

Technology Plan



Hart-Ransom Union Elementary

July 1, 2014 - June 30, 2017

03/05/2011 (revised 03/19/2014)

This plan is for EETT and E-Rate.

Table of Contents

Background and Demographic Profile - Optional.....	1
1. Plan Duration	2
2. Stakeholders	3
3. Curriculum.....	4
3a. Current access by teachers and students.....	4
3b. Current use of technology to support teaching and learning	5
3c. District curricular goals to support plan.....	8
3d. Teaching and learning goals (Measurable Objectives, Benchmarks).....	9
3e. Acquiring technology skills AND information literacy skills (Measurable Objectives, Benchmarks)	12
3f. Ethical use	19
3g. Internet safety.....	21
3h. Description of access for all students.....	22
3i. Student record keeping.....	23
3j. Two way home-school communication.....	25
3k. Curriculum Monitoring Process.....	28
4. Professional Development.....	29
4a. Summary of Teacher and Administrator Skills and Needs	29
4b. Providing PD Opportunities (Measurable Objectives, Benchmarks)	30
4c. Professional Development Monitoring	35
5. Infrastructure, Hardware, Technical Support, and Software.....	36
5a. Existing Resources.....	36
5b. Needed Resources.....	38
5c. Annual Benchmarks and Timeline for obtaining resources.....	39
5d. Process to Monitor 5b.....	40
6. Funding and Budget.....	41
6a. Established and Potential Funding Sources.....	41
6b. Annual implementation costs.....	42
6c. District replacement policy	43
6d. Budget monitoring.....	43
7. Monitoring and Evaluation.....	44
7a. Overall progress and impact evaluation.....	44
7b. Evaluation schedule.....	44
7c. Communicating evaluation results	44
8. Collaborative Strategies with Adult Literacy Providers.....	46
9. Effective, Researched-Based Methods and Strategies.....	47
9a. Research Summary, District Application.....	47
9b. Technology to Deliver Rigorous Curriculum.....	49
Appendix C - Criteria for EETT Technology Plans	50
Appendix J - Technology Plan Contact Information.....	59

Background and Demographic Profile

Hart-Ransom Elementary Union School District is a school of the Past, Present and Future. The school's rich history began over 100 years ago as two small country schools: Hart School and Ransom School. In 1952 they combined to become Hart-Ransom Elementary School. Today Hart-Ransom Elementary School serves 803 students. In 1995 Hart-Ransom District established a second school – the Hart-Ransom Academic Charter, which is a home based charter school which serves 268 students. Hart-Ransom School is still rural in nature and is surrounded by orchards, fields and lots of fresh air on the west side of Modesto.

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

Our current enrollment is 803 with a classroom pupil-teacher ratio of 24 to 1. Hart-Ransom also houses the Stanislaus County Deaf and Hard of Hearing program consisting of 20 students, many of whom are mainstreamed into classrooms across the campus. We have three numerically significant subgroups: Socioeconomically Disadvantaged comprise 51.6% of our population, Hispanic comprises 44%, and English Learners comprise 13%.

1. Plan Duration

July 1, 2014 - June 30, 2017

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

2. Stakeholders

An inclusive team of teachers, administrators, community members, and government representatives created the Hart Ransom district technology plan. The team utilized data from the Technology Readiness Tool provided by the State of California to assess each school district's readiness for the Common Core Assessments. The Plan was written by Technology Coordinator Sara Martin with input and advice from the individuals listed below:

- Sara Martin, Technology Coordinator and Instructor
- Jerrianna Boer, Site Principal
- Elizabeth Newman, Library Media Center Specialist
- Debra Silva, Chief Business Officer
- Sarah Bullock, Site Technology Mentor and 6th grade teacher and parent of third grade student
- Manuel Robles, School Maintenance Supervisor
- Deanna Van Klaveren, Parent Teacher Club Former President
- Linda Smith, CTAP Region 6 Staff
- Mark Chaffey, Top Networks: Network Design and Support, Engineer, and Consultant

School Board

- Tom Grover-President
- Jim Cover -Vice President
- Richard Fultz -Clerk
- Joey Gonsalves - Member
- Robin Hennings -Member

Administration

Superintendent: Dr. Ream Lochry

Principal: Jerrianna Boer

Director: David Cline

3. Curriculum

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

Students and teachers at Hart-Ransom School currently have high access to technology. Each classroom in grades 2 - 8 has at least two desktop computers and a local classroom printer. The school has a computer lab with 36 computers and a library media center with 15 computers. All teachers have a laptop.

We have eight laptop carts with 30 computers each. Six of these are used in the traditional school and two in the charter school. These laptops connect through our wireless network and can be checked out for use in classrooms.

The school has 20 wireless android tablets that are used in Kindergarten classes.

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

Both campuses have access to the internet over wirelss access ports.

In the spring of 2013 the district upgraded to 100 Mbps Internet speed through Comcast.

Each classroom is equipped with a document camera and projector.

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

- School Pathways, an online student information system. Pathways includes a grade book program and students and parents can access grades online (passwrod protected).
- Renaissance Learning software to manage their Accelerated Reader and Star Reader information on their classes,
- Microsoft Office suite, Photoshop Elements, Premiere Elements, Acrobat 9 Professional, DVD player and virus control software.
- TeacherWeb accounts for classroom web site creation and uploading. Their websites are linked to the school website at www.hartransom.org

The computer lab is equipped with 36 student workstations and one instructor work station. In addition, We also have a flat bed scanner, 15 digital cameras, 7 video cameras and 10 network printers: black and white and color lasers available. Classrooms have access to network printers through the LAN.

The science room is equipped with a Smartboard.

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

The District maintains a yearly subscription to Typing Pal which provide keyboarding instruction and practice.

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

Students in grades five through six are scheduled for two 45-minute computer lab periods each week. Instruction is provided by the school's full time Technology Coordinator/Instructor. Information gathering and technology skills are taught through standard based integrated projects.

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

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

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

Technology in classrooms-Each classroom has at least 2 desktop computers. Two laptops carts with 30 laptops each are available for check out to classrooms.

