

Technology Plan

Del Norte County Office of Education
Uncharted Shores Academy

July 1, 2014 - June 30, 2017

05/11/2014 (revised 05/11/2014)

This plan is for EETT and E-Rate.

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Background and Demographic Profile

Uncharted Shores Academy (USA) is located in Del Norte County, an extremely isolated county near the Oregon border. The 2010 census estimated the total population in Del Norte County as 29,673. The county is designated rural with an average population density of 27.3 people per square mile.

In previous generations, the major activities in this region were natural resource extractive industries, such as timber, fishing, and mining. Today, jobs in these industries are severely diminished, leaving the economy without a strong economic base. The unemployment rate is above 12%. 27.4% of children in Del Norte County are designated as living below the poverty level, with 30.8% of children residing in single-parent homes. The USA charter school serves a disproportionate number of families in need. 55.2% of students at USA are designated as economically disadvantaged, with over 60% residing in single-parent homes.

According to a 2010 Rural Health Information Survey conducted by the California Center for Rural Policy, 40-49% of Crescent City residents do not have internet access at home, and the majority of students at USA do not have access to the internet at home. However, due to high mobility and the high cost of long distance calling using landlines, most USA families do have cell phones (often their only phone connection), although these phones may be out of service at any time due to unpaid cellular minutes.

The overwhelming majority (71.3%) of USA students are white, with the second largest ethnicity being Hispanic (14.9%), followed by Native American (11.5%). Only 1% are Asian. Nearly 15% are students with disabilities.

1. Plan Duration

July 1, 2014 - June 30, 2017

The plan will be reviewed annually:

- 1) May of 2015, with a report to the USA Board in June of 2015.**
- 2) May of 2016, with a report to the USA Board in June of 2015.**
- 3) May of 2017, with a new plan to be submitted to the USA Board in June 2017.**

2. Stakeholders

Stakeholders		
Name	Position	CDS
Margie Rouge	Site Administrator	Del Norte Del Norte County Office of Education Uncharted Shores Academy
Shari Smithson	Site Administrator	Del Norte Del Norte County Office of Education Uncharted Shores Academy
Dustin Jacot	Parent	
George Wilder	Technology Support Consultant	Del Norte Del Norte County Office of Education Uncharted Shores Academy
Carla Critz	Classroom Teacher	Del Norte Del Norte County Office of Education Uncharted Shores Academy

The stakeholder representatives indicated above will form the Tech Team dedicated to formulating and evaluating this technology plan. The following Uncharted Shores Academy (USA) positions will be the designated representatives of the stakeholders in this technology plan, and collaborate on the creation and implementation of this plan. If the person designated as stakeholder representative is no longer with the school or unable to fulfill his/her responsibilities, another individual in the designated position will be the replacement. There will be at least one stakeholder in each category.

1. USA Executive Director or other USA administrator
2. Representative with previous experience working with educational technology plans
3. Representative(s) of parents of USA students
4. Community member involved in technology support for businesses and organizations within the community
5. Representative(s) of USA instructional staff

In consultation with the USA Governing Board, the USA Executive Director established the above parameters for stakeholders for this technology plan. Representatives, community members, and consultants were actively recruited by the USA Executive Director to fill the positions indicated for stakeholders. Stakeholders were chosen according to their previous knowledge and experience with technology, their availability for collaboration meetings, and their willingness to continue to work on the implementation of the goals for the next three years.

In preparation for development of the plan, the USA Executive Director polled the USA teachers, students, and parents to determine their concerns about technology needs for the school. The director also met with Del Norte County Unified School District administration to discuss the district's implementation of technology. The director additionally researched how other charter schools were using technology and proposed uses for technology in the future. The information was compiled and brought to the first technology plan meeting with all the stakeholders. Each stakeholder then researched and compiled information in his/her own particular field and brought the information forward to the team. The resulting goals and plans for implementation were discussed and finalized by the team, then taken to the USA Governing Board for discussion and community comment. The formal plan was completed by the executive director with the assistance and in consultation with the various stakeholders, and submitted to the USA Governing Board for approval at the April 28, 2014, USA Governing Board meeting. Subsequent to approval, the plan was submitted to the state for review.

3. Curriculum

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

All 110 students, K, at Uncharted Shores Academy have access to a computer lab on a daily basis for a half hour a day. The computer lab contains 18 student work stations networked to a main server. The student to computer work station ratio is 6:1. One of the work stations is designated for the teacher, and is used to monitor the students as they work on the computers. The students do not have access to typing software, but use free online programs for typing practice. Several online math and language arts programs (both free and through paid subscriptions) are available for students to practice facts and obtain additional instruction. Each station has access to Microsoft Word and PowerPoint software. Besides academic practice with concepts and typing practice, computers are used for research, typing reports, and preparing presentations. Additionally, all students are tested three times a year using the NWEA MAP testing, which involves the use of computers.

In addition to the 18 station computer lab, each teacher also has a computer for use in his/her classroom, with 2 of the 6 teachers provided with a laptop so that work can be continued at home. The remaining 4 teachers have a standalone pc in their classroom. Two lcd projectors are available for teacher use, and one overhead projector is in use as well. There are two TV's on rolling carts as well as a large 54" TV in the "assembly room" for the teachers' use with the students.

Student access of computers at home is very limited, as over half of USA students are considered lowincome and very few have a computer with appropriate software and/or internet access in the home. Students are only allowed to stay after school to use the USA school computers when there is a staff member available to supervise them. No staff are hired for this purpose, so student after-school use is very limited. The local public library does have a few computers for community use, but is only open a few days a week for limited hours. There are opportunities for computer and internet access at the Elk Valley Rancheria tribal offices library, but it is located out of walking distance for a majority of the students, and transportation is often a problem.

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

USA currently employs six teachers. Each teacher's use of technology and electronics to support classroom instruction is explained below.

Teacher #1: Teaches 6 grade science and math. Uses an overhead projector daily for both science and math, and keeps the overhead pointed at the screen as a central point for her teaching. Uses videos which are included in the science curriculum occassionally (by rolling in a

TV with DVD & videotape player). Borrows the LCD projector and laptop from Teacher #2 occasionally to show an online source of information. Assigns online math using the computer lab or an online site for students to view during their computer time about once a week.

