allows. To begin the fund, \$52,000 was moved into the deferred maintenance fund in 2010-11. A plan is in place to replace lab computers at a rate of 12 per year (for years 2010-2013) and then 8 per year thereafter. The computers replaced in the lab would then filter into the classrooms for student and teacher use.

Year 1 Benchmark: Upgrade Server operating systems to Windows 2010 and replace the main school server hrlabdc1. Replace 12 lab computers per the District Computer Lab Replacement Schedule.		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Purchase new server	To be completed by June 2012	Technology Coordinator and Technical Support Person
Install new operating systems on all 4 servers	To be completed by June 2012	Technical Support Person
Purchase and install 12 lab computers and move the replaced computers into the classrooms for teacher and student use.	To be completed by June 2012	Technology Coordinator and Technical Support Person
Purchase licenses and install software on new computers to include Office 2010 Professional, and Adobe Acrobat 9. (Student Information management software, Pathways, is web-based and paid for on a yearly basis, as is AutoSkills and aleks.com and require no additional expenditures when new computer are acquired)	To be completed by June 2012	Technology Coordinator and Technical Support Person

Year 2 Benchmark: Install wireless access points for access by classrooms. Replace 12 lab computers per the District Computer Lab Replacement Schedule.		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Purchase and install wireless routers and other equipment necessary for wireless access	To be completed by June 2013	Technology Coordinator and Technical Support Person
Purchase and install 12 lab computers and move the replaced computers into the classrooms for teacher and student use.	To be completed by June 2013	Technology Coordinator and Technical Support Person
Purchase licenses and install software on new computers to include Office 2010 Professional, and Adobe Acrobat 9. (Student Information management software, Pathways, is web-based and paid for on a yearly basis, as is AutoSkills and aleks.com and require no additional expenditures when new computer are acquired)	To be completed by June 2013	Technology Coordinator and Technical Support Person

Year 3 Benchmark: Install one additional T1 line to service the campus. Replace 8 lab computers per the District Computer Lab Replacement Schedule.		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Coordinate the addition of a new T1 line with the County Office of Education.	December 2012	Technology Coordinator
Purchase and install 8 lab computers and move the replaced computers into the classrooms for teacher and student use.	To be completed by June 2013	Technology Coordinator and Technical Support Person
Purchase licenses and install software on new computers to include Office 2010 Professional, and Adobe Acrobat 9. (Student Information management software, Pathways, is web-based and paid for on a yearly basis, as is AutoSkills and aleks.com and require no additional expenditures when new computer are acquired)	To be completed by June 2013	Technology Coordinator and Technical Support Person

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

The infrastructure, hardware, technical support and software components of this plan will be analyzed in depth at the end of each year by the technology committee. The committee will look at progress made and current needs to determine if goals were met and what, if any, modifications should be made. The committee will make recommendations to the School Board for the next school year. The School Board will take the recommendations and make the final decision for any modifications to this plan.

6. Funding and Budget

6a. List of established and potential funding sources.

Established Funding Sources: Year 1:

- Funding for new server, new operating systems for all servers, 12 new computers, including software and licenses, by General Fund as designated by the School Board adopted District Technology Deferred Maintenance Plan.
- Staff professional development activities provided by General Fund.

Year 2:

- Funding for wireless access for classrooms and 12 new computers, including software and licenses, by General Fund as designated by the School Board adopted District Technology Deferred Maintenance Plan.
- Staff professional development activities provided by General Fund.

Year 3:

- Funding for additional T1 line and 8 new computers, including software and licenses, by General Fund as designated by the School Board adopted District Technology Deferred Maintenance Plan.
- Staff professional development activities provided by General Fund.

Potential Funding Sources: Year 1:

- Staff professional development activities provided by EETT Formula grant.

Year 2:

- Other possible sources may include state or federal grants, private grants or other donations.

Year 3:

- Possible sources may include District Funding, state or federal grants, private grants, Parent Club and other donations.