- Kindergarten
 - Students are using Nexus 7 tablets (Android based) to participate in learning games that strengthen basic skills in a fun learning environment. (English Language Arts and other disciplines)
 - Tablets also support keyboarding
- Grades 2 -3
 - Computers are used primarily for taking Accelerated Reader tests and looking up books available in the school library (English Language Arts-ELA) and beginning keyboarding
 - Students are allowed to bring portable e-readers from home (ELA)
 - Teachers use projectors to share websites and online videos that support learning (all disciplines)
 - Teacher use document classrooms to project images from print media (all disciplines)
- Grades 4 -5
 - Accelerated Reader tests (ELA)
 - Keyboarding practice
 - Research for reports and projects (all disciplines)
 - Publishing reports with Microsoft Word and Publisher (all disciplines)

- Teachers use projectors to share websites and online videos that support learning (all disciplines)
- Teachers use document classrooms to project images from print media (all disciplines)
- Web 2.0 tools like wordle.net, storyjumper.com and voicethread.com are used by some teachers. (all disciplines)
- Teachers use digital cameras to document events in classes as well as recognize achievement. (all disciplines)
- Teachers use our student response system (check out basis) to check for understanding and poll students (all disciplines)
- Students are allowed to bring portable e-readers from home (ELA)
- Grades 6 – 8
 - Research for reports and projects (all disciplines)
 - Publishing reports with Microsoft Word, Publisher, PowerPoint or Websites (all disciplines) Examples: Sixth grade PowerPoint presentations that demonstrate students' knowledge of ancient civilizations, comparing and contrasting ancient times with modern and considering contributions ancient civilizations have made to our modern world today. Eighth graders develop web pages that chronicle the routes of Lewis and Clark
 - Keyboarding practice
 - Teachers use projectors to share websites and online videos that support learning (all disciplines)
 - Teachers use document classrooms to project images from print media (all disciplines)
 - Web 2.0 tools like wordle.net, storyjumper.com and voicethread.com are used by some teachers. (all disciplines)
 - Most teachers are using edmodo.com
 - Teachers use digital cameras to document events in classes as well as recognize achievement. (all disciplines)
 - Some teachers are piloting bring your own devices (BYOD) and are using cell phones as responders with websites like www.polleverywhere.com. Devices are also being used to access the internet for research and for collaborative projects using Google documents.
 - Students are allowed to bring portable e-readers from home (ELA)
- Computer lab
 - Students in grades 5 – 8 receive computer training during pull out enrichment periods
 - Instruction is provided by a credentialed full time teacher. This teacher also serves as the Technology Coordinator for the district
 - Technology Curriculum covers:
 - Basic computer safety, terminology and history of computing
 - Intermediate to advanced Internet research skills, knowledge and use of current Web applications
 - Intermediate to advanced web-browsing skills
 - Basic Windows operating system skills
 - Keyboarding

- Word Processing (Word: Microsoft Office 2010)
- Desktop Publishing (Publisher: Microsoft Office 2010)
- Multimedia skills (PowerPoint: Microsoft Office 2010 and Adobe Premiere Elements-video production) Students create videos throughout the year, including Public Service Announcements, Digital Storytelling, How To videos and more. A full size green screen and production lighting add to the professional look of the finished videos and students are learning important 21st century skills that involve communicating in visual, auditory and digital ways.
- Artistic expression and Graphic Design (Adobe Photoshop Elements)
- Digital Photography (take, scan, download and edit)
- Minecrafteu.com. (Education version of Minecraft.) Students participate in full class quests where they must work together toward a common goal. Creativity, collaboration and problem solving is necessary for completion of the class goals.
- Lessons are delivered with connections to the core curriculum whenever possible, with an emphasis on supporting common core-based projects in the classroom
- The school uses www.ixl.com, an online fee-based programs for algebra intervention. The students use the program during a math shadow class taught in the computer lab.

Teacher and Administrator Use

- Most teachers and administrators are skilled users of technology and are integrating it into their curriculum. Common Core standards have been adopted in ELA and Math and teachers are using technology to support those new standards. Example: Utilizing the class sets of laptops 8th grade students' research how industrialization changed society and prepare arguments that support or oppose the idea that it was good for American society. (ELA and history)
- Teachers have their own webpages (created with TeacherWeb.com) that is accessible through our school website (http://www.hartransom.org/Hart_Ransom/ClassWebPages.htm)
- Most teachers and administrators use blogs and other web 2.0 tools such as Google docs, jing, edmodo, wordle and many more.
- All teachers utilize a computerized student information system, Pathways, that includes an online gradebook and attendance tool. Students grade are uploaded to this secure website which includes a Parent Portal for class and school information and communication

Special Needs population: *Our school hosts our county office of education Deaf and Hearing (DHH) students. Many of those students are mainstreamed into regular classrooms for one or more of their classes. DHH students who are mainstreamed come to class with interpreters and often, an FM device that improves their hearing. Other than that, these students use the same technology devices as the rest of the students.*

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

Hart-Ransom District's main curricular goal is to prepare students for college and career through the articulation of the Common Core Standards. Common Core teaching strategies will allow students to learn in depth and explore topics and skills so that they will achieve true mastery and understanding. Local and district assessments in reading, math and writing will determine student achievement and formative assessment developed by SBAC may become part of our determination of student progress.

The new Common Core State Standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that will better prepare our young people for success and relevance in college and careers. The new Standards – and new assessments to measure achievement – are driving substantial changes in curriculum and instructional practices to better address the demands placed on our students as the move into college and the global workplace.

These new standards present many new challenges for schools and one of the biggest challenges involves access to and strategic use of technology tools. Technology plays a bigger role in instruction, learning and assessing than ever before. New approaches to instruction will integrate technology as students switch from being passive receivers of knowledge to content creators, critical thinkers, communicators and collaborators.

Assessments will be delivered on digital devices and will go beyond multiple-choice questions to include extended response and technology enhanced items, as well as performance tasks that allow students to demonstrate critical-thinking and problem-solving skills. Many tasks also require that student write about how they solved their problems and came to their conclusions. Students will be challenged to apply their knowledge and skills in response to complex real-world problems.

Digital content is increasing daily. Curriculum as well as teaching support is available, and many are free of charge. Textbook publishers are scrambling to provide digital resources. This accessibility will facilitate Hart-Ransom's goal of moving toward 100% digital textbooks.

Hardware will be necessary to deliver the assessments and students will need to be prepared to take those assessments on line. Keyboarding and other drag and drop skills as well as basic word processing will need to be taught and practiced with students in grades 3 – 8.

Professional development will be very important in the success of this new approach. Teachers will need training, time to integrate and practice as well as technical and instructional support.

All of these goals are supported and included in our LEA Plan (Local Agency Plan). Title III, LCAP (Local Control and Accountability Plan) and our CON AP (Consolidated Application) Plans.