Teacher #2: Teaches 6th & 8th grade social science and language arts. Uses an LCD projector nearly every day as part of her lesson. Keeps the lcd projector and a school laptop on a rolling cart in the room to use as needed. Accesses online sites, video clips, and documents as part of her lesson presentation. Also uses the laptop to prepare PowerPoint presentations and show Primary Source materials which are provided with her curriculum. Additionally, projects blank maps or charts on the whiteboard for the teacher or students to fill in during the course of the lesson. Assigns students research projects, typing of reports, and PowerPoint Presentations to complete during their computer time.

Teacher #3: Teaches kindergarten. Uses a technology^{rich} language arts curriculum (*SuperKids*), which uses a LCD projector as one of its components. Uses the projector connected to her personal laptop twice a day for about twenty minutes each time. Does not have a school laptop for the projector, so uses her own personal laptop. Takes students to the assembly room to view videos about once a month on a large screen TV. Assigns games during computer time which go with the language arts curriculum. Assigns the purchased online reading program (*Reading Eggs*) for students during their computer lab time.

Teacher #4: Teaches reading and math to 2nd & 3rd grade. Has a laptop for use with her administrative duties (she is a part^{time} administrator). Currently, does not use technology during her teaching time with the students.

Teacher #5: Teaches 1st & 2nd grade. Uses the same technology^{rich} language arts curriculum as the Kindergarten teacher, but does not have use of LCD projector, so the interactive material usually presented to the students using a projector or interactive whiteboard is written on a regular white board. Brings in an overhead projector for presentations on occasion, but would use daily if one was available. Uses the assembly room TV for videos about once a month. Assigns students the same language arts games & programs for computer time as the K teacher, but at a different level.

Teacher #6: Teaches grades 3rd & 5th. Does not use technology other than the TV & videos. Assigns students various online games & programs purchased for grades 3rd & 5th (*Reading Eggspress*, *Sumdog*, *Math Forest*). Occasionally has the students use their computer time for research.

USA uses a school-wide assessment program that helps staff track student academic progress (*Northwest Evaluation Association Measures of Academic Progress*). All teachers are instructed to use the NWEA MAP test results to drive the curriculum and assist with planning targeted lessons. However, the MAP testing is new in the 2013-2014 school year and the teachers are still uncertain as to how to access and use the information.

Summary of Teacher Technology Use:

Teachers who use overheads projectors on a daily basis: 17% (1 out of 6 teachers)

Teachers who use laptops & LCD projectors on a daily basis: 33% (2 out of 6 teachers)

Teachers who give assignments involving the computer: 83% (5 out of 6 teachers)

Teachers who would use more technology in the classroom were it available: 100% (6 out of 6 teachers)

Teachers who use the results of the MAP testing software to assist with their curriculum development: 100% attempt to do so, however more training is needed in order to use the program to its full potential.

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

According to the Uncharted Shores Academy (USA) *Single Plan for Student Achievement*:

The “Single Plan Goal” indicated in the USA 2013-2014 document requires the use of software and data analysis involving technology. Note Actions #2-5. The Single Plan Goal for 2014-2015 will be completed by June 2014 and will include the goal indicated on 3d of this document.

Uncharted Shores Academy Plan on a Page 2013-14	
Single Plan Goal:	By June 2014 all grade levels and subgroups will continue to meet or exceed the previously established goals of 37% proficient or advanced in ELA and 35% in Math as measured by CST with a minimum growth of 5% of total students that will move up in any of the five proficiency levels. Progress toward these goals will be monitored by benchmark testing.

Strategy or Theory of Action: 1. What do we want all kids to know? 2. How will we know that they have met the goals? 3. How will we track student progress?	Actions: Specific actions you will take to put your theory into practice and solve the problem you have identified.	Results Indicators: Activities or evidence that the strategy is in place, actions are being taken and are producing the anticipated results.	Resources: People/Time/Money
1. Identify grade level benchmarks in language arts and math which students should master by the end of the grade.	By August 2014 Administrators will have identified key benchmarks to track at each grade level	Administrators will need to be in non-teaching roles in order to have time to accomplish the task	
2. Use the NWEA MAP skill tests for K-2 and the assessment tests for 3-5 to monitor student progress.	NWEA MAP assessments purchased in Aug 2013 to track progress with the common core standards. Specific benchmark testing to be developed in 2014.	Administrators will need to be in non-teaching roles in order to have time to accomplish the development of tests.	
3. Test periodically according to the testing calendar set up for 2013-2014: Sept, Dec, March, June.	School developed assessment schedule and distributed to the staff. The 2013-2014 year will be the first trial run, and it will be reviewed for next year.	Need to make the calendar part of the regular school calendar and give to parents as well as staff prior to the start of school.	
4. Collect and track data for each student using a student data tracking program.	In process with learning how to track data. Expect to have all data tracked for the 2013-2014 school year.	Already funded the staff development for the year (prior to beginning of 2013 year, end of Sept 2013, & in Jan 2014)	

	5. Analyze data to determine progress toward meeting goals and plan instruction accordingly.	Results from benchmark assessments will be analyzed by director and teachers. Reports will be made to DNCOE concerning performance in Jan & June.	Meeting for two hours weekly during the 2013-2014 school year on Wed afternoons (minimum day for students).

According to the goals and objectives which are stated in the USA charter document:

Students will

1. *“Demonstrate their knowledge through skillful presentations.”* Use of software programs such as PowerPoint is an important part of skillful presentations.
2. *“Complete state mandated testing as part of their yearly evaluation of progress.”* Mandated state testing now requires the use of computers or electronic devices.
3. *“Have opportunities to present and display their work at presentation fairs several times a year”* Digital media displays would be part of this.
4. *“Demonstrate strong presentation skills in multiple forms of expression (e.g. written, oral, multimedia, creative arts), with communication skills appropriate to the audience and setting.”*

Teachers will

1. *“Assess whether the student is progressing with his learning through his completion of the goals for the term after evaluating student records of his progress through journals, student presentation of completed projects, and the quality of the samples in his portfolio.”* Student presentations may well be through digital media.
2. *“Use a variety of assessment measures to make a complete assessment of each student’s progress in attaining competency with state standards each term.”* A variety of assessment measures includes using online tests and testing software.
3. *“Use evaluation tests to objectively evaluate student progress each year.”* State mandated testing is now online.

Administrators will:

1. *“Report schoolwide test results to the parents and community every year.”* Use of technology to organize and report data is of paramount importance.
2. *“Analyze the total school progress attained towards reaching proficiency with state standards, including any applicable data, and reevaluate the programs and methods used for student learning accordingly.”* Evaluation of data requires technology.

