Technology Plan
July 1, 2008 – June 30, 2011

The mission of the California Montessori Project is to provide a quality, tuition-free Montessori education to every student in the state of California.

CMP Technology Advisory Council
Submitted April 30, 2008

California Montessori Project
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1. PLAN DURATION CRITERION

Background:

The California Montessori Project presently serves 1,328 K – 8th grade children and their families in Northern California. The California Montessori Project opened in April 2001 with 486 students and is a thriving charter school community developed in response to parent and teacher demand. The California Montessori Project was originally sponsored by the Wheatland School District in Yuba County. Our five campuses are now re-authorized through their four local school districts: Buckeye Unified School District, Elk Grove Unified School District, Sacramento City Unified School District, and the San Juan Unified School District. We represent a diverse cultural community, with three campuses in urban communities, one inner city campus, and one rural campus.

All faculty at the California Montessori Project are required to have California credentials and Montessori certifications for the ages they teach. The Montessori curriculum is aligned with the California State Standards, and the California Montessori Project has obtained MSAC accreditation and is in the process of obtaining WASC accreditation.

In accordance with the Montessori philosophy to provide practical life skills to students, the California Montessori Project is committed, through this technology plan, to fully integrate technology into all classes in a wide range of subjects and to provide teachers with the opportunity to utilize innovative applications of technology within the curricula. The California Montessori Project believes that technology in the classroom provides direct educational and career benefits to students and ensures sustained professional development for teachers and other educators.

The California Montessori Project seeks to provide technology support for their low-income families who do not have technology in their homes and to create strategies for accelerating the academic progress of at-risk children via technology.

Key areas of need have been identified by the California Montessori Project's Technology Advisory Council:

- ✓ Increasing student academic and technology competency.
- ✓ Increasing staff technology competency.
- ✓ Integration of technology throughout curricula to improve overall education achievement.

Our expectation is that students' performance scores will improve across the curricula, and specifically in math, science, and reading comprehension and language skills in the 3rd through 8th grades.

Demographic Data:

2007-2008 CBEDS Data:

California Montessori Project Campus	Grades	Enrollment	School District
American River Campus - Urban	K-8	376	San Juan
Carmichael Campus – Urban	K-8	260	San Juan
Capitol Campus – Inner City	K-6	134	Sacramento
Elk Grove Campus – Urban	K-8	261	Elk Grove
Shingle Springs Campus – Rural	K-8	307	Buckeye
Total All Campuses		**1328**	

Student Population At CBEDs By School:

California Montessori Project Campus	American Indian	Asian	Pacific Islander	Filipino	Hispanic/ Latino	Black	White	Declined to State
American River & Carmichael Campuses	1.6%	5.4%	1.8%	1.0%	10.5%	5.9%	73.8%	0%
Capitol Campus	0.7%	11.2%	0%	3.7%	14.2%	9.0%	61.2%	0%
Elk Grove Campus	1.1%	5.4%	2.3%	8.0%	14.3%	12.6%	55.6%	9%
Shingle Springs Campus	3.9^	7.5%	1.3^	1.6&	10.7%	1.0%	73.9%	0%

Other Demographic Data At CBEDs By School:

California Montessori Project Campus	Special Education Students	NSLP Students	ELL Students	Credentialed Teaching Staff	Certificated Staff
American River & Carmichael Campuses	32	137	4	38	39
Capitol Campus	16	25	0	7	10
Elk Grove Campus	19	46	2	21	9
Shingle Springs Campus	27	28	2	22	18

1.a. The California Montessori Project's use of education technology for the next 3 years: July 1, 2008-June 30, 2011

Vision for Technology Use:
This technology plan is envisioned to guide the California Montessori Project for the next year with the process repeating for years 2 and 3 based upon current data. As a result, we anticipate that by June of 2011:

- Every student will have access to a computer with online capability at school.
- Parents will have computer access through a kiosk device available in the school office.
- An increased number of students will have access to online resources at home. The California Montessori Project (CMP) will facilitate a loaner program where students may borrow the school's AlphaSmarts for use at home. In addition, equipment that has become obsolete, and is being replaced by the school, will be available for home use.
- Students will use technology tools to master California Content Standards in the core curriculum and in a wide range of subjects.
- School-based computers, software, and networking will function reliably with timely assistance from trained computer and network personnel as needed.

Expected student outcomes in 3 years as a result of technology use:

- Increased student use of computers in classrooms and libraries will improve their mastery of California Content Standards as measured by the statewide STAR tests and Montessori assessments.
- Students will become more proficient in computer skills and applications.
- Students will experience hands-on remedial instruction through the use of technology tools.

Expected staff outcomes in 3 years as a result of technology use:

- Teachers will increase their use of technology resources to organize, teach, and assess student learning in California Content Standards.
- School staff will electronically track each student's school-based data and his/her progress in mastery of California Content Standards.
- All teachers will advance in technology skills according to Technology Proficiency Standards set by the California Commission on Teacher Credentialing.

Expected technology outcomes for infrastructure, hardware, technology support and software:

- The California Montessori Project will continue to upgrade outdated computers and network devices.
- The California Montessori Project is committed to the goal of increasing the student to computer ratio to 5:1 throughout all of the schools' classrooms, placing a teacher's workstation into each classroom, and providing at least four computers in each library/resource room.
- The California Montessori Project will enhance network performance, reliability, and security by upgrading all existing equipment, by maintaining virus protection for all computers, by installing and monitoring hardware-based firewalls, and by installing content filtering network appliances.
- The California Montessori Project will provide training in basic networking, workstation maintenance, software applications, best practices in technology integration, and online resources to all teaching staff.

- The California Montessori Project Technology Task Force will develop and adopt a hardware acquisition plan that includes 1) an inventory of existing technology, 2) an assessment of all technology purchased by the California Montessori Project, 3) a database to track all existing technology equipment and maintenance procedures, and 4) a timeline and budget for recommended replacement and expansion of technology.
- The California Montessori Project will subscribe to online services and will purchase software solutions which support student learning in California Content Standards.

Expected funding/budget outcomes in 3 years:
Technology curriculum, professional development, software, books, and Internet access will be supported by the California Montessori Project's General Fund, Title I, lottery funds, grants, donations, and parent fundraising.

Expected monitoring and assessment outcomes in 3 years:
- Annual increases in teachers' technology proficiencies per the EDTECHPROFILE Assessment.
- Annual increases in teachers' use of technology to enhance curriculum.
- Students' progress in mastering the California Content Standards in the core curriculum and a wide range of subjects.
- Annual maintenance and infrastructure upgrade activities will be reviewed and adjustments made as indicated.

2. STAKEHOLDERS CRITERION

2.a. How a variety of stakeholders from within the school district and the community at large participated in the planning process.

The planning process was spearheaded by the Technology Advisory Council which includes all members of the Technology Task Force, the Technology Advisor, the Executive Director, five Principals, five campus Technology Mentors one Administrative Assistant, and one Central Office Administrative team member, two teachers, two parent representatives, a Resource Program Aide, and the Chairperson of the Technology Committee from each of the five campuses. All members associated with this effort will help support the activities involved and ensure completion to the fullest.

All families are required to participate for 40 hours per year in the operation of the school. At each campus, participating parents are organized into volunteer committees. One of these committees is the Technology Committee which is made up of several parent and staff members who work in various technology areas in their careers. This committee reports directly to the Campus Advisory Council which is made up of two parents, two teachers and the principal of each campus. All stakeholders are invited to these monthly meetings and their input on technology development, as well as that of students and teachers, was solicited. As a result of these committees the Technology Task Force represents all layers of the schools' communities.

3. CURRICULUM COMPONENT CRITERIA

3.a. Description of teachers' and students' access to technology tools:

All data shown below reflects current counts as of March 14, 2008.

Teachers and students have access to computers throughout the school day, and both before and after school in hourly programs offered at the schools. The charts below provide information about the computer technology currently used in each of our classrooms, as well as the current student to computer ratio as it relates to students only.

All classrooms have computer devices and all have access to the Internet. There are devices in each classroom specifically for the students and as funding was available, a separate device was acquired for the classroom teachers. The majority of computers are newer than three years old. Further, the majority of classrooms have a network printer.

CMP has invested in two Technology Carts containing laptops, powers packs, mice and headsets. The purpose of these carts is to move from classroom to classroom to supplement our 5:1 ratio. This in no means, however, is a substitute for ensuring the 5:1 ratio with in each class.

Further access for students to computer devices in campus libraries, computer labs, after school hourly programs, or pre / post school care (Club Montessori) is minimal. All campuses provide specific after school programs that meet the needs of each classroom / campus. After school programs are held in classrooms which have computer devices available. Shingle Springs is able to provide 2 devices in Club Montessori and 8 devices in the portable technology cart. Elk Grove is able to provide 5 devices in the portable technology cart. American River is able to provide 1 device in Club Montessori.

Students with special needs and English Language Learners utilize computers in the classrooms in addition to occasional use of the Special Education computers as available.

