Peabody Charter School

Revised

EETT/E-Rate Plan

July 1, 2009-June 30, 2013

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Charter School Technology Mission

Technology at Peabody Charter School will reinforce an outstanding learning environment that attends to the needs of all staff and students to reach their fullest potential by providing access, instruction in, and maintenance of technology related resources.

Charter School Technology Vision

- Staff and students will be proficient in the use of technology in order to promote and further learning
- Every staff member will be proficient in the use of technology in order to create the best learning environment for all learners
- Promote professional development
- Reliable and quality maintenance will sustain the school's efforts in technology

Charter School Mission Statement

Peabody Charter School community, staff, students, and parents will work collaboratively to create a safe, caring, supportive, innovative, and academically challenging educational environment in order to become or remain self-motivated, competent life-long learners.

Planning Statement

Peabody Charter School developed this Educational Technology Plan based on a careful review of pertinent educational technology-based research in order to create an effective blue print for improving student achievement through the integration of technology in all instructional areas and to the benefit of our entire learning community. This plan was created through strategic partnerships with the Santa Barbara County Education Office (SBCEO) and Matt Simonsen Consulting, a business specializing in hosting email and communication services.

The direction of this plan was a result of aligning instruction with state standards and reviewing relevant, quantifiable research. In addition, the Educational Technology Committee assessed the school's current physical assets (both hardware and software), student abilities, staff personal and instructional competencies, available partnerships, and parent input. Specific recommendations by the U.S. Department of Education in the report entitled, "A New Golden Age in American Education" served to further focus the direction of this plan. These recommendations are as follows:

- Strengthen leadership
- Consider innovate budgeting
- Improve teacher training
- Support E-learning and virtual schools
- Encourage broadband access
- Move toward digital content
- Integrate data systems

Each of these recommendations has been integrated throughout this plan.

Specifically, the process of creating this plan also relied heavily on members representing all facets of Peabody's community. As a charter school, Peabody draws upon parent support and involvement to achieve it goals. The process of creating this plan allowed the school to address the needs of all members of our school. The success of communication between parents and

teachers, and between staff members is central to providing an effective education. Through the use of an effective webpage and email service, all stakeholders have continuous access to information and communication to access the information they need to make decision to enhance decision making to ensure the success of all students.

The school partners with the University of California at Santa Barbara. This partnership allows pre-professionals from the University to acquire classroom experience, while allowing the staff access to University resources such as research and educator that help analyze testing data and refine instructional practices.

Central to the success of our educational program is a series of in-service days at the conclusion of each school year. The Assistant Principal and Curriculum Coordinator assists each grade level in analyzing the data and creating a plan to improve instruction based off of this data.

Each grade level then works collaboratively with this information, along with curriculum materials to help refine the existing Year Long Plan that guides delivery of content for the upcoming year. The Year Long Plan is submitted, reviewed, and progress monitored by the Principal. This document provides the instructional blueprint for the following year. Throughout the course of the year, teachers meet in at least one 45 minute block of time to review the progress of the Year Long Plan, analyze additional data such as teacher observation, classroom assignments, unit assessments, and tri-annual 'bench mark assessments' in the areas of language arts and math. Training is also provided to allow teachers to utilize technology to achieve these goals through introducing teachers to new software / hardware acquisitions.

Increasing student achievement in these two areas are of prime importance to the school since both disciplines are foundational to successfully learn other content areas. The school also makes it a goal to increase the fifth grade California Standards Test (CST) scores, a subtest only found at this grade level and provides an indicator of our ability to provide successful Science education. Science achievement is a school wide priority due to the opening four years ago of a dedicated science lab and accompanying expectations of the community.

Effective professional development is critical, and the Education Technology Plan provides for additional learning opportunities for teachers, administrators, and support staff. The level of technology used by the teacher has been shown to significantly affect student academic achievement in Mathematics in a comparison of fourth and fifth grade teachers and their students. Students whose teachers were high level users of technology in the classroom scored significantly better than did students whose teachers were low level users of technology in the classroom (Middleton & Murray, 1999). Teachers are much more likely to be convinced, and therefore utilize, the benefit of integrating technology if they have, adequate training and the appropriate tools to do so (Schiff & Solmon, 1999)

Our educational Technology Plan addresses the needs of the students in our learning community. This includes members of our special needs population, English language learners, and identified as gifted. In order to effectively meet the needs of these students, weekly existing in-service opportunities to address and support developing instructional proficiencies which utilize technology. In addition, access to technology and training opportunities allow parents and other

community members the opportunity to gain valuable training to assist the important role they play in helping increase student achievement.