According to the mission of Uncharted Shores Academy, as delineated in the USA charter document:

*"The mission of Uncharted Shores Academy is to promote a learning environment which will enable students to become contributing members to our society in the 21st century. In every society, that is the basic purpose of education, and a person that is truly educated is one who is able to be an asset to the society in which he/she lives. We believe that there are three traits which will prepare our students to succeed in our fast-paced, ever-changing, complicated 21st century world: **Responsibility, Respectfulness, and Resourcefulness.***

*In the 21st century, information changes too fast for students to learn all they need to know for the rest of their life, so students must take **responsibility** for their own education and continue to learn throughout their lives. Therefore, it is the mission of USA to produce self-motivated students who are able to independently conduct inquiries, investigations, and research to stay abreast of changing information throughout their lives.*

*We also believe that students must be **respectful** of themselves, others, and the world in which we live in order to become a positive member of society. It is the mission of USA to enable students to generate positive social and emotional character traits which will allow them to present themselves well, become an asset to their employer, and cooperate with others.*

*Finally, students must be **resourceful** in their use of the information and the knowledge they attain in their education. In order to be a competent member of society, a person cannot simply learn information, but must also be able to use that information creatively and productively. USA's mission is to promote both creative critical thinking skills and presentation skills which will allow students to better understand subject matter information and the world around them, as well as to become adults who are able to initiate change and be competitive in the workplace.*

Although this mission does not directly address technology, it is evident that technology can greatly advance the mission of USA and assist students in succeeding in the 21st century. The following points are evidence as to how technology can advance USA's mission:

1. Students take **responsibility** for their education through independently conducting inquiries, investigations, and research, which is mostly accomplished through the use of the internet (especially in a remote area such as Del Norte County where outside resources are scarce). Students also become responsible as they independently use distance learning programs to further their education, as is the case when a student is studying at home or works in the computer lab on a subject which is not taught in the structured classes at USA.

2. To become **resourceful**, students must learn to use information creatively and productively. Students must be critical thinkers and use presentation skills effectively. The use of many computer programs (often seen as "games") assist students in critical thinking skills. Other programs assist students in presentation skills (example: PowerPoint).

3. **Interactive learning**, which is the way USA carries out its mission, is enhanced through the use of technology which allows students to interact with the subject at hand. This is not only through use of the computers at a computer station, but also in the classroom as students participate in the lesson through the use of technology such as electronic tablets and electronic presentations using a LCD projector. In summary, students will be better able to learn and be

better prepared for the 21st century if they are immersed in the technology which is so prevalent in our society today.

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.

Students will attain the technology and information literacy skills needed to succeed in the classroom through teacher instruction. During the term of this plan, the focus will be on teachers teaching the skills rather than students learning the skills, as without teacher confidence and ability with technology, student success is highly unlikely. Teacher facilitation of student learning will take place according to two prioritized National Education Technology Standards, which are the Uncharted Shores Academy goals for improving teaching and learning.

Goal 3d.1: Goal 1. Teachers will use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face to face and virtual environments

Objective 3d.1.1: By June 2017, 100% of teachers will promote, support, and model creative and innovative thinking and inventiveness during daily instruction of students using digital and/or technological resources, as observed by professional development coach.

Benchmarks:

- Year 1: By June 2015, 50% of teachers will promote, support, and model creative and innovative thinking and inventiveness during daily instruction of students using digital and/or technological resources, as observed by professional development coach.
- Year 2: By June 2016, 80% of teachers will promote, support, and model creative and innovative thinking and inventiveness during daily instruction of students using digital and/or technological resources, as observed by professional development coach.
- Year 3: By June 2017, 100% teachers will promote, support, and model creative and innovative thinking and inventiveness during daily instruction of students using digital and/or technological resources, as observed by professional development coach.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Teachers will be supplied with the equipment to use digital and/or technological resources in the classroom on a daily basis.	September 2014: all teachers will be supplied with a laptop and lcd projector or interactive whiteboard	Director will ensure teachers are supplied with equipment	Equipment will be inventoried and assigned to each teacher	Receipts for equipment and list of teacher assigned equipment
Professional Development concerning use of laptops, lcd projectors, and whiteboards for classroom instruction	August 2014, Jan/Feb 2015, Aug 2015, Aug 2016	Director will set up professional development with tech support	Professional development coach will participate in training, observing and evaluating the effectiveness of the training	Teacher sign-in for professional development

Objective 3d.1.2: By June 2017, 100% of teachers will engage students in exploring real world issues and solving authentic problems using digital tools and resources, as observed by professional development coach.

Benchmarks:

- Year 1: By June 2015, 50% of teachers will engage students in exploring real world issues and solving authentic problems using digital tools and resources, as observed by professional development coach.
- Year 2: By June 2016, 80% of teachers will engage students in exploring real world issues and solving authentic problems using digital tools and resources, as observed by professional development coach.
- Year 3: By June 2017, 100% of teachers will engage students in exploring real world issues and solving authentic problems using digital tools and resources, as observed by professional development coach.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Students will be supplied with adequate technology to allow them to use digital tools to solve real-world issues	2014-2015 - One 5 student digital tablet station and a whole-class computer lab; 2015-2016 - enough digital tablets for a whole class to use at one time; 2016-2017 - Enough digital tablets for every class to use every day.	Director will ensure equipment is purchased	Equipment will be inventoried by the secretary and scheduled by teachers for use by the students.	Receipts of purchases and inventory report
Professional Development	Aug 2014; Jan/Feb 2015; Aug 2015; Aug 2016	Director will set up professional development with tech support	Professional Development coach will observe and evaluate effectiveness of training	Observation

Objective 3d.1.3: By June 2017, 100% teachers will promote student reflection using collaborative media and virtual environment tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes, as observed by professional development coach.