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

They use technology and digital media strategically and capably. From Common Core English Language Arts Standards Introduction: "Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals."

<http://www.corestandards.org/ela-literacy/introduction/students-who-are-college-and-career-ready-in-reading-writing-speaking-listening-language>

Goal 3d.1: Students in grades 3-8 will use technology tools to thoughtfully enhance their reading, writing, speaking, listening, and language use to demonstrate understanding of Common Core Standards..

Objective 3d.1.1: All students in grades 5 - 8 will use google docs to create word documents, presentations, drawings and to demonstrate understanding of Common Core Standards.

Benchmarks:

- Year 1: 75% of students in grades 5 - 8 will use google docs to create word documents, presentations, drawings and to demonstrate understanding of Common Core Standards.
- Year 2: 90% of students in grades 5 - 8 will use google docs to create word documents, presentations, drawings and to demonstrate understanding of Common Core Standards.
- Year 3: 100% of students in grades 5 - 8 will use google docs to create word documents, presentations, drawings and to demonstrate understanding of Common Core Standards.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Students will receive instruction on how to log on to and access their students accounts.	Beginning of each school year.	Technology Coordinators responsible for setting up student accounts	School Administrators	Data available on Google Administrator Dashboard.
Students will receive instruction on how to use google documents.	Beginning of each school year.	Technology teacher and classroom teachers.	School Administrators	Data available on Google Administrator Dashboard.

Students will have access to google docs in the computer lab, library, in their classrooms and at home (if Internet access available).	All year.	All teachers	School Administrators	Data for individual student use is available on Google Administrator Dashboard.
Students will create projects that connect with the core curriculum and use google docs as a tool for creating those projects.	Throughout the school year	Classroom teachers, technology coordinator	School Administrators	Student work sample, teacher and student surveys.

Objective 3d.1.2: 100% of students will use Microsoft Office software for word processing , spreadsheets, desktop publishing and presentations to demonstrate understanding of Common Core Standards.

Benchmarks:

- Year 1: 75% of students will use Microsoft Office software for word processing, spreadsheets, desktop publishing and presentations to demonstrate understanding of Common Core Standards.
- Year 2: 85% of students will use Microsoft Office software for word processing, spreadsheets, desktop publishing and presentations to demonstrate understanding of Common Core Standards.
- Year 3: 100% of students will use Microsoft Office software for word processing, spreadsheets, desktop publishing and presentations to demonstrate understanding of Common Core Standards..

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Microsoft Office will be installed and maintained on every school desktop and laptop	Ongoing	Technology Coordinator	School Administrators	Physical check of computers
Instruction on Microsoft Office applications will take place during computer classes and in core classrooms. Students in grades 5 - 8 will receive instruction in word processing (Word), Desktop Publishing (Publisher), presentations (PowerPoint) and spreadsheets (Excel).	Throughout each year	Technology Coordinator and Classroom Teachers	School Administrators	Computer and classroom assessments.

Students will use Microsoft Office software as a tool to create and publish projects in their core subjects.	Throughout the school year.	Classroom Teachers and Technology Coordinator	Site Administratorsa	Student work samples and teacher and student surveys
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Objective 3d.1.3: All students in grades 5 - 8 will have access to computers at least twice a week for computer literacy instruction, Accelerated Reader quizzes, research for classroom projects and other computer projects that support curricular goals.

Benchmarks:

- Year 1: 85% in grades 5 - 8 will have access to computers at least twice a week for computer literacy instruction, Accelerated Reader quizzes, research for classroom projects and other computer projects that demonstrate understanding of the Common Core Standards.
- Year 2: 90% students in grades 5 - 8 will have access to computers at least twice a week for computer literacy instruction, Accelerated Reader quizzes, research for classroom projects and other computer projects that demonstrate understanding of the Common Core Standards.
- Year 3: 100% of students in grades 5 - 8 will have access to computers at least twice a week for computer literacy instruction, Accelerated Reader quizzes, research for classroom projects and other computer projects that demonstrate understanding of the Common Core Standards.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Students in grades 5 - 8 will receive computer training in school computer labs at least twice a week for 50 minutes.	Throughout the school year.	Technology Coordinators and teachers. School Administrators.	School Administrators	School schedules
Library Media Specialist will create and maintain student accounts for Accelerated Reader	Beginning of school year.	Library Media Specialist	Site Administrators	Evidence of student accounts on hosted Renaissance Place software.

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

Goals in this section are aligned with the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects for California Public Schools Kindergarten Through Grade Twelve

Goal 3e.1: Students in grades 3 - 8 will use technology to produce and publish writing to interact and collaborate with others to demonstrate understanding of Common Core Standards.

Objective 3e.1.1: Students in grades 6-8 will use technology, including the Internet, to interact and collaborate with others, including linking to and citing sources.

Benchmarks:

- Year 1: 75% of students in grades 6-8 will use technology, including the Internet, to interact and collaborate with others, including linking to and citing sources.
- Year 2: 85% of students in grades 6-8 will use technology, including the Internet, to interact and collaborate with others, including linking to and citing sources.
- Year 3: 100% of students in grades 6-8 will use technology, including the Internet, to interact and collaborate with others, including linking to and citing sources.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Provide instruction to students in the use of linking to and citing sources.	Ongoing	Technology Coordinator/Teacher and Classroom teachers	Site Principals	Student work, teacher and student surveys
Instruct students on the use of Google docs to communicate and collaborate with others.	Beginning of each school year.	Technology Coordinator/Instructor and Classroom teachers	Site Principals	Student work, teacher and student surveys
Student will share Google docs in a variety of ways to communicate and collaborate with each other on projects that connect with the core curriculum	Throughout the school year	Classroom teachers and Technology Coordinator	Site Administrators	Student work samples and teacher and student surveys.

Students will link to and cite sources on at least one research project.	Yearly	Classroom Teachers and Technology Coordinator	Site Administrators	Student work samples and teacher and student surveys.
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Objective 3e.1.2: Students in grades 5 - 8 will use technology, including the Internet, to produce and publish writing and present the relationship between information and ideas efficiently to demonstrate understanding of Common Core Standards.

