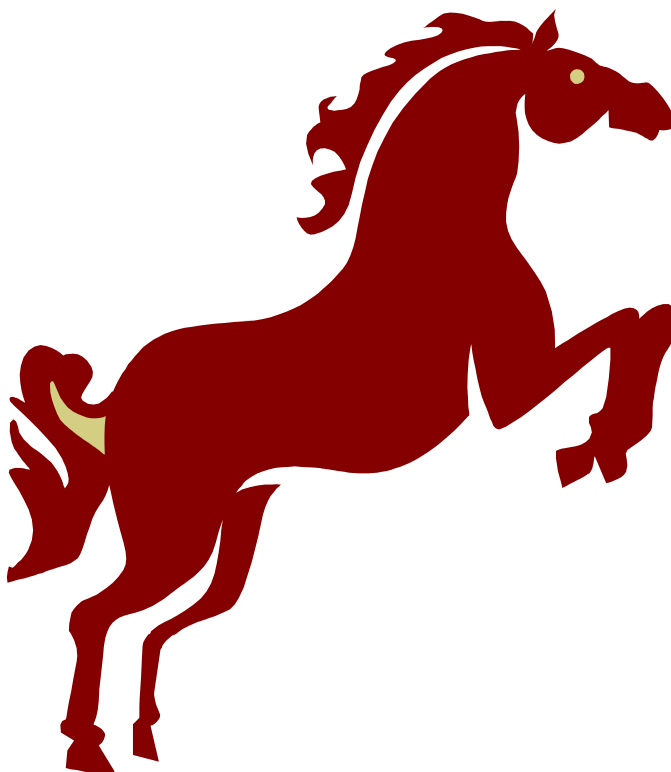


# MANZANITA ELEMENTARY SCHOOL DISTRICT EDUCATION TECHNOLOGY PLAN

July 1, 2010 - June 30, 2015



County Name: Butte  
District Name: Manzanita Elementary School District  
County and District Code:- 04-61499  
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# Acknowledgments

## School Board of Trustees

David Anderson, President  
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Richard Argetsinger, Member  
Brenda Donnahoe, Member  
Colleen Dugan, Member

## District Educational Technology Plan Team

Brad Roberts, MESD Superintendent/Principal/Technology Coordinator  
Susan Smith, MESD CSIS/CALPADS Coordinator  
Nancy Silva, California Technology Assistance Project (CTAP) Region II Coordinator  
Suzanne Carter-Herboldshimer, MESD Business Manager  
Alison Harwood-Jones, MES Middle School Technology/Science Teacher  
Joanna McClellan, MES Middle School Technology/Science Teacher  
Beth Boyer, MES 1<sup>st</sup> grade teacher/BTSA Coordinator  
Debbie Tripp, MES Instructional Aide/ Cafeteria Clerk  
Mrs. Sukie Dulai, Parent, Computer Business  
Teresa Lightle, BCOE Professional Development Coordinator  
Steve Monahan, BCOE and MESD Network Analyst

To ensure consistency of information, all reference data used in this Educational Technology Plan is based upon the 2007/8 school year and was obtained from the sources listed below:

Dataquest <http://data1.cde.ca.gov/dataquest/>  
Ed Data <http://www.ed-data.k12.ca.us/welcome.asp>  
Just for the Kids - California <http://www.jftk-ca.org/>

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## District Profile

Manzanita Elementary School District is a rural K-8 single school district set in an agricultural community in rural southern Butte County. It serves approximately 276 students in grades K-8. According to DataQuest 2007-08, 3% are Asian, 28% are Hispanic/Latino, 15% have multiple ethnicities or declined to state, and 53% are white. Fifteen teachers provide a pupil/teacher ratio 19:1; class size averages 24.1 students. Twelve classified employees provide clerical, cafeteria and maintenance support as well as instructional assistance. English learners constitute 20% of the school's population.

Manzanita has received the California Distinguished School in 1987, 2004 and again in 2008. Manzanita also received the Title I Academic Achievement Award in 2006, 2007 and again in 2008.

### Mission Statement

The mission of Manzanita Elementary is to graduate responsible and productive citizens who have strong academic and personal life skills, through a rigorous, dynamic, comprehensive curriculum delivered in partnership with family, community, and a competent, qualified staff, in a safe and caring environment

### DISTRICT VISION FOR TECHNOLOGY USE:

- Every student has access to computer with online connectivity in and beyond school;
- Students use technology tools to master California Content Standards in the core curriculum;
- School-based computers, software and connectivity that function well 100% of the time;
- Information literacy proficiencies allow students to discern truth and relevance from a flood of information.

Manzanita Elementary School District School Data				
	Number of Schools	Total Enrollment	# Full-Time Equivalent Teachers	Pupil-Teacher Ratio
Elementary K-8	1	276	14.7	19:1

Manzanita Elementary School District- District, Student & Teacher Data			
	District %		District %
Asian	3%	English Learners	21 %
Hispanic	28%	Students with Disabilities	8.4 %
White	54%	% of same students from CBEDS to STAR (mobility)	95%
Multiple/No Response	15%	% Fully Credentialed Teachers	100 %
Total	100%	Avg. Pupil / Teacher Ratio	19:1
		Avg. Class Size	24
		% Free or Reduced Price Meals	49 %

Manzanita Elementary School District State Accountability: Academic Performance Index (API)		
2007 API Base	2008 API Growth	Growth in the API from 2007 to 2008
797	830	33

Manzanita Elementary School District Federal Accountability: Adequate Yearly Progress (AYP)		
Made AYP 2008-09: Yes		
	Met AYP English-Language Arts?	Met AYP Mathematics?
Percent Proficient	Yes	Yes
Participation Rate	Yes	Yes
API - Additional Indicator for AYP	Yes	
PI Status	Not in PI	

## Section 1: Tech Plan Vision & Duration

This revised Manzanita Ed Tech Plan encompasses the next five years, from July 1, 2010 – June 30, 2015. It is the result of many hours of discussion and collaboration among a diverse representation of administrators, teachers, paraprofessionals, parents, students, and business partners. Our technology committee began reviewing our former research-based 2005-2010 Education Technology Plan in the spring of 2009. We assessed our achievements to date, discussed lessons learned, determined our new district vision for the next five-years, and developed strategies to get us there. It aligns with the Manzanita Strategic Plan. Our revised tech plan envisions a 21<sup>st</sup> century teaching and learning environment grounded in the reality of our knowledge-based, Digital Age. Used as a tool, not an end in itself, technology will be an integral part of the way we work, teach, and learn. Students will use technology seamlessly, as an integral part of the learning process to enhance their critical thinking, problem solving skills, and communication skills. Educators will learn to use technology to create teachable moments, not just wait for them and to provide just-in-time learning interventions. District staff will use technology to facilitate effective and efficient organizational operations and decision-making within the district. Interactive communication and activities among home, school, and community will increase and improve student learning.

## Section 2: Stakeholders

Our ongoing technology planning is guided by a collaborative vision of how technology can help students meet grade level academic content standards and reach the desired learning outcomes identified by our school district and its community.

Annually, our School Site Council, SSC, many of whom participated in the fifteen member Strategic Planning Team (SPT) is in charge of reviewing the district’s curriculum goals and current student achievement data and then determines how technology may be effectively and efficiently used to help students reach the academic goals for the year. New goals, called specific results, are then incorporated into our Single School Plan, SSP and the Local Education Agency Plan, LEAP.

Being a single school district, our board adopted SSP is also our LEAP Plan. Professional development activities are planned and implemented focusing on all students achieving grade level standards. Funds are allocated and programs are implemented as specified by the SSP. All stakeholders are responsible for implementing the SSP and accomplishing the annual school goals as specified in the plan. The SSC was also in charge of funding needed programs to help accomplish this plan. The school board adopted the strategic plan, the annual school goals and

the SSP. Both the SSC and the Administration had now focused the resources of time, money and people towards our school’s mission and annual goals.

The CTAP representative on our tech plan team offered technical assistance with: the data analyses and revision of our goals and objectives; professional development planning and implementation; EETT Formula Funding; E-rate; K12 Vouchers; compliance issues; hardware, software, and infrastructure.

Manzanita also has a technology support team called the Manzanita Educational Technology Team or METT. This team consists of the Principal/Superintendent, District/Site WAN & LAN Analyst, District Technology Personnel and Site Teachers. METT meets each trimester to:

- Evaluate the status of the current technology plan and make adjustments if needed.
- Monitor progress on current technology projects.
- Gather and evaluate district technology data with regard to hardware, wiring, resources, professional development, and projects.
- Collect and analyze survey and technology data.
- Identify and update common technology needs and issues.

In addition to trimester METT meetings, e-mails provides stakeholders with a mechanism for ongoing updates and input regarding the objectives, funding, budgets, and curricular guidelines contained within our technology plan.

### Stakeholder Support of Tech Plan

#### Stakeholders Chart

Type of Stakeholder		Role in Development of the Technology Plan	Role in Implementing Technology Plan
<b>Parent</b>	Mrs. Dulai	Committee Member	On-going assistance
<b>District Curriculum Personnel</b>	Brad Roberts	District Technology Director & Committee Member	On-going assistance
<b>District Technology Personnel</b>	Susan Smith	Committee Member	Oversee implementation of plan
<b>Site Administration</b>	Brad Roberts	Committee Member	Oversee implementation of plan
<b>Site Teachers</b>	Alison Harwood-Jones Beth Boyer	Committee Member Committee Member	Oversee implementation of plan
<b>Community Businesses</b>	Bernard Berkowitz James Lucky	Owner of local store Owner of local business	Oversee implementation of plan
<b>District Financial Personnel</b>	Suzanne Carter-Herboldshimer	Committee Member	Oversee implementation of plan
<b>School Site Council</b>	Susan Smith	Committee Member	On-going assistance and liaison to SSC to incorporate in School Plan
<b>District/Site WAN &amp; LAN Analyst</b>	Steve Monahan	Committee Member	On-going WAN & LAN Technical Support
<b>Other Gov. Agencies</b> CTAP Region 2 BCOE	Nancy Silva Teresa Lightle	Technical Assistance Ed Tech Support and Professional Development	Technical Assistance Ed Tech Support and Professional Development

## Section 3: Curriculum & Data Driven Technology Goals

### 3a. Current Technology Access

According to current district records, 2008 Manzanita Technology Survey, our student to computer ratio for computers four years old or newer is 3.8:1 All teachers at all Manzanita Elementary schools have access to a minimum of one multi-media computer with internet access in their classrooms, before, during, and after school hours. Fifty percent, 50%, of the teachers schedule before and/ or after school access to internet connected computers and electronic learning resources as needed students to complete classroom activities.

The following charts outline the technology access available in classrooms, library/media centers, or labs for all students, including special education, GATE, English Language Learners, both during and after school hours. Access to appropriate site-based technology resources have been evaluated through district and site inventory records and summarized below.

Manzanita Elementary School	
Enrollment (Unofficial CBEDS 2009)	276
Total # of Computers for Instructional Use	100
Total # of Computers in Classrooms	94
Total # of Internet Connected Computers in Classrooms	94
Total # of Computers in Classrooms older than 24 months	20
Total # of Computers in Classrooms older than 48 months	22
Total # of Computers in Classrooms 48 months old or newer	72
Student to Computer Ratio – Computers 48 months old or newer only	3.8 : 1
Total # of Computers in Computer Labs	0
Total # of Computers in Library/Media Center	6
Internet Access Connection Speed (DSL, T-1, >T-1)	T-1
Before & After School Student Access to Computers – Days & Time	M-Th 2:45 – 5:45 p.m.

### 3b. Current Technology Integration in Curriculum

The following data offers a snapshot of the technology skills integrated in our district curriculum by subject area and typical frequency of use by grade level bands.