Benchmarks:

- Year 1: By June 2015, 50% teachers will promote student reflection using collaborative media and virtual environment tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes, as observed by professional development coach.
- Year 2: By June 2016, 80% teachers will promote student reflection using collaborative media and virtual environment tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes, as observed by professional development coach.
- Year 3: By June 2017, 100% teachers will promote student reflection using collaborative media and virtual environment tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes, as observed by professional development coach.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Professional Development for teachers using collaborative media and virtual environments	August 2014 and January or February 2015	Director will set up professional development with technology support vendor	Professional Development Coach will train, observe, and evaluate teacher effectiveness in reaching the objectives	Demonstration of skills using the National Education Technology Standards as an evaluation instrument
Teachers will use collaborative media and virtual environment tools as part of their daily instruction to the students.	September 2015-June 2016	Teachers	Professional Development Coach will train, observe, and evaluate teacher effectiveness in reaching the benchmark	Teacher Lesson Plans and observation
Students will use collaborative media and virtual environment tools in producing projects and presentations which reflect their knowledge of the subject.	Sept 2016 - June 2017	Teachers will assign students the presentation and assist in implementation	Teachers will instruct, observe, monitor, and evaluate student use of the collaborative media and/or virtual presentation tools	Demonstration of skills

Goal 3d.2: Goal 2. Teachers will exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society, instructing students in digital age work and learning using technology.

Objective 3d.2.1: By June 2017, teachers will demonstrate to the professional development coach fluency in using and teaching through technology, engaging students in technological resources.

Benchmarks:

- Year 1: By June 2015, 50% of teachers will demonstrate to the professional development coach fluency in using and teaching through technology, engaging students in technological resources.
- Year 2: By June 2016, 80% of teachers will demonstrate to the professional development coach fluency in using and teaching through technology, engaging students in technological resources.
- Year 3: By June 2017, 100% of teachers will demonstrate to the professional development coach fluency in using and teaching through technology, engaging students in technological resources.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Professional Development	August 2014, Jan/FEB 2015, Aug 2015, Aug 2016	Director will set up with tech support	professional development coach will observe and evaluate effectiveness of training	observation

Objective 3d.2.2: By June 2017, teachers will collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.

Benchmarks:

- Year 1: By June 2015, teachers will have completed professional development using digital collaborations tools, and practiced digital collaboration with other teachers.
- Year 2: By June 2016, teachers will use digital technology to collaborate with both teachers and parents.
- Year 3: By June 2017, teachers will collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Professional development concerning the use of digital collaboration tools.	August 2014; Jan/Feb 2015; Aug 2016	Director will set up with tech support	Professional development coach will observe and evaluate the effectiveness of training	observation, demonstration of skills
Home-School Communication set up using digital collaboration tools	August 2015	Tech support	Director will determine if the digital collaboration tool is successful	Student, Teacher, and Parent surveys
Community collaboration project by 6-8 grade students	Sept 2016-June 2017	6th-8th grade teachers	Teachers will determine if project is successful	Teacher generated rubric

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.

USA is dedicated to making sure that students attain the technology and information literacy skills needed to succeed in the 21st century. In this technology plan (the first for our school), we will be addressing specific skills which the tech team has determined to be of the utmost importance. Additional skills may be addressed in later tech plans.

Goal 3e.1: Goal 1: USA students will gain technology skills appropriate for a 21st Century Education.

Objective 3e.1.1: Objective 1: 90% of 6th – 8th grade students will present a multi-media presentation demonstrating their knowledge and understanding of a particular topic.

Benchmarks:

- Year 1: By June 2015: PowerPoint presentation developed by 80% of 6th-8th grade students and set up as a looped presentation with teacher assistance.
- Year 2: By June 2016: 3 minute multi-media presentation completed by 80% of 6th – 8th graders and presented in front of a group using multi-media presentation software and hardware.
- Year 3: By June 2017: Multi-media presentation demonstrating knowledge and understanding of a particular topic prepared and presented by 90% of 6th-8th grade students.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Multi-Media Presentation prepared by 6th - 8th grade students	1) Looped presentation by June 2015 2) Presentation in front of group by June 2016 3) 90% of students completing presentation by June 2017	Language arts and Computer teachers for 6th - 8th grade	Teachers of language arts and computers will monitor and evaluate the quality of the multi-media presentations. Director will determine the percentage of students who have achieved the goal.	Teacher-created rubric.

Objective 3e.1.2: Objective 2: 80% of 3rd – 8th grade students will complete a research project using the internet.

Benchmarks:

- Year 1: 60% of 3rd – 8th grade students will complete a research project using the internet.
- Year 2: 70% of 3rd – 8th grade students will complete a research project using the internet.
- Year 3: 80% of 3rd – 8th grade students will complete a research project using the internet.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Research Project completed by 3rd & 8th grade students	Research project completed annually each school year, 2014-2017	3rd - 8th grade teachers	Teachers of the 3rd & 8th grade students will monitor student progress with the research project and evaluate the quality of the finished product. Director will determine the percentage of students who have achieved the goal.	Teacher-created rubric.

Objective 3e.1.3: Objective 3: 75% of 3rd-8th grade students will become increasingly proficient with typing, with the following word-per-minute goal for each grade: 3rd & 15 WPM, 4th & 20 WPM; 5th & 25 WPM; 6th-35 WPM; 7th-40 WPM; 8th- 45 WPM.

Benchmarks:

- Year 1: By June 2015: 55% of 3rd-8th grade students will reach the typing goal for their grade.
- Year 2: By June 2016: 65% of 3rd-8th grade students will reach the typing goal for their grade.
- Year 3: By June 2017: 75% of 3rd-8th grade students will reach the typing goal for their grade.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Daily Typing practice by 3rd & 8th grade	Daily typing 2014-2017; ongoing	Director will ensure the students have access to a typing program which reports student progress. Computer teacher will track student progress.	Computer teacher tracks student progress. Director will determine if the percentage goal has been attained.	Typing program will include a word-per-minute count.

Objective 3e.1.4: 90% of K-2 students will gain technological navigation skills which will enable them to take the new Smarter Balanced test with ease.

Benchmarks:

- Year 1: 70% of K-2 students will have gained proficiency with the navigation skills listed in the activities for this section.

- Year 2: 80% of K-2 students will have gained proficiency with the navigation skills listed in the activities for this section.
- Year 3: 90% of K-2 students will have gained proficiency with the navigation skills listed in the activities for this section, which will enable them to take the Smarter Balanced test with ease.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Use of the mouse to navigate	Proficiency will be achieved within the first two months of school (Sept-Oct) each year	K-2 Teachers and computer instructors	Teachers and Instructional assistants will observe students for mastery	observation and demonstration of skills
Sign-on and sign-out procedures	Proficiency will be achieved by the end of second grade	K-2 Teachers and computer instructors	Teachers and Instructional assistants will observe students for mastery	observation and demonstration of skills
Use of a touchscreen to move from page to page, navigate between screens, enlarge & contract, choose an app, close an app, & move items around on a page.	Proficiency will be achieved by the end of first grade	K-2 teachers and computer instructors	Teachers and Instructional assistants will observe students for mastery	observation and demonstration of skills
Location of letters on a keyboard	Proficiency will be achieved within the first two months of school (Sept-Oct) each year	K-2 Teachers and computer instructors	Teachers and Instructional assistants will observe students for mastery	observation and demonstration of skills

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

Teachers, particularly 3rd - 8th grade teachers, will instruct students in the appropriate and ethical use of information technology in the classroom. Specific goals for each grade level will be determined in later tech plans. At this time, teachers will take on this responsibility in a

variety of ways, and report on the attainment of the goals after observing their students and evaluating their work products, especially the research project which will be required of 3rd - 8th graders each year.