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

Item Description	Year 1	Year 2	Year 3	Funding Source Including E-Rate
1000-1999 Certificated Salaries				
Technology Coordinator (10% of regular teaching salary plus \$4500 extra duty pay)	\$12,374	\$12,374	\$12,581	General Fund
2000-2999 Classified Salaries				
Technical Support	\$10,000	\$10,000	\$10,000	General Fund
3000-3999 Employee Benefits				
Technology Coordinator	\$480	\$480	\$480	General Fund
5000-5999 Other Services and Operating Expenses				
Yearly Accelerated and STAR Reading licenses	\$2,500	\$2,500	\$2,500	General Fund
Yearly license for aleks.com	\$1,000	\$1,800	\$2,500	General Fund
Yearly license for Student Pathways SIS	\$9,000	\$11,000	\$11,000	General Fund
Yearly license for TeacherWeb accounts	\$600	\$800	\$1,000	General Fund
6000-6999 Equipment				
Replacement computers and software	\$12,000	\$12,000	\$8,000	General Fund
Server	\$5,000	\$0	\$0	General Fund
Upgrade Operating Systems	\$2,000	\$0	\$0	General Fund
Wireless Equipment for Classrooms	\$0	\$10,000	\$0	General Fund
T1 line	\$0	\$0	\$2,000	General Fund
Totals:	\$54,954	\$60,954	\$50,061	

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

As systems become obsolete, they will be replaced in one of the following ways:

- Upgraded if possible
- Discarded through sale, donation or recycling, as appropriate and replaced with new equipment when necessary and when budget allows

Obsolete is defined as over five years old for computer systems and monitors. Other equipment will be deemed obsolete on a case-by-case method.

Computer Lab Replacement Schedule:

Over the next 3 years, replace 12 computers in the lab and funnel the replaced computers into the classrooms:

2010/11	2011/12	2012/13
12 new	12 new	12 new
24 - 3 years old	12 - 1 year old	12 - 1 year old
	12 - 4 years old	12 - 2 years old

After 3 years, replace 8 computers in the lab each year and funnel the replace computers into the library and classrooms

2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
8 new	8 new	8 new	8 new	8 new	8 new
12 - 1 year old	8 - 1 year old	8 - 1 year old	8 - 1 year old	8 - 1 year old	8 - 1 year old
12-2 years old	12 - 2 years old	8 - 2 years old	8 - 2 years old	8 - 2 years old	8 - 2 years old
4 - 3 years old	8 - 3 years old	12 - 3 years old	8 - 3 years old	8- 3 years old	8 - 3 years old
			4 - 4 years old	4 - 4 years old	4 - 4 years old

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

Technology Coordinator will serve on the school Budget Committee. Coordinator also operates with and is responsible for a separate technology budget. The Coordinator and the District Administrator will work closely to monitor budget on a continuous basis.

7. Monitoring and Evaluation

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

To maintain the relevance of this technology plan it will be monitored and revised each year by the School Technology Committee. Data for the evaluation process in sections 3, 4 and 5 will come from a variety of sources. Standardized Test and District Writing scores will be reviewed along with each student's electronic portfolio on the school server and other student work provided by classroom teachers.

The Site Principal, along with the School Leadership Team will review monthly the goals and objectives of the plan and make recommendations to the Technology Committee to ensure that the goals and objectives are being met. In addition, reports from STAR testing, class and teacher observations, teacher and parent surveys, purchase orders for teacher training opportunities will all be monitored by the Technology Committee and/or administrators to determine if benchmarks have been met. Finally, reports of progress towards our goals and objectives will be made to the School Board on a quarterly basis.

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

Departments involved with the collection, review, and dissemination of this data will be: Technology Committee, District and School Administrators, School Leadership Committee, School Site Council and any others chosen by administration. Data from the above section will be collected and reviewed at least once a year, normally at the end of the school year.

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

Evaluations will be used to improve the effectiveness of the total program. Concerns, suggestions and ideas will be submitted to the Technology Committee and The School Leadership Team. Recommendations will be made to the Board of Education. Any reportable

information will be made available to parents, staff and site administration for their reactions and comments.

Two technology focus meetings will be held, one in the fall and one in the spring, to address and educate the community in the areas of Internet Safety as well as showcase students' technology projects. Transitions from preschool, elementary and middle school will also be addressed. If interest is expressed, these meetings may expand to include adult computer skills hands-on classes.