Peabody Charter School provides its learning community with the resources needed to support student achievement, and relies upon our strategic collaborative partnerships with the Santa Barbara County Education Office (SBCEO) and Matt Simonsen Consulting. It is through these partnerships that Peabody has been able to address the needs of our learning community in distinctive manner.

In the summer of 2004 our school switched from being a Locally Funded charter school to being a Direct Funded charter school. This allowed the school to develop its own technology plan. In 2005 the school was able to lease a fractional T-1 line that significantly increase the speed and reliability of its network resources. In 2007 the school successfully applied for E-Rate funding which allowed the school to acquire a second fractional T-1 line with was bonded to our existing service and allowed the school to achieve the speed needed as our campus use of resources grew significantly since the time of our first T-1 deployment. The acquisition of E-Rate funding was critical to the school's ability to provide network resources commiserate with the needs of the staff and students.

Peabody Charter School has thrived in the high-accountability environment that currently surrounds education by effectively addressing student needs. A significant portion of this success is tied to the integration of technological resources in the learning environment. Research-based instructional strategies integrate technology into all learning environments, the school utilizes proven software such as Scholastic Reading Inventory and EasyGrade Pro to identify and monitor student achievement in order to inform and influence instructional practices of its staff members. Currently, staff members have access to data from local, state, and federal standardized assessments through assistance from the school's secretaries who can access data from paper print outs and a Aeries database maintained by the Santa Barbara Elementary School District. Peabody is working to establish access to data from local, state, and federal standardized assessments via access to the District's network.

This plan outlines policies and procedures related to technology are currently archived on the school's website. Included in this are such documents as the school's Acceptable Use Policy, Software/Hardware Acquisition Policy, a flow chart of responsibilities, instructions for Webmail, and our web based technical support reporting service known as Mayday. This document also includes the school's Educational Technology Plan.

Introduction to Peabody Charter School

Peabody Charter School is located in the San Roque neighborhood of Santa Barbara. The school has a tradition that started in 1928 and has a legacy in the neighborhood. Currently Peabody has staff members who attended the school in addition to their parents. Our school draws a mix of students that accurately reflects those of the city with 38 percent of our students qualifying for free or reduced lunches as defined by the federal lunch standards. 35 percent of our students are English language learners. The campus also serves 12 special day class students, with an additional 34 participating in the resource specialist program. The special day class provides

students with disabilities, such as Down's syndrome, opportunities to be mainstreamed with grade level peers while still receiving individualized instruction.

Since becoming a charter school in 1993, with parents, teachers, and staff working as a team, Peabody has received state and national accolades for its outstanding academic programs. Reflecting Santa Barbara's population as a whole, approximately 38% of the student population lives at or below the federally defined poverty level, and 35% are English-language learners. Yet Peabody Charter School is one of the few public elementary schools in Santa Barbara whose enrollment has not declined in the past years.

In 1995 Peabody applied for and received provisional charter school status. During the next seven years of the provisional time period the school began a series of improvements that ultimately led to the school's designation as a California Distinguished School in 1997 & again in 2000. Peabody is recognized for its well-balanced programs, which have resulted in an API score of 818.

In 1998 Peabody's charter became independent and the school was able to take full control of its own destiny. During this time the school created the only working cafeteria in an elementary school in our area. The school strongly believes in educating the whole child and part of this includes providing outstanding nutrition and education in this area. 35 percent of the produce that is used in our cafeteria is grown organically on site by our sixth grade students. This program has won local, state, national, and international recognition and is indicative of the types of programs that Peabody offers our students and points to the innovative a responsive programs established to meet the needs of the students the school serves.

There is an unusually high amount of parent participation, staff involvement, and student achievement due to the ability of all stakeholders to influence the quality of education and services provided to our learners. An example of this is our arts program that provides performing and fine arts education despite our current educational climate, which neither provides financial support nor curricular incentives to do so. As a result, students have an opportunity for instruction in a number of disciplines that are integrated and interconnected. For example, our drama teacher writes and produces outstanding productions each year that incorporate elements of literacy, history, and other disciplines which help reinforce specific California Department of Education content standards.

On December 16, 2004, Peabody Charter School proudly unveiled the Exploration Center, a state of-the-art learning complex that includes a computer classroom, Science Laboratory, library, and amphitheatre. In addition to serving as a valuable resource for Peabody's students, it has a once a month evening program that is open to the entire community.