Benchmarks:

- Year 1: 75% of students in grades 5 - 8 will use technology, including the Internet, to produce and publish writing and present the relationship between information and ideas efficiently to demonstrate understanding of Common Core Standards.
- Year 2: 85% of students in grades 5 - 8 will use technology, including the Internet, to produce and publish writing and present the relationship between information and ideas efficiently to demonstrate understanding of Common Core Standards.s.
- Year 3: 100% of students in grades 5 - 8 will use technology, including the Internet, to produce and publish writing and present the relationship between information and ideas efficiently to demonstrate understanding of Common Core Standards.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Provide access to and instruction on use of Internet search techniques, word processing and Google docs.	Throughout school year	Technology Coordinator and Classroom teachers	Site Principals	Student work and teacher and student surveys

Objective 3e.1.3: 100% of students in grades 3 - 6 will demonstrate keyboarding skills appropriate to their grade levels.

Benchmarks:

- Year 1: 60% of students in grades 3 - 6 will demonstrate keyboarding skills appropriate to their grade levels.
- Year 2: 80% of students in grades 3 - 6 will demonstrate keyboarding skills appropriate to their grade levels.
- Year 3: 100% of students in grades 3 - 6 will demonstrate keyboarding skills appropriate to their grade levels.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Purchase TypingPal site license	July 2014	Technology Coordinator	Site Principals	Purchase Order
Instruct Students on use of TypingPal Grade 3: Students, with the guidance and support from adults, will use technology (using keyboarding skills) to produce and publish writing Grade 4: Students, with some guidance and support from adults, will demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. Grade 5: Students, with some guidance and support from adults, will demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. Grade 6: Students, with some guidance and support from adults, will demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	January 2014	Technology Coordinator and Classroom teachers	Site Principals	Student usage logs at typingpal.com
Students will use the keyboarding software, TypingPal.com, to practice keyboarding skills	At least 3 times per week	Classroom Teachers, Library Media Specialist, Technology Coordinator	Site Administrators	Student performance data available on the hosted TypingPal website.

Goal 3e.2: Students in grades 3 - 8 will conduct research projects that build knowledge about a topic to demonstrate understanding of Common Core Standards.

Objective 3e.2.1: 100% of students in grades 6 - 8 will compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Benchmarks:

- Year 1: 80% of students in grades 6 - 8 will compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
- Year 2: 90% of students in grades 6 - 8 will compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
- Year 3: 100% of students in grades 6 - 8 will compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Provide access to technology-laptops and lab computers-and access to simulations, videos and other online multimedia sources.	Ongoing	Classroom teachers	Site Principals	Student work, teacher and student surveys
Students will write essays that compare and contrast information gained from experiments, simulations, video, or multimedia sources with that gained from reading text on the same topic.	At least 3 times per year.	Classroom Teachers and Technology Coordinator	School Administrators	Student writing samples

Objective 3e.2.2: 100% of students in Grades 6 - 8 will use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Benchmarks:

- Year 1: 80% of students in Grades 6 - 8 will use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- Year 2: 90% of students in Grades 6 - 8 will use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- Year 3: 100% of students in Grades 6 - 8 will use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Provide access to technology-laptops and lab computers	Ongoing	Classroom Teachers	site Principals	Student work and teacher and student surveys
Students in grades 6 - 8 will use technology, including the Internet, to produce and publish writing and present the relationship between information and ideas clearly and efficiently.	At least 3 times per year.	Classroom Teachers and Technology Coordinator	Site Administrators	Student writing samples

Goal 3e.3: 100 % of students in grades 3 - 8 will use digital media to communicate and collaborate with other students and teachers to demonstrate understanding of Common Core Standards.

Objective 3e.3.1: 100% of students in grades 3 - 8 will create engaging audio recordings to enhance projects.

Benchmarks:

- Year 1: 50% of students in grades 3 - 8 will have the opportunity to create engaging audio recordings to enhance a presentation project.
- Year 2: 75% of students in grades 3 - 8 will have the opportunity to create engaging audio recordings to enhance a presentation project.

- Year 3: 100% of students in grades 3 - 8 will have the opportunity to create engaging audio recordings to enhance a presentation project.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Instruct students on skills of podcasting using built in microphones on school laptops.	Before end of school year.	Technology and classroom teachers	School Administrators	Uploaded podcasts, student and teacher surveys.
Instruct students in the use of web tools such as Voicethread to create engaging audio recordings.	Throughout the school year.	Technology and classroom teachers	School Administrators	Surveys of student work
Students will create any engaging audio recording to enhance a presentation project.	At least once per year.	Classroom Teachers and Technology Coordinator	Site Adminsitrators	Student presentation samples

Objective 3e.3.2: 100% of students in grades 5 - 8 will create multimedia presentations that use graphics, sound and visual displays to enhance the development of main ideas or themes.

Benchmarks:

- Year 1: 50% of students in grades 5 - 8 will create multimedia presentations that use graphics, sound and visual displays to enhance the development of main ideas or themes.
- Year 2: 75% of students in grades 5 - 8 will create multimedia presentations that use graphics, sound and visual displays to enhance the development of main ideas or themes.
- Year 3: 100% of students in grades 5 - 8 will create multimedia presentations that use graphics, sound and visual displays to enhance the development of main ideas or themes.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Teach students to create presentation using Microsoft PowerPoint and Google Presentation tools.	Yearly	Technology Coordinator/Teacher and Classroom teachers	Technology Committee	Student work, student and teacher surveys
Students will create multimedia projects that use graphics, sound and visual displays to enhance the development of main ideas or themes	At least once per year	Classroom Teachers and Technology Coordinator	Site Administrators	Student presentation samples

Goal 3e.4: Students in grades 3 - 8 will employ online search techniques to efficiently acquire useful information, to demonstrate understanding of Common Core Standards.

Objective 3e.4.1: 100% of students in grades 5 - 8 will integrate that information acquired online with what they learn offline and assess its validity.

Benchmarks:

- Year 1: 60% of students in grades 5 - 8 will integrate information acquired online with what they learn offline and assess its validity.
- Year 2: 80% of students in grades 5 - 8 will integrate information acquired online with what they learn offline and assess its validity.
- Year 3: 100% of students in grades 5 - 8 will integrate information acquired online with what they learn offline and assess its validity.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Teach critical evaluation of websites. Kathy Shrock http://www.schrockguide.net/uploads/3/9/2/2/392267/evalmidd.pdf TeachingChannel: https://www.teachingchannel.org/videos/analyzing-websites-with-students	Beginning of each school year	Technology Coordinators and Classroom Teachers	School Administrators	Student, Teacher and Parent surveys
Students will integrate information acquired online with what they learn offline and assess its validity in written projects that connect to the core curriculum	At least once per year.	Classroom Teachers and Technology Coordinator	Site Administrators	Student writing samples and teacher and student surveys

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

Goal 3f.1: Students will learn about information literacy, copyright, and the appropriate and ethical use of information technology.