8. Collaborative Strategies with Adult Literacy Providers

Twenty-four percent of the total population, the equivalent of about 75 thousand adults in Stanislaus County, has very low literacy skills. Many of these people have reading levels that are so low that they have difficulty reading and understanding most writing such as job applications, leases, or even simple written instructions. They are unable to read a map, a newspaper or help with their children's schoolwork. Many people with limited reading skills are unable to qualify for full-time jobs. It is also not surprising that a third of the prison inmates in our area have low literacy skills. (Source: Stanislaus Literacy Center. <http://www.readingworks.net/>)

Providing services that address adult literacy needs can help break the cycle of illiteracy from one generation to another. Services that are most effective address adult literacy needs, emerging literacy needs of children, interactive/intergeneration literacy, and parenting.

Several agencies in our community currently provide many of the services noted above. They include Families for Literacy (FFL), California's statewide library-based literacy organization, the Read-Succeed Literacy Program, Adult Literacy Services, and ReadingWorks.

Access to technology can increase the effectiveness of adult literacy programs in two ways: 1) by increasing the access to high quality materials and 2) by providing access to instruction through computers at home or in public places for individuals who cannot attend formal classes.

Hart-Ransom school community recognizes the need to provide adult literacy opportunities to its adult population. The school is currently providing an adult class that teaches parents how to help their children become more successful in school. It is called the Parents Assuring Student Success or the PASS program, published by the National Education Service. The class is taught using technology such as power point presentations. One of the eight modules focuses on parents helping their children improve computer skills by teaching parents how to improve their own computer skills.

A core component of the program is parent involvement. Having all parents, regardless of their educational level, become advocates for their children's education is key and this program helps parents become more involved.

During the spring of 2011, the Hart-Ransom District technology committee will meet with adult literacy providers in our community to share information. It is hoped that we will discover how we may collaborate to better serve our students, parents and the general community. Possible assistance may include providing facilities and/or instructors, curriculum

9. Effective, Researched-Based Methods and Strategies

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

The following article, from Edutopia, makes a compelling case for integrating technology into the curriculum:

Technology is ubiquitous, touching almost every part of our lives, our communities, and our homes. Yet most schools lag far behind when it comes to integrating technology into classroom learning. Many are just beginning to explore the true potential tech offers for teaching and learning. Properly used, technology will help students acquire the skills they need to survive in a complex, highly technological knowledge-based economy.

Integrating technology into classroom instruction means more than teaching basic computer skills and software programs in a separate computer class. Effective tech integration must happen across the curriculum in ways that research shows deepen and enhance the learning process. In particular, it must support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. Effective technology integration is achieved when the use of technology is routine and transparent and when technology supports curricular goals.

Many people believe that technology-enabled project learning is the ne plus ultra of classroom instruction. Learning through projects while equipped with technology tools allows students to be intellectually challenged while providing them with a realistic snapshot of what the modern office looks like. Through projects, students acquire and refine their analysis and problem-solving skills as they work individually and in teams to find, process, and synthesize information they've found online.

The myriad resources of the online world also provide each classroom with more interesting, diverse, and current learning materials. The Web connects students to experts in the real world and provides numerous opportunities for expressing understanding through images, sound, and text.

New tech tools for visualizing and modeling, especially in the sciences, offer students ways to experiment and observe phenomenon and to view results in graphic ways that aid in understanding. And, as an added benefit, with technology tools and a project-learning approach, students are more likely to stay engaged and on task, reducing behavioral problems in the classroom.

*Technology also changes the way teachers teach, offering educators effective ways to reach different types of learners and assess student understanding through multiple means. It also enhances the relationship between teacher and student. When technology is effectively integrated into subject areas, teachers grow into roles of adviser, content expert, and coach. Technology helps make teaching and learning more meaningful and fun. **

*"Why Integrate Technology into the Curriculum?: The Reasons Are Many | Edutopia." *K-12 Education & Learning Innovations with Proven Strategies That Work* | Edutopia. Web. 03 Mar. 2011. <<http://www.edutopia.org/technology-integration-introduction>>.

Research done by Educational research and practice expert Robert Marzano found that for the use of whiteboards and voter-response technology the positive gains were as follows:

Marzano recently divided 85 educators into two groups: One taught a lesson to students using interactive whiteboards and the other taught the same lesson using standard, more traditional tools. His data was undeniable:

- *Of those classrooms employing the boards and using the voting technology, there was an immediate increase of 17 percent in scores.*
- *He also found that if a teacher had been given 20-30 months to hone his or her skills, there was an average 20-percentile gain.*
- *The sweet spot, he says -- the perfect storm of student achievement, according to his findings -- was when a teacher was trained to use the technology, had used it for two years, and did so 75 percent of the time. That profile shows a whopping 29-percentile gain in scores.*