Kindergarten				
Subject	Hardware Used	Software Used	Frequency	By Whom
All Curricular Areas	Computer, Video Projector, Stereo, DVD Player, Printer, Digital Camera	Aeries Attendance, Curricular Content Software, Internet, CD's, DVD', Videos	5 Days/Week	Teacher

First Grade				
Subject	Hardware Used	Software Used	Frequency	By Whom
All Curricular Areas	Computer, Video Projector, Printer, Digital Camera, Interwrite Board, Overhead	Aeries Attendance, Word Processing, Power Point, Videos, Movie Maker, Adobe Photoshop, United Streaming, Google Earth, Harcourt Curricular Software, Saddlier-Oxford Curricular Math Software	5 Days/Wk.	Teacher

		Starfall.Com, Raz-Kids.Com, Enchantedlearning.Com	5 Days/Wk.	Students
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Second Grade				
Subject	Hardware Used	Software Used	Frequency	By Whom
Language Arts	Computers, Printer, Interwrite Pad, Projector	United Streaming and Interwrite Pad	4-5 Days/Wk	Teacher and Student
	Computers, Printer, Interwrite Pad, Projector	Internet Skill Building Games and Books	4-5 Days/Wk	Student
	Computers, Printer	Email, Internet Research and Online Journals	4-5 Days/Wk	Teacher
Math	Computers, Printer, Interwrite Pad, Projector	Sadlier Oxford E-Book, Sadlier-Oxford Website	4-5 Days/Wk	Teacher and Student
	Computers, Printer, Interwrite Pad, Projector	Internet Skill Building Games	4-5 Days/Wk	Student
Science	Computers, Printer, Interwrite Pad, Projector	United Streaming and Interwrite Pad	2-3 Days/Week	Teacher and Student
	Computers, Printer	Email, Internet Research and Online Journals	2-3 Days/Week	Teacher
Social Studies	Computers, Printer, Interwrite Pad, Projector	United Streaming and Interwrite Pad, Scott Foresman DVD/ Lessons And Videos	2-3 Days/Week	Teacher and Student
	Computers, Printer	Email, Internet Research and Online Journals	2-3 Days/Week	Teacher
Visual & Performing Arts	Computers, Printer, Interwrite Pad, Projector	United Streaming, Internet Research	2-3 Days/Week	Teacher and Student
Library	Computer, Printer	Follett	1 Day/Week	Teacher

Third Grade				
Subject	Hardware Used	Software Used	Frequency	By Whom
Language Arts	Computers, Printer, Interwrite Pad, Projector	Houghton-Mifflin Website	2-3 Days/Wk	Teacher
	Computers, Printer	STAR Reading	1x/Month	Student
	Computers	Accelerator Reader	2 Days/Wk	Student
	Computers, Printer	Word Processing	2-3 Days/Month	Teacher and Student
	Computers, Printer	Internet	5 Days/Wk	Teacher and Student

Math	Computers, Printer, Interwrite Pad, Projector	Accelerated Math	2-3 Days/ Wk	Student
	Computers	Sadlier Oxford Math Website	2 Days/ Wk	Student
Science	Computers, Printer, Interwrite Pad, Projector	United Streaming	1 Day/ Week	Student
	Computers, Printer	Internet Research	1 Day/Week	Student
Social Studies	Computers, Printer, Interwrite Pad, Projector	United Streaming	1 Day/ Week	Student
	Computers, Printer	Internet Research	1 Day/Week	Student

Fourth Grade				
Subject	Hardware Used	Software Used	Frequency	By Whom
Language Arts	Computers	Web Quest: Navigate the Internet and Read for Information	4 Days/Week	Student
	Computers, Printer	Publish Reports and Stories; Microsoft Word	2-3 Projects Per Month	Student
	Computers, Video Projector, Interwrite Pad	United Streaming Presentations and Interwrite Pad Presentations	3-4 Days/Week	Teacher
	Computers, Video Projector	Vocabulary Presentations; Power Point	1 Day/Week	Teacher
	Computers, Printer	Reading Comprehension Quizzes; Accelerated Reader	1-3 Days/Week	Student
	Computers, Printer	Reading Comprehension Assessment; STAR Reading	2-3 Times/Trimester	Student
	Computers, Headphones	ELL Grammar and Vocabulary Practice; Rosetta Stone	4 Days/Week	Select Students
Math	Computers	Practice Math Skills with Progressinmathematics.Com;	2-3 Days/Week	Student
	Computers, Video Projector, Interwrite Pad	Interwrite Pad Presentations	4-5 Days/Week	Teacher
	Computer, Scanner	Math Skills Practice; Accelerated Math	1-4 Days/Week	Student
	Computers	AERIES Gradebook	1 Day/Week	Student & Teacher
Science	Computers, Printer	Research Using the Internet	2-3 Projects/ Month	Student
	Computers, Printer	Create Online Simulations; PHET (Internet Site)	1-2 Days/Week	Student
	Computers, Printer	Create Models/Drawings Illustrating Science Concepts; Microsoft Paint	2-3 Projects/ Month	Student
	Computers, Video Projector, Interwrite Pad	United Streaming Presentations and Interwrite Pad Presentations	1-2 Days/Week	Teacher

Social Studies	Computers, Video Projector, Interwrite Pad	United Streaming Presentations and Interwrite Pad Presentations	1-2 Days/Week	Teacher
	Computers	Webquest	1day/Week	Student

Fifth Grade				
Subject	Hardware Used	Software Used	Frequency	By Whom
Language Arts	Computers, Printer, Video Projector	STAR Reading	1 Day/Month	Student
	Computers, Printer	Publish Reports and Stories; Microsoft Word	2-3 Projects Per Month	Student
Math	Computers	Various Math Internet Sites	2-3 Days/Week	Student
	Computers	Sadlier Oxford Curriculum Math Software	1 Day/Week	Student
	Computers	AERIES Gradebook	1 Day/Week	Student & Teacher
Science	Computers, Printer, Video Projector	Power Point, Flash Drive, United Streaming	1-2 Days/Week	Teacher
Social Studies	Computers, USB Flashdrive	Power Point, Flash Drive, United Streaming	2-3 Days/Week	Teacher

Sixth – Eighth Grade				
Subject	Hardware Used	Software Used	Frequency	By Whom
Language Arts	Computers, Printer	Microsoft Word –Essays	1 Day/Week	Student
	Computers, Printer	Research – Internet Explorer	1 Day/Week	Student
	Computer	AERIES – Attendance & Gradebook	5 Days/Week	Teacher
	Computer, Video Projector	Internet Explorer, Power Point,	2-3 Days/Week	Student
	Computers, Printer, Video Projector	STAR Reading	1 Day/Month	Student
	Computers	Email-Parent Communication	1 Day/Week	Student
	Computers, Printer	Reading Comprehension Quizzes; Accelerated Reader	1-3 Days/Week	Student
	Computers, Printer	Reading Comprehension Assessment; STAR Reading	2-3 Times/Trimester	Student
	Computers, Printer	Publish Reports and Stories; Microsoft Word	2-3 Projects Per Month	Student
Math	Computers, Digital Camera, Videos	Powerpoint Moviemaker, Internet	3-5 Days/Week	Student and Teacher
	Printer, Video Projector, Speakers, Email	Microsoft Word, Microsoft Excel	5 Days A Week	Student
	Tablet PC, Graphing	Presentation of Materials	2-3 Days A Week	Teacher and Student

	Calculators			
	Computers, Scanners	Math Skills Practice; Accelerated Math	1-4 Days/Week	Student
	Computers	Sadlier Oxford Curriculum Math Software	1-2 Days/Week	Student and Teacher
	Computers	AERIES Gradebook	1 Day/Week	Student & Teacher
Science	Computers, Digital Camera, Printer, Flashdrives, Email And Video Projector	Research Using the Internet, United Streaming, Curricular Software	3-5 Days/Week	Teacher
	Computers, Digital Camera, Printer, Flashdrives, Blogging And Video Projector	Organizing, Analyzing and Presenting of Data and Information Found. Power Point, Movie Maker, Microsoft Word And Excel, Internet	2-3 Days A Week	Student
	Computers, Digital Camera, Printer, And Video Projector	Presentation of Curriculum, Power Point, Internet, Curricular Software, United Streaming	5 Days/Week	Teacher and Students
	Computers, Digital Camera And Videos, Printer, Video Projector	Students use AERIES to take ownership of their grades and use it to help- them improve their learning in the subject area. It is used to communicate between Student, Teacher and Parent.	2-3 Days A Week	Student, Teachers and Parent
Social Studies	Computers, Printer, Video Projector	Power Point, Flash Drive, United Streaming	1 Day/Week	Teacher
	Computers, Digital Camera, Printer, And Video Projector	Research using the Internet, United Streaming,	3-5 Days/Week	Teacher
	Computers, Digital Camera, Printer, Flashdrives, And Video Projector	Organizing, Analyzing and Presenting Of Data and Information Found. Power Point, Movie Maker, Microsoft Word and Excel, Internet, Adobe Flash	2-3 Days A Week	Student
	Interwrite Pad, Computer, Video Projector	Interwrite Software	1-3 Days/Week	Teacher/Student
Physical Education	Computers, Printer, Video Projector	Presentation of Health Concepts, Power Point, Microsoft Word And Excel,	1 Day/Week	Teacher
	Computers, Digital Camera, Printer, Flashdrives, and	Organizing, Analyzing and Presenting of Data and Information Found. Microsoft	2 Days A Week	Student And Teacher

	Video Projector	Word and Excel, Fitness-O Gram		
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Special Education				
Subject	Hardware Used	Software Used	Frequency	By Whom
Language Arts	Computers, Printer, Video Projector	STAR Reading	1 Day/Month	Student
	Computers, Printer	Publish Reports and Stories; Microsoft Word	2-3 Projects Per Month	Student
Math	Computers	Various Math Internet Sites	2-3 Days/Week	Student
	Computers	Sadlier Oxford Curriculum Math Software	1 Day/Week	Student
	Computers	AERIES Gradebook	1 Day/Week	Student & Teacher
Science	Computers, Printer, Video Projector	Power Point, Flash Drive, United Streaming	1-2 Days/Week	Teacher
Social Studies	Computers, Printer, Video Projector	Power Point, Flash Drive, United Streaming	1 Day/Week	Teacher

In addition to the typical uses of technology described above, educators at all grade levels use our student information system (SIS) Aeries daily for attendance and access to student information. In addition, approximately 50% of teachers use Aeries as their electronic gradebook and post their grades on the internet for parents and students to view via password. Our district-wide electronic learning assessment system, Data Director, is used by 20% of the teachers during common district trimester grade level assessments in ELA and Math. Teacher in grade K-3 compile their data, math and ELA on excel spreadsheet for analysis and dispensation. 100% of the staff have voice mail and phones in their classroom. 100% of the staff have email and access to the internet.

### 3c. Summary of District’s Curricular Planning Documents

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

#### Manzanita Elementary District Curricular Goals

The Manzanita Elementary school board adopts key district goals annually, that are tied to and support the adopted, state approved, content standards in all academic areas and support the Manzanita Single School and LEAP Plan. Being a single school District, Manzanita’s site-based curricular goals align directly to the district’s LEA Plan and school board’s key goals in their annually updated site-based comprehensive single plans for student achievement.

Based on our student data, federal and state mandates, and research-based best practices, our district’s current key curricular goals are:

1. Manzanita Elementary will meet or exceed the NCLB Annual Measurable Objectives (AMO’s) for student proficiency, including all ethnic/racial, socio-economically

disadvantaged and students with disabilities subgroups with the state content standards in English / Language Arts and Math. By June 30, 2014, all students in the district will be proficient or better with English/Language Arts and Math grade level content standards.

2. Manzanita Elementary will meet all of its AYP criteria annually including requirements for numerically significant subgroups.
3. Manzanita Elementary will meet or exceed the state's Annual Performance Index (API) growth target as well as the API growth targets for each numerically significant ethnic/racial, socio-economically disadvantaged and students with disabilities subgroups at the school. Manzanita's current API is 830.
4. Manzanita Elementary's administration will collect and analyze school and student data and develop continuous cycles and plans for school improvement including: improving curriculum, improving instruction, improving student support & intervention, improving the monitoring of student achievement, and improving home/ school/ and community partnerships.
5. Manzanita Elementary students will be responsible and productive citizens as measured by district-wide standards.
6. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

These district goals and corresponding specific measurable objectives that support them can be found in the following district and site comprehensive planning documents:

- The Manzanita Elementary California academic content standards and frameworks.
- The Manzanita Elementary District and textbook curriculum guides aligned with CA academic content standards.
- The Manzanita Elementary District evaluation criteria for textbook adoption.
- The Manzanita Elementary District student and teacher technology standards.
- The Manzanita Elementary District LEA Plan
- The Manzanita Elementary district plan for English Learners (EL) describes the policies for identifying, assessing, and reporting students who have a primary language other than English. This EL Master Plan provides details on the reclassification procedure and the English Language Development and instructional programs to be provided to EL students to assist them in meeting and/or exceeding state academic content standards and graduation requirements.
- The Policy and Procedures handbooks for each program which details the philosophy and goals, and policy and procedures regarding students, instruction, promotion and retention, equity, administration, personnel, community relations, business, and much more.
- Manzanita Single Plan for Student Achievement,
- Manzanita School Accountability Report Card,
- Manzanita CCR self-study reviews and actions plans.
- The current Manzanita Elementary Educational Technology Plan.
- The Manzanita Elementary Strategic Plan.

### **3d- 3k Curricular Driven Technology Goals, Implementation Plans, Benchmarks, Timelines, Monitoring and Evaluation**

All of the Curriculum Component Criteria 3d-3k elements are included in the curricular driven action plan charts in the Section 3: Action Plan pages that follow. Our curricular driven

technology plans include clear, specific, realistic goals and measurable objectives that will support our district's curriculum goals and student achievement of the state content standards.

The following goals will strategically meet our students' need to acquire and refine their 21<sup>st</sup> century information and communication technology skills in order to improve the effectiveness, efficiency, and ideally the enjoyment of their learning experiences as they master the core content standards.

**Goal 1: Improve Student Achievement & Close Student Achievement Gaps**

Teachers will integrate technology in the district's curriculum to support the district curricular goal of ALL students attaining proficiency or better with ELA & math grade level content standards by end of the 2013-14 school year. (3d)

**Goal 2: Student Acquisition of Technology and Information Literacy Skills.**

ALL Students will acquire the National Education Technology grade level profile standards for students (NETS) to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society. (3e)

**Goal 3: Student Acquisition of Digital Citizenship Skills**

All students will be proficient with grade level ethical use of technology and internet safety skills (NETS for students: Digital Citizenship- standard #5). (3f & 3g Combined)

**Goal 4: Improve Student Data Collection, Analysis & Decision Making**

District teachers and administrators will use technology to improve the collection, analysis, reporting, and use of formative, benchmark, and state student achievement data. – Student Information system-attendance and grades. (3i)

**Goal 5: Improve Communication Among Home, School, and Community**

District teachers and administrators will use technology to improve communication among home, school, and community. Information system-attendance and grades; newsletters, websites, progress reports.(3j)

Goals, objectives, benchmarks, implementation strategies, and timelines can be found in the pages that follow.