After the school received seed money from the I-98 local school bond in 1998, a group of staff, parents, and community members envisioned an ambitious complex that would promote hands-on learning, a gathering place where students could explore literature, Science, and technology in creative and collaborative ways. Through donations large and small—from local foundations, businesses, Peabody's families and staff, and hundreds of individual supporters—that dream has become a wonderful reality.

The Exploration Center lets students and teachers experience hands-on, interdisciplinary learning in ways that are impossible in a traditional classroom. The fully equipped Science Lab houses a high-level microscope and projection system, sinks, burners, measuring devices, display cases, and individual stations that allow students to conduct their own experiments and demonstrations. This is one of the few Santa Barbara elementary school Science Labs where students can actually pursue scientific inquiry. The computer lab is filled with Macintosh G5 computers, one for each child in the class. Teachers use a large-screen projection system to guide students as they use the latest technology to learn about a wide variety of subject areas.

The library provides an inviting environment for reading and study; it has couches and a fire place, a performance/storytelling area, work tables, and, of course, books. Framed paintings and drawings by students line the walls. After-school programs at the Exploration Center offer even more learning opportunities for Peabody students. Classes are presented in digital photography and filmmaking, scientific illustration, story writing, and more, and students from economically disadvantaged families have access to these classes.

"Fireside Family Reading Nights" welcome the public to enjoy the Peabody Exploration Center. One Thursday night a month from 5:30 to 7:30 pm, children and adults can relax in the warm, friendly atmosphere, listen to music and storytelling, and curl up with great books by the fireplace. The computers in the library offers access to Adobe Photoshop and Microsoft Office, and allow for internet browsing.

Exploration Center instruction is provided by classroom teachers who specialize in a particular discipline, and have the physical resources to integrate technology with the academic curriculum or instructional program to improve student academic achievement that is impossible to duplicate in a traditional classroom. Each grade level uses the building in half-day blocks of time and each block of time has a particular learning theme that is integrated into each of the areas in the Exploration Center. For example, one group of sixth graders conducts hands on exercise in the area of geology, and then rotates to the library where they receive instruction in Language Arts, which incorporates this same theme. After this, the class goes to the computer lab for training in how to use a particular piece of software that helps students demonstrate or further their knowledge in this same theme. The efforts of the Exploration Center specifically attend to increasing the level of integration of technology into learning environments as each three of these rooms in the Exploration Center strongly integrate technology into the curriculum through student access to computers, wireless technology, and video conferencing capabilities. The Curriculum Coordinator using a peer-coaching model to provide instructional leadership in utilizing technology. This model was selected for several reasons. First, classroom teachers hold the most accurate knowledge of each student's learning needs. Second, classroom teachers can best match the instruction in the Exploration Center with the progress the grade level is making in the Year Long Plan. Third, classroom teachers increase their ability to integrate technology into instructional practices, and therefore increase the amount of technology used in their instruction, both in the Exploration Center and in the classroom.

1. Plan Duration

The duration of the Peabody Charter School Educational Technology Plan is for five years, beginning July 1, 2008 and ending June 30, 2013 and will also serve as the plan for E-Rate. A full review of this plan will be made by June 30, 2011 in order to ensure all sections of this plan are incompliance with evolving E-Rate regulations.

2. Stakeholders Involved in the Plan Preparation.

2.a This plan will create a guide that utilizes educational technology funds to improve technology literacy levels for all members of the Peabody community in order to integrate technology within the academic curriculum or instructional program to improve student academic achievement. To this end, this plan carefully reflects and is in aligned with state standards and relevant and quantifiable research.

Development of this plan involved the school's stakeholders in our learning community and who provide leadership in their respective areas of expertise, and whose input is essential to ensure that technology is successfully integrated in all areas of the school.
This group includes:
a. Rich Dixon, Curriculum Coordinator, oversees the school's IT services, assists in providing staff development, and administers the school's webpage.
b. Michelle Limb, a kindergarten teacher responsible for technology instruction.
c. Linnie Aikens-Avila, a 5th grade teacher responsible for technology instruction.
d. Kate Ford, Peabody Principal who is responsible for overseeing the Committee and ensuring that all its efforts support the entire school community.
e. Hung Kiet Tran, Santa Barbara County of Education IT staff member, provides after hours IT support to the school.
f. Dave Garza, a parent of a Peabody Charter School student and lunch time computer lab supervisor twice a week.
g. Larry Bickford, a parent and serves on the Peabody Charter School Board of Directors, which oversees identifying funding sources pertaining to Education Technology and the Plan.
h. Mary Standlee, committee advisor and CTAP Region 8 representative.