Goal 3f.2: Provide training for teachers and administrators on information literacy, copyright, and the appropriate and ethical use of information technology.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Provide opportunity for staff to learn about information literacy, copyright and the appropriate and ethical use of information technology. Use websites available on the ctap site and others, including those hosted by Hall Davidson.	Staff meeting, one per school year 2014 - 2017	Site Principal and Technology Coordinator	District Superintendent	Teacher surveys.

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

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

Goal 3g.1: All students will advocate and practice safe and responsible technology use.

Goal 3g.2: All students will receive instruction on cyber bullying and social networking.

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

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Students will be taught vocabulary and the concept of Internet predators and strategies to prevent contact with them. They will also receive instruction on cyber bullying and social networking. Curriculum at netsmartz.com will be used.	Yearly	Technology Coordinator and Classroom Teachers	The Technology Committee will ensure that instruction is provided	Teacher, parent and student surveys
Review school rules and the regulations regarding Internet use as stipulated in our Internet Use Policy.	Yearly	Technology Coordinator and Classroom Teachers	The Technology Committee will ensure that instruction is provided	Teacher, parent and student surveys
Teachers will be provided training on Internet Safety.	Yearly	Technology Coordinator	The Technology Committee will ensure that instruction is provided	Sign in sheets provided at Professional Development trainings.
Provide an evening Parent Technology Meeting to discuss Internet safety.	Yearly	Technology Coordinator	The Technology Committee will ensure that instruction is provided	Parent surveys

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

The Hart-Ransom School District is committed to providing and ensuring that all students in grades K – 8 have equal access to technology. Those students currently have high access to technology, through the Library Media Center and through classrooms computers. Each student in grades 5 – 8 has their own dedicated folder on the school network for saving class work. Also, 8th grade students are given an email account connected to our school web server for communication with teachers and others. Students participate in school blogs and private secure chatrooms (edmodo.com) giving those opportunities to participate in emerging technologies.

Students who need remediation use computers during their resource pullout program.

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

End of Year 1:

- All instructional areas will have at least one Internet connected computer available for student use.
- The Library Media Center will be open before school, during break and lunch for student use.
- Kindergarten classes will have access to 4 tablets for student use
- 3 laptop carts that can be moved between classrooms will be available for student use.

End of Year 2:

- Classrooms in grades K-8 will have at least 1 Internet connected computers available for student use.
- Additional laptop cart, total 4 carts available for classrooms to check out
- Use of tablets will be expanded to include grades 1 and 2.

End of Year 3:

- Add 5th laptop cart
- Add tablets for grades 4 and 5

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

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

The school principal uses an Access Database program to keep track of behavior referrals, suspensions and expulsion. This spreadsheet tracks discipline referrals according to teacher and grade level.

Goal 3i.1: All schools in the District will use an online student information system for student record keeping.

Objective 3i.1.1: 100% of teachers and administrators in the district will use hosted student information system, School Pathways to monitor attendance, gather data as needed for required reports, manage grades and report cards and communicate with parents.

Benchmarks:

- Year 1: 95% of teachers and administrators in the district will use hosted student information system, School Pathways to monitor attendance, gather data as needed for required reports, manage grades and report cards and communicate with parents.
- Year 2: 100% of teachers and administrators in the district will use hosted student information system, School Pathways to monitor attendance, gather data as needed for required reports, manage grades and report cards and communicate with parents.
- Year 3: 100% of teachers and administrators in the district will use hosted student information system, School Pathways to monitor attendance, gather data as needed for required reports, manage grades and report cards and communicate with parents.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Purchase yearly license for Pathways	yearly	Site Administrators	District Superintendent and CFO	Data generated from Pathways
Keep current records	Daily	School office staff and Administrators	School Adminsitrators	Data available in Pathways
Provide Professional Development for staff in the use of the software	Beginning of each school year	Site Principals	District Administrators	Schedule and reports of meetings

Goal 3i.2: The traditional school will use an Access Database program to keep track of behavior referrals, suspensions and expulsion.

Objective 3i.2.1: 100% of the staff and administrators will use our Access Tool to enter discipline records and review discipline data

Benchmarks:

- Year 1: 75% of the staff and administrators will use our Access Tool to enter discipline records and review discipline data
- Year 2: 85% of the staff and administrators will use our Access Tool to enter discipline records and review discipline data
- Year 3: 100% of the staff and administrators will use our Access Tool to enter discipline records and review discipline data

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Maintain Access Tool on school server developed to track and document all discipline issues	Throughout the school year	Technology Coordinator	Site Administrator	Data collected by Access Tool

Provide Professional Development training on the use of the program	Beginning of each school year	Technology Coordinator	Site Administrator	Meeting reports and survey of users
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3j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.

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

Objective 3j.1.1: 90% of parents will use the Parent Portal of Pathways to access their student's information (i.e., attendance, lunch balance, grades, school and/or teacher messages & email).

Benchmarks:

- Year 1: 90% of parents with students in grades 3 - 8 will use the Parent Portal of Pathways to access their student's information (i.e., attendance, lunch balance, grades, school and/or teacher messages and email).
- Year 2: 90% of parents with students in grades 2 - 8 will use the Parent Portal of Pathways to access their student's information (i.e., attendance, lunch balance, grades, school and/or teacher messages and email).
- Year 3: 90% of all parents will use the Parent Portal of Pathways to access their student's information (i.e., attendance, lunch balance, grades, school and/or teacher messages and email).

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Offer training and materials for parents to learn how to access and use the Parent Portal in Pathways.	2014 Beginning of school year	School Principal and Data Analyst	School Principal	Administrator and parent surveys.
Data Analyst and School Secretary will monitor parent use of Pathways Parent Portal	Monthly, 2014-2017	Data Analyst and School Secretary	Attendance Secretary will monitor parent use and report to Administration	Report generated by Pathways showing parent access data.
Survey parents and teachers on their satisfaction with the portal.	Monthly, 2014-2017	Site Principal and Classroom teachers	Site Principal	Teacher and parent surveys

Goal 3j.2: Maintain District and School websites

Objective 3j.2.1: Use school and district websites to communicate with parents and community

Benchmarks:

- Year 1: 85% of parents will use the website for school information
- Year 2: 90% of parents will use the website for school information
- Year 3: 95% of parents will use the website for school information

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
School webmasters will maintain the websites	2014-2017 ongoing	School webmasters	Superintendent	Parent evaluations
Office staff and other stakeholders will provide announcements to include on the website	2014-2017 ongoing	All stakeholders with information necessary for parents and guardians	Superintendent	Parent surveys. Data on page hits from websites that indicate traffic to pages.