# ***MANZANITA ELEMENTARY SCHOOL DISTRICT TECHNOLOGY ACTION PLAN***

***July 1, 2010– June 30, 2015***

*(Appendix C Sections: 3d-3k)*

## **Section 3d**

### **Goal 1: Improve Student Achievement & Close Student Achievement Gaps**

Teachers will integrate technology in the district's curriculum to support the district curricular goal of ALL students attaining proficiency or better with ELA & math grade level content standards by end of the 2013-14 school year and maintain 100% proficiency annually.

**Target Group:** All students including special education, Educational Disadvantaged, English Learners, and GATE students.

### **Goal 1: Specific Measurable Objective by June 2015**

**Objective 1:** By June 2015, 100% of all district students will be proficient or better with state grade level standards in math and English Language Arts supported by state and district approved instructional resources, technology-based supplemental resources, professional development, student achievement data-driven decision making, and collaboration time (Professional Learning Community). \*(NCLB AMO benchmark for all students including significant subgroups by 2014)

#### ***Goal 1: Annual Benchmarks for Objective 1***

**Year 1:** minimum of 65 % by June 2011      **Year 3:** minimum of 85 % by June 2013

**Year 2:** minimum of 75 % by June 2012      **Year 4:** minimum of 100% by June 2014

**Year 5:** maintain a minimum of 100% by June 2015

### **Goal 1: Evaluation Instrument(s) & Data**

**Instruments:** Trimester Grade level assessments; Annual STAR/CST test results in English/Language Arts;

**Data:** Percentage scoring proficient or above/ passing

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

**Data:** 100 % of teachers participating; Calibrated and articulated standards-aligned Grade/subject level objectives and assessments across the district and standardized list of District supported research based programs and practices.

**Instrument:** Ongoing Classroom Observations by site principal aligned to teachers' evaluation schedule.

**Data:** Teachers' use of standards-aligned learning objectives, instructional and intervention time, research based programs, practices, and arrangements.

**Instrument:** Annual Site Academic Software Survey:

**Data:** Curriculum-based state and district approved software and productivity software in use at each site.

**Instrument:** Annual CDE EdTech Profile online tech proficiency survey ( [www.edtechprofile.org](http://www.edtechprofile.org) )

**Data:** teacher's self assessed technology and integration skills

This could also provide information of student integration as evidenced by teacher survey

### **Data reviewers**

District Technology Director and METT will analyze end of school year results annually between June and September and report to stakeholders annually in October.

## **Goal 1: Enhancing Student Achievement with Technology Implementation Strategies / Timelines**

1. Beginning in the 2010-11 school year and continuing through the duration of the tech plan., the LEA will coordinate quarterly grade and / or subject area district professional learning community meetings to develop and refine the district's common viable articulated ELA and math curriculum comprised of common essential grade level content standards, relevant information & communication technology skills and aligned assessments.
2. Annually, the district and the school will invest the necessary time to identify and/ or review grade level essential standards and assessments based on CDE's latest CST Blueprints and released test questions.
3. Annually, purchase as needed state adopted instructional materials (K-8), standards-aligned textbooks (9-12) and supplemental curriculum-based technology resources (adopted and/ or CLRN approved) and ensure they are being used with fidelity in the classroom during monthly classroom visits by school administration.
4. Ongoing, the district, principal, and teachers will research, learn, and integrate research-based best practices and technology that support specific ELA and Math student achievement needs identified during data reviews of significant subgroup populations at the school.
5. Annually, the district and the school will effectively allocate funding, time, training and human resources to overcome the school's identified barriers to student academic achievement.
6. Annually, support site-based selective class size reduction in key curricular areas identified as needing attention.
7. Annually, increase-learning time in key curricular areas identified as needing attention.
8. During the 2010-11 school year, develop a reading and math intervention programs for students in grades 1 to 8, inclusive, whose reading scores are Far below Basic and Below Basic in the CST performance level. The tiered immediate intervention program will be implemented by fall 2008.
9. Annually, provide direct instruction in reading at grade level.
10. Every school year, assess students periodically throughout the year with common grade level standards-aligned assessments to monitor student progress and provide immediate intervention support.
11. Annually, provide students with adequate learning support including, but not limited to, a standards-aligned curriculum, quality instructional materials, technology access and resources, support services, and supplies for every pupil.
12. Annually, provide professional development on adopted curriculum and technology resources (such as SB 472 (formerly AB 466) for teachers, AB 430 (formerly AB 75) training for site admins.)
13. Beginning in fall 2010 and every year thereafter, provide systematic professional development and learning community collaboration time for site administration and teachers to align standards-based instruction and quarterly assessments horizontally and vertically through grade levels in the district, review data, learn and share best practices including the use of technology.
14. By fall 2010, design and distribute an annual site academic software usage survey.
15. By fall 2010, create and distribute a matrix of CLRN approved E/LA curriculum and intervention software that is supported by the district.
16. Beginning in the fall 2010 and annually thereafter, provide professional development on district/ CLRN approved curriculum software and online resources as needed..
17. Annually, continue to leverage grant, district, school, site council, and community resources to increase access to technology resources, hardware, and peripherals for students and teachers.
18. Annually, continue to provide technology productivity and integration training as needed.
19. Ongoing district support and professional development opportunities on the integration of E/LA skills and standards across the curriculum including in career tech courses.

### **Goal 1: Digital Resources to be Integrated**

- Adopted Text Supplemental Tech resources including publisher software and websites.
- CLRN and district approved curriculum software such as: Renaissance Learning, Accelerated Math, Accelerated Reader, MovieMaker, Freedom web publishing software, United Streaming
- Diagnostic reading, writing, and math proficiency software such as STAR reading and STAR Math.

- Microsoft Office and other productivity software.
- Internet Access and Resources, NetTrekker
- Peripherals such as LCD projectors, digital cameras, video cameras, and printers.
- Online Professional Development.

### Section 3e

#### Goal 2: Student Acquisition of Technology and Information Literacy Skills

ALL students will be proficient or better with the National Education Technology (NETS) grade level profile standards for students or district adopted equivalent to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

**Target Group:** All students including special education, Educational Disadvantaged, English Learners, and GATE students.

#### Goal 2: Specific Measurable Objective by June 2015

**Objective 1:** By June 2015, 100% of students in grades K-12 students in grades will be proficient or better with grade level NETS standards (or district equivalent).

*Students will learn the NETS skills during relevant curricular assignments and develop a portfolio of NETS integrated assignments during the year.*

1. *Creativity and Innovation*
2. *Communication & Collaboration*
3. *Research and Information Fluency – (information literacy)*
4. *Critical Thinking, Problem Solving, and Decision-making*
5. *Digital Citizenship –(includes social, ethical, copyright, and cyber safety issues).*
6. *Technology Operations and Concepts*

#### Goal 2: Annual Benchmarks for Objective 1

**Year 1:** minimum of 15 % by June 2011      **Year 3:** minimum of 50 % by June 2013

**Year 2:** minimum of 30 % by June 2012      **Year 4:** minimum of 80 % by June 2014

**Year 5:** minimum of 100 % by June 2015

#### Goal 2: Evaluation Instrument(s) & Data

**Instrument:** End of year portfolio of NETS integrated assignments

**Data:** Percentage achieving grade level NETS standards

**Instrument:** Annual CDE Ed Tech Profile ([www.edtechprofile.org](http://www.edtechprofile.org) )

**Data:** Teachers' self assessed technology integration proficiency skills.

#### Data reviewers

District Technology Director and METT will analyze end of school year results annually between June and September and report to stakeholders annually in October.

#### Goal 2: Student Acquisition of Technology & Information Literacy Skills

##### Implementation Strategies / Timelines

1. During the 2010-11 school year, a focus group of teachers and paraprofessionals, in the district will research NETS resources and design a scaffolded K-8 NETS curriculum.
2. Beginning in the summer/fall 2010 and annually thereafter, provide Professional Development opportunities (from the District, and CTAP Region 2) to K-8 teachers on integrating the student NETS grade level skills and standards in their curriculum. Provide incentives for PD completion.
3. By fall 2011, Students will begin systematically learning the NETS skills including technology productivity tools and information literacy, as appropriate, during curricular assignments.
4. By spring 2011, begin administering annually the standards-aligned grade span NETS based exit assessments / portfolios for grades K-8.

## Goal 2: Digital Resources to be Integrated

- Adopted Text Supplemental Tech resources including publisher software and websites.
- CLRN and district approved curriculum software such as: Renaissance Learning, Accelerated Math, Accelerated Reader, MovieMaker, Freedom web publishing software, United Streaming
- A variety of grading programs such as AERIES Gradebook, Web-based student assessment platform such as Data Director and web based student information and reporting platforms such as Aeries.
- Microsoft Office and other productivity software.
- No Cost / Low Cost - Internet Resources
- Peripherals such as LCD projectors, digital cameras, video cameras, and printers.

## Sections 3f & 3g

### Goal 3: Ethical Use of Technology ( Copyright) and Internet Safety

All students will be proficient or better with grade level ethical use of technology and internet safety standards (NETS #5- Digital Citizenship).

**Target Group:** All students including special education, Educational Disadvantaged, English Learners, and GATE students.

### Goal 3: Specific Measurable Objective by June 2015

**Objective 1:** By June 2015, **100%** of students in grades K-8 will be proficient or better with grade level NETS standard # 5- Digital Citizenship –(includes social, ethical, copyright, and cyber safety issues).

### Goal 3: Annual Benchmarks for Objective 1

**Year 1:** minimum of 15 % by June 2011      **Year 3:** minimum of 50 % by June 2013

**Year 2:** minimum of 30 % by June 2012      **Year 4:** minimum of 80 % by June 2014

**Year 5:** minimum of 100 % by June 2015

### Goal 3: Evaluation Instrument(s) & Data

**Instrument:** Lesson plans integrating ethical use of technology including copyright and plagiarism

**Data:** 100% of teachers participating in the integration of lesson plans on ethical use of technology including copyright and plagiarism.

**Instrument:** Lesson plans integrating technology on internet safety and cyber-bullying.

**Data:** 100% of teachers participating in the integration of lesson plans on internet safety and cyber-bullying.

**Instrument** Rubric for Grade level student portfolio, presentations, and/or classroom work which will demonstrate technical skills and information literacy.

**Data:** Percentage meeting grade-level NET standards

**Instrument:** Annual Ed Tech Profile Survey

**Data:** teachers' and students' self assessed technology and integration skills

### Data reviewers

District Technology Director and METT will analyze end of school year results annually between June and September and report to stakeholders annually in October.

### **Goal 3: Ethical Use of Technology (Copyright) and Internet Safety Implementation Strategies / Timelines**

1. By fall 2010, all teachers will be offered professional development opportunities on the Ethical Use of Technology and Internet Safety for students aligned to the NETS student standard # 5: Digital Citizenship, offered through CTAP Region 2 or the equivalent.
2. During the 2010-2011 school year, district teachers will develop a scaffolded, articulated K- 8<sup>th</sup> grade and 9-12 NETs technology integration curriculum aligned to NETS standard # 5: Digital Citizenship. Curriculum results will be reviewed annually in June and modified as necessary.
3. By fall 2010, roll-out a revised acceptable use policy for students addressing internet safety, cyberbullying, and plagiarism.
4. Beginning in the fall 2011 and then annually thereafter, all K-12<sup>th</sup> grade students will begin systematically learning grade level NETS standard # 5: Digital Citizenship skills during curricular assignments.
5. Grade level technology assessments and/or portfolio reviews will be conducted at the end of each school year.

### **Goal 3: Digital Resources to be Integrated**

- Adopted Text Supplemental Tech resources including publisher software and websites.
- CLRN and district approved curriculum software and/ or free Digital Citizenship internet resources
- Microsoft Office Professional Suite and other productivity software.
- Peripherals such as LCD projectors, digital cameras, video cameras, printers, and document cameras (ELMO).

### **Section 3h**

#### **Manzanita Elementary School District Board Policy on Equitable Access**

Manzanita Elementary School District Board Policy, BP 0440, provides ALL students and teachers with equal access to all of the school's technology to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for success in the workplace. Student subgroups will have access to the same NETS integration activities and high standards expected of all other students, although the programs and methods for achieving the objectives may be adapted to best meet individual student needs. Students with an active Individualized Education Program (IEP) have appropriate access to technology hardware, peripherals, and software including assistive technology as deemed appropriate and defined by the IEP site team and the students' IEP goals. EL students have appropriate access to technology hardware, peripherals, and software needed to support their English language acquisition as well as their achievement of the academic standards.

### **Section 3i**

#### **Goal 4: Efficient & Effective Student Data Collection, Analysis & Decision Making**

District administrators and teachers will use technology to improve the collection, analysis, reporting, and use of formative, benchmark, and state student achievement data.

**Target Group:** Manzanita Elementary School

#### **Goal 4: Specific Measurable Objectives by June 2015**

By June 2015, 100% of teachers will use the district's full suite of Aeries Student Information System (SIS) and Data Director electronic learning assessment tools to analyze student data and make data-driven decisions to meet individual student academic needs.

#### **Goal 4: Annual Benchmarks for Objective 1**

**Year 1:** minimum of 20 % by June 2011      **Year 3:** minimum of 60 % by June 2013

**Year 2:** minimum of 40 % by June 2012      **Year 4:** minimum of 80 % by June 2014

**Year 5:** minimum of 100 % by June 2015

#### **Goal 4: Evaluation Instrument(s) & Data**

**Instrument:** electronic learning assessment tools

**Data:** 100 % of teachers using electronic learning assessment tools to inform instruction.

**Instrument:** SIS usage records

**Data:** 100 % of teachers using all SIS suite components

**Instruments:** District SIS suite training participation records

**Data:** 100 % of teachers completing training – all components

#### **Data reviewers**

District Technology Director and METT will analyze end of school year results annually between June and September and report to stakeholders annually in October.