Student Access To Technology:

American River Campus

Student Access To Technology In:	Grade Levels	Number of Computer Workstations	Student to Computer Ratio	Before/ After School
Cassatt Class with 24 students	K	1	24:1	Y
Carle Class with 20 students	K/1st	1	20:1	Y
DaVinci Class with 20 students	K/1st	1	20:1	Y
Hokusai Class with 20 students	K/1st	1	20:1	Y
Sendak Class with 20 students	1st	4	5:1	Y
Picasso Class with 20 students	2nd/3rd	4	5:1	Y
Matisse Class with 19 students	2nd/3rd	4	5:1	Y
Kinkade Class with 19 students	2nd/3rd	4	5:1	Y
Van Gogh Class with 19 students	2nd/3rd	4	5:1	Y
Dali Class with 17 students	2nd/3rd	4	4:1	Y
Chagall Class with 22 students	4th/5th	3	7:1	Y
Riveria Class with 20 students	4th/5th	4	5:1	Y
Renoir Class with 21 students	4th/5th	4	5:1	Y
Adams Class with 21 students	4th/5th	4	5:1	Y
O'Keefe Class with 21 students	6th	4	5:1	Y
Monet Class with 18 students	6th	4	5:1	Y
Middle School Class with 42 students	7th/8th	15	3:1	Y

Capitol Campus

Student Access To Technology In:	Grade Levels	Number of Computer Workstations	Student to Computer Ratio	Before/ After School
Golden Poppy Class with 18 students	K	3	6:1	Y
Golden Nugget Class with 35 students	1st /3rd	6	6:1	Y
Pioneer Class with 32 students	1st / 3rd	6	5:1	Y
Coloma Class with 22 students	4th/5th	5	5:1	Y
Fort Sutter Class with 23 students	5th / 6th	5	5:1	Y

Elk Grove Campus

Student Access To Technology In:	Grade Levels	Number of Computer Workstations	Student to Computer Ratio	Student to Computer Ratio w/technology cart	Before/ After School
Diamond Class with 26 students	K	3	7:1	3:1	Y
Ruby Class with 24 students	K/1st/2nd	5	5:1	2:1	Y
Amethyst Class with 25 students	1st/2nd	5	5:1	3:1	Y
Garnet Class with 37 students	1st/2nd	6	6:1	3:1	Y
Aquamarine Class with 29 students	3rd	7	4:1	2:1	Y
Topaz Class with 33 students	4th/5th	7	5:1	3:1	Y
Emerald Class with 24 students	4th/5th	4	6:1	3:1	
Sapphire Class with 26 students	6th	8	3:1	2:1	Y
Middle School Class with 22 students	7th/8th	4	5:1	2:1	Y
Tech Cart supplements 5:1 ratio	K-8	5	N/A	N/A	N

Carmichael Campus

Student Access To Technology In:	Grade Levels	Number of Computer Workstations	Student to Computer Ratio	Before/ After School
Poppy Class with 20 students	K	3	7:1	Y
Tiger Lily Class with 20 students	K	3	7:1	Y
Gardena Class with 19 students	1st	4	5:1	Y
Sunflower Class with 38 students	1st/2nd	7	5:1	Y
Orchid Class with 38 students	2nd /3rd	7	5:1	Y
Dahli Class with 35 students	3rd/4th	7	5:1	Y
Lavender Class with 16 students	4th	3	5:1	Y
Rose Class with 19 students	5th/6th	4	5:1	Y
Snapdragon Class with 22 students	5th/ 6th	4	5:1	Y
Iris Class with 23 student	7th /8th	5	5:1	Y
Special Ed Resource Room Serving 24 students throughout the day	K-8	1	3:1	N

Shingle Springs Campus

Student Access To Technology In:	Grade Levels	Number of Computer Workstations	Student to Computer Ratio	Student to Computer Ratio w/technology cart	Before/ After School
Mimosa Class with 36 students	K/1st	5	7:1	3:1	Y
Cedar Class with 36 students	K/1st	5	7:1	3:1	Y
Laurel Class with 28 students	2nd/3rd	4	7:1	2:1	Y
Willow Class with 29 students	2nd/3rd	5	6:1	2:1	Y
Aspen Class with 29 students	3rd/4th	4	7:1	2:1	Y
Eucalyptus Class with 28 students	4th/5th	6	5:1	2:1	Y
Oak Class with 27 students	4th/5th	6	5:1	2:1	Y
Birch Class with 41 students	6th	8	5:1	3:1	Y
Sequoia Class with 47 students	7th/8th	15	3:1	2:1	Y
Tech Cart Tech Cart supplements 5:1 ratio	K-8	8	N/A	N/A	N
Special Ed Resource Room Serving 30 students throughout the day	K-8	3	2:1	3:1	N

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

All CMP classrooms have networked computers installed in their classrooms (see the charts above). The computers are predominantly used for Internet research, keyboarding instruction, MS Office tools (Word, Excel, Power Point and Access), and online applications such as Accelerated Reader and Rosetta Stone (Foreign Language). As each classroom has computer devices, each student has the option of using the computers as needed throughout the work day, as their classroom work requires. Many of the classrooms utilize their computers for curriculum enhancement such as Math intervention programs, digital photography instruction, and Web Design.

The computers provide the students access to Internet resources and a variety of curriculum related software programs specifically designed for student use.

CMP's K-8 curriculum is fully aligned to California State Standards in English/language Arts, Math, Science, and History/Social Science. CMP has developed quarterly assessments for testing student progress in meeting the standards in math and language arts for grades K-6. Teachers currently monitor student progress via manual recordkeeping books. Several Middle School campuses are using GradeBook Wizard to record student work completion and grades, which information is then made available to students and their guardians through a secure online service.

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

The use of technology within the Montessori curriculum supports many of the underlying principles of Montessori philosophy. The principles of preparation for life, individualized instruction and self-correcting materials are all embodied in the use of technology in the classroom. The goals represented here all support these desired outcomes of the educational process of the California Montessori Project. The table below notes the California Montessori Project's curricular and academic goals as noted in a variety of documents. Data from CST results is also indicated:

Document	Curricular/Technology Support
Charter Document	The mission of the California Montessori Project is to offer an environment which has the tools, programs, resources, and support to enable students to become educated to high international academic standards and to develop themselves to their fullest capacity as competent, happy, productive individuals, family members, workers, and contributors to a better society and a peaceful world.
Charter Document	As a Citizen of the World, the student understands the basis of our constitutional democracy, the rights and responsibilities of all, and stays informed on important political, social, and environmental issues. The student is informed regarding other political, social, and cultural systems and seeks to understand and co-exist peacefully.
Charter Document	As a Member of An Increasingly Technical and Information Based World, the student is competent and comfortable using a wide variety of technology as an integral part of life and is open to embracing new alternatives as they become available.
Montessori Curriculum Guide	The Montessori Curriculum Guide aligns the Montessori Curriculum to the California State Standards and provides a monthly breakdown of classroom lessons. The Montessori Curriculum Guide references the album: "Computer Education for the Montessori Elementary Teacher".

DATA Source	Area of Strength	Area for Improvement
STAR Testing Results	Word Analysis & Vocabulary Development	Reading Comprehension
STAR Testing Results	Statistics, Data Analysis, & Probability	Operations & Problem Solving
Albanesi Grade Achievement Testing	Math Concepts	Math Fluency
Albanesi Grade Achievement Testing	Decoding Skills, Vocabulary	Reading Comprehension
San Diego Quick Reading Assessments	Decoding, phonemic awareness	Comprehension, Fluency

The above data and curricular goals support the focus of the CMP Technology Plan on the use of technology to support the remediation and enrichment of basic mathematic and reading skills for students in grades K through 8th.

This process will be replicated as needed for years 2 and 3 based on current data.

3.d. List of goals and implementation plan for using technology to improve teaching and learning by supporting district curriculum goals

Introduction

Attention is being focused on repetition of basic math skills, reading comprehension skills, science skills and writing skills for those students who need extra independent practice in the classroom setting. The goal is that these students are able to receive individualized practice without being dependent on the teacher's time and attention. Focus will begin with grades 3 through 6 because this is a critical age at which skills need to be solidified to keep up with grade level activities. The expectation is that students in grades K – 2 will receive ample instruction in these basic skills through use of individualized Montessori lessons and hands-on materials. For grades 7 and 8, the expectation is that these basic skills have been mastered and software for repetition is not as critical for grade level performance. Integration and use of technology to empower students' productivity and ability to demonstrate their mastery of content in a variety of formats will be used. The integration/use of technology to empower students productivity and ability to demonstrate their mastery of content in a variety of formats.

3.d.1 Goal: Technology will be integrated into the classroom to support California standards-based instruction in language arts and mathematics.

BENCHMARKS:

Sept. 2008	Committee will be appointed to research & select state approved language arts, mathematics and science remediation and enrichment software.
June 2009	Language arts, mathematics and science remediation and enrichment software will be incorporated into 100% of the 3rd through 6th grade classrooms.
June 2010	Selected language arts, mathematics and science remediation and enrichment software will be incorporated into 100% of 7th and 8th grade classrooms.
June 2011	Selected language arts, mathematics and science remediation and enrichment software will be incorporated into 100% of the 1st and 2nd grade classrooms.

Goal/Objective to improve teaching and learning	Responsible Position	Timeline	Monitoring and Evaluation activities
Committee appointed to research potential state approved language arts, mathematics and science remediation and enrichment software.	Committee	May-June Annually	Review with resources involved, review at the regularly scheduled curriculum teachers meeting and/or the regularly scheduled Principal's Round Table (RT)
Software selected and approved.	Campus Admin / Tech Advisor	June Annually	PO and invoices.
Software purchased and installed	Campus Admin / Tech Advisor	June Annually	PO and work orders for installation
Staff development is provided for 3rd through 6th grade teachers in use of selected software.	Tech Advisor	Aug-Sept. Annually	Sign in sheets, workshop evaluations, minutes of meetings for staff to discuss new software integration
Students begin utilization of software in 3rd – 6th grade classrooms.	Tech Advisor	Aug - June Annually	Review with resources involved, review at the regularly scheduled curriculum teachers meeting and/or the regularly scheduled Principal's RT
Evaluate software effectiveness based on informal student assessments in language arts, mathematics and science basic skills.	Tech Advisor / classroom teacher	Quarterly Per academic year	Review with resources involved, review at the regularly scheduled curriculum teachers meeting and/or the regularly scheduled Principal's RT
The implementation steps noted above will be repeated annually with modifications as indicated by the data collected 2010 and 2011 benchmarks.			

3.e. List of goals and implementation plan regarding student acquisition of technological and information literacy skills.

The use of information literacy skills in a research process needs to be implemented across the grade levels to enhance students' safe and effective use of the Internet for research purposes. The California Montessori Project currently has no comprehensive and cohesive plan for teaching such skills. As more computer time becomes available to students, they will have greater access to the Internet for research purposes. It is the school's intent to educate the students in the proper use of Internet research using information literacy skills.

3.e.1 Goal: California Montessori Project students will understand and apply information literacy skills to increase their use of Internet access as well as Internet resources for research in the core content areas.