Goal 3j.3: Each teacher will have a class website

Objective 3j.3.1: 100% of teachers in grades 4 - 8 will maintain class webpages, with links to the school webpage, using Teacherweb.

Benchmarks:

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

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Obtain licenses for TeacherWeb accounts.	2014-2017	Technology Coordinator	Site Principal	Purchase Order
Train teachers in the use of TeacherWeb	2014-2017 Beginning of each school year.	Technology coordinator	The Technology Committee will ensure that instruction is provided.	Urls of websites that have been created.

Link TeacherWeb classroom webpages to the school website.	Beginning of each school year 2014-2017	Technology Coordinator	School Principal	Links to the websites reside on the school webpage.
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Goal 3j.4: School will use an automated phone system.

Objective 3j.4.1: To facilitate communication the school will use an automated phone system when messages need to go out to parents and guardians

Benchmarks:

- Year 1: 80% of parents and guardians will receive school messages via an automated phone system, School Messenger
- Year 2: 90% of parents and guardians will receive school messages via an automated phone system, School Messenger
- Year 3: 95% of parents and guardians will receive school messages via an automated phone system, School Messenger

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Train office staff to use phone message system	2014-2017 Beginning of each school year as necessary	Office Staff	site Principal	Parent survey
Inform parents about the service in beginning of the year notices, on the website and in the school handbook.	Beginning of each school year 2014-17	Principal's Assistant and school webmasters	Site Principal	Usage data from messenger service and parent surveys
Evaluate school Messenger for effectiveness and cost	2017-end of school year	Technology Coordinator and Site Principal	Technology Committee	Comparison of message systems

Goal 3j.5: Use a group texting service to communicate with parents and students

Objective 3j.5.1: 90% of parents will receive school messages using a group texting service.

Benchmarks:

- Year 1: 60% of parents will participate in the group texting service
- Year 2: 75% of parents will receive school messages using a group texting service
- Year 3: 90% of parents will receive school messages using a group texting service.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Chose a group texting service, such as grouptexting.com	Beginning of school year 2014	Technology Coordinator and Site Principal	Site Principal	Parent survey
Train office staff to use service	2014 Beginning of school year	Technology Coordinator	Site Principal	Usage data from group texting service. Parent surveys.
Obtain cell phone numbers from parents and guardians.	Beginning of each school year 2014-2017	Office staff	Site Principal	Data available through Pathways SIS

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

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

4. Professional Development

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

The California State Technology Proficiencies for Teachers and Administrators is used as a guideline for developing levels of staff proficiency. A custom made survey was created to assess the teachers' and administrators' current technology skills and needs for professional development. The survey can be found here: <http://bit.ly/1pIJQxz>

Results of the survey indicate that teachers and administrators have the highest training needs in video editing, graphic peripherals, multimedia editing or authoring tools and spreadsheets. Most respondents described themselves as Intermediate or Advanced in word processing, email, and web browsers.

Most agreed (61%) or strongly agreed (24%) that they regularly think about whether technology could enhance teaching or student learning when designing lessons. In addition the majority (48% agree and 24% strongly agree) are comfortable planning for class sessions that involve students using technology during instruction. The majority of teachers (44% agree and 26% strongly agree) report that they regularly use technology to enhance learning in their classrooms and they also report that they have classroom management and organizational strategies in place for using technology (44% agree and 26% strongly agree)

Teachers and administrators are mixed in their use of technology to support their own professional growth. 54% agree that they use it for professional development and 45% disagree. 64% use technology to communicate and collaborate with peers. The majority also report that they regularly use technology to increase their own productivity as a professional.

A full view of the results of this survey: <http://bit.ly/1cJ44fb>

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

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

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

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

Beginning:

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

Intermediate:

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

Advanced:

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

Professional

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

Goal 4b.1: All teachers and administrators will use digital tools to communicate with staff, parents and students.

Objective 4b.1.1: 100% of teachers will use email to communicate

Benchmarks:

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

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

Goal 4b.2: All teachers will use the online Pathways SIS program to take role, access student records, and communicate with parents.

Objective 4b.2.1: 100% of teachers will show proficiency in using the Pathways software to monitor attendance, access records and communicate with parents.

Benchmarks:

- Year 1: 95% of teachers will show proficiency in using the Pathways software to monitor attendance, access records and communicate with parents.
- Year 2: 98% of teachers will show proficiency in using the Pathways software to monitor attendance, access records and communicate with parents.
- Year 3: 100% of teachers will show proficiency in using the Pathways software to monitor attendance, access records and communicate with parents.

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

Objective 4b.2.2: 100% of all teachers will use the Pathways Parent Portal to communicate with parents.

Benchmarks:

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

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

Goal 4b.3: All teachers will acquire functional technological and information literacy skills to enhance teaching and learning.

Objective 4b.3.1: 90% of teachers will demonstrate proficiency of functional technology skills.

Benchmarks:

- Year 1: 70% of teachers will demonstrate proficiency of functional technology skills.
- Year 2: 80% of teachers will demonstrate proficiency of functional technology skills.
- Year 3: 90% of teachers will demonstrate proficiency of functional technology skills.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Encourage teachers to attend county classes and other professional development opportunities for technology training that incorporate digital tools and resources to promote student learning.	Yearly	Technology Coordinator	Site principal	Teacher evaluation and survey
Classes on Office applications, google docs and web tools that support common core will be offered on site during professional growth meetings.	Yearly	Technology Coordinator	The Technology Committee will ensure that instruction is provided.	Teacher evaluation and surveys

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

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

Benchmarks:

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

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Provide opportunity for administrators and the Technology Coordinator to attend the CUE conference and specific workshops on information literacy, copyright and the appropriate and ethical use of information technology.	Date of CUE conference (spring of each year)	Technology Coordinator	District Superintendent	Purchase orders for Conference expenses
Technology Coordinator to train staff in the concepts of information literacy, copyright and the appropriate and ethical use of information technology.	Beginning of each school year.	Technology Coordinator	Site Principal	Teacher survey and sign in sheets for staff development activities.