#### **Goal 4: Efficient & Effective Student Data Collection, Analysis & Decision Making Implementation Strategies / Timelines**

1. During the 2010 - 2011 school year and every year thereafter until we meet our June 2015 objective, we will continue the rollout Data Director and Aeries integrated student assessment components.
2. During the 2010 – 2011 school year and every year thereafter as needed, participating teachers will get necessary training in using multi-data profile analysis reports in Data Director.
3. Annually, provide systematic professional development and collaboration time (PLC) for administration and teachers to improve student achievement assessment, data collection, analysis, reporting, and data driven decision-making.

#### **Goal 4: Digital Resources to be Integrated**

- SIS
- Diagnostic reading, writing, and math software
- Web-based student learning diagnostic assessment platform such as Data Director.
- Excel Spreadsheets

### **Section 3j**

#### **Goal 5: Improve Communication Among Home, School, and Community**

Districts administrators and teachers will use technology to improve communication among home, school, and community.

**Target Group:** Administrator, teachers, office staff, parents, and the community.

#### **Goal 5: Specific Measurable Objective by June 2015**

**Objective 1:** By June 2015, 100% teachers will have pertinent, timely, up-to-date classroom information posted on the school web site.

##### **Annual Benchmarks for Objective 1**

**Year 1:** minimum of 20 % by June 2011      **Year 3:** minimum of 60 % by June 2013

**Year 2:** minimum of 40 % by June 2012      **Year 4:** minimum of 80 % by June 2014

**Year 5:** minimum of 100 % by June 2015

**Objective 2:** By June 2015, 100% of teachers in grades 4<sup>th</sup> – 8<sup>th</sup> will offer parents password protected, online access to up to date student attendance, assignments, and grades on the district's web-based Aeries student information system.

##### **Goal 5: Annual Benchmarks for Objective 1**

**Year 1:** minimum of 20 % by June 2011      **Year 3:** minimum of 60 % by June 2013

**Year 2:** minimum of 40 % by June 2012      **Year 4:** minimum of 80 % by June 2014

**Year 5:** minimum of 100 % by June 2015

## **Goal 5: Evaluation Instrument(s) & Data**

**Instrument:** Ongoing “how to access” district SIS communications and/ or trainings, parent password requests, and parent usage records.

**Data:** % of parents trained; % of parents requesting passwords; % of parents using parent component of Aeries

**Instrument:** Ed Tech Survey data.

**Data:** % of teachers who self report an increase in the use of e-mail to improve two-way communication

**Instrument:** District, school, and teacher websites and communication artifacts

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

### **Data reviewers**

District Technology Director and METT will analyze end of school year results annually between June and September and report to stakeholders annually in October.

## **Goal 5: Improve Communication Among Home, School, and Community**

### **Implementation Strategies / Timelines**

1. By fall 2010, schools will work with district to develop an installation / replacement schedule for teachers and administrator without phone, voice-mail, and/ or e-mail. Provide training as needed.
2. By fall 2010, the district will design and distribute a standardized district Student at Risk notification template-form letter and policy for use to all teachers.
3. By fall 2011, ensure all district schools have the hardware, infrastructure, and training needed to implement the parent component of the district’s online student information system.
4. By fall 2012, all district schools will be providing all district parents with access and training on using the parent component of the district’s online student information system.
5. Annually the LEA and schools will solicit community, business, and/or university partnerships.
6. Annually the LEA will communicate to all stakeholders (teachers, paraprofessionals, parents, and students) via a variety of media (web sites, class and school booklets, classroom posters, newsletters).
7. Annually, continue to fund and maintain, district and school websites where news, announcement, staff contact information, teacher class information, events, etc. are communicated with students and parents.
8. Annually, provide web publishing software training opportunities for teachers to learn to publish / communicate on their school web site.
9. Annually, provide Word and Desktop publishing training to teachers and classified staff to learn to publish professional documents to improve communication between home, school, and community.

### **Goal 5: Digital Resources to be Integrated**

- Aeries SIS suite.
- Web publishing software.
- Word, desktop publishing, and Outlook e-mail.
- District IT work order management system and equipment inventory database.

## **Section 3K: Ongoing Monitoring for Continuous Improvement**

The district curriculum, data, and technology director, school administrators, and the rest of the METT will conduct ongoing formative data reviews. The team will meet quarterly to track the development and implementation of all tech plan activities and accomplishments. Modifications to our Tech Plan activities will be made as needed in order to insure that we meet or exceed our goals by June 2015. The Technology Director is responsible for a mid-year tech plan implementation status report to stakeholders in February. Annual summative data analysis and needs assessments are conducted in late August / September after the state releases all relevant district data and schools complete early assessments of incoming students. The Technology Director is responsible for an annual summative performance report to stakeholders in October.

## Section 4: Professional Development

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

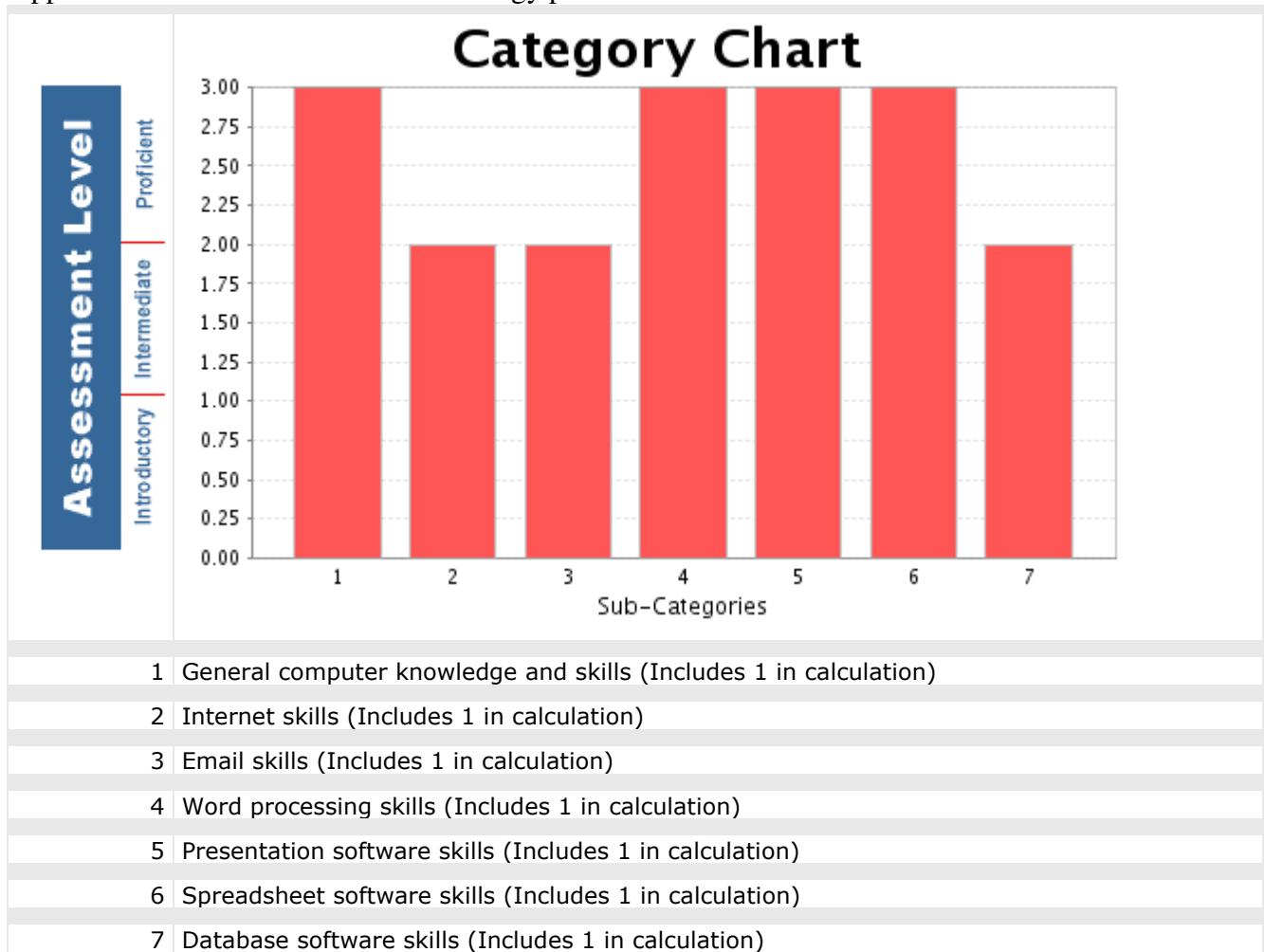
Our Education Technology Plan provides a clear summary of our district teachers' and administrators' current technology skills from the CDE's Ed Tech Profile. Our survey findings are summarized by discrete skills in order to better facilitate professional development planning that meets our identified needs and technology plan goals. Additional district technology integration data can be found in Component 3b of our Technology Plan.

Our district reviews the CDE's Ed Tech Profile survey data and teacher input annually in the spring to plan for district sponsored professional development activities for the next school year. Schools use their site's Ed Tech Profile survey data and teacher input annually to plan for site-based professional development needs.

#### District/Site Administrators' Survey Data

The CDE's Ed Tech Profile survey data of district school site administrators as of May 2009, indicates that sole administrator for the District and school is at the proficient levels with general computing, Internet, e-mail, and word processing and at the introductory level in presentation, spreadsheet, and database skills.

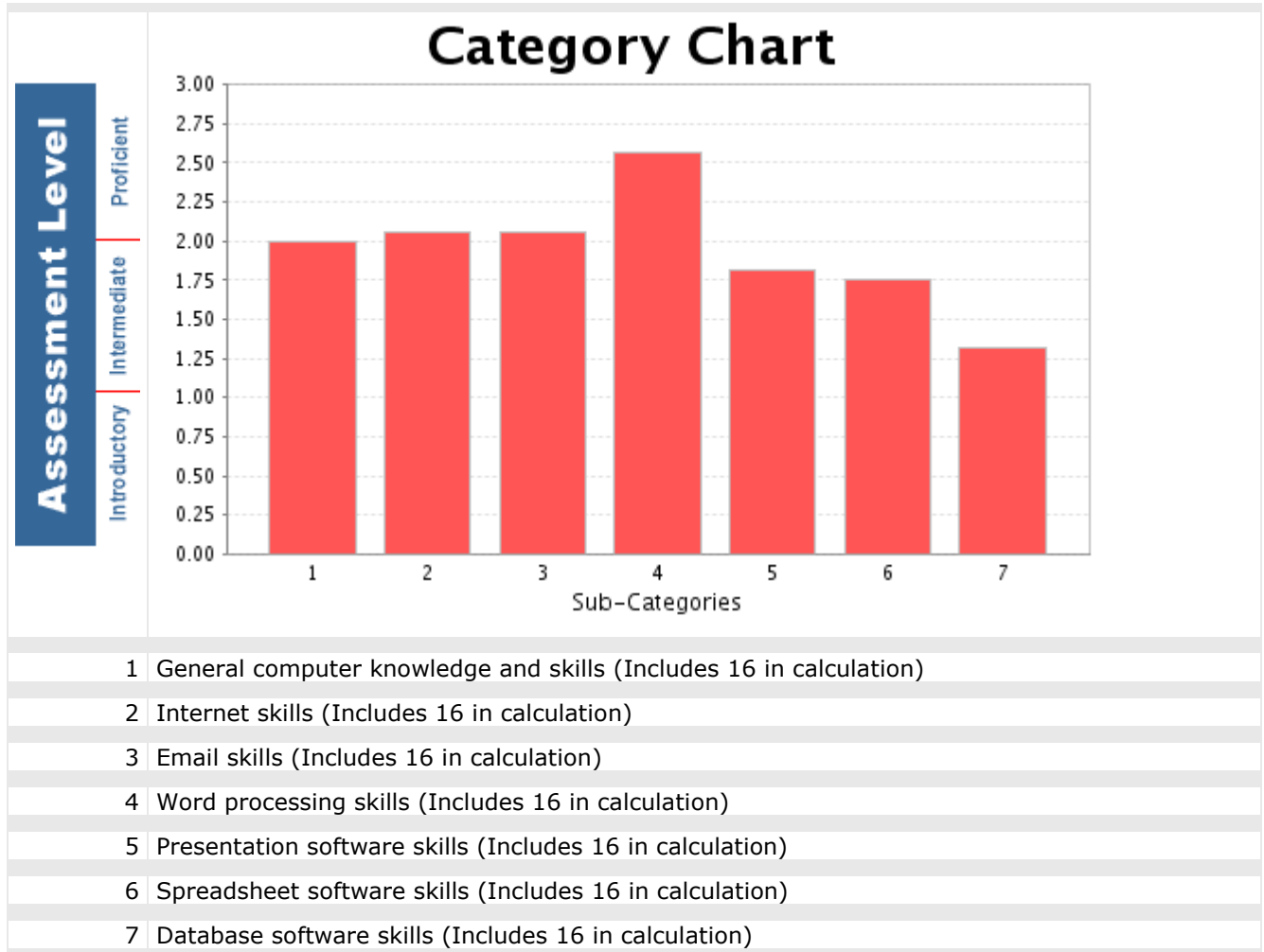
**Implication:** The administrator needs only refreshers and advanced professional development opportunities in basic Personal Technology proficiencies.