BENCHMARKS

August '08	Provide all students in grades 7th -8th the CMP Technology Use & Responsibility agreement. Provide all students in grades 7th -8th with an Internet Safety presentation, Instruction for Identifying Credible web sites and teach comprehensive / essential computer and Internet skills. Introduce / implement CMit, an onsite, student run, technical support (grades 7th -8th)
August '09	Provide all students in grades 6th -8th the CMP Technology Use & Responsibility agreement. Provide all students in grades 6th -8th with an Internet Safety presentation, Instruction for Identifying Credible web sites and teach comprehensive / essential computer and Internet skills.
August '10	Provide all students in grades 4th -8th the CMP Technology Use & Responsibility agreement. Provide all students in grades 4th -8th with an Internet Safety presentation, Instruction for Identifying Credible web sites and teach comprehensive / essential computer and Internet skills.

Introduction

Today's culture demands that students be proficient in basic computer skills. The Montessori philosophy specifically states that the purpose of education is preparation for life. With this understanding, the California Montessori Project emphatically endorses the adoption and implementation of a grade level continuum of basic computer skills for its students.

Based on the technological needs of each classroom, creating an onsite technical support infrastructure based out of the middle school classrooms is key to the success of all curriculum based technology activities. As the Shingle Springs campus has already had 3 years of technology classes in grades 6-8; it is reasonable to implement as soon as August 2008. Specific criteria has been develop to identify students who have submitted their interest in becoming a CMit, technician. With specialized training at the other campuses, roll out could be as soon as January 2009.

3.e.2 Goal: California Montessori Project will incorporate technology skills as a mandatory educational component of its curriculum.

BENCHMARKS

August '08	Incorporate a technology enhanced learning program to 100% of 7th & 8th grade classes. Incorporate a technology enhanced learning program to 50% of 6th grade classes.
August '09	Incorporate a technology enhanced learning program to 100% of 7th & 8th grade classes. Incorporate a technology enhanced learning program to 100% of 6th grade classes. Incorporate a technology enhanced learning program to 50% of 4th and 5th grade classes.
August '10	Incorporate a technology enhanced learning program to 100% of 7th & 8th grade classes. Incorporate a technology enhanced learning program to 100% of 6th grade classes. Incorporate a technology enhanced learning program to 100% of 4th and 5th grade classes.

Goal/Objective to improve teaching and learning	Responsible Position	Timeline	Monitoring and Evaluation activities
Provide Computer Basics training to 5th to 8th grade students	Tech Advisor / Classroom Teacher	Annually per academic year	Curriculum based activities as assigned by the Tech Advisor or the classroom Teacher
Provide Trouble Shooting training to 7th to 8th grade students	Tech Advisor / Classroom Teacher	Quarterly per academic year	Curriculum based activities as assigned by the Tech Advisor or the classroom Teacher
Provide Networking training to 7th to 8th grade students	Tech Advisor / Classroom Teacher	Quarterly per academic year	CMit training to selected students – course assessments and student projects
Provide Social, Ethical, Human issues training to 7th to 8th grade students	Tech Advisor / Classroom Teacher	June 2009	Curriculum based activities as assigned by the Tech Advisor or the classroom Teacher
Provide Internet/Intranet training and research skills to 7th to 8th grade students	Tech Advisor / Classroom Teacher	Aug-Sept Annually	Curriculum based activities as assigned by the Tech Advisor or the classroom Teacher
Provide CyberSaftey training to 4th to 8th grade students	Tech Advisor / Classroom Teacher	Aug-Sept Annually	Curriculum based activities as assigned by the Tech Advisor or the classroom Teacher
Provide Credible Web sites training to 4th to 8th grade students	Tech Advisor / Classroom Teacher	June 2009	Curriculum based activities as assigned by the Tech Advisor or the classroom Teacher
The implementation steps noted above will be repeated annually with modifications as indicated by the data collected 2010 and 2011 benchmarks.			

3.f. Copyright, Fair Use, Plagiarism and Implications for illegal file sharing and/or downloading.
California Montessori Project 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: understanding the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307).

3.f. Goal Statement:
Students will receive grade level appropriate instruction about information literacy, copyright, and the appropriate and ethical use of information technology.

June 2009 Annually thereafter	All students K-8 will receive grade level appropriate instruction on the concept, purpose and significance of the ethical use of information technology.

3.g. Internet safety, including how to protect online privacy and avoid online predators (AB 307).

3.g. Goal statement:
All students will receive grade-level appropriate instruction in Internet safety, including online privacy and strategies to avoid online predators.

June 2009 Annually thereafter	All students K-8 will receive grade level appropriate instruction in Internet safety, including online privacy and strategies to avoid online predators.

Implementation Activities	Responsible Position	Timeline	Evidence of Activities
CMP Acceptable Use (AUP) Policy is adopted to include the concept, purpose and significance of the ethical use of information technology.	Admin/staff / Tech Advisor	June 2008	Board minutes of adoption of revised Acceptable Use Policy.
Develop Internet safety curriculum or adopt existing model for grades K-8	Tech Advisor / local area High Tech Crime Agency (HTCA)	July 2008	Use model from http://cnets.iste.org/ and material from local HTCA.
All students, parents and staff sign AUP annually as appropriate	Admin/staff	Aug/Sept Annually	Signed AUP's on file
Tech Advisor presents a recommended model to principals	Tech Advisor	August 2008	Faculty meeting agenda discussion
Present a High Tech Crime overview to students in grades K-8 which cover safety issues for your computer system, emails, anti-virus programs, online predators, piracy, MySpace, Facebook and other social networking sites	Tech Advisor / County High Tech Crime Unit	December 2008	Classroom news letters, website
Principals take the adopted model to the Board for adoption	Principals	September 2008	Board agendas

Implementation Activities	Responsible Position	Timeline	Evidence of Activities
Teachers implement the curriculum All staff/students sign AUP prior to use of technology.	Staff	January 2009 Annually thereafter	Lesson plans and other curriculum documents; observation; Signed student/staff AUP's
Staff and administration review AUP and Continuum for appropriate revisions and recommendations go to the Governing Board for approval.	Admin / Staff / Tech Advisor	On going basis	Board minutes, notes of meeting, updated AUP and continuum, modify as needed.

3.h. Description of or list of goals and implementation plan for programs and utilization of technology to ensure appropriate access for students.

All students and teachers at the California Montessori Project will have safe and secure access to computers and related technology. CMP has strived to achieve a 5:1 student to computer ratio through the purchase of computers for every classroom, a mobile technology lab for each campus and Alpha Smart devices. Teachers will also be equipped in the classroom with a laptop and will have access to LCD projectors, digital cameras and camcorders.

Student needs regarding adaptive technology are assessed at time of enrollment and the district works with the local SELPA or other appropriate agencies to provide appropriate access to technology.

3.h.1 Goal: All students and teachers will have access to computers

Objective: By June of 2011, all classrooms will have a 5:1 Student to Computer ratio and all campuses will have a mobile technology cart.

Benchmarks
By June 2009;

- **80% of classrooms will have a student to computer ratio of 5:1**
- **40% of classroom teachers will have access to a laptop computer**
- **60% of campuses will have a mobile technology cart**

By June 2010;

- **90% of classrooms will have a student to computer ratio of 5:1**
- **60% of classroom teachers will have access to a laptop computer**
- **80% of campuses will have a mobile technology cart**

By June 2011:

- **100% of classrooms will have a student to computer ratio of 5:1**
- **80% of classroom teachers will have access to a laptop computer**
- **100% of campuses will have a mobile technology cart**

BENCHMARKS/IMPLEMENTATION:

Aug. 08 Baseline	Evaluate each classroom headcount at the beginning of the year and determine the ratio with student to computers. If the ratio is < 68%, order additional devices as necessary. 20% of the classroom teachers will have a laptop computer for school use. 40% of campuses have mobile labs.
Jan-March Annually	Evaluate each classroom headcount at the beginning of the year and determine the ratio with student to computers. Compare with site inventory and determine student to computer ratio
April-May Annually	Survey Staff and note need for laptops for staff. Inventory mobile labs, select appropriate labs for selected site(s). Purchase the laptops and mobile carts per available fiscal resources.
June-July Annually	Receive, set-up and install new hardware for staff and student use.
July-August Annually	Provide intensive staff development for use of new hardware
Repeat steps above to insure completion of benchmarks as noted. Modifications will be made based on data from California School Technology Survey, staff input, CMP inventories and staff input as to curricular needs.	

Monitoring process and tools: The campus budget and the campus's ability to acquire the appropriate number of devices necessary to obtain the 5:1 ratio, will dictate each benchmark above. Annually, in conjunction with the budget development process, CMP will complete the California School Technology Survey between January and March. The Tech Advisor will review the data in light of curriculum needs, staff input and the availability of fiscal resources. By June annually, the ability of CMP to purchase the hardware noted above and /or additional technology resources will be determined and purchased, installation and training for staff completed prior to the start of the academic year. This process will be replicated as needed for years 2 and 3 based on current data.

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

BENCHMARKS:

September '08 Annually thereafter	Middle School teachers will receive training on Aeries ABI interface Pilot Program for implementation and piloting at all three Middle School Campuses for the 2008-2009 school year.
Semi-Annually	Update all staff with regard to effective strategies for the use of email and other electronic methods to communicate effectively with parents.