Goal 3f.1: Goal 1: Teachers Will Instruct Students in Digital Citizenship and Responsibility.

Goal 3f.2: Goal 2: Students will correctly and accurately cite sources used in a research project.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
teachers will advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources. Students will correctly cite sources in a research project.	ongoing	3rd-8th grade teachers	Teachers will evaluate student attainment of goals using student work products and interactions while using digital technology.	observation of student work and student work products
Students will use digital tools and resources appropriately and ethically in a variety of assignments, as evaluated by the computer teacher.	ongoing	Teachers	Teachers will evaluate student attainment of goals using student work products and interactions while using digital technology.	observation of student work and student work products
Students will exhibit digital etiquette and responsible interactions in their use of technology, including social media, as evaluated by the computer teacher.	ongoing	Teachers	Teachers will evaluate student attainment of goals using student work products and interactions while using digital technology.	observation of student work and student work products
3rd - 8th Grade students will correctly and accurately cite sources used in a research project.	annual assignment	3rd - 8th grade teachers	Teachers will evaluate student attainment of goals using student work products and interactions while using digital technology.	Student research project

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: Student technology activity and work will exhibit the use of safe and responsible online practices as they relate to the use of Internet Safety, cyber-bullying, online privacy, and online predators, as outlined in the Uncharted Shores Academy Contract of Expectations.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
All online devices will continue to be set up with appropriate controls to protect student privacy and avoid online predators.	ongoing	Tech support	Director will ensure that current controls are in place every year, and evaluate the effectiveness.	Survey of teachers and students
Require all students and parents to sign the Contract of Expectations before having access to computers.	Annually	Teachers, Computer Instructors, Director	Secretary will review Contract signature sheets to ensure that each student and parent has completed; make list of noncompliant students and distribute to Director for enforcement prior to computer use.	Signed Contract of Expectations
All students (K-8 inclusive) will receive instruction in how to protect their online privacy and avoid online predators. (possibly using Missing, Air Dogs and Webwise Kids)	Ongoing.	Teachers, Computer Instructors, Instructional Assistants	Adult staff will supervise at all times to enforce safety guidelines.	Lesson Plans, Observations

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

All students, K-8, receive at least one half hour of computer time daily. In order to ensure that all students have equitable access, students in every class will use available technology on a rotating basis, so that every student, K-8, is given an equal share of time. Technological advances will be made available as funds are obtained to implement new technology. As new technology becomes available, it will be implemented first in the K-2 classes if funds are not available for schoolwide implementation, so that the foundation for skills will be laid previous to the introduction of more

complicated technical use. However, all other grades will be given the opportunity to participate in using the new technology on a rotating basis, so that all students will have had the opportunity for introduction to the technology, if not proficiency. The eventual implementation of the new technology in all grades will be a priority.

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.

Goal 3i.1: Goal 1: USA staff will use technology to better track student academic growth.

Objective 3i.1.1: Objective 1: By June 30, 2017, 100% of teachers will be measuring their students' progress toward the goal through benchmark testing throughout the year using the NWEA MAP test and use the data to inform their instruction.

Benchmarks:

- Year 1: June 2015: 100% of teachers evaluating students at beginning of year; 70% will continue with evaluations throughout the year, tracking and recording their progress.
- Year 2: June 2016: 100% of teachers evaluating students at beginning of year; 80% will continue with evaluations throughout the year, tracking and recording their progress.
- Year 3: June 2017: 100% of teachers evaluating students at beginning of year; 100% will continue with evaluations throughout the year, tracking and recording their progress.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Teachers will administer the NWEA MAP Test at beginning of the year, again in January, and at the end of the year.	Test every September, January, & June 2014-2016	Executive Director will set up the testing window; Tech support will enable the computers for testing; Teachers will test students.	Director will monitor the testing window to ensure all students are tested; teachers will print out test results for director to evaluate.	NWEA MAP Test data
Teachers will use the test to inform instruction; Regrouping of students according to test results; & adjust instruction	Evaluation by teachers every Sept, Jan, & June	Teachers	Teachers will evaluate results, group students according to instructional levels, & target instruction to needs of students.	NWEA MAP Test data

Teachers will receive professional development to evaluate the test results and implement the needed targeted instruction.	Data analysis training Aug 2014 Spring 2015 Aug 2015 Aug 2016	Director will set up professional development	Teachers will sign in for professional development; Group collaboration with instructional team will determine effectiveness of professional development	Teacher survey
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Goal 3i.2: Goal 2: Teachers will become proficient in the implementation of online assessments, the analysis of the data, and the use of the data in directing instruction in the classroom.

Objective 3i.2.1: By June 2017, 100% of teachers will be proficient in the implementation of online assessments, the analysis of data, and the use of data in directing instruction in the classroom.

Benchmarks:

- Year 1: By June 2015, 65% of teachers will be proficient in the implementation of online assessments, the analysis of data, and the use of data in directing instruction in the classroom.
- Year 2: By June 2016, 80% of teachers will be proficient in the implementation of online assessments, the analysis of data, and the use of data in directing instruction in the classroom.
- Year 3: By June 2017, 100% of teachers will be proficient in the implementation of online assessments, the analysis of data, and the use of data in directing instruction in the classroom.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Professional development in data analysis	August 2014, Jan/Feb 2015; August 2015, August 2016	Director will set up professional development with the tech support	Teachers will sign in for training; director will evaluate based on teacher return of data	NWEA MAP test data

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: USA will implement technology to improve home-school communication.

Objective 3j.1.1: The school will utilize phones as a parent communication tool.