### District Certificated Survey Data

The CDE's Ed Tech Profile survey data of district teachers as of June 2009, indicates that most teachers are at similar proficiency levels as administrators with general computer, Internet, e-mail and word processing knowledge and skills and at the intermediate level in presentation, spreadsheet, and database skills.

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



In addition, the following district technology training preferences came from 2009 Ed Tech Profile survey data for the district and were factored into our professional development plans.

Teacher needs and preferences regarding the type or level of technology training at their school.	Basic computer/technology skills	Integrating technology into the curriculum	Neither
I need opportunities to participate in educational technology staff development focused on:	<b>13%</b>	<b>87%</b>	<b>0%</b>

**Implication:** Although we will continue to offer Basic Personal Proficiency with Technology workshops, we will offer more professional development opportunities focused on integrating technology in the curriculum.

Teacher needs and preferences regarding technology training format at their school.	One-on-one informal technology training.	Small group technology training.	Online web-based technology training.
The training format I prefer is:	25%	69%	6%

**Implication:** We will offer small group technology training supported by online web-based resources and provide one on one technology coach site-based support, meeting all three identified needs.

Teacher needs and preferences regarding technology training availability at their school.	During the school day.	After school.	In the evening.	On the weekend.	During the summer/off track.
I prefer technology training to be offered:	33%	38%	4%	4%	21%

**Implication:** We will offer technology training at a variety of times, with most offerings after school. Some professional development will occur during the school day with subs and during summer workshops and conferences.

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

The Professional Development Criteria 4b elements are included in the teachers’ and administrators’ professional development action plan charts on the following pages. Our professional development action plans are based on a thorough needs analysis and include clear needs-based goals and measurable objectives that will provide our teachers and administrators with sustained, ongoing professional development necessary to implement the Curriculum Component (Section 3) of our education technology plan.

**Goal 1:** District teachers and instructional aides will be proficient with the same general grade level NETS technology skills required of their students as well as be proficient with technology integration skills and teacher/ admin. electronic learning and productivity tools.

**Goal 2:** District administrators and teachers will be proficient with using technology to improve student achievement data collection, analysis, reporting, and decision-making.

**Goal 3:** District administrators and teachers will be proficient use technology to improve two-way communication between home, school, and community.

Our coordinated education technology professional development will be accomplished with a three-tiered approach based on teachers’ individual technology training needs.

1. Annually as needed, we will offer personal proficiency training on NETs skills including general computer knowledge and skills; Internet skills; Email skills; Word processing skills; Presentation software skills; job specific productivity and assessment tools; and Spreadsheet /Database software skill based on staff needs.
2. Annually as needed, we will offer professional proficiency training on integrating; NETs student standards in math and ELA curriculum (including information literacy, copyright, and cybersafety); curriculum-based software; adopted textbook supplemental electronic resources; online resources such as SETS based on staff needs.
3. Annually as needed, we will provide technology integration mentor (TIM) training for staff to work with each other to increase staff support in technology proficiency as needed.

The district will offer a variety of training options such as face-to-face training, online training, collaboration time, and one-on-one coaching. We will maximize the use of existing and free technology and site resources to support the goals and objectives for curriculum, instruction, intervention, and assessment, including but not limited to the following:

- Annually provide face-to-face NETS technology skill and technology integration professional development opportunities provided by the district, the county office, and CTAP Region 2 based on student, teacher, and administrator technology proficiency data and District curricular goals.
- Content and grade-band specific technology integration face-to-face professional development offered by the district, the county office, and CTAP Region 2, and free online resources.
- Annual completions of the Ed Tech Profile survey and professional development data analysis to track improvements and training needs.
- Identification, training, and use of low and no cost Internet, video-conferencing and face-to-face learning opportunities and resources.
- National, State and local online research-based strategies and resources will be leveraged and integrated during faculty meetings, collaboration time, and professional development such as: the U.S. Department of Education's web site What Works Clearinghouse. We will regularly examine and use relevant data from the What Works Clearinghouse (WWC) which was established in 2002 by the U.S. Department of Education's Institute of Education Sciences to provide educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education.
- We will also rely on the district, the county office, and CTAP Region 2 resources, and the Statewide Education Technology Services (SETS) which includes: California Learning Resource Network (CLRN- <http://www.clrn.org/>)- which identifies CDE approved supplemental electronic learning resources that both meet local instructional needs and embody the implementation of California curriculum frameworks and standards; the Technology Information Center for Administrative Leadership (TICAL- <http://www.portical.org/>) - which helps administrators find technology resources to assist in the day-to-day needs of their jobs; and the Technical Support for Education Technology in Schools (TechSETS- <http://www.techsets.com/>) - which provides technical professionals in California schools improved access to training, support and other resources.

The professional development criteria 4b. is addressed in the teachers' and administrators' professional development action plan charts in the Section 4 pages that follow.

**MANZANITA ELEMENTARY SCHOOL DISTRICT**  
**ED. TECH PROFESSIONAL DEVELOPMENT**  
*July 1, 2010 – June 30, 2015*

**Section 4b**

**Goal 1 –Technology Literacy & Integration**

District teachers and instructional aides will be proficient with the same general grade level NETS technology skills required of their students as well as be proficient with technology integration skills and teacher/ admin. electronic learning and productivity tools.

**Target Group:** Certificated teachers

**Goal 1: Specific Measurable Objectives by June 30, 2015**

**Objective 1:** By June 2015, 100% of teachers, who participate in district sponsored educational technology professional development, will become proficient with general technology knowledge and skills, classroom productivity tools, and information literacy skills aligned to the NETs for teachers and NETs for students. All district ELD, Special Education and GATE teachers will become proficient in technology skills and assistive tools for their subgroup populations.

**Annual Benchmarks for Objective 1**

**Year 1:** minimum of 30 % by June 2011      **Year 3:** minimum of 75 % by June 2013  
**Year 2:** minimum of 50 % by June 2012      **Year 4:** minimum of 85 % by June 2014  
**Year 5:** minimum of 100 % by June 2015

**Goal 1: Evaluation Instrument(s) & Data**

**Instrument:** Pre and post Ed Tech Profile completed for all district sponsored Education Technology professional development programs

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

**Instrument:** District and site-based training agendas and records

**Data:** Professional development participation correlated with proficiency in Ed Tech Profile survey

**Data reviewers**

District Technology Director and METT will analyze end of school year results annually between June and September and report to stakeholders annually in October.

**Goal 1: Technology Literacy & Integration**

**Implementation Strategies / Timelines**

1. Annually in the spring, require administrator and teacher completion of Ed Tech Profile survey by all who participate in district sponsored technology-training programs.
2. Annually, in June, analyze administrator and teacher Ed Tech Profile survey data to plan for professional development offerings during the following school year.
3. Annually, provide Ed Tech Profile workshops to teachers, administrators, and district or site Ed Tech Profile admins.
4. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year aligned to district curricular goals, the content standards, to the NETs, assistive technology, and to identified Ed Tech Profile professional development needs. Encourage all paraprofessionals to participate in training as well.
5. Annually in the fall, schedule and promote district sponsored technology integration and CLRN approved curriculum-based software and resource workshops for Math and ELA teachers by grade bands (K-3, 4-5, 6-8) during the school year aligned to the content standards and to identified Ed Tech Profile tech integration needs.

6. Annually, the district will train and support site-based Technology Integration Mentors (TIMs) to support teachers, paraprofessionals, and administrators at the site level.
7. Annually, provide systematic professional development and collaboration time for site administration and teachers to analyze student achievement data, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology and develop periodic benchmark assessments horizontally and vertically through grade levels in the district.

### **Goal 1: Digital Resources to be Integrated**

- Microsoft Office Suite, e-mail, Internet.
- Diagnostic reading, writing, and math proficiency software.
- Peripherals such as LCD projectors, digital cameras, video cameras, and printers.
- CLRN approved curriculum-based software
- Online resources including SETs and CDE's Ed Tech Profile

### **Goal 2 - Using Technology to Support Data Driven Instruction**

District administrators and teachers will be proficient with using technology to improve student achievement data collection, analysis, reporting, and decision-making.

#### **Specific Measurable Objectives by June 30, 2015**

**Objective 1:** By June 2015, 100% of teachers and site administrators will be proficient with using technology to collect and analyze assessment data and with making data-driven decisions to meet individual student academic needs and targeted student interventions.

#### **Annual Benchmarks for Objective 1**

**Year 1:** minimum of 30 % by June 2011      **Year 3:** minimum of 75 % by June 2013

**Year 2:** minimum of 50 % by June 2012      **Year 4:** minimum of 85 % by June 2014

**Year 5:** minimum of 100 % by June 2015

### **Goal 2: Evaluation Instrument(s) & Data**

Select relevant evaluation / data from list below... edit if needed...delete ...and/or add your own.

**Instrument:** Annual teacher and admin Ed Tech Profile completions for all district sponsored Education Technology professional development programs.

**Data:** Administrators' and teachers' self assessed use of electronic learning assessment systems and data analysis skills.

**Instrument:** District and site-based SIS training agendas and records

**Data:** Professional development participation correlated with proficiency in Ed Tech Profile survey

**Instrument:** District electronic learning assessments system training participation records and usage records

**Data:** 100 % of teachers and administrators trained and using electronic learning assessments system to inform instruction.

#### **Data reviewers**

District Technology Director and METT will analyze end of school year results annually between June and September and report to stakeholders annually in October.

### **Goal 2: Using Technology to Support Data Driven Instruction**

#### **Implementation Strategies / Timelines**

1. Annually, require administrator and teacher completion of Ed Tech Profile survey by all who participate in district sponsored technology training programs.
2. Annually, in June, analyze administrator and teacher Ed Tech Profile survey data to plan for technology integration and electronic productivity tool professional development offerings during the following school year.
3. Annually by September, plan professional development opportunities for the year focused on standards-aligned classroom assessments and data-driven decisions that meet individual student academic needs and

target student intervention needs. Promote opportunities to teachers through all available communication conduits.

4. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on all SIS components.
5. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on the district's web-based student reporting system.
6. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on the district's integrated electronic learning assessment system.
7. Annually, provide systematic professional development and collaboration time for site administration and teachers to analyze student achievement data, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology and develop quarterly assessments horizontally and vertically through grade levels in the district.

## **Goal 2: Digital Resources to be Integrated**

- Microsoft Office Suite, e-mail, Internet.
- Electronic learning assessment and diagnostic applications
- Peripherals such as LCD projectors, digital cameras, video cameras, and printers.
- Online resources including SETs and CDE's Ed Tech Profile

## **Goal 3 – Improve Communication between Home, School, and Community**

District site administrators and teachers will learn to use technology to improve two-way communication between home, school, and community.

**Target Group:** Certificated teachers, administrators, and clerical staff

### **Goal 3: Specific Measurable Objectives by June 30, 2015**

**Objective 1:** By June 2015, 100% of teachers will be proficient with using technology to disseminate pertinent and timely district, school, and student information via district and site newsletters, web sites, auto phone system, e-mail, parent conferences, standards-based progress reports, and report cards.

#### **Annual Benchmarks for Objective 1**

**Year 1:** minimum of 20 % by June 2011      **Year 3:** minimum of 60 % by June 2013

**Year 2:** minimum of 40 % by June 2012      **Year 4:** minimum of 80 % by June 2014

**Year 5:** minimum of 100 % by June 2015

#### **Objective 2:**

By June 2015, 100% of teachers in grades 4<sup>th</sup> – 8<sup>th</sup> will offer parents password protected, online access to up to date student attendance, assignments, and grades on the district's web-based student information system (Aeries).

#### **Annual Benchmarks for Objective 2**

**Year 1:** minimum of 60 % by June 2011      **Year 3:** minimum of 80 % by June 2013

**Year 2:** minimum of 70 % by June 2012      **Year 4:** minimum of 90 % by June 2014

**Year 5:** minimum of 100 % by June 2015

### **Goal 3: Evaluation Instrument(s) & Data**

**Instruments:** District records of the number of teachers trained to use Aeries, the district's suite of SIS applications for communicating timely student attendance and achievement info to parents.

**Data:** 100 % of teachers trained in grades 4<sup>th</sup> – 8<sup>th</sup>; 100 % of parents will be given passwords and instructions; 80% of parents accessing the parent connect portion of district SIS.

**Instrument:** Communication records and artifacts from district, schools, and teachers.

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

#### **Data reviewers**

District Technology Director and METT will analyze end of school year results annually between June and September and report to stakeholders annually in October.

### **Goal 3 – Improve Communication between Home, School, and Community Implementation Strategies / Timelines**

1. Annually, require administrator and teacher completion of Ed Tech Profile survey by all who participate in district sponsored technology training programs.
2. Annually, in June, analyze Ed Tech Profile administrator and teacher student information/ data analyses results to plan for professional development offerings during the next school year.
3. Annually in the fall, schedule and promote district sponsored technology workshops for administrators, clerical and for teachers on using Microsoft Word and other desktop publishing software.
4. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers on the district's web-based student information (Aeries) and reporting system and client e-mail software (i.e. Outlook).
5. Annually in the fall, schedule and promote district sponsored technology workshops for parents.
6. By spring 2011, schedule and promote district-sponsored workshops for administrators, clerical, and teachers on district / school web site development using district applications. Continue training annually.