Goal/Objective to improve teaching and learning	Responsible Position	Timeline	Monitoring and Evaluation activities
Review current website and compile list of requested modifications.	Tech Advisor	July, 08	Summary Report
Review current configuration limitations with MidTown Micro & request upgrade for additional email accounts.	Tech Advisor	July, 08	Implementation Plan.
Technology Advisor and campus Administration recommends improvements to website.	Tech Advisor	July, 08	Implementation Plan.
Evaluate the need for the Technology advisor to redesign website.	Tech Advisor	July, 08	Summary Report
Review current classroom configurations and ensure each teacher has access to a computer at school for email correspondence daily.	Tech Advisor / classroom Teachers	July / August, 08	Summary Report
Create training quick reference lists and provide training and overview to AA's at each campus.	Tech Advisor	July / August, 08	Quick reference sheets / Training
Create parent update bulletin regarding new features made available to parents and staff (ie, campus-specific links, classroom-specific homework pages, etc.).	Tech Advisor / Admin	Semiannually; July and January	Summary Report
Create training quick reference lists and provide training and overview to teachers at each campus.	Tech Advisor	Semiannually; July and January	Quick reference sheets / Training
Create training quick reference materials & provide training/overview to teachers at each campus. Include guidelines regarding email etiquette & escalation process for parent issues/concerns.	Tech Advisor	Semiannually; July and January	Quick reference sheets / Training
Create links to teachers' and administrators' email accounts from webpages.	Tech Advisor	Semiannually; July and January	Summary Report
Advertise links to parents via campus newsletter.	Admin / Tech Advisor	Semiannually; July and January	Newsletters
Advertise staff email addresses to parents via campus newsletter.	Admin / classroom Teachers	Semiannually; July and January	Newsletters
Monitor email usage and response times via parent correspondence and parent surveys.	Admin / classroom Teachers	Semiannually; July and January	Summary Report
Review Aeries / ABI interface Pilot Program.	Central Admin / Admin / Principals	Semiannually; July and January	Summary Report
Provide training and overview to Middle School teachers at two additional campuses.	Central Admin / Admin / Tech Advisor	Semiannually; July and January	Training logs and Sign in sheets
Input student database records.	Admin / classroom teachers	Semiannually; July and January	Summary Report

Goal/Objective to improve teaching and learning	Responsible Position	Timeline	Monitoring and Evaluation activities
Provide training to students and parents.	Classroom teachers	Semiannually; July and January	Training logs and Sign in sheets
Daily input of assignment completion notes and grades.	Classroom teachers	Semiannually; July and January	Summary Report
Summarize Aeries / ABI interface Program Results.	Central Admin	Semiannually; July and January	Summary Report
Review, evaluate and recommend alternative programs.	Central Admin / Principals	Semiannually; July and January	Summary Report / Implementation Plan

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

California Montessori Project provides a centralized website containing general information about our school as well as having multiple sub web pages for each of the five campuses. From the main page you can access Calendars, Newsletters, Governing Board agenda/minutes, Charter Documents, Policies & Guidelines, etc. From each campus pages you can access Campus News, Classroom News, Calendars, Club Montessori information, Campus Advisory Council information, Rosetta Stone, etc.

Accessibility to the staff and teachers is key in keeping a good relationship with our current and future families within the California Montessori Project. Future projects for California Montessori Project will continue to improve on this relationship, including: Green efforts – paperless, On-site Kiosk, GradeBook Wizard / Aeries, and High Tech Crime presentations.

3.j.1 Goal: The California Montessori Project will use a variety of technologies to improve home-school communication, including a school-wide website with active links for all campuses and all classrooms, as well as email access for regular parent-teacher and parent-administration correspondence.

BENCHMARKS:

August ‘08	Communicate to Parents regarding paperless ‘Green’ efforts; encouraging website interaction.
December ‘08	Determine a method of acquiring and maintaining a family database of email addresses
April ‘09	Evaluate tools to provide an on site Kiosk for parent / guardian use
Begin August ’08	Evaluate replacing GradeBook Wizard with Aeries ABI interface in Middle School classrooms
TBD based on evaluation	Replace GradeBook Wizard with Aeries ABI interface. In Middle School classrooms
September ‘08	Provide parents / guardians with a of High Tech Crime overview.
July ‘08	Technology Advisor will provide links from Campus web pages to classroom teachers’ email accounts.
August ‘08	Technology Advisor will provide training and support for a designated Administrative resource to directly post changes to individual campus web pages.
TBD based on evaluation	Turn over campus web site postings to designated administrative resource – American River
TBD based on evaluation	Turn over campus web site postings to designated administrative resource - Carmichael
TBD based on evaluation	Turn over campus web site postings to designated administrative resource – Capitol
TBD based on evaluation	Turn over campus web site postings to designated administrative resource – Elk Grove

3.k Description of process to monitor the Curricular Component (Section 3.d through 3.j)

The Executive Director and the Campus Principals will review data with staff on a quarterly basis as part of the staff meeting process as well as the teacher in-service programs. The Executive Director and Campus Principals will report progress on the implementation at the campus level to the Technology Task Force and the California Montessori Project Governing Board in January and June of each year. The Technology Task Force will review the data mid-year to determine the need for adjustments to the implementation of the curriculum component of this plan. An end-of-year report will be presented to the Executive Director by the Chairperson of the Technology Task Force, along with recommendations for the following year's implementation.

4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA

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

The California Montessori Project's Executive Director, administrative staff, campus principals, teachers, and paraprofessional staff have taken the EdTechProfile Survey. In addition, a survey was conducted to determine training and professional development needs of the teaching and paraprofessional staff.

The EdTechProfile Survey for all California Montessori Project staff will be reviewed annually with each campus and with all staff member to complete the survey shortly there after. Deadlines will be posted. This survey shows that the majority of the school's staff is at the intermediate level in General Computer Knowledge and Skills, Word Processing, Internet, and E-mail. Most staff members are at the introductory level in Publishing, Databases, Spreadsheets, Presentation Software, and Instructional Technology. A review of the Status Report for a Technology Assessment Profile which indicates the type of criteria / skills necessary and charts from the CCTC Program Standard 9 and16, notes that staff is in need of further training for the use of technology in support of teaching/classroom management and the effective integration of technology into the curriculum. Data notes a need to provide training with regard to data aggregation and interpretation and the evaluation of authenticity, reliability and bias of web-based data resources. Training for these areas is addressed in Section 3; Goals 3.e, 3.f, 3.g, and 3.i.

Some teachers are aware of regional California Technology Assistance Project course offerings. None have taken advantage of CTAP Online courses or the Educational Technology Academy as of this date. One-hour workshops are offered to our teachers and paraprofessionals at monthly campus staff meetings as well as at our quarterly teacher in-services to supplement the basic technology proficiencies of teachers and other staff members.

The school's technology budget as outlined in this Technology Plan will fund the training of the school's staff utilizing our portable laptops in a mobile computer lab. In addition, it will address the needs of the staff to attend local workshops as well as annual conferences.

A survey taken by the school's teaching and paraprofessional staff indicated that most would like to use more technology resources in teaching, but they felt limited by several factors:

- Availability of a equipment dedicated to teacher use only,
- Insufficient on-site training time to acquire needed knowledge and skills, and to do the planning required to integrate technology into current curriculum,
- Insufficient knowledge of software applications and websites specifically related to teaching California Content Standards,
- Time constraints due to the school's emphasis on teaching academic content and raising test scores.

4.b and c. List of clear goals and implementation plan for professional development; list of benchmarks for implementing planned strategies and activities.

4.b.1 By June 2011, 90% of teachers, paraprofessionals and administrative staff will be at "intermediate" or "proficient" in six EDTECHPROFILE skill areas.

BENCHMARKS/Implementation:

June '09	Evaluate and create Summary Reports be review and action. 75% of teachers, paraprofessionals, and administrators will be at "intermediate" or "proficient" in four EDTECHPROFILE skill areas.
June '10	Evaluate and create Summary Reports be review and action. 80% of teachers, paraprofessionals, and administrators will be at "intermediate" or "proficient" in six EDTECHPROFILE skill areas.
June '11	Evaluate and create Summary Reports be review and action. 90% of teachers, paraprofessionals, and administrators will be at "intermediate" or "proficient" in six EDTECHPROFILE skill areas.

4.b.2 By June 2011, staff will demonstrate increased use of technological learning resources to organize, teach and assess student learning in California Content Standards. While there is a primary focus on the Language Arts and Mathematics programs, science enrichment and remediation will occur each semester.

BENCHMARKS/ Implementation:

June '09	Evaluate and create Summary Reports be review and action. 75% of teachers will integrate at least three lessons incorporating technology learning resources in teaching language arts, mathematics and science.
June '10	Evaluate and create Summary Reports be review and action. 80% of teachers will integrate at least four lessons incorporating technology learning resources in teaching language arts, mathematics, science, and research-based learning at the fourth grade and above grade levels.
June '11	Evaluate and create Summary Reports be review and action. 90% of teachers will integrate at least five lessons incorporating technology learning resources in teaching language arts, mathematics, science, and research-based learning at the fourth grade and above grade levels. Teachers will add at least one technological learning resource to their teaching repertoire annually thereafter.

4.b.3 By June 2011 staff will demonstrate increased use of technological resources to organize, assess, and communicate 4th through 8th grade student learning to the students' parents.

BENCHMARKS/Implementation:

June '09 Annually Thereafter	Evaluate and create Summary Reports be review and action. 100% of the 7th and 8th grade teachers will utilize Aeries Browser Interface (ABI) to organize, assess, and communicate student progress to the students and their parents.

Goal #	Implementation Plan/Activities	Responsible Position	Timeline	Monitoring and Evaluation activities
4.b.1	100% of staff takes EDTECHPROFILE Proficiency Survey.	EDTECHPROFILE Proficiency Coordinator	March -May Annually	CMP's EDTECHPROFILE Proficiency Survey Coordinator verifies staff has taken online survey.
4.b.1 4.b.2 4.b.3	A "Tech Mentor" teacher will be identified at each campus to support faculty growth in use of technological learning resources.	Principals	Aug. '08 and annually thereafter	Curriculum documents illustrating the integration of technology learning resources. Copies of online grade reports for 7th and 8th grade students.
4.b.3	Set up access to Aeries Browser Interface (ABI) at Middle School campuses.	Technology Advisor & Tech Mentor	Aug. '08	Online access verified.