Goal 4b.5: All administrators and teachers will be provided training on safe and responsible technology use.

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

Benchmarks:

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

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

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

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

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

5. Infrastructure, Hardware, Technical Support, and Software

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

Existing Hardware: Hardware

- Hart-Ransom School's network supports 260 networked computer systems and 20 android based tablets in its classrooms, library media center and administrative offices.
- **Servers:**

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

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

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

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

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

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

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

Additional Peripherals:

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

- 15 digital cameras
- LCD projectors in each classrooms or shared by one grade level
- 37 local printers, 10 laser printers which are connected to the network and shared by a designated area.
- 1 class set of student responders
- wireless handheld input pads (Airliners) used in Kindergarten, first grade, junior high core classes and junior high math.
- 1 wall mounted Smartboard in the junior high science classroom.
- Document camera sin all classrooms

Existing Internet Access: Networking

- Network wiring is fiber optic (either 100BT or 1000 BT). All hubs are 100 BT switches.
- Internet is provided at 100 MBPS (Comcast Fiber WAN)
- Full wireless coverage is provided by 15 Cisco wireless access points
- School wiringAll our classrooms, the administration offices, the transportation department, the Library, Special Education, and ESL rooms are connected to the Internet via our network. All wiring complies with CAT 5 UTP wiring standards. (See network diagram)
- Each individual **classroom** in all grades (K-8) has at least 1 Internet-connected computer. Most rooms have at least 3 up-to-date and networked computers. Each classroom computer has the Office 2010 suite installed and other software is available to teachers that is appropriate to their grade level and meets curricular goals.

Existing Electronic Learning Resources: Software

- Installed software including Microsoft Office 2010, Photoshop Elements, Premier Elements, Adobe Acrobat 9
- Math intenvention software subcriptions (such as ixl.com and aleks.com) are purchased yearly as needed

Existing Technical Support:

Technical Support

1. On site Technology Coordinator/Instructor provides basic network administration and handles basic repairs and software support. Coordinator also administrates all repair jobs and keeps records on every computer and server. Coordinator also manages and plans for future hardware and software upgrades/purchases and improvements and/or upgrades.
2. Part-time computer technician is contracted on an as-needed basis.
3. Part-time network engineer is contracted on an as-needed basis.

Currently, technical support is available on an as-needed basis on site usually within 1 to 5 days. Repairs are mostly completed onsite. These repairs usually take more than 48 hours. Hart-Ransom School District will continue to budget for and provide technical support that reaches towards the goal of repair within 48 hours.

The ongoing integration of technology into Hart-Ransom School will require that the District continue to support the position of Technology Coordinator/Instructor. This person will continue to provide instruction in technology skills to students in grades 5 – 8, administrate all district technology issues, develop technology-related curriculum that supports Common Core Standards and provide appropriate staff development in technology. In addition to the Technology Coordinator/Instructor, the District will continue to support the position of Library Media Specialist. This person will provide Library Management and beginning technology skills instruction to students in grades K – 4.

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

Hardware Needed: Desktop computers to replace lab and library computers and insure no computers in the lab are older than 4 years old.

Laptops for classroom projects that support the Common Core and Common Core assessments

Tablets for online textbooks, classroom projects that support the Common Core and Common Core assessments

Replacements for aging projectors, cameras, printers and other peripherals

Electronic Learning Resources Needed: Operating systems (Windows 7 or 8) and software for new computers and tablets. Software includes Office Professional 2010, Photoshop Elements, Premiere Elements, Adobe Acrobat Pro. Apps and digital textbook content for tablets

Yearly subscriptions to online keyboarding program

Networking and Telecommunications Infrastructure Needed: Upgrades to wireless and additional access ports as users increase, as necessary.

Maintenance of existing servers. Servers were upgraded during the summer of 2012. No additional upgrades are anticipated until after 2017.

Physical Plant Modifications Needed: None needed.

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

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

The benchmarks listed above depend entirely on availability of funds from the District's General Fund. The School Board has agreed to allot \$10,000 per year for a deferred Maintenance Fund for technology, as long as the budget allows.

A plan is in place to replace lab computers at a rate of 8 year thereafter. This insures that there are no lab computers older than 4 years old. The computers replaced in the lab are filtered into the classrooms for student and teacher use.

In order to fully address the needs of the Common Core Standards a large amount of investment must be made in technology-hardware, software and professional development.

Year 1 Benchmark: Replace aging computers, upgrade all operating systems to Windows 7 or above, purchase tablets for 10 classrooms, upgrade wireless, replace aging printers and projectors in classrooms and offices		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Purchase and configure 10 class sets of android tablets (300 tablets)	Fall 2014	Technology Coordinator and Tech support technician
Budget for tech support to maintain, repair or replace computers and other tech hardware	2014	Technology Coordinator and District Chief Business Officer
Purchase 12 new computers for lab and library	Fall 2014	Technology Coordinator
Upgrade wireless by adding more access ports	Fall 2014	Technology Coordinator and Tech Support Technician
Upgrade all computers operating systems to Window 7 or above	Fall 2014	Technology Coordinator and Tech Support Technician
Purchase classroom printers to replace aging units	Fall 2014	Technology Coordinator and Tech Support Technician
Purchase office printers to replace aging units	Fall 2014	Technology Coordinator and Tech support technician
Purchase classroom projectors to replace aging units	Fall 2014	Technology Coordinator and Tech support technician

Year 2 Benchmark: Replace aging computers, purchase tablets for 10 classrooms, replace aging printers and projectors in classrooms and offices

Recommended Actions/Activities	Timeline	Person(s) Responsible
Purchase 12 new computers for lab and library	Summer 2015	Technology Coordinator and Tech support technician
Purchase and configure 10 class sets of android tablets (300 tablets)	Fall 2015	Technology Coordinator and Tech support technician
Budget for tech support to maintain, repair or replace computers and other tech hardware	Summer 2015	Technology Coordinator and District Chief Business Officer
Purchase classroom printers to replace aging units	Fall 2015	Technology Coordinator and Tech support technician
Purchase classroom projectors to replace aging units	Fall 2015	Technology Coordinator and Tech support technician

Year 3 Benchmark: Replace aging computers, purchase tablets for 10 classrooms, replace aging printers and projectors in classrooms and offices, replace one district server		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Purchase 12 new computers for lab and library	Fall 2016	Technology Coordinator and Tech support technician
Purchase and configure 10 class sets of android tablets (300 tablets)	Fall 2016	Technology Coordinator and Tech support technician
Budget for tech support to maintain, repair or replace computers and other tech hardware	Fall 2016	Technology Coordinator and District Chief Business Officer
Purchase classroom printers to replace aging units	Fall 2016	Technology Coordinator and Tech support technician
Purchase classroom projectors to replace aging units	Fall 2016	Technology Coordinator and Tech support technician
Purchase district server to replace aging server	Spring 2016	Technology Coordinator and Tech support technician

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

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

6. Funding and Budget

6a. List of established and potential funding sources.