#### **Goal 3: Digital Resources to be Integrated**

- Aeries SIS suite of applications
- District's Web publishing application
- Email client software and online, remote access.
- Low cost , no cost online resources including SETs
- CDE's Ed Tech Profile

#### **4C: Ongoing Monitoring for Continuous Improvement**

The district technology director will track tech plan implementation monthly and report progress at our monthly district/ site admin meetings. The district curriculum, data, and technology director, school administrators, and the rest of the METT technology team will conduct ongoing formative data reviews. The team will meet quarterly to track the development and implementation of all tech plan activities and accomplishments. Modifications to our Tech Plan activities will be made as needed in order to insure that we meet or exceed our goals by June 2015. The Technology Director is responsible for a mid-year and end of year tech plan implementation status report to stakeholders in February and September annually. Annual summative data analysis and professional development needs assessments will be conducted between June and September, after the state releases all relevant district data and schools complete early assessments of incoming students. The annual professional development needs assessments will drive district professional development offerings during the school year. The Technology Director is responsible for an annual summative performance report to stakeholders in October

## **Section 5: Infrastructure, Hardware, Software, & Technical Support**

**5a: Current Status: Manzanita is a single school district and thus, the District Office and the Site is the same structure and houses the same technical infrastructure.**

### **At Manzanita Elementary School District and Manzanita Elementary School**

#### **Current Infrastructure**

- 10/100 LAN network connected by a T1 to BCOE connected to the High Speed Network.
- Basic doublepair copper wire phone service in each classroom and office - CALNET 2 Erate discount

#### **Current Hardware**

- Currently use a mix of HP and Cisco switches that include a Cisco Router for the WAN connection.
- There are two HP domain controllers within two servers that serves the entire LAN including two additional servers.
- A Cisco PIX Firewall is supported by BCOE.
- There is no wireless set-up currently present.
- There are 72 computers equal to or less than 48 months that are used for instruction only.
- There are 24 computers greater than 48 months that are used for instruction only.

#### **Current Electronic Learning Resources/Software**

Current District applications include Microsoft Office 2003, Follett Library software, AERIES, Microtype, Rosetta Stone, Data Director, Fitness-o-gram, Accelerated Reader, STAR Reader, Accelerated Math, STAR Math, Discovery Streaming Video, Saddlier Oxford Math web-based application.

#### **Current Technical Support**

Manzanita contracts with BCOE to provide one LAN specialist to support our LAN, WAN and hardware/software needs. The support is for about 4 hours a week (.125 FTE) but is increased or decreased as needed. Work orders are submitted electronically to BCOE's help desk and a confirmation date is scheduled for the work to be completed. Approximate time to complete a work order is less than one week.

## **5b: District Needs Over the Next Five Years**

### **Manzanita School District and Elementary School District (Single School District)**

#### **Infrastructure Needs**

- Increase our internal LAN and WAN connections and upgrade all switches and servers, when funding becomes available.

#### **Hardware Needs**

- Replace, upgrade, or repurpose student computers older than 48 months.

#### **Electronic Learning Resources/Application Needs**

- Investigate cloud computing, open source applications, and Web 2.0 tools and resources.

#### **Technical Support Needs**

- Maintain existing technical support at .125 FTE

## **5c: Annual Benchmarks, Action Steps, Timelines, and Monitoring**

### **New Computers**

#### **Annual Benchmarks:**

Year 1: By June 2011, replace 20% of existing instructional computers > than 48 months old.

Year 2: By June 2012, replace 20% of existing instructional computers > than 48 months old.

Year 3: By June 2013, replace 20% of existing instructional computers > than 48 months old.

Year 4: By June 2014, replace 20% of existing instructional computers > than 48 months old.

Year 5: By June 2015, replace 20% of existing instructional computers > than 48 months old.

#### **Action Steps & Timeline:**

1. Annually in the spring, all district school site district administrators will include a budget line item for replacing existing instructional computers > than 48 months old.
2. Annually in the summer, the district will ghost and replace instructional computers > than 48 months old at school site.

### **Section 5d: Benchmark Monitoring and Evaluation Process**

District Technology Director and METT will track the accomplishment of benchmarks and the implementation of necessary action steps and inventories. Modifications to our district activities will be made as needed in order to insure that we meet or exceed annual benchmarks. District Technology Director and METT will analyze end of school year results annually between June and September and report to stakeholders annually in October.

## **Section 6: Education Technology Funding & Budget**

- Technology curriculum, professional development, software, hardware, books and Internet access are supported by the District's General Fund, SIP and Title VI, Federal CSR, Federal REAP, e-rate, Enhancing Education Through Technology (EETT) grant and PAR funds.
- General district revenue and categorical funds supported initial computer purchases, Internet connectivity and ongoing connection to our wide-area network and Internet service provider, the Butte County Office of Education.
- Funding to support a .125 FTE tech support position will continue to be a line item in the district/school budget.

## **6a. Established and Potential Funding Sources**

### **Established Funding Sources**

Manzanita Elementary School District receives varied federal, state, and local sources of funding. These include state categorical funds, lottery funds, K12 Voucher, Erate discounts, Title I, Title II Part A, Title V, Title VI – Subpart 1(REAP) and GATE funds. However, economic conditions in California and the nation may continue to impact K-12 education budgets and grants through the duration of our 5 year tech plan. Therefore, our established and potential funding sources to implement our Ed. Technology Plan may be impacted as well.

The District General Fund generally covers the costs for:

- The salaries for the Information Technology Services staff
- The Aeries student information system (SIS), including implementation & training costs.
- The student learning assessment system, DataDirector including implementation & training costs
- Internet Connectivity costs that are not covered by Erate
- Equipment, resources, and tools used by the Information Technology Services department.
- Teacher technology staff development to meet Ed Tech curricular goals (basic and integration proficiencies)
- Teacher & school webpage design and publishing resources and training
- Extra technical help for special project deployment
- Hardware costs

The continued need for the funding of needed up-to-date hardware including but not limited to student and teacher computers (4 years old or newer), servers, switches, printers, peripherals, and site technical help are the biggest budget challenges for technology in our district.

### **Potential Funding Sources**

Potential additional funding sources include additional K12 Vouchers to be released to Round One voucher applicants; ongoing EETT Formula funds; new Federal, State, and Private Grants; new block grants and other categorical funds; in-kind services; fundraisers; and donations.

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

1. Provide Ed Tech Staff development for teachers and paraprofessionals
2. Increase up to date student and teacher computers and peripheral hardware
3. Identify low cost / no cost online electronic learning and assessment resources and subscriptions
4. Upgrade infrastructure

### 6b. Estimate of Annual Implementation Costs

While the charts that follow project realistic total costs of implementing our district’s technology plan, actual amounts the district office will expend in each year of our tech plan will be contingent on fiscal realities as well as district office priorities each academic school year. During the spring/summer of each school year for the duration of our tech plan, we will review, revise, and update our tech plan to align with our annual Ed Tech budget realities.

Category	Item Description 2010-11 Expenditures	Estimated TCO Year One	ERATE* Eligible Amount ?	Year One Funding Source(s) for Non ERATE Eligible items	Estimated TCO Year One With ERATE Discount
<b>1000-1999 Certificated Salaries</b>	Substitutes and stipends for staff development	\$2000	N/ A	Title II, EIA, Title I, EETT	\$2000
<b>2000-2999 Classified Salaries</b>	N/ A	N/ A	N/ A	N/ A	N/ A
<b>3000-3999 Employee Benefits</b>	Benefits for certificated and classified related to Ed Tech Plan	\$400	N/ A	Title II, EIA, Title I, EETT	\$400
	Computers	\$5000		Title VI – Subpart 1 (REAP), General	\$5000
	Printers	\$500	N/ A	Title VI – Subpart 1 (REAP), General	\$500
	LCD Projectors	\$1200	N/ A	Title VI – Subpart 1 (REAP), General	\$1200
	Misc. Other Peripherals	\$2000	N/ A	Title VI – Subpart 1 (REAP), General	\$2000
	ELRs –(Electronic Learning Resources)	\$1000	N/ A	General	\$1000
	ELARs – (Electronic Learning Assessment Resource - DataDirector)	\$2000	N/ A	General	\$2000
	Aeries SIS – Annual Subscription	\$650	N/ A	General	\$650
<b>5000 -5999 Services, operating expenses, travel</b>	Staff Development Prof. Dev	\$1500	N/ A	Title II, EIA, Title I	\$1500
	Internet Access	\$7900	\$5,530	General, Erate discounts-70% (\$5,530) actual cost-(\$2,370)	\$2,370
	Basic Phone Service	\$4400	\$3,080	General, Erate discounts-70% (\$3,080) actual cost-(\$1,320)	\$1,320
	Web Site Publishing & Hosting	\$933	N/A	General	\$933
	Tech Support Contract - LAN	\$11,250	N/ A	General	\$11,250
	Erate filing Contract	\$2500	N/ A	General	\$2500
<b>6000-6999</b> N/A					
<b>TOTALS</b>		<i>TCO Estimate Year One</i> \$43,233	<i>Minus ERATE Discounts Year One</i> \$8,610	<i>TCO Estimate Year One</i> \$34,623	<i>TCO Estimate Year One With ERATE Discount</i> \$34,623

Our district has estimated the Total Cost of Ownership (TCO) of our Ed Tech Plan accounting for all the major cost factors over the duration of the plan. Please note that all of the budget figures in the chart that follows are TCO estimates and will only be expended if funding is available.

<b>Total Cost of Ownership for 5 year Tech Plan</b>	<b>yr 1</b>	<b>yr 2</b>	<b>yr 3</b>	<b>yr 4</b>	<b>yr 5</b>
1. Ed Tech Professional Development Stipends and Supplies	\$3,900	\$3,900	\$3,900	\$3,900	\$3,900
2. TCO Technical Support & Maintenance	\$11,250	\$11,250	\$11,250	\$11,250	\$11,250
3. TCO Hardware and Peripherals	\$8,700	\$8,700	\$8,700	\$8,700	\$8,700
4. TCO Productivity Applications, Electronic Learning Resources, Online Subscription Services, and Upgrades	\$3,650	\$3,650	\$3,650	\$3,650	\$3,650
5. TCO Networking and Telecommunications Infrastructure*	\$1,320	\$1,320	\$1,320	\$1,320	\$1,320
6. TCO Web site hosting / Publishing services	\$933	\$933	\$933	\$933	\$933
7. TCO Contracted Services <i>Prof. Development and Internet Access</i>	\$4,870	\$4,870	\$4,870	\$4,870	\$4,870
<b>Total Estimated Cost Per Year</b>	<b>\$34,623</b>	<b>\$34,623</b>	<b>\$34,623</b>	<b>\$34,623</b>	<b>\$34,623</b>
<b>Five Year Total Cost of Ownership Cost Estimate*</b> (Based on goals, objectives, and action steps in Tech Plan sections 3, 4, & 5.)	<b>\$173,115</b>				
*Potential Erate discounts are included in TCO in this chart. See annual ERATE Budget supplement for anticipated discount details.					

### **6c. District’s Replacement Policy for Obsolete Equipment**

The district’s replacement policy for obsolete equipment is to replace all computers that are more than four years old, but ultimately, replacement is dependent on annual fiscal realities as well as district priorities each academic school year. Site administrators work with the district technology staff to determine whether the obsolete computers can be repurposed for less demanding applications or upgraded, or whether they are no longer able to support any of the current programs and processes that are required to implement the curricular goals of the school. If the computers cannot be repurposed at the site or are not worth upgrading, the equipment is deemed obsolete. A local computer refurbishing entity picks-up any re-useable electronic components at no cost to the district.

### **6d. District’s Budget and Funding Monitoring Process**

Manzanita Elementary is committed to a dependable and sustainable technology plan that ensures funding for reliable infrastructure, hardware, technical support, professional development, and software for its’ school.

The district superintendent/principal, school board, Technology Director has the primary responsibility for funding goals and objectives specified in this plan. In addition, the district technology committee, METT, reviews the ed tech budget and purchases during regularly scheduled quarterly meetings and provides input on any budget adjustments that are deemed necessary by the Superintendent and the Technology Director. The Technology Director takes budget recommendations and revision requests to the School Board as needed. The Chief Business director will monitor ed tech implementation costs as part of the district’s regular budget and purchase order processing. The Technology Director, METT, and the School Site Council routinely research new funding opportunities for district education technology. School site technology budgets are the domain of site principals and school site councils.

## **Section 7: Monitoring & Evaluation of Technology Plan**

### **7a. Evaluation Process**

In order to maintain the accuracy and relevance of our education technology plan, it is essential to monitor and if necessary revise each component of this plan on an ongoing basis. Ongoing collection of data and the use of that data to inform decision-making and continuous improvement is embedded in our tech plan components under the monitoring and evaluation components in sections 3, 4, & 5. These sections of the tech plan include specific evaluation instruments and data that will be collected on an ongoing basis and analyzed annually to assess the tech plan’s impact on teaching and learning.

Each identified objective in our Technology Plan will be reviewed and evaluated monthly by the district Technology Director, who has the overarching responsibility for ensuring that our goals and objectives are monitored, adjusted as necessary, and ultimately achieved. In addition, the district’s core Manzanita Education Technology Team (METT), will track the development and implementation of all activities and accomplishments during quarterly meetings as well as review the latest data and any needed revisions to the plan. Between meetings, the district technology director communicates tech planning issues and setbacks to METT members and solicits feedback via e-mail and voice-mail on an ongoing basis. In addition, the technology director is responsible for providing stakeholders with a formative assessment of tech plan implementation every February and an annual summative evaluation report in October.

**7b. & 7c.: Annual Monitoring, Evaluation and Communication of Tech Plan**

The following chart specifies the monitoring and evaluation annual timeline as well as the process and frequency of communicating results to tech plan stakeholders.