Goal #	Implementation Plan/Activities	Responsible Position	Timeline	Monitoring and Evaluation activities
4.b.3	Middle School staff and campus principals will be trained in the use of (ABI). Retrain/Update as needed	Technology Advisor & Tech Mentor	Aug. '08 Annually	Training agenda.
4.b.1 4.b.2 4.b.3	Staff develops individual professional development plans to increase their technology competency.	Principals	October '08	Principals meet with and review staff's professional development plans and technology goals.
4.b.1 4.b.2 4.b.3	Staff will participate in onsite workshops and trainings conducted by Tech Mentors to address individual professional development needs.	Tech Mentor	November '08 through June '09 Annually	Teacher's individual professional development plans; competency documented in emails, word processing documents, online grade reporting reports, demonstrated use of Internet resources.
4.b.1 4.b.2 4.b.3	A recommended list of workshops and opportunities for staff development based on the EDTECHPROFILE survey are researched and presented to staff. On site workshops will be featured.	Principals and Technology Advisor	June '09 and annually thereafter	List of workshops conducted locally, onsite training offerings, Quick Reference Guides, and handouts from staff trainings.
4.b.3	100% of Middle School staff will use Aeries to review student progress and strategize how to improve student mastery of specific standards.	Middle School Staff & Tech Mentor	June '09 and ongoing	Aeries Reports, instructional team meeting notes, parent correspondence.
4.b.1 4.b.2 4.b.3	Teachers who wish will be allowed to use one day of professional development to visit schools identified by CTAP that demonstrate exemplary use of technology to support the academic core curriculum K-8. Each teacher will report at a staff meeting on the program visited and how it might be utilized at their campus.	Executive Director, Principals, & Technology Advisor	anually per academic year	Professional Development Plans, travel documents and faculty meeting notes.
4.b.3	Technology Coordinator and Tech Mentors review and recommend alternative online student progress tracking systems.	Technology Advisor & Tech Mentors	July '09	Evaluation and Recommendation Report.
4.b.3	Team selects online student progress tracking system for future use and coordinates purchase and installation.	Executive Director, Principals, & Technology Advisor	July '09	Evaluation and Recommendation Report, purchase order, installation manual.
4.b.3	Set up access to online student progress tracking system.	Technology Advisor	Aug. '09	Online access verified.
4.b.3	Middle School staff, teachers, and campus principals will be trained in the use of online student progress tracking system.	Technology Advisor & Tech Mentor	Sept. '09	Training agenda.
4.b.1 4.b.2 4.b.3	Staff & stakeholder meeting to review effectiveness of staff development plan and make recommendations for new additions / strategies / formats.	Executive Director, Principals, &Tech Advisor	June '09 Annually thereafter	Notes from staff meeting; recommendations; review of results from EDTECHPROFILE Proficiency Survey.

4.c. Description of process to monitor that the professional development goals are being met.

Semi-annually the Executive Director, principals and Tech Advisor will review the data and discuss progress for meeting the Professional Development goals and benchmarks. Annually, in June staff and stakeholders will meet to make recommendations for new additions/strategies/formats.

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA

5a. Description of existing hardware, Internet access, electronic learning resources, and technical support.

General Overview: The five campuses of the California Montessori Project (CMP) share both similarities and differences in their hardware infrastructure, internet access, electronic learning resources, and technical support. The similarities exist primarily within the administration support as all campuses utilize similar desktops and high-speed multifunction printers. The standard desktop operating system is Microsoft XP Professional. Microsoft Office 2003 is the current standard for office productivity software. Quicken and Aeries are the standard accounting, publishing, and student information software (SIS) respectively, used at all campuses. Not all campuses utilize the same internet service provider (ISP). To provide email access from any location, and through any ISP, the CMP contracts with a separate vendor to provide secure access to email from any location.

Classroom desktops purchased by CMP are from a single vendor running Microsoft XP Home. All desktops and notebooks are utilizing the same word processing, spreadsheet, presentation, data base and publishing software. Further, online learning educational products such as Accelerated Reader is accessible from each classroom while Rosetta Stone is accessible from either the classroom or from home via the Campus web pages. Although software designed to improve the core subjects such as math, reading, and typing skills is used throughout the 5 campuses, its use is based upon the needs of each classroom or teacher.

Existing Hardware:

The following table provides an inventory of desktops, notebooks, laser printers, and LCD projectors deployed among the California Montessori Project.

Campus	Number of computer devices	Less than a year old	Between one year and two years old	Between two year and three years old	Between three year and four years old	Over four year old
American River / Carmichael	119	64	17	27	6	5
Capitol	27	23	0	4	0	0
Elk Grove	47	35	5	5	2	0
Shingle Springs	71	23	10	20	15	3
total	264	145	32	56	23	8
% of total # of computer devices		55%	12%	21%	09%	03%

Location	Office Productivity Software Licenses Current [2]	**Office Productivity Software Licenses Needed [2]**	LCD Projectors Current	**LCD Projectors Needed**	Classroom to Laser Printer Ratio[1] Current	**Classroom to Laser Printer Ratio Needed [1]**	Technology Support Current	**Technology Support Needed**
Central Admin - Carmichael	7	20	1	0	n/a	n/a	.07 FTE	.2 FTE
American River Campus	72	7	1	2	12:1	1:1	.07 FTE	.2 FTE
Capitol Campus	31	0	1	1	4:1	1:1	.07 FTE	.2 FTE
Carmichael Campus	57	0	1	2	8:1	1:1	.07 FTE	.2 FTE
Elk Grove Campus	53	0	1	2	8:1	1:1	.07 FTE	.2 FTE
Shingle Springs Campus	76	0	4	1	9:8	1:1	.07 FTE	.2 FTE

[1]Campus with ratios x:1 indicates no individual classroom laser printers, but access to the administration's high-speed laser printer
[2]License estimates are based upon achieving a 5:1 computer to student ratio and campus growth over a 3 year period. Preliminary estimates for immediate needs are described in Section 5.a above. Curriculum specific licenses are yet to be determined, and are not included in these estimates.

Internet Access:

All CMP campuses, as well as the Central Administration office, have high-speed internet access through local communications providers. Since campuses are in various locations, high-speed internet access is provided by 3 different vendors utilizing either Digital Subscriber Line (DSL) technology or broadband cable. Access speeds vary depending on provider and technology used. Download speeds vary from 4 Mbs to 1 Mbs, with upload speeds varying from 128 Kbs to 384 Kbs. A low-end router is utilized at each site to provide basic firewall capabilities. No intrusion detection software or appliance is utilized, thus there is no capability to determine if and when a network or system has been compromised. In order to provide consistency among the campuses, a single vendor is utilized to provide electronic mail and web services. Secure access to these services is available regardless of local communications provider.

Electronic Learning Resources:

All devices are standardized on Microsoft Office suite of products. Although software designed to improve math, reading, and typing skills is used throughout the 5 campuses, its use is based upon the needs of each classroom or instructor. There is no standard supplemental enrichment and remediation software utilized for supporting teaching and learning.

Technical Support:

Technical support for existing computers, network devices, and ISP network support is either directly provided by, or coordinated through, the Technology Advisor. The Technology Advisor position is a full time salaried position funded through the CMP technology budget. The Technology Advisor is responsible for the maintenance, upgrade and replacement of all equipment and software. Network routers and switches managed by a hosting district's support infrastructure (e.g. American River Campus) are not directly supported by the Technology Advisor. However, the Technology Advisor coordinates and liaisons problem and configuration issues to the host district when required. The

Technology Advisor provides email administration, web site administration, liaisons with various ISPs and software vendors, and provides input to technology plans and directions for the California Montessori Project.

Description of ongoing district technical support

Technical support for the California Montessori Project is provided by the Technology Advisor, a full-time position and five Technology Mentors (one at each campus) funded through the CMP's general fund.

The Technology Advisor provides network, workstation, and application support for both the central administration offices and the 5 campuses. The Technology Advisor is the conduit between each campus and their designated ISP, with sponsoring school district technical support (i.e. American River campus), and with the vendor providing email and web hosting services. In addition to technical support activities, both informal and formal technical training is provided to administrative and teaching staff as well as to students. Information technology planning, purchasing, and configuration management are provided by the Technical Advisor. The Technology Advisor visits each of CMP's five campuses one day per week to provide hardware and software support and to provide direct instruction to teachers and students in the upper grade levels.

The Campus Technology Mentor provides workstation and application support for his/her campus. The Campus Technology Mentor works directly with the teaching staff to troubleshoot workstation and printer issues and provides software application support to the teaching staff as needed. The Campus Technology Mentor also consults with the teaching staff on technology curriculum planning and provides demonstrations to colleagues at staff meetings. The Campus Technology Mentor refers network problems as well as challenging hardware and software issues to the Technology Advisor who visits each campus one day per week.

5.b. Describe 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.

- Technology hardware: The technology infrastructure is similar across all 5 campuses based on our objective of 5:1 student to computer ratio. CMP has a 5 year technology life cycle of all computer equipment, and based on our inventory, we will develop a life cycle plan to replace computers after five years. Currently, we have 3% of desktops utilized in the 5 CMP campuses are at least 4 years old.

Location	Total Desktop Computers Current	**Total Notebook Computers Current**	Admin Support Desktops Current	**Admin Support Desktops Needed**	Classroom Desktops Current	**Classroom Desktops Needed**	Classroom Notebooks Current	**Classroom Notebooks Needed**	Student to Computer Ratio* Current	**Student to Computer Ratio Needed**
American River / Carmichael Campuses	119	1	8	0	118	15	1	8	5.3:1	5:1

Capitol Campus	27	0	4	0	23	3	0	2	4.9:1	5:1
Elk Grove Campus	47	5	6	0	41	4	5	0	5.5:1	5:1
Shingle Springs Campus	71	14	4	0	57	2	14	0	4.3:1	5:1

*Ratio based upon budgeted enrollment divided by number of desktops for classrooms.

- Electronic learning resources (ELR): To provide the basic office productivity software required by administrative staff, teachers, and students, the California Montessori Project must inventory the current needs, purchase site licenses to accommodate these needs, and develop a process to manage the inventory, configuration, and distribution of software. An application tools will be evaluated to track the electronic learning resources. Accelerated Reader, Rosetta Stone, Gradebook Wizard, and APEX are a few of the ELR items that are currently being used across all the campuses. Regular Summary Reports are created and reported to each campus principal for review.