Benchmarks:

- Year 1: The telephone system for USA will be updated to include the ability for the school to post messages and the parents to leave messages.
- Year 2:
- Year 3:

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Tech Support will contact the phone company, inspect the phones, and determine how to implement the message feature.	To be completed by September 2014.	Tech Support	Director will monitor the phones for message ability and evaluate the work of the tech support	Demonstration of the ability to use the phone message feature

Objective 3j.1.2: The school will use a texting system to send messages directly to parent cell phones

Benchmarks:

- Year 1: Director will investigate programs for texting to parents
- Year 2: A texting program will be purchased by the school to use in texting parents
- Year 3: The school will use texting on a regular basis to inform parents of events, student information, and homework.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Benchmark activities will be implemented as described	Continued progress in creating a texting system for parents	Director and Secretary	The system will be checked for use when it is purchased	Demonstration of ability to text parents

Objective 3j.1.3: The school will upgrade its website to aid parent communication.

Benchmarks:

- Year 1: website will be updated consistently
- Year 2:
- Year 3:

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
website consistently updated	ongoing	digital media vendor and director	Director will check website frequently	observation

Objective 3j.1.4: The school will utilize Facebook and/or other social media to facilitate home-school communication.

Benchmarks:

- Year 1: Set up of facebook
- Year 2: Monitoring of facebook on a daily basis
- Year 3: Publicizing of facebook as a place where parents can obtain updates concerning school activities.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Updating and monitoring of facebook, placing newsletters on facebook regularly	As indicated in benchmarks	School Secretary	Director will monitor by using parent feedback	Parent survey

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.

Families and Staff of USA will be made aware of the major goals of the technology plan in September of 2014. In the spring of 2015, and annually thereafter, parents and staff will receive a survey requesting feedback concerning the attainment of the goals. The original technology team (“Stakeholders”), as listed in this plan, or a replacement fulfilling the same position, will meet together annually in May of the year to review the surveys and evaluate the goals achieved during the year. The Technology team will plan for the continued implementation of the goals for the next school year. The analysis of the plan will be presented to the Uncharted Shores Academy Governing Board of Directors at their June Board Meeting, and to the Del Norte County Office of Education in September, along with the school’s Single Plan for Student Achievement, which will be updated to include the goal in 3d.

4. Professional Development

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

Teachers were surveyed concerning their current skill level with technology. The teachers indicated their experience and expertise in technology generally, then answered rated themselves as “not proficient,” “getting proficient,” or “proficient” on the applicable CTC standards for the teaching profession and National Educational Technology Standards for Teachers.

Experience with Technology:

- 1) No experience nor expertise with most technology – 0%
- 2) Basic knowledge of some elements, but little experience- 67% (4/6)
- 3) Experienced with a wide variety of technology, and have adequate expertise to use- 33% (2/6)
- 4) Experienced, knowledgeable, able to use a wide variety of technology effectively in the classroom and instruct others in use - 0%

CTC standard 9 of Common Standards:

Technologically competent. Possesses the professional knowledge and skills necessary to effectively support and educate all students in meeting the National Educational Technology Standards for Students. – 33% (2/6) said they were “not proficient,” 67% (4/6) rated themselves as “getting proficient”

CTC standard 16 of Induction Standards for the Teaching Profession:

A fluent, critical user of technology, using software applications and related media frequently in the classroom. 50% (3/6) rated as “not at all” and 50% rated as “getting there”

Interacts and communicates with other professionals through a variety of electronic media on a daily basis (e-mails, google docs, google calendar, social media, etc) – 100% rated themselves as “getting proficient”

Uses technology resources to create technology-enhanced lessons aligned with curriculum. – 67% “getting there” 17% (1/6) “proficient” and 17% (1/6) “not at all”

Uses technology to access and evaluate information (such as news online), analyze and solve problems (such as doing research or using apps), and communicate ideas (e-mail, social media) – 67% “getting there” and 33% “proficient”

Uses technology as a tool for assessing student learning and to provide feedback to students and their parents. – 50% “not at all” and 50% “getting there”

National Educational Technology Standards for Teachers

Facilitates and inspires student learning of technology. – 67% “not at all” and 33% “getting there”

Designs and develops authentic learning experiences using technology. – 67% “not at all” and 33% “getting there”

Models digital age work and lessons. – 33% “not at all” and 67% “getting there”

Promotes and models digital citizenship and responsibility. 33% “not at all,” 50% “getting there” and 17% “Proficient”

Engages in local and global learning communities to explore ways to use technology in the classroom. 50% “not at all” and 50% “getting there”

Administrator’s Response to Proficiency with National Educational Technology Standards for Administrators:

Proficient:

Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners -

Promote, model, and establish policies for safe, legal, and ethical use of digital information and technology

Somewhat capable, but lacking in expertise, experience, &/or resources:

Inspire and facilitate a shared vision that maximizes use of digital-age resources

Ensure instructional innovation is focused on continuous improvement of digital-age learning

Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration

Recruit and train highly competent personnel who use technology proficiently

Needs to improve:

Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners.

Participate in learning communities that support staff in the study and use of technology

Stay abreast of educational research and emerging trends regarding the effective use of technology

Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning

PROFESSIONAL DEVELOPMENT

Based on the surveys and our technology goals for students, the following professional development priorities will be addressed during the term of this plan:

Professional Development for Teachers:

- 1) Use of testing results to drive the curriculum and plan targeted instruction.
- 2) Practical training in the use of new technology as it is implemented in the classroom.
- 3) Use of technological communication systems, including e-mail, google docs, cloud based data storage, and online calendar, to communicate between staff members and to parents.

Professional development for administrators:

- 1) Data organization, analysis, and interpretation.
- 2) Development of spreadsheets, graphs, and informational graphics using technology.

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.

Goal 4b.1: Administration and Instructional Staff will become proficient with basic technology which is being used at school.

Objective 4b.1.1: By June 2017, 100% of administrators and instructional staff will become proficient with the basic technology which is being used at school.

Benchmarks:

- Year 1: By June 2015, 65% of administrators and instructional staff will become proficient with the basic technology which is being used at school.