**Annual Monitoring, Evaluation and Communication of Tech Plan Implementation and Impact**

<b>Person(s) Responsible</b>	<b>Process</b>	<b>Monitoring</b>	<b>Evaluation</b>
<b>District Technology Director &amp; Tech. Committee</b>	Provide overall Tech Plan management and coordination	Ongoing	Ongoing
<b>District Technology Director, Tech. Committee, and Curriculum Director</b>	Manage, coordinate, implement, monitor, and evaluate curriculum-based technology integration staff development.	Ongoing	Annually in June
<b>District Technology Director, Tech. Committee, and Curriculum Director</b>	Manage, coordinate, implement, monitor, and evaluate staff development focused on teaching students NETS skills.	Ongoing	Annually in May
<b>District Technology Director &amp; Tech. Committee</b>	Coordinate, manage, and evaluate technology budget, acquisitions, installation, and maintenance.	Ongoing	Annually in May
<b>District Superintendent, Technology Director, &amp; Tech. Committee</b>	Standardize, develop, manage, monitor, and revise as necessary network, hardware, infrastructure, software, and technical support specifications, policies, and procedures.	Ongoing	Annually in May
<b>District Superintendent, Technology Director, &amp; Tech. Committee</b>	Collect and analyze staff development data on technology proficiencies through the annual completion of the EdTechProfile survey.	Ongoing	Annually in May
<b>District Superintendent, Technology Director, &amp; Tech. Committee</b>	Coordinate ongoing tech committee and stakeholder meetings	Ongoing	Annually in August
<b>District Technology Director, Tech. Committee, and Data Director</b>	Collect and analyze data regarding students’ NETS skills and students’ academic achievement	Ongoing	Annually in May
<b>District Superintendent and Technology Director</b>	Communicating tech plan implementation update to district stakeholders.	Ongoing	Bi-annually in February and October
<b>District Superintendent and Technology Director</b>	Communicating annual tech plan evaluation results to stakeholders including the district school board. Parents and the community will receive annual reports via the district web site, newsletters, and press releases.	N / A	Annually in October

## Section 8: Adult Literacy and Technology

Our district does not provide adult education courses. However, we have identified the following adult education providers in our area: Oroville Adult School and Butte College. During the fall of 2010, our superintendent/ principal and METT will meet with these adult literacy providers to share information about our technology plan, to learn how they are currently incorporating technology into their classes, and to discover how we may collaborate to better provide services to our students, our parents and the general community. Possible assistance may include providing facilities so that classes may be offered locally, providing ideas and assistance so that technology may be integrated into their curriculum, collaboratively pursuing adult literacy funding sources, offering technology professional development courses to adult literacy staff, and assisting them in locating online adult literacy providers such as ESL and GED classes.

## Section 9: Effective, Research-Based Strategies

### 9a. Summary of Relevant Research

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

Our revised education technology plan 2010-2015 includes all the research-based best practices integrated in:

- The EETT Technology Plan research-based requirements for formula and competitive grant applications for Title II, Part D in No Child Left Behind.  
<http://www.ed.gov/policy/elsec/leg/esea02/pg35.html#sec2414>
- CoSN, Total Cost of Ownership (TCO)Tool  
The TCO Tool offers schools a formalized process for assessing the costs of technology investments. <https://k12tco.gartner.com/home/default.aspx>

The research that informs this technology plan is summarized in the chart below.

Component Reinforcement	Research Source	Research Summary
Curriculum, Reading & Writing Technology Skills	Marzano, <i>What Works in Schools</i> , 2003.	“The defining characteristics of schools producing unprecedented gains in student achievement is that they rely on data to identify probable successful interventions.”
Information Literacy Skills History/Social Studies	<i>Critical Issue: Using technology to improve student’s achievement</i> , 1999 NCREL web site.	“Using technology within the curriculum framework can enhance important skills that will be valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments.
Core Content, including Math and Science	Sivin-Kachala and Bialo, <i>2000 research report on the effectiveness of technology in schools</i> , 2000.	“Computer-assisted instruction and drill-and-practice software can significantly improve students’ scores on standardized achievement tests in all major subject areas.”
Reading	<i>Results!</i> California Professional Development Institute. Research includes: Moats, <i>Educational Leadership</i> , March 2001;	“Researched-based reading strategies can build a foundation for reading success in students of all ages. These include: Phonological awareness and decoding; reading fluency and word recognition; vocabulary and phrase meanings; teaching comprehension; and including writing response to reading.

	Reading/Language Arts Framework for California Public Schools Kindergarten Through Grade Twelve, Chapter 4; Fielding and Person, <i>Educational Leadership</i> , February 1994.	Administer measures of assessment and assign students materials and programs that will enable them to read with 90-95 percent accuracy. Teach individually or in small groups as much as possible. Schedule at least two hours a day for reading instruction for struggling readers. Monitor progress and adjust instruction and time allocations accordingly.”
<b>Learning as a Process</b>	Glasgow & Hicks, <i>What Successful Teachers Do</i> , 2003.	“Strategy 68: Balance the rigors of new technology with content goals. When helping students acquire computer and technology skills, teach them to set goals that focus on the process of learning instead of on the outcome of learning.” “Strategy 69: Use the Internet as a classroom....significant gains in content knowledge and a high level of motivation with the project.”
<b>Integration Strategies to Improve Teaching and Learning</b>	DuFour & DuFour, <i>Whatever It Takes</i> , 2004.	“Eight Step Improvement Process.....Step 1-Disaggregate Data, Including Test Results....”
<b>Staff Development: Adult Learning Models</b>	Schacter, <i>The impact of education technology on student achievement: What the most current research has to say</i> . Milken Family Foundation web site, 1999	“The most important staff-development features include opportunities to explore, reflect, collaborate with peers, work on authentic learning tasks, and engage in hands-on active learning.”
<b>Internet Safety</b>	www.wiredsafety.org – “Helping to Make You Cyber Safe and Information Literate”, 2006; www.techlearning.com “Cyberbullying – Responsibilities & Solutions”, 2008.	“Video resources, lessons and activities to keep children safe from cyberbullying, cyber-predators and other dangers.”  “What differentiates cyber bullying from physical and verbal bullying is that perpetrators can exploit the secrecy of the Internet to conceal their identity while abusing their victims.”
<b>Ethical Issues/ Copyright</b>	<a href="http://www.techlearning.com">www.techlearning.com</a> - “Educators Guide to Copyright and Fair Use”, 2003. “Net Wise Teens: Safety, Ethics and Innovation”, by Poftak, 2002.	“Write an AUP from a "positive versus negative" perspective. For example, in addition to telling kids not to copy another's work, words, or images without permission, Bloomfield's AUP states: "Always correctly quote your sources for reports, projects, or Web pages. Use free clip art sites or create your own graphics for projects.”

Additional research that has informed this technology plan is summarized by component in the pages that follow.

### **Curriculum Component Research**

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

Manzanita’s philosophy is that the use of technology should be integrated into the curriculum at all levels in order to improve student achievement. Technology should not be a separate content taught for its own sake. Technology improves student performances when the application directly supports the curriculum objectives being assessed. Alignment of project or lesson content with state content standards is an important first step in infusing technology into the curricula. A survey of 465 teachers in California resulted in 92% affirming that the starting point in infusing technology into the curriculum is having information about the specific content of a program or use of an application that aligns with state-adopted curriculum standards. A number of respondents indicated that an online resource that profiles electronic learning resources with the specific skills and knowledge in areas

that align with the content standards, such as the CLRN web site, would facilitate the selection of programs enabling the integration of technology with the curriculum (Cradler & Beuthel, 2001)

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

“Student assessment, whether by standardized tests or classroom-based measures, is a cornerstone of effective teaching and learning. Taken as a whole, good assessments can not only provide a reliable and valid measure of a student’s learning and understanding, but also help guide both teachers and students on a day-to-day basis.” (“21st Century Skills Assessment.” (2007). Partnership for 21st Century Skills. 4 Sep 2008). The utilization of technology in assessing student learning is critical for continuous student growth.

In the article, "21st Century Curriculum and Instruction." (2007), (Partnership for 21st Century Skills. 4 Sep 2008), the Partnership for 21<sup>st</sup> Century Skills, “calls on schools

- to adopt a 21st century curriculum that blends thinking and innovation skills; information, media, and ICT literacy; and life and career skills in context of core academic subjects and across interdisciplinary themes, and
- to employ methods of 21st century instruction that integrate innovative and research-proven teaching strategies, modern learning technologies, and real world resources and contexts.”

Manzanita’s mission is to graduate responsible and productive citizens who have strong academic and personal life skills, through a rigorous, dynamic, comprehensive curriculum. By integrating effective instructional strategies, appropriate technologies and set in a meaningful, applicable educational environment will that all students will graduate with strong academic and personal life skills needed for success in the 21<sup>st</sup> century.

### ***Professional Learning Component Research***

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

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

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

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

Becker, J.H., and Riel, M.M. (2000). Teacher professional engagement and constructivist-compatible computer use, Center for Research on Information Technology and Organizations. Retrieved September 23, 2002, online [http://www.crito.uci.edu/tlc/findings/report\\_7/startpage.html](http://www.crito.uci.edu/tlc/findings/report_7/startpage.html) This report describes a number of aspects of the professional engagement of American teachers. It also examines relationships between professional engagement and teaching practice, including instruction involving computer use. We defined professional engagement as a teacher taking effort to affect the teaching that occurs in classrooms other than his or her own. We measured professional engagement by (1) the frequency that a teacher had informal substantive communications with other teachers at their school, (2) the frequency and breadth of professional interactions with teachers at other schools, and (3) the breadth of involvement in specific peer leadership activities-mentoring, workshop and conference presentations, and teaching courses and writing in publications for educators.

Our Education Technology Plan is consistent with the Becker research in the following ways: (1) Teachers collaborate with various staff to produce and practice technology integrated technology activities. (2) Teachers are provided with the opportunity to attend sessions every semester both online and face-to-face that cover basic-to-advance use of technology; and (3) Our key (technology proficient) teachers are involved in leadership activities such as coaching, facilitating, and modeling the effective use of instructional technology.

Marzano, R, Pickering, D., and Pollock, J. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Virginia: Association for Supervision and Curriculum Development. This book summarizes the research supporting a variety of instructional strategies with proven successes in improving student achievement. The research-based strategies include 1) identifying similarities and differences; 2) summarizing and note-taking; 3) reinforcing effort and providing recognition; 4) homework and practice; 5) nonlinguistic representations; 6) cooperative learning; 7) setting objectives and providing feedback; 8) generating and testing hypotheses; and 9) cues, questions, and advance organizers.

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

Current research will be incorporated as appropriate to ensure that the education technology program in our district is consistent with current scientifically-based research regarding technology, teaching, and learning. Software evaluation and selection in the area of literacy will be consistent with research from the Early Reading First initiative, which has identified five components essential to a child's

learning to read: phonemic awareness, phonics, vocabulary, fluency, and comprehension. All software selected will be CLRN and/ or SBE approved and evaluated for its ability to support the five key literacy components, and will follow the “assess, align, instruct, and evaluate” model to target instructional activities based on students’ needs.

### ***Infrastructure, Hardware, Technical support, and Software Component Research***

Too often, technology is purchased without a clear vision of how it is to be integrated into the mission of the school or district. Research suggests that technology projects should be implemented only after a planning stage, where administrators and other stakeholders develop clearly articulated standards and goals for technology use. The most successful schools in IBM’s Reinventing Education program, for example, were willing to allocate time and other scant resources for planning how best to use the technology to improve instruction (Trotter, 2001). Moreover, since hardware and software are constantly changing, schools and districts must revisit their technology plan on an ongoing basis and make revisions, as necessary, to take advantage of new opportunities and innovations (Sivin-Kachala & Bialo, 2000).

Many schools and districts also make the mistake of spending most or all of their technology funds on initial purchases of software and hardware, and overlook the fact that replacing, maintaining, and supporting computer equipment will also require money. Unlike many items purchased for schools, such as library books or physical education equipment, computer hardware and software, as well as peripheral devices, quickly become obsolete. In some schools, printers sit idle because money was not budgeted to replace ink cartridges, toner, or paper. For this reason, costs of educational technology should be built into school budgets on an ongoing basis (Glennan & Melmed, 1996).

### **9b. Extending District Curriculum**

The Manzanita Elementary School District is examining ways to deliver curriculum and professional development using new, innovative, technology-based tools. Unfortunately our small single school district budget currently does not allow the integration of many of innovative strategies for using technology. However we will use innovative free or low cost Internet resources for students, teachers, and administrators. Our district is investigating video conferencing capabilities at our school site in order to enhance instruction through collaborative learning projects that would allow students and teachers to collaborate with peers and expert around the world.

Our technology plan integrates the development of innovative strategies for using technology including the use of free or low cost Open Source and Web 2.0 tools and resources for students, teachers, and administrators such as those offered on Calaxy via the California K12 High Speed Network. We will continue to work with CTAP Region 2 and our County Office of Education to explore use of the K12 High Speed Network to deliver rigorous academic curricula online to our students.

# APPENDIX

## Appendix C – Criteria for EETT Technology Plans

1. <b>PLAN DURATION CRITERION</b>	Page in District office Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
<i>The plan should guide the county office'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)</i>	4	The technology plan describes the county offices 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 2009-11.

2. <b>STAKEHOLDERS CRITERION</b> Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	Page in district office Plan	Example of Adequately Addressed	Not Adequately Addressed
<i>Description of how a variety of stakeholders from within the school county office and the community-at-large participated in the planning process.</i>	1, 4, 5	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 county office actively sought participation from a variety of stakeholders.