- Networking and telecommunications infrastructure: The five CMP campuses utilize a combination of routers, switches and access points that best suit the needs of that campus. To provide a secure network environment that is more efficiently managed, the capabilities of these firewall/routers has been reviewed against industry best practices and implemented. In addition to the standard anti-virus software currently installed on all CMP desktops and notebooks, anti-spyware software must be evaluated and installed on all devices to further protect users from malicious software downloads. A content filtering appliance has been evaluated and implemented at all campuses that restrict student internet access to only appropriate resources. Wireless access points at all campuses are configured with standard encryption algorithms and machine specific access controls allowing only authorized administrators, teachers or otherwise designated personnel access to network resources, including access to the high-speed network addressable printers located at each campus. California Montessori Project will research and evaluate the feasibility of implementing a Wide Area Network which would incorporate a secure network infrastructure for Internet access, Video Conferencing and Voice activities. This would eliminate the need to have 4 different vendors for data and telecommunication needs. A cost benefit analysis will be completed for board review.

- Physical plant modifications: CMP has contracted an outside vendor for 4 (Carmichael, Capitol, Elk Grove and Shingle Spring) of the 5 campuses which provide for the physical network cabling as well as telco infrastructure. American River is maintained by the school district in which they reside as they are leasing the school infrastructure.

- Technical support: CMP utilizes a full time Technology Advisor to support all aspects of technology across the campuses. For example; file servers, routers, switches, access points, network cabling, desktops, notebooks, printers, projectors, cameras, etc. The Technology Advisor provides email, web, network router management, and liaisons with ISP vendors and district IT personnel to resolve issues. The Technology Advisor also works with the Executive Director and campus principals in planning IT projects and initiatives. Additionally, the

Technology Advisor will provide classroom instruction in grades 4-8, as well as teaching the teacher to reinforce the technology curriculum integrated within the Montessori instruction. As progress is made implementing this plan, additional technical support (i.e. .5 FTE) may be needed in subsequent years.

5.c. List of benchmarks and a timeline for obtaining hardware, infrastructure, learning resources and technical support.

BENCHMARKS

5.c.1	By January 2011, establish policy, procedures, and guidelines for replacing obsolete equipment in all classrooms and administrative offices.
5.c.2	By June 2009, desktop & network hardware and software configurations will be standardized.
5.c.3	By January 2011, 50% of teachers will develop skills to handle basic workstation, network, application functions, and problem diagnostics.
5.c.4	By June 2009, a program for the selection, purchase, and maintenance of software for instruction that aligns with the Montessori curriculum will be established.
5.c.5	By June 2011, each classroom will have a minimum 5:1 ratio of networked computers to students and a laser printer. Each campus will have at least 3 LCD projectors.
5.c.6	By June 2009, research and evaluate the feasibility of a CMP WAN (data, voice, video conferencing)
5.c.7	By June 2011, implement a campus student run technical support infrastructure

5.c Activities, Timeline and Monitoring Process

Scheduled maintenance will be requested and mandatory for all mission critical devices.

5.c.1 By January 2011, establish policy, procedures, and guidelines for replacing obsolete equipment in all classrooms and administrative offices.

Activities	Timeline	Evaluation Instrument(s) & Data to be Collected	Frequency of Collection	Program Modification Process and Responsible Person(s)
Establish policy, procedures, and guidelines for replacement of obsolete computers in CMP schools.	January 2009 Annually	Hardware inventory, policy, procedures, and guidelines.	Annual review every June	Review, approve, and publish policy, procedure, and guideline documents; Site Principals, Executive Director, Technology Advisor.

This process will be replicated as needed for years 2 and 3 based on current data.

5.c.2 By June 2011, desktop & network hardware and software configurations will be standardized.

Activities	Timeline	Evaluation Instrument(s) & Data to be Collected	Frequency of Collection	Program Modification Process and Responsible Person(s)
Initiate E-rate application process per data collected Jan-May	October-March Annually	Erate forms and RFA's	Semi-Annual review w/budget dev.	Erate Consultant and Business Officer

Define and document desktop hardware & software standards for administrative staff, teachers, and students.	Jan-March 2009	Inventory records complete with software.	Annual review.	Review report and adjust accordingly; Campus Principals, Executive Director, Technology Advisor.
Define and document network hardware & software network standards.	March-May 2009	Policy, procedures, and standards.	Annual review.	Review report and adjust accordingly; Campus Principals, Executive Director, Technology Advisor.
Research, prototype, select, and purchase configuration management tools.	May/June2009	Report containing evaluation matrix of products reviewed with recommendation.	Once	Technology Advisor to produce report. Campus Principals and Executive Director to review.
Define and deploy configuration management solution to maintain standard desktop & network configuration.	June 2009	Updates to site managements guides.	Annual review.	Review report and adjust accordingly; Campus Principals, Executive Director, Technology Advisor.

This process will be replicated as needed for years 2 and 3 based on current data.

5.c.3 By January 2011, 50% of CMP teachers will develop skills to handle basic workstation, network, application functions, and problem diagnostics.

Activities	Timeline	Evaluation Instrument(s) & Data to be Collected	Frequency of Collection	Program Modification Process and Responsible Person(s)
Assess current technical skill levels of staff using such resources as CTAP evaluation, on-site interviews, and review of formal computer course work taken.	February-May - 2009	Assessment report with training plan recommendation.	Annual review.	Review report and adjust accordingly; Campus Principals, Executive Director, Technology Advisor.
Develop individual and group training plans based upon assessments.	May-June 2009	Technical training plans.	Annual review & update.	Review report and adjust accordingly; Campus Principals, Executive Director, Technology Advisor.
Develop site management guides for each campus.	June 2009	Site management guide.	Annual review & update.	Review report and adjust accordingly; Campus Principals, Executive Director, Technology Advisor.

This process will be replicated as needed for years 2 and 3 based on current data.

5.c.4 By June 2011, a program for the selection, purchase, and maintenance of software for instruction that aligns with the Montessori curriculum will be established.

Activities	Timeline	Evaluation Instrument(s) & Data to be Collected	Frequency of Collection	Program Modification Process and Responsible Person(s)

Review and select software that aligns with the Montessori curriculum.	June 2009	Report containing results of research including recommendations for purchase.	Report will be reviewed and updated annually.	Review report and adjust accordingly; Campus Principals, Executive Director, Technology Advisor.
Provide all teachers with notebooks equipped with MS Office, online resources, and other software as required for curriculum needs.	June 2009	Hardware and software inventory by campus.	Annual.	Review report and adjust accordingly; Campus Principals, Executive Director, Technology Advisor.
Provide all CMP students with software aligned with Montessori curriculum in support of math, science, language arts, and reading.	June 2009	Software inventory by campus.	Annual.	Review report and adjust accordingly; Campus Principals, Executive Director, Technology Advisor.

This process will be replicated as needed for years 2 and 3 based on current data.

5.c.5 By June 2011, each classroom will have a minimum 5:1 ratio of networked computers to students and a laser printer. Each campus will have at least 3 LCD projectors.

Activities	Timeline	Evaluation Instrument(s) & Data to be Collected	Frequency of Collection	Program Modification Process and Responsible Person(s)
Inventory classrooms, determine physical plant (e.g. electrical) and network requirements.	June 2009	Inventory of current desktops and report of required physical plant and network infrastructure upgrades required.	Annual	Review progress toward completion of plan, collect inventory and review; Site Principals, Executive Director, Technology Advisor.
Develop implementation plan to achieve goal within 3 years (i.e. 33% of the total required computers & printers each year). Estimate and identify required funding.	June 2009	Implementation plan.	Annual	Review progress toward completion of plan, collect inventory and review; Site Principals, Executive Director, Technology Advisor.
Purchase and install 33% of planned laser printers and LCD projectors as resources permit.	June 2009 and annually thereafter.	Purchase and installation records.	Annual	Review progress toward completion of plan, collect inventory and review; Site Principals, Executive Director, Technology Advisor.
Purchase and install 33% of planned computers or as resources permit.	June 2009 and annually thereafter.	Purchase and installation records.	Annual	Review progress toward completion of plan, collect inventory and review; Site Principals, Executive Director, Technology Advisor.

This process will be replicated as needed for years 2 and 3 based on current data. By June 2011 each classroom will have a minimum 5:1 ratio of students to computers.

5.c.6 By June 2011, research and evaluate the feasibility of a CMP WAN (data, voice, video conferencing).

Activities	Timeline	Evaluation Instrument(s) & Data to be Collected	Frequency of Collection	Program Modification Process and Responsible Person(s)
Assess current infrastructure, research potential vendor resources, establish policy, procedures, and guidelines for implementation	June 2009	Hardware inventory, policy, procedures, and guidelines.	Annual review every June	Review, approve, and publish policy, procedure, and guideline documents; Site Principals, Executive Director, Technology Advisor.

5.c.7 By June 2009, implement a campus student run technical support infrastructure

Activities	Timeline	Evaluation Instrument(s) & Data to be Collected	Frequency of Collection	Program Modification Process and Responsible Person(s)
Create the selection criteria, identify student technicians from the middle school classrooms (6th grade if no MS exists), train, maintain competence, role out CMit; California Montessori information technology technical support group	June 2009	policy, procedures, and guidelines.	Annual review every June	Review, approve, and publish policy, procedure, and guideline documents; Site Principals, Executive Director, Technology Advisor.

This process will be replicated as needed for years 2 and 3 based on current data. By June 2011 CMP will be connected by a single Wide Area Network to assist in higher efficiency, productivity and consolidated costs for Internet and Voice costs. To accomplish this, Research will take place in 2009, procurement funding with Erate, local funds, etc, will take place in 2010, and installations will occur in 2011.

5.d. Monitoring Process: The Technology Advisor will maintain an inventory of all campus technology equipment. The Advisor will obtain status information and report progress towards achieving goals outlined in this section. The Advisor will produce reports, every other month, to be reviewed by the Executive Director. In addition, weekly status meetings with the Executive Director and campus principals concerning technology issues will be held. An annual review of the progress made in reaching goals set by the California Montessori Project will be reviewed by the Executive Directory and campus principals. Any required revisions required to the plan will be made at this time.

6. FUNDING AND BUDGET COMPONENT CRITERIA

6.a List of established and potential funding sources and cost savings, present and future

The California Montessori Project is committed to providing all students and staff with a high level of technology resources and training that compliment the curriculum goals. This commitment is evident by actions taken this fiscal year in establishing a full-time Technology Advisor staff person serving all five campuses, part-time Technology Mentors at each campus serving in a stipend position, funding of over 130 new classroom desktops and laptops from its general fund this fiscal year, and the collaborative creation, submission and adoption of this Technology Plan. That being said, more resources are required to implement and support the goals of this plan.