- Year 2: By June 2016, 80% of administrators and instructional staff will become proficient with the basic technology which is being used at school.
- Year 3: By June 2017, 100% of administrators and instructional staff will become proficient with the basic technology which is being used at school.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
NWEA MAP data evaluation training	Two training sessions 2014-15, annually thereafter	Teachers & Admin will attend; NWEA staff will do the training	Tech Team will check for completion at annual meeting	Evidence of Training conducted, staff sign-in for attendance
Training in new technology to be implemented in the classroom	Ongoing	Instructional Staff will attend; Trainer to be determined	Tech Team will check for completion at annual meeting	Evidence of Training conducted, staff sign-in for attendance
Technological communication system training	August 2014	All Staff will attend; Tech support will conduct training	Tech Team will check for completion at annual meeting	Evidence of Training conducted, staff sign-in for attendance
Training concerning spreadsheets, graphs, & informational graphics	Prior to June 2017	Admin will take courses through college, seminars, or online	Tech Team will check for completion at annual meeting	Evidence of Training conducted, staff sign-in for attendance

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.

Families and Staff of USA will be made aware of the major goals of the technology plan in September of 2014. In the spring of 2015, and annually thereafter, parents and staff will receive a survey requesting feedback concerning the attainment of the goals. The original technology team (“Stakeholders”), as listed in this plan, or a replacement fulfilling the same position, will meet together annually in May of the year to review the surveys and evaluate the goals achieved during the year. The Technology team will plan for the continued implementation of the goals for the next school year. The analysis of the plan will be presented to the Uncharted Shores Academy Governing Board of Directors at their June Board Meeting, and to the Del Norte County Office of Education in September, along with the school’s Single Plan for Student Achievement.

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: Uncharted Shores Academy (USA) utilizes *Charter Communications* cable company provided internet service. This service is provided at best-effort speeds of approximately 30 megabits per second (Mbps). This is a single-source service in our remote area and subject to carrier and last-mile outages.

Internal wired network connectivity is provided via an aging Cisco PIX 515e firewall, a mixture of Cisco managed switches and Linksys/netgear unmanaged switches. Wiring has been deployed in a full star topology with no exceptions. Internal network and authentication services are provided by a single, aging Windows server.

Existing Internet Access: Wireless networking is currently provided by Ubiquiti Unifi equipment, utilizing an off-site hosted controller. Battery backup is provided by a single APC 2200va smart-ups.

Existing Electronic Learning Resources: USA currently has subscribed to several online learning resources: *Reading Eggs*, *Reading Eggspress*, *Sumdog*, *Help Me 2 Learn*, and *Oddysware* (for home study students or students who need an additional course not offered at the school). USA also utilizes several free online programs, such as *Typing Web* and *Math Forest*. The USA learning resources are delivered to the student via thin client workstations running off of a single physical server. Each thin client receives a Windows 7 desktop environment with software installed as needed by technical support staff.

Existing Technical Support: Uncharted Shores Academy contracts with *Techwild*, a local IT support company, for technical support.

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

Hardware Needed: Hardware Needed:

- 108 Android tablet computers: ASUS Transformer style with optional keyboard/mouse attachment in order to reach 12 stations per grade level. Approximately \$520 each.
- 4-10 laptop computers or mobile electronics for teacher use
- 4 LCD Projectors, with hardware for fixing to ceiling; or
- 8 interactive whiteboards, with built-in LCD projectors

Electronic Learning Resources Needed: Electronic Learning Resources Needed:

- *Kids Keys* Networked keyboarding program
- *Mavis Beacon Teaches Typing*
- continued subscriptions to current online learning resources
- additional software or internet programs as needed for independent classes and practice

Networking and Telecommunications Infrastructure Needed: In order to support the Curriculum and Professional Development components of the plan, the following equipment is needed to provide appropriate networking/telecommunications access:

- 8 more wireless access points: estimated price - \$800
- 2 network bridges to deliver network access – estimated price - \$400
- 1 patch panel – estimated price- \$75
- 1 battery backup – estimated price - \$200
- 2000 feet of CAT5e cable – estimated price - #200
- 1 Ubiquiti Managed POE switch: estimated price - \$250
- Replacement of the aging server, at an estimated cost of \$7,500.
- Phone system upgrades
- Digital messaging system

Physical Plant Modifications Needed: Physical Plant Modifications Needed:

Physical plant modifications will be required in order to accommodate the new equipment and access level. These changes include, but are not limited to: new voltage wiring, old equipment re-wiring, external building equipment mounting, internal equipment mounting, and 120 volt electrical wiring.

Technical Support Needed: Technical Support Needed:

Continued support for purchasing of technology, technical set up, hardware maintenance, professional development with new technology, and systems management.

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.

Year 1 Benchmark: Obtain appropriate technology to support the year one benchmark activities identified in this document.		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Purchase 5-8 tablet computers	fall 2014	Director with Tech Support
Purchase 3-5 laptops	fall 2014	Director with Tech Support
Purchase Kids Keys and Mavis Beacon	fall 2014	Director with Tech Support
Provide Professional Development concerning NWEA MAP student assessment analysis	fall 2014, spring 2015	NWEA tech support
Continued subscriptions to online resources	June 2014	Director

Year 2 Benchmark: Obtain appropriate technology to support the year two benchmark activities identified in this document.		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Purchase 12-20 electronic tablets	fall 2015	Director with Tech Support
Purchase LCD Projectors or Interactive Whiteboards	fall 2015	Director with Tech Support
Provide Professional Development concerning whiteboards/projector & laptop use	fall 2015	Tech Support
Additional online or software resources as needed	fall 2015	Director

Year 3 Benchmark: Obtain appropriate technology to support the year two benchmark activities identified in this document.		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Purchase 30-45 tablet computers	fall 2016	Director and Tech Support
Physical plant modifications and technical infrastructure for new building	Summer 2016	Tech Support

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

Families and Staff of USA will be made aware of the major goals of the technology plan in September of 2014. In the spring of 2015, and annually thereafter, parents and staff will receive a survey requesting feedback concerning the attainment of the goals. The original technology team (“Stakeholders”), as listed in this plan, or a replacement fulfilling the same position, will meet together annually in May of the year to review the surveys and evaluate the goals achieved during the year. The Technology team will plan for the continued implementation of the goals for the next school year. The analysis of the plan will be presented to the Uncharted Shores Academy Governing Board of Directors at their June Board Meeting, and to the Del Norte County Office of Education in September, along with the school’s Single Plan for Student Achievement.

6. Funding and Budget

6a. List of established and potential funding sources.