<b>3. CURRICULUM COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
a. <i>Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.</i>	<b>6</b>	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. <i>Description of the district's current use of hardware and software to support teaching and learning.</i>	<b>6-11</b>	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. <i>Summary of the district's curricular goals that are supported by this tech plan.</i>	<b>11-12</b>	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. <i>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.</i>	<b>12-16</b>	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. <i>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.</i>	<b>16-17</b>	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	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.

<b>3. CURRICULUM COMPONENT CRITERIA (continued)</b>	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
f. <i>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</i>	<b>17-18</b>	The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.	The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.
g. <i>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.</i>	<b>17-18</b>	The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.
h. <i>Description of or goals about the district policy or practices that ensure equitable technology access for all students.</i>	<b>18</b>	The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

<b>3. CURRICULUM COMPONENT CRITERIA (continued)</b>	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
i. <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.</i>	<b>18-19</b>	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
j. <i>List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.</i>	<b>19-20</b>	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
k. <i>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.</i>	<b>20</b>	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.

<b>4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<i>a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.</i>	<b>21-23</b>	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 CTC Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
<i>b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.</i>	<b>23-28</b>	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 through 3j) of the plan.	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.
<i>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.</i>	<b>28</b>	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.

<b>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 6 and 12.	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
a. <i>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 &amp; 4) of the plan.</i>	<b>29</b>	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
b. <i>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.</i>	<b>29</b>	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
c. <i>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.</i>	<b>30</b>	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. <i>Describe the process that will be used to monitor Section 5b &amp; the annual benchmarks and timeline of activities including roles and responsibilities.</i>	<b>30</b>	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.

<b>6. FUNDING AND BUDGET COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
a. <i>List established and potential funding sources.</i>	<b>31</b>	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. <i>Estimate annual implementation costs for the term of the plan.</i>	<b>32-33</b>	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. <i>Describe the district's replacement policy for obsolete equipment.</i>	<b>33</b>	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. <i>Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.</i>	<b>33</b>	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.

<b>7. MONITORING AND EVALUATION COMPONENT CRITERIA</b> Corresponding EETT Requirement: 11 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<i>a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.</i>	<b>33-34</b>	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.
<i>b. Schedule for evaluating the effect of plan implementation.</i>	<b>34</b>	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.
<i>c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.</i>	<b>34</b>	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.

<b>8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS</b> Corresponding EETT Requirement: 11 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
a. <i>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.)</i>	<b>35</b>	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.

<b>9. RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA</b> Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Not Adequately Addressed</b>
a. <i>Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.</i>	<b>35-39</b>	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. <i>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.</i>	<b>39</b>	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.

# E-rate Supplemental Budget Analysis

## Guidance and Sample for Completing an E-rate Supplemental Budget Analysis (Addendum) to EETT Technology Plan

This E-rate Supplement is to be **completed annually** and **retained locally** for E-rate audit purposes.

**Use this form:**

- to provide the required supplemental analysis when using an EETT technology plan as an E-rate acceptable plan; or
- when adding a new technology not currently addressed in an existing EETT technology plan.

Paragraph 59 of the Schools and Libraries Fifth Order, states that the Universal Service Administrative Company (USAC) has:

*“been treating technology plans approved under the [United States] Department of Education’s Enhancing Education Through Technology (EETT) as acceptable technology plans subject to one qualification. Consistent with the [Federal Communications] Commission requirement that program applicants demonstrate that they have the necessary resources required to utilize e-rate discounts, USAC has required that the EETT technology plans be supplemented by an analysis that indicates that the applicant is aware of and will be able to secure the financial resources it will need to achieve its technology aims, including technology training, software, and other elements outside the coverage of the Commission’s support program.”*

<b>PART 1: Identification, Certification, and Signatures</b>	
<b>E-rate Year:</b>	<b>July 1, 2010 - June 30, 2011</b>
<b>School District or Local Educational Agency (LEA):</b>	Manzanita Elementary School District
<b>CDS Code Number:</b>	04-61499
<b>Authorized E-rate Contact:</b>	Brad Roberts
<b>Authorized E-rate Contact’s Signature:</b>	Date: October 6, 2009
<b>Certification:</b>	I acknowledge that the school district or LEA named above is <u>aware of</u> and will <u>work to secure</u> the financial resources listed on the following pages in addition to E-rate discounts. These resources are needed to achieve the technology aims stated in our EETT technology plan including technology training, software, and other elements outside the coverage of E-rate discounts.
<b>District Superintendent’s Name:</b>	Brad Roberts
<b>District Superintendent’s Signature:</b>	Date: October 6, 2009

**Guidance and Sample for Completing an  
E-rate Supplemental Analysis (Addendum) to EETT Technology Plan (continued)**

This E-rate Supplement is to be **completed annually**  
and **retained locally** for E-rate audit purposes.

<b>PART 2: E-rate Eligible Services Requested and Identified in EETT Technology Plan: Description of Specific E-Rate Service(s):</b> Basic phone service and internet service.
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<b>PART 3: EETT Technology Plan Goal(s) That Will Be Addressed by the E-rate Service(s) Described in Part 2:</b>	
<b>EETT Technology Plan Goal(s) addressed by E-Rate:</b>	<b>Page in Plan</b>
1. Enhancing Student Achievement with Technology	13
2. Student Acquisition of Technology & Information Literacy Skills	16
3. Ethical Use of Technology ( Copyright) and Internet Safety	17
4. Efficient & Effective Student Data Collection, Analysis & Decision Making	18
5. Improve Communication Among Home, School, and Community	19

<b>PART 4: Description of Level/Amount of Service Change</b>			
<b>Describe current level/amount of service:</b>	<b>Describe new level of service after E-Rate request is granted:</b>	<b>Budget amount for district's share (for each charge involved in the service):</b>	<b>Planned budget source or line item for each budget amount:</b>
Basic Phone & Internet	Basic Phone & Internet	\$2370 + \$1320 = \$3690 (pg32)	General Fund

<p><b>PART 5: Analysis of Non E-rate Eligible Resources</b></p> <p align="center">Required to Meet EETT Technology Plan Goals</p> <p>This budget-analysis indicates that the E-rate applicant is aware of and will work to secure the financial resources it will need to achieve its technology aims, including technology training, software, and other elements outside the coverage of E-rate support. The EETT technology plan is supported with documents that describe how the applicant will be able to secure these financial resources, including resources pertaining to: (a) infrastructure; (b) hardware; (c) software; (d) professional development; (e) retrofitting; and (f) maintenance, needed to achieve the applicant's technology plan. <u>This supplemental budget-analysis must be kept with the E-rate documentation at the applicant's site.</u></p> <p align="center"><b>Check the current SLD/USAC Eligible Services List at:</b> <a href="http://www.sl.universalservice.org/reference/eligible.asp">http://www.sl.universalservice.org/reference/eligible.asp</a></p>
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<b>Part 5 a</b>				
<b>Infrastructure required to achieve EETT Technology Plan:</b>				
<b>E-rate eligible amount</b>	<b>Non E-rate eligible amount</b>	<b>Source of funds: (Non E-rate Eligible Portion)</b>	<b>Description of Major Items to be purchased, and/or refer to page number in tech plan.</b>	
\$: 0	\$: 0	N/A	Please refer to pages 29-32.	
<b>Part 5 b</b>				
<b>Hardware required to achieve EETT Technology Plan:</b>				
<b>Total Budgeted \$:</b>	<b>E-rate eligible amount</b>	<b>Non E-rate eligible amount</b>	<b>Source of funds: (Non E-rate Eligible Portion)</b>	<b>Description of Major Items to be purchased, and/or refer to page number in tech plan.</b>
\$5000	\$:0 %:0	\$5000 %:100	General Funds	Please refer to pages 29-32.
<b>Part 5 c</b>				
<b>Software required to achieve EETT Technology Plan:</b>				
<b>Total Budgeted \$:</b>	<b>E-rate eligible amount</b>	<b>Non-E-rate eligible amount</b>	<b>Source of funds: (Non E-rate Eligible Portion)</b>	<b>Description Major Items to be purchased, and/or refer to page number in tech plan.</b>
\$1000	\$:0 %:0	\$1000 %:100	General Funds	Please refer to pages 29-32.
<b>Part 5 d</b>				
<b>Professional development required to achieve EETT Technology Plan:</b>				
<b>Total Budgeted Cost of Training:</b>	<b>Source of funds:</b>	<b>Number of Staff:</b>	<b>Description of Training: Reference page in technology plan.</b>	<b>Services or Contracts to be purchased, and/or refer to page number in tech plan.</b>
\$3900	Title 1, Title II, EIA, EETT	20	See page 21 of tech Plan	County Office of Education and CTAP Region 2
<b>Part 5 e</b>				
<b>Retrofitting required to achieve EETT Technology Plan:</b>				
<b>Total Budgeted \$:</b>	<b>E-rate eligible amount</b>	<b>Non E-rate eligible amount</b>	<b>Source of funds: (Non E-rate Eligible Portion)</b>	<b>Description Major Items and/or Services/Contracts to be purchased, and/or refer to page number in tech plan.</b>
N/A	\$: N/A %:	\$: N/A %:		Inside-wiring: N/A Construction: N/A

<b>Part 5 f Maintenance required to achieve EETT Technology Plan:</b>				
<b>Total Budgeted \$:</b>	<b>E-rate eligible amount</b>	<b>Non E-rate eligible amount</b>	<b>Source of funds: (Non E-rate Eligible Portion)</b>	<b>Description Major Services/Contracts to be purchased, and/or refer to page number in tech plan.</b>
\$11,250	\$: N/A %: N/A	\$: N/A %: N/A	General Fund	Tech Support Contract for LAN from BCOE

**Instructions for Completing the Sample E-rate Supplemental Analysis for a State-approved EETT Technology Plan:**

The sheet is in Microsoft Word format. Cells will increase in size to contain the necessary information.

SLD/USAC requires that an E-rate applicant’s EETT technology plan be supplemented by a budget-analysis that indicates the applicant is aware of and will be able to secure the financial resources it will need to achieve its technology aims, including technology training, software, and other elements outside the coverage of E-rate support.

For each logical grouping of E-rate requested services/products, fill out the corresponding supplemental budget-analysis sheet. Since substantial amounts of the required supplemental budget-analysis may appear in some EETT technology plans, refer to budget sections in the applicant’s EETT technology plan for clarity and to avoid redundancy.

For any item in a part, if you have no information to provide, enter “NONE.”

PART 1: Fill in the identifying information, certification, and signatures.

PART 2: List the service for which you are requesting E-rate support. For example, “cell phone service” and “interactive video service” are each logical groupings of E-rate requested services.

Cell phone service is distinct, while interactive video service includes multiple components such as bandwidth, interior wiring and leased equipment. You must be sure to combine all the costs and other requirements when analyzing a complex service. Please reference the page number(s) and section(s) within the EETT technology plan that describe the applicant’s E-rate eligible services.

PART 3: List the educational technology plan goals that will be addressed using the service(s) from Part 2. Goals may be identified either by listing their page and section number in the EETT technology plan or by a very brief narrative statement. There may be several goals involving a single service request. Please reference the page number(s) and

section(s) within the EETT technology plan that describe the applicant's E-rate eligible services.

PART4: Briefly describe the current level/amount of service. Then indicate the level/amount of service that will be available after the E-rate discount is approved. Note the budget amount for the district's share for each charge involved in the service. In the final column enter the budget source or line item for each amount.

PART 5: Instructions for Part 5 d follow immediately below. In the Analysis of Non E-rate Eligible Resources, for each of the following categories: (a) infrastructure; (b) hardware; (c) software; e) retrofitting; (f) maintenance; indicate:

- the total amount of funds the applicant will need to achieve its technology aims;
- the E-rate eligible portion of the total amount of funds that the applicant will need to achieve its technology aims; and show the E-rate eligible portion of the total amount of funds as a dollar amount and percentage;
- the Non E-rate eligible portion of the total amount of funds that the applicant will need to achieve its technology aims; and show the Non E-rate eligible portion of the total amount of funds as a dollar amount and percentage;
- the specific funding source(s) the applicant will be able to secure to pay for the Non E-rate eligible portion of the total amount of funds budgeted; and
- a description of the major items or services covered under categories a through f above.

5.d: For Professional Development, indicate the estimated cost of the professional development and the source of the funds needed. Report the number of staff and their level of proficiency in that skill. Indicate the additional professional development required to make use of the requested service.

*(Provide a brief description and/or refer to the page number in the technology plan. Remember, a minimum of 25% of Title II, Part D (Formula and Competitive) funds must be used for technological professional development.)*

5.e: For Retrofitting, indicate any construction, electrical work, or rewiring that would be required to use the E-rate requested service along with an estimated cost and a budget source. If none is required, indicate "None" in the block for that part.

### **Guidance and Sample for Completing an E-rate Supplemental Analysis (Addendum) to EETT Technology Plan (continued)**

5.f: For Maintenance, indicate any SEPARATE maintenance contracts with the type and location of equipment to be maintained along with estimated cost and a budget source. This amount may be eligible for discount IF the equipment involved is eligible equipment. For maintenance contracts that are part of an eligible E-rate contract,

indicate that maintenance is limited to the service and equipment listed in the E-rate request.

**A copy of the applicant's EETT technology plan, including an E-rate Supplemental Analysis (Addendum) for a State-approved EETT Technology Plan and supporting documentation, should be kept with the applicant's E-rate documentation at the applicant's site for audit purposes.**

This E-rate Supplement is to be completed annually and retained locally for audit purposes.