The current level of funding documented below is not sufficient to meet the needs detailed within this plan. Additional funding will be sought through grants, donations, and partnerships with both private and public agencies. Additional "out-of-the-box" thinking may be required to satisfy the goals set forth in this plan, while at the same time lowering expected costs to support them. Such options may be to utilize more open source solutions and to utilize trained student technician volunteers at each campus to handle level 1 technical issues and basic software installations.

2008-2009 Projected District Technology Funding

Funding Source	Nature of Source		Funded Amount	Person or Title Responsible for Procurement of Source
	On-going	One Time		
Grants	X		$5,000 per campus	Technology Advisor, Executive Director, Campus Principals, Director of Development
General Fund – Equipment Purchase	X		$10,000 per campus	Executive Director
General Fund – Licenses & Subscriptions	X		$8,000 per campus	Executive Director
Fund raising & donations by each campus	X		$5,000 per campus	Campus Principals

6.b Estimated implementation costs for the term of the plan (2008-2011)

Product or Service	Number @ Unit Cost or Cost per Year Y-1	Number @ Unit Cost or Cost per Year Y-2	Number @ Unit Cost or Cost per Year Y-3	3-Year Plan Total Cost
1000 Certificated				
1.4 FTE IT Support	$60,000	$63,000	$66,150	$189,150
Tech supported Stipends	$15,000	$15,000	$15,000	$45,000
2000 Classified				
0 FTE IT Support	NA	NA	NA	NA
3000 Estimated Benefits				
Estimeated at 16%	$6,000	$6,300	$6,615	$18,915
4000 Equipment, Software, Supplies				
Desktop Computers	$15,000 / year	$15,000 / year	$15,000 / year	$45,000
Notebooks for Classrooms	$15,000 / year	$15,000 / year	$15,000 / year	$45,000
Notebooks for Teachers	$10,000 / year	$10,000 / year	$10,000 / year	$30,000
Alpha Smarts	10@$300	10@$300	10@$300	$9,000
Laser Printers	10@$300	10@$300	10@$300	$9,000
LCD Projectors	10@$1,000	10@$1,000	10@$1,000	$30,000
Digital Cameras	10@$200	10@$200	10@$200	$6,000
Digital Movie Cameras	5@$500	5@$500	5@$500	$7,500
Administrative Software (Office Productivity)	$5,000 / year	$5,000 / year	$5,000 / year	$15,000
Scanners	10@$200	10@$200	10@$200	$6,000
Content Filtering Appliances	5@$1,000	1@$1,000	1@$1,000	$7,000
Network switches, cabling, & wireless access point, routers, etc maintenance	$3,000 / year	$3,000 / year	$3,000 / year	$9,000
5000 Contracts				
Technical Training for Teachers & Administration	$5,000/year	$5,000/year	$5,000/year	$15,000
Curriculum Software License	$40,000/year	$40,000/year	$40,000/year	$120,000
Content Filtering, Anti-virus, & Anti-spy ware	$3,000/year	$3,000/year	$3,000/year	$9,000

Product or Service	Number @ Unit Cost or Cost per Year Y-1	Number @ Unit Cost or Cost per Year Y-2	Number @ Unit Cost or Cost per Year Y-3	3-Year Plan Total Cost
IT Support Contracts	$5,000	$5,000	$5,000	$15,000
Broadband Internet Services, Email, & Web Hosting (5 campuses & Central Admin)	$10,000/year	$10,000/year	$10,000/year	$30,000
6000 Capital Expenditure				
WAN connecting all 5 campuses	$500,000	$50,000	$50,000	$600,000
Phone Upgrades VOIP	$100,000	$50,000	$50,000	$200,000
Video Conferencing	$100,000	$10,000	$10,000	$120,000
Additional campus infrastructure	$100,000	$50,000	$50,000	$200,000
Net new Campus expansion	$0	$500,000	$150,000	$650,000
TOTAL	$208,500 per year			**$2,478,565**

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

The California Montessori Project has a technology infrastructure that is similar across all 5 campuses based on our objective of 5:1 student to computer ratio. CMP has a 5 year technology life cycle of all computer equipment, and based on our inventory, we will develop a life cycle plan to replace computers after five year. Establishing the policy, procedures, standards, and guidelines is one of the goals and defined benchmarks (i.e. section 5.c.2) of this technology plan. Currently, obsolete equipment is replaced as recommended by the Executive Director and the Technology Advisor. The Technology Advisor does make informal recommendations to campus staff as to the minimum desktop configuration acceptable for receipt as a donation.

6.d. Description of the feedback loop used to monitor progress and update funding and budget decisions

The California Montessori Project's annual budget is developed in May/June; technology budget forecasts make up part of this process. The Technology Advisor provides input to the annual technology budget required to implement this plan. The technology budget estimates are reviewed by campus principals with final approval by the Executive Director. The Technology Advisor prepares mid-year reports in January of each year to update the campus principals and Executive Director.

The Executive Director is responsible for monitoring all aspects of the budget, including technology expenditures. He oversees the day to day budget and plans for the expenditure of the various funds and programs. The chart below summarizes the expected feedback loop used to monitor funding decisions.

Goal #	Implementation Plan/Activities	Responsible Position	Timeline	Budget Source	Monitoring and Evaluation Activities
6.c.1	Prepare annual Technology budget to implement the Tech Plan goals and activities.	Technology Advisor	April/May annually	No additional cost	Budget document.
6.c.2	Report/update progress of the annual Technology budget.	Technology Advisor	January annually	No additional cost	Minutes of meetings.
6.c.3	Update technology funding as new dollars are available.	Executive Director	Ongoing	No additional cost	Budget documents.

This process will be replicated as needed for years 2 and 3 based on current data and Erate application process.

7. MONITORING AND EVALUATION COMPONENT

The California Montessori Project Technology Advisory Council has developed a three year Technology Plan for the 2008-2011 school years. The plan documents the school's current technology equipment and utilization. In addition, a focus of this plan is to outline the plans for technology acquisition and implementation consistency across all five campuses. The plans for the 2008-2009 through 2010-2011 school years include the goals and benchmarks to implement technology and professional development at increasing levels in a consistent manner across all five campuses as well as the administrative offices. The current technology planning process addresses increased use of existing and future technology tools in curriculum, instruction and assessment.

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This plan will be reviewed with the Technology Task Force and the school's Governing Board each year to determine progress and additional needs.

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

Embedded in the text of each of the above components of this plan is a description of how each of the goals and the benchmarks for each component will be evaluated.

To monitor adequately the school's progress in utilizing technology tools for teaching and learning, data will be collected in the following areas:

- Annual increases in teachers' technology proficiencies per the EDTECHPROFILE iAssessment.
- Annual increases in teachers' use of technology to enhance curriculum.
- Students' progress in mastering the California Content Standards in Language Arts, Math, and Sciences.
- Students' progress in mastering the Montessori Albanesi Curriculum Grade Achievement Tests.
- Students' progress in acquiring technology proficiency skills.
- Annual maintenance and infrastructure upgrade activities.
- Adequacy of Technology Mentor and Technical Support training per staff focus groups, mentor logs and review of lesson plans/student work.

7.b Schedule for evaluating the effect of plan implementation

Embedded in the text of each component of this plan is a schedule of when each of the goals and the benchmarks for each component will be evaluated.

Annually in April	Review of budgets to determine if Technology Plan goals are being met and if additional grants, donations, or parent fundraisers need to be conducted to support the Technology Plan's goals.
Annually in June	The Executive Director, the Principals, and the Technology Advisor present data and summary of progress toward meeting goals at Technology Task Force and Governing Board meetings. Principals pass the information to their staffs and their Campus Advisory Councils.
Annually in January	The Executive Director, the Principals and the Technology Advisor gather data and present a status report to the Tech Task Force and Governing Board at their regularly scheduled meetings. Principals pass the

	information to their staffs and their Campus Advisory Councils.
Ongoing	Modifications of the plan and activities are made based on the data gathered, funding available, and changing priorities.

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

The Technology Advisor, the Campus Technology Mentors, the Principals, and the Executive Director will prepare semi-annual reports of the progress toward meeting stated goals and benchmarks. This report will be in conjunction with the budget development in April-June and the semi-annual report in January. The report will be presented to the Technology Task Force, the Governing Board and the Campus Advisory Councils at each campus at regularly scheduled meetings.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION

Adult Literacy:

According to April 2008 Aeries data, 0.4% of the parents of students served by the California Montessori Project have not completed high school. 3.5% of the parents have no more than a high school education, 30% have some post-secondary education, 39% have completed four years of post-secondary education, and 27% have completed post-graduate coursework. The percent of parents who "declined to state" was 0.3%.

8.a. If the district has identified adult literacy providers, there is a description of how the program will be developed in collaboration with those providers.

The five campuses of the California Montessori Project are located in four elementary school districts within the greater Sacramento area. These school districts are Buckeye Union Elementary School District, Elk Grove Unified School District, Sacramento Unified School District, and San Juan Unified School District. Each of these districts offers a variety of adult literacy courses. These include, but are not limited to one-on-one tutoring activities, video courses, online Internet courses, and computer programs specifically designed to provide adult education.

The local libraries offer adult literacy services including basic reading instruction and one-on-one Volunteer Tutoring. The Literacy Action Council operates through the local libraries, and is a non-profit, volunteer organization that raises money to help support the Literacy Programs.

Several high schools in the areas where our campuses are located offer adult tutoring and adult education programs. For example, the El Dorado Union High School District as well as the Washington Unified School District offer free one-on-one tutoring to adults to increase literacy. In addition, there are courses available through these school districts such as a high school diploma program, general education development (GED), test preparation, and English as a Second Language (ESL) instruction.

The County Offices of Education in El Dorado County and Sacramento County offer adult literacy distance learning education programs utilizing videotaped courses, CD-roms, and on-line instruction. These programs include "English For All", "Connect With English", "Project Connect" and others.