Established Funding Sources: Established Funding Source: *Microsoft California Education Technology K-12 Voucher Program*

state apportionment general education funds

Potential Funding Sources: Future potential funding sources:

E-Rate Program for Discounted Telecommunications Services (US Dept of Ed)

Innovative Technology Experiences for Student and Teachers (National Science Foundation) – up to \$2,000,000 available in various grant opportunities; looking for a good fit

Advancing Student Achievement (The Actuarial Foundation) - \$5,000

GTECH After School Advantage Program- \$15,000

Academic Achievement Grant (NEA Foundation) - \$5,000

Verizon Foundation Community Grants - \$10,000

Best Buy Community Grants - \$10,000

Barona Education Grant Program - \$5,000

Digital Wish Grants – value varies according to specific item

Enhancing Education Through Technology (US Dept of Education)- not available at this time

Technology and Media Services for Individuals with Disabilities (Office of Special Education, US Dept of Education) – not available at this time

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

Item Description	Year 1	Year 2	Year 3	Funding Source Including E-Rate
4000-4999 Materials and Supplies				
Online Educational Software (Study Island, Sumdog, Reading Eggs, etc)	\$500	\$1,000	\$2,500	General apportionment funds
Software (Kids Keys, Mavis Beacon for kids, etc)	\$5,000	\$5,000	\$5,000	General Apportionment Funds
5000-5999 Other Services and Operating Expenses				
Professional Staff Development	\$2,000	\$10,000	\$4,500	Grants
Tech support and internet/technology services	\$6,500	\$6,500	\$8,000	General Apportionment Funds, E-rate, other Grants
6000-6999 Equipment				
Teacher laptop computers and/or other mobile technology	\$6,000	\$0	\$5,000	General Apportionment Funds
LCD Projectors or Smartboards	\$2,000	\$7,500	\$10,000	General Apportionment Funds
Student Electronic Tablets	\$3,000	\$10,000	\$25,000	Grants
Totals:	\$25,000	\$40,000	\$60,000	

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

Uncharted Shores Academy has budgeted in tech support (including hardware repairs) into the current general budget, and the cost for the tech support comes out of the regular apportionment funds. Additionally, USA has adopted a separate technology budget to purchase new technology and for replacement of broken or obsolete equipment. The budget for technology will be funded mainly from grants and fundraising sources, not from the general budget. As new technology is purchased, a tenth of that cost will be added to the technology budget for ongoing repairs and replacement. USA will actively pursue any funding that might be available to meet the technology budget each year.

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.

The Executive Director plans and executes the USA budget after approval by the USA Governing Board. The Executive Director is also the main person to pursue grants and other funding opportunities. The original technology team (“Stakeholders”), as listed in this plan, or a replacement fulfilling the same position, will meet together annually in May of the year to review the funding available for technology and evaluate the funding opportunities. The Technology team will plan for the continued implementation of the goals and reasonable funding sources for the next school year. The technology budget plan will be presented to the Uncharted Shores Academy Governing Board of Directors at their June Board Meeting, and to the Del Norte County Office of Education in September.

7. Monitoring and Evaluation

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

Families and Staff of USA will be made aware of the major goals of the technology plan in September of 2014. In the spring of 2015, and annually thereafter, parents and staff will receive a survey requesting feedback concerning the attainment of the goals. The original technology team (“Stakeholders”), as listed in this plan, or a replacement fulfilling the same position, will meet together annually in May of the year to review the surveys and evaluate the goals achieved during the year. The Technology team will plan for the continued implementation of the goals for the next school year. The analysis of the plan will be presented to the Uncharted Shores Academy Governing Board of Directors at their June Board Meeting, and to the Del Norte County Office of Education in September, along with the school’s Single Plan for Student Achievement.

Additionally, the team will use the results of the NWEA MAP and Smarter Balanced tests to determine the impact of technology upon the student’s progress.

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

Prior to May Annually: Survey of Families and Staff of USA concerning tech goals

Prior to June Annually: Tech Team meets to review and evaluate the plan

In June annually: Director completes evaluation of testing to determine impact of technology upon student progress. Director presents plan evaluation to USA Board and DNCOE Board

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

The technology team are stakeholder representatives, and each member will be responsible for communicating to the group they represent. Annual surveys will also be sent home to parents, and the plan evaluation will be presented to the general public annually at the USA and DNCOE Board meetings.

Annual Review of Goals Year One:

Annual Review of Goals Year Two:

Annual Review of Goals Year Three:

8. Collaborative Strategies with Adult Literacy Providers

The potential of using adult literacy providers to assist with technology needs is clear, but has not yet been implemented. The following sources of potential assistance will be investigated during the term of this plan:

- 1) Elk Valley Rancheria library
- 2) Crescent City Community Library
- 3) College of the Redwoods library and resources
- 4) Klamath River Early College of the Redwoods charter school resources

Additional resources may be located. Besides investigating the literacy providers listed above, USA will inquire through Humboldt State University in Arcata and California Center for Rural Policy to identify other adult literacy providers in Del Norte County.

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.

Strategy	Relevant Research Citation	Description of Research	Examination of Research
Technology Integration into all subjects	Niess, M. Lee, J. K, & Kajder, S.B. (2008). Guiding learning with technology. Hoboken, NJ: Wiley & Sons	Based on the National Technology Standards for Teachers (NETS•T), the research demonstrates the importance of technology to teaching subject matter at various grade levels.	The research regarding effective use of technology strategies in the classroom was reviewed by the Tech Team and will be a part of the professional development for staff in the future
Technology Professional Development	Prensky, M. (2001). Digital Natives, Digital Immigrants. On the Horizon. MCB University Press. 9(5).	This research examines the need to train teachers in the education of the 21st century learner.	The research regarding technology education was reviewed by the Tech Team and will be a part of the professional development for staff.

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.

USA uses distance learning programs, such as *OdysseyWare* and *Personal Professors*, for home study students and to assist students who are taking a course which is unsupported in the classroom (such as Algebra 2, which is generally not taught in a K-8 school, but which a student may be ready to take). However, the use of technology in the classroom is still lacking. Of primary importance at this time is the integration of technology into the regular classroom curriculum. The K-2 reading program, *Superkids*, has a technology component which not all teachers have been able to use due to a lack of equipment. New technology, such as electronic tablets, is needed in order to ensure that all students can meet the technology requirements for the Smarter Balanced tests and ongoing technological education for the 21st century. This technology plan is a first step in ensuring that USA educates students in a rigorous, authentic way to prepare them for their future.

**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)		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.		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.		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.		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.		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.		The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

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

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

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

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

6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List established and potential funding sources.		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.		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.		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.		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

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

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.		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.		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: 08 - 10082

School Code (Direct-funded charters only): 0114116

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* Required information in the ETPRS