This research also highlights the importance of professional development:

To get the most out of the interactive whiteboard, a school district can't just give it to a teacher, and can't just give it to any teacher. The district has to train that teacher. And Marzano was quick to point out that weaker teachers require professional development in the use of both interactive whiteboards and effective teaching. Success comes in finding that sweet spot and using it properly. He emphasizes that, statistically, this successful strategy only works if

- *there is clear focus on content, not just using bells and whistles -- the technology proves merely distracting otherwise.*
- *the voting component is in place, keeping track of students who are getting it and those who aren't.*
- *this student feedback is used formatively to help guide future instruction.**

*Wolpert-Gawron, Heather. "Technology Combined with Good Teaching Leads to Success | Edutopia." *K-12 Education & Learning Innovations with Proven Strategies That Work* | Edutopia . Web. 03 Mar. 2011.

<<http://www.edutopia.org/interactive-whiteboards-technology-success>>.

Similar research conducted by O'Dwyer, Russell, Bebell, and Tucker-Seeley (2005) found that, while controlling for both prior achievement and socioeconomic status, fourth-grade students who reported greater frequency of technology use at school to edit papers were likely to have higher total English/language arts test scores and higher writing scores on fourth grade test scores on the Massachusetts Comprehensive Assessment System (MCAS) English/Language Arts test.

Further, Michigan's Freedom to Learn (FTL) initiative, an effort to provide middle school students and teachers with access to wireless laptop computers, has been credited with improving grades, motivation and discipline in classrooms across the state, with one exemplary school seeing reading proficiency scores on the Michigan Education Assessment Program (MEAP) test,

administered in January 2005, reportedly increasing from 29 percent to 41 percent for seventh graders and from 31 to 63 percent for eighth graders (eSchool News, 2005).

Results from other studies (Perez-Prado and Thirunarayanan 2002; Cooper 2001; Smith, Ferguson and Caris 2001) also suggest that students can benefit from technology-enhanced collaborative learning methods and the interactive learning process.

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

Due to extreme budget cuts and uncertainty of future state resources, the District has no plans to extend or supplement its curriculum with additional online courses or distance learning technologies.

When monies become available the technology committee, along with district administrators, will evaluate the current curricular choices available and make appropriate decisions regarding their possible adoption.

**Appendix C - Criteria for EETT Technology Plans
(Completed Appendix C is REQUIRED in a technology plan)**

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

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

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)	2	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2008-11.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	3	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	4	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	5	The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.	7	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.	8	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

<p>e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.</p>	<p>12</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.</p>	<p>The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.</p>
<p>f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism</p>	<p>16</p>	<p>The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.</p>	<p>The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p>g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.</p>	<p>19</p>	<p>The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.</p>

<p>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</p>	20	<p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.</p>	<p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.</p>	21	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.</p>	23	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</p>	25	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.</p>
<p>4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>

<p>a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.</p>	<p>26</p>	<p>The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16 proficiencies.</p>	<p>Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.</p>
<p>b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.</p>	<p>28</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan.</p>	<p>The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.</p>
<p>c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</p>	<p>34</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>
<p>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>

<p>a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.</p>	<p>35</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.</p>	<p>The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.</p>
<p>b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.</p>	<p>37</p>	<p>The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development components.</p>	<p>The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.</p>
<p>c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.</p>	<p>38</p>	<p>The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.</p>	<p>The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.</p>
<p>d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.</p>	<p>40</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>

6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List established and potential funding sources.	41	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.	42	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.	43	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.	44	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed

a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	45	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	45	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	45	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.
8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)	46	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	48	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.	50	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

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

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 50 - 71092

School Code (Direct-funded charters only): _____

LEA Name: Hart-Ransom Union Elementary

*Salutation: Ms.

*First Name: Sara

*Last Name: Martin

*Job Title: Technology Coordinator

*Address: 3920 Shoemake Ave.

*City: Modesto

*Zip Code: 95358-8577

*Telephone: 209-523-9979 Ext: 111

Fax: (209) 523-0255

*E-mail: smartin@hartransom.org

Please provide backup contact information.

1st Backup Name: Jerrianna Boer

E-mail: jboer@hartransom.org

2nd Backup Name: Ream Lochry

E-mail: rlochry@hartransom.org

* Required information in the ETPRS