- **Established Funding Sources:** General Fund for the District (Fund 01)
 - One Time Block grants
 - Deferred Maintenance
 - Lottery
-
- **Potential Funding Sources:** Donations - Parent Teacher Club
 - K-12 EdTEch Vouchers
 - Erate discounts and rebates

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

Item Description	Year 1	Year 2	Year 3	Funding Source Including E-Rate
1000-1999 Certificated Salaries				
Technology Coordinator (10% of regular teaching salary plus \$4500 extra duty pay)	\$12,500	\$12,500	\$12,500	General Fund
2000-2999 Classified Salaries				
Technical Support	\$65,000	\$65,000	\$65,000	
3000-3999 Employee Benefits				
Technology Coordinator	\$3,750	\$3,750	\$3,750	
5000-5999 Other Services and Operating Expenses				
Yearly Accelerated and STAR Reading licenses	\$4,000	\$4,000	\$4,000	General Fund, K12 Voucher
Yearly license for Student Pathways SIS	\$9,000	\$11,000	\$11,000	General Fund
Yearly license for TeacherWeb accounts	\$600	\$800	\$1,000	General Fund
Internet Fiber Services	\$10,000	\$10,000	\$10,000	General Fund, E-Rate
Professional Development in Technology	\$5,000	\$5,000	\$2,500	General Fund
Antivirus	\$2,500	\$2,500	\$2,500	General Fund
Anti-spam Services	\$2,500	\$2,500	\$2,500	General Fund
Operating Software	\$5,000	\$2,500	\$2,500	General Fund and K12 vouchers
Keyboarding Software licenses	\$500	\$500	\$500	General Fund and K12 Voucher
6000-6999 Equipment				
Replacement computers and software	\$15,000	\$15,000	\$15,000	General Fund
Server	\$0	\$0	\$8,000	General Fund
Upgrade Operating Systems	\$2,000	\$0	\$0	General Fund, K12 Vouchers
Upgrade Wireless Equipment for Classrooms	\$10,000	\$5,000	\$5,000	General Fund

Classroom projectors	\$5,000	\$2,500	\$2,500	General Fund and K12 Vouchers
Classroom tablets	\$60,000	\$60,000	\$60,000	General Fund, private donation, K12 vouchers
Replace aging classroom printers	\$2,000	\$2,000	\$2,000	General Fund
Replace aging office, lab and library network printers	\$3,000	\$2,000	\$2,000	General Fund
Totals:	\$217,350	\$206,550	\$212,250	

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

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

- Upgraded if possible
- Discarded through recycling and replaced with new equipment

Obsolete is defined as over five years old for computer systems and monitors. In some cases computers and monitors older than 5 years may be used in primary classrooms.

Other equipment such as projectors and document cameras will be deemed obsolete on a case by case method.

In the computer lab computers will be replaced at a rate of at least 8 per year to ensure no lab computers are older than 4 years old.

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

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

7. Monitoring and Evaluation

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

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

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

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

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

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

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

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

One technology focus meetings will be held to address and educate the community in the areas of Internet Safety as well as showcase students' technology projects. Transitions from preschool, elementary and middle school will also be addressed.

8. Collaborative Strategies with Adult Literacy Providers

Over 100,000 adults in Stanislaus County have difficulty using an ATM machine or reading a bus schedule. Not being able to read well affects everything from a person's ability to find a job, to read to their child, to filling out health forms. Stanislaus Literacy Center has partnered with Stanislaus County Library to provide the LearningQuest Adult Literacy program at the library which offers free educational services to adults. (source: Learning Quest, Stanislaus Literacy Center. <http://www.readingworks.net/>)

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

Several agencies in our community currently provide many of the services noted above. They include Literacyworks and Learning Quest Adult Literacy Services. Learning Quest, sponsored by Stanislaus Literacy Centers, is a non-profit corporation in partnership with the community – business, education and government. Learning Quest teaches adults and their families' basic education skills – helps parents become their child's first and best teacher and prepares a more productive workforce.

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

Hart-Ransom school community recognizes the need to provide adult literacy opportunities to its adult population. As a small school district we are not able to provide adult literacy classes but we recommend and provide information to our school community regarding the literacy services our greater community provides.

9. Effective, Researched-Based Methods and Strategies

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

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

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

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

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

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

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

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

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

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

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

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

This research also highlights the importance of professional development:

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

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

*Wolpert-Gawron, Heather. "Technology Combined with Good Teaching Leads to Success | Edutopia." *K-12 Education & Learning Innovations with Proven Strategies That Work* | Edutopia. Web. 03 Mar. 2011. <<http://www.edutopia.org/interactive-whiteboards-technology-success>>.

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

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

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

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

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

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

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

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

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

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

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

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	4	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	5	The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.	8	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.	9	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.	12	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	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.
f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism	19	The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.	The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.
g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.	21	The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.

h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.	22	The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	23	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.	25	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	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. 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.	28	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.
4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed

a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	29	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.	30	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan.	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.
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.	35	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed

a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.	36	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. 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.	38	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.	39	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. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	40	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

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

a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	44	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	44	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	44	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.
8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)	46	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	47	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.	49	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

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

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 50 - 71092

School Code (Direct-funded charters only): _____

LEA Name: Hart-Ransom Union Elementary

*Salutation: Ms.

*First Name: Sara

*Last Name: Martin

*Job Title: Technology Coordinator

*Address: 3920 Shoemake Ave.

*City: Modesto

*Zip Code: 95358-8577

*Telephone: 209-523-9979 Ext: 111

Fax: (209) 523-0588

*E-mail: smartin@hartransom.org

Please provide backup contact information.

1st Backup Name: Jerrianna Boer

E-mail: jboer@hartransom.org

2nd Backup Name: Ream Lochry

E-mail: rlochry@hartransom.org

* Required information in the ETPRS