During the Fall of 2008, and each year thereafter, the California Montessori Project will consult with local county and school adult literacy programs and offer to work with them. Such collaboration could include outreach, facilities for classes, and use of equipment.

9. EFFECTIVE RESEARCH BASED METHODS AND STRATEGIES COMPONENT

Effectiveness of Education Technology in Improving Student Achievement in Core Subject Areas Research: CMP Technology Advisory Committee.

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

In reviewing research based strategies and methods, CMP looked for research which would specifically support the primary directives of the Montessori philosophy. Technology will be recommended which supports the idea that each child is viewed as a unique individual who learns at his/her own pace and at his/her own level.

Curricular Area	Research Consulted	Annotation
Math/Core Subject Area Improvement	Peirce,Robyn;Stacey, Kaye; Barkatasas, Anastasios.(2007) A scale for Monitoring Students' Attitudes to Learning Mathematics with Technology. *Computers And Education.* Orlando.FL Dynarski,Mark et al. Effectiveness of Reading and Mathematics Software Products: Findings from the First Student Cohort. Report to Congress. (2007). *National Center for Education Evaluation and Regional Assistance.* Jessup,MD	A model of how the use of technology can enhance the achievement of mathematics. The effects are greater when the use of the technology software was used often.
Literacy	Unsworth,Len. (2003) Reframing research and literacy pedagogy relating to CD narratives: Addressing 'radical change' in digital age literature for children. *Issues In Educational Research Vol 13* Rozema,Robert (2004) Electronic Literacy: Teaching Literary Reading Through the Digital Medium.	Multimodal resources of children's literature engaged readers in active, reflexive reading that is not possible using traditional books. It is a new and creative way of teaching point of view and the elements of fiction. Web-based tools helped students make personal connections between the story and their own lives and discuss it in a collaborative way. It aided students learning about critical theory and to read in an analytical way.
Multi cultural Education	Johnson,Lisa (2005) Using Technology to Enhance Intranational Studies. *International Journal of Social Education v19n2*	Using technology provides an exceptional means for students to study and conceptualize the diverse perspectives within America.
Science	Mackinnon,Gregory R. (2006) Contentious issues in science education: building critical thinking patterns through two-dimensional concept mapping. *Journal of Educational Multimedia and Hypermedia p.433(13)*	Science education integrated with an elaborate model of technology in regards to electronic discussion lead to the improvement of effective discussions. Electronically mapping out the issue had a positive impact on the understanding of it.
Integration of Montessori and Technology	Boyd, Barbara Foulks. (2008) Assistive Technology for Every Child. *Montessori Life*	Montessori philosophy supports the idea that the classroom be a reflection of the home. Currently, computers can be found in many homes. Different computer programs are being used as extensions to the Montessori curriculum.

Parent and Teacher Communications	Clemente, Joanne Scarcella. (2002) Parental Involvement: Empowering parent/teacher Communication through Technology.	Parental involvement enhances the achievement of students. The web-based program Homework.net keeps parents informed of student activities, projects, progress and problems. Parents favored emails versus paper notes being sent home with information.
Long term benefits of technology in the classroom and for staff development.	SPA Releases report on the effectiveness of technology in schools: '95-'96 report supports the use of technology as a valuable learning tool. (1995) *PR Newswire pp1121DCTU002*	Using technology as a learning tool has significant positive effect on the attitudes and self-concept of students toward learning, the achievement of students, and student interactions with other students and teachers.

Since the California Montessori Project fully embraces the Montessori philosophy, research was reviewed which specifically supported the Montessori philosophy and how technology could be implemented into this educational model. Montessori as an educator in her time did not have the tools of technology available, so research was chosen based on inherent principles.

Component Reinforcement	**Research Source**	**Research Summary**
Integration of Montessori and Technology	Love, Arlene; Sikorski, Pat; Integrating Technology in a Montessori Classroom. 2000	The importance of the prepared environment to the Montessori educational philosophy necessitates careful teacher training to successfully implement computer technology in the Montessori classroom. This paper explores the views and experiences of 11 Montessori teachers in integrating computers in their classroom. The paper maintains that Maria Montessori would likely embrace computer technology in the classroom and that the current question should be when, where, and how children should be introduced to computer experiences rather than whether they should be exposed to computers. The concerns of Montessorians with regard to educational technology are presented, including insecurity when encountering the unknown and concerns about diluting the purity of the Montessori philosophy and method.
Parent and Teacher Communications	Neugebauer, Roger Taking Communication to a New Level—Putting Technology To Work Child Care Information Exchange…2000	Recommends communication technologies to extend interaction with teachers and parents. Reports that centers have embraced technology, and identifies three benefits of phone and three of video technologies. Discusses the influence of the Internet on the early childhood care centers. Notes possible problems, but observes that judicious use enhances direct communication.
Long term benefits of technology in the classroom and for staff development.	Barnett, Harvey; Investing in Technology: The Payoff in Student Learning. ERIC Digest.	This study discusses studies examining the effects of learning with computers, when technology is used as a tool rather than a tutor. Whether students learn from computers or with computers, the research cited indicates the following conditions under which computer technology is most likely to have a positive impact on learning access; integration; broad-based reform; the long term; professional development; teaching style; balance; and vision.

9.b. Provide a description of how innovative strategies for the delivery of specialized or rigorous academic courses through the use of technology, including distance learning technologies, will be developed and utilized.

EDTECHPROFILE will be the California Montessori Project's most important source of information about quantity and quality of instructional technology. All software purchased and used will be state approved as meeting California content standards and/or aligned to the standards. As an elementary school and Middle School, the California Montessori Project will continue to coordinate with its local high schools to ensure students' advanced coursework is approved for high school credit.

Goal: Increase ability to offer specialized or rigorous academic courses through the use of technology, including distance learning.

Objective: Students in grades 4 through 8 are engaged in a variety of projects and course work including distance learning technologies.

Benchmarks:

June '09	Students in grades 7 and 8 complete projects and/or simulations in Reading/Language Arts and Science.
June '10	Students in grades 6, 7 and 8 complete projects and/or simulations in Reading/Language Arts and Science. Students in grades 7 and 8 participate in activities such as WebQuest and distance learning courses
June '11	Students in 4th through 8th grades complete projects and/or simulations in Reading/Language Arts and Science. Students in 4th through 8th grades participate in activities such as WebQuest and distance learning courses

Goal #	Implementation Plan/Activities	Responsible Position	Timeline	Monitoring and Evaluation activities
9.b.1	Staff development in technology and curriculum integration.	Technology Advisor	July '08- June '11	EDTECHPROFILE records, attendance records of on site training
9.b.1	Staff research Internet resources (simulations, WebQuests, lessons, courses, etc.).	Technology Advisor	July '08- June '11	Lesson plans.
9.b.1	Students in grades 7 & 8 complete projects and/or simulations	Teachers	June '09	Completed assignments.
9.b.1	Students in grades 6, 7 & 8 complete projects and/or simulations	Teachers	June '10	Completed assignments.
9.b.1	Students in grades 7 & 8 participate in WebQuest activities and distance learning programs.	Teachers	June '11	Completed assignments.
9.b.1	Students in 4th through 8th grades complete projects and/or simulations.	Teachers	June '11	Completed assignments
9.b.1	Students in 4th through 8th grades complete WebQuest activities and distance learning courses	Teachers	June 30, 2011	Completed assignments

Research Support	Citation	Annotation
Students who use computer-based instruction, learn in a tech rich environment, use simulation and other high order thinking technologies learn faster, and achieve higher test scores than those who do not	*Milken Exchange on Education Technology*, 1999 www.Milkenexchange.org	An analysis of the five largest scale studies of education technology to date.
Educational technology has been found to have positive effects on student attitudes toward learning.	2000 Research Report on the Effectiveness of Technology in Schools. www.nitc.state.ne.us/news/0009EC_2000%Research_Reop	Evidence is the strongest in Language arts, math and science and for telecommunication and video technologies.

Appendix C – Criteria for EETT Funded Technology Plans

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

- *For corresponding EETT Requirements, see the EETT Technology Plan Requirement (Appendix D).*
- *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)	4	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**	**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.	6	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.	**7**	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.	**9**	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.	**10**	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.	**11**	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 goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.

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 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 (AB 307, optional in 2007-08 tech plan, required in all tech plans 2008-09 and after)	**13**	The plan describes or delineates clear goals outlining how students 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 (as stated in AB 307).	The plan suggests that students 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 to protect online privacy and avoid online predators. (AB 307, optional in 2007-08 tech plan, required in all tech plans 2008-09 and after)	**13**	The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.
h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.	15	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	17	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

to meet individual student academic needs.			
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.	**18**	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
k. 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.	**19**	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**.	20	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
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	21	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum	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.

the Curriculum Component objectives (Sections 3d through 3j) of the plan.		Component objectives (sections 3d through 3j) of the plan.	
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.	23	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.	**24**	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	26	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	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

the Curriculum and Professional Development Components of the plan.		Components.	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 as identified in Section 5b.	**28**	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.	31	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.	32	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.	33	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.	34	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement	Replacement policy is either missing or vague. It is not clear

		plan that will support the Curriculum and Professional Development Components.	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.	34	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.	36	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.	36	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.	37	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	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**

Requirement(s): 11 (Appendix D).			
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.)	38	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**	**Not Adequately Addressed**
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	39	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.	41	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

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: _ _ - _ _ _ _ _
School Code (Direct funded charters only): _ _ _ _ _ _ _
LEA Name: _____

*Salutation: Mr. Ms.X Dr.
*First Name: Kim _____
*Last Name: Sawilski _____
*Job Title: Principal _____
*Address: 4645 Buckeye Road _____
*City: Shingle Springs _____
*Zip Code: 95682 _____
*Telephone: (530) 672-3095 Ext: _____
Fax: (530) 672-3097 _____
*E-Mail: kzawilski@cacmp.org _____

Please provide backup contact information.
1st Backup Name: Lauri Bailey _____
1st Backup E-Mail: lbailey@scoe.net _____
2nd Backup Name: _____
2nd Backup E-Mail: _____

*Required information in the ETPRS