Input was also gathered from a survey sent to each teacher. Information to support the plan was gathered through a variety of strategies that included meetings, surveys, and interviews with the school's stakeholders, research journals, and technology surveys. The rough drafts of the Educational Technology Plan were shared with the stakeholders to insure the plan was a reflection of student, school, and community needs. The school will use the Principal, Assistant Principal, and curriculum coordinator to oversee the implementation of the plan and the funding sources noted in the Educational Technology Plan. In addition, the Principal and Assistant Principal will ensure the compliance with the evaluation and assessment stated herein.

Educational Technology Committee Members and Technology Planning Team

Name	Title	Affiliation
Rich Dixon	Curriculum Coordinator	Peabody Charter School
Michelle Limb	Kindergarten teacher	Peabody Charter School
Ken Stone	Third grade teacher	Peabody Charter School
Linnie Aikens	Fifth grade teacher	Peabody Charter School
Hung Kiet Tran	Informational Technology Staff	Santa Barbara County Office of Education
Kate Ford	Principal	Peabody Charter School
Larry Bickford	Charter School Board member	Parent

The Educational Technology Committee meets once each trimester to review each goal found within this plan to ensure its successful completion. All decision making regarding any additions to this Plan are made only after a review by this committee and a consensus reached.

Contributors to the Peabody Charter School Technology Plan

Name	Title	Affiliation
Ken Stone	Third grade teacher	Peabody Charter School
Amy Zuchowicz	Fourth grade teacher	Peabody Charter School
Linda Hollingsworth	UCSB Student Teacher Co-coordinator	Peabody Charter School
Kathleen Brontsema	Business Manager	Peabody Charter School
Katie Marrs	Secretary	Peabody Charter School
Gustavo Agredano	Adult literacy provider	Self-employed

3a. Description of Current Access

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

Students and staff have access to resources throughout the day. Student access begins at 8:00 o'clock each morning and continues until 4:00 o'clock (through our after school programs). The school has two bus return-to-home schedules to accommodate those leaving school right away and those participating in after school activities to access such services as technology. We currently offer three after school classes that integrate technology into the curriculum. These classes include Writer's Workshop, Digital Photography, Youth Authors, and Scientific Illustration. In addition, the computer lab and library are open for student use during lunchtime. During this time students can check out digital cameras in addition to using the workstations located in both rooms. On Fridays, Peabody has "Late Start" with school beginning one our later in order for teachers to collaborate through committee work, grade level meetings, staff meetings, and science/technology in-service. The computer lab and library are open for student use during this time, which provides an additional hour of access for students.

Staff in-service is provided once a month for one hour each before school during the Friday morning late start. The During the school's in-service days at the conclusion of each school year,

the staff receives at least one half day in-service centered on integrating technology into the curriculum.

Our adult/family literacy offerings include one Thursday evening a month when the Exploration Center computer lab and library are open from 5:30-7:30 p.m. During this time the library has storytelling and reading around the fireplace and access to the computer lab. The school anticipates offering English classes for Spanish speaking families through the work of Gustavo Agredano, a local literacy provider, beginning in August 2008.

All members of Peabody Charter School, including students who receive Special Education and English Language support, have access to technology integrated into their work or learning environment with access to the internet. This integration of technology is infused throughout classrooms, the office, computer laboratory, library, and Science Laboratory. Internet access is provided through TimeWarner via two bonded fractional T-1 lines. The school relies upon E-Rate to help fund this access.

Peabody Charter School has 192 desktop or laptop computers that are dedicated to student or staff use. Forty-nine computers are housed in the Exploration Center. 31 of these computers are housed in our new computer lab, 10 are housed in our library, and 8 are housed in the Science Lab. Each of the three rooms in the Exploration Center has a VCR/DVD player connected to an LCD projector with wall-mounted speakers. The Science Lab has an interactive white board, a scanner, and a video conferencing camera. The computer lab houses 15 digital cameras and four digital camcorders for student and staff use. All three rooms house a laser printer. The Science Lab also houses a video flex camera that connects to microscopes and can also be used to display scientific specimens.

The school's computer hardware inventory comprises Apple CPUs and includes 85 iMacs, 32 eMacs, 17 G4 towers, 35 G5 towers, 1 iBooks, 2 PowerBooks, 17 Macbooks, 4 MacBookPros, 6 Mac minis, and 6 Dell desktop computers running the Windows XP operating system. All Macs are running OS 10.3 or higher. Over 60 printers are distributed throughout campus with at least one in each classroom The school is in the midst of switching from stand-alone printers to those connected to the school's network. The school has completed a cost analysis of running ink jet versus laser printers and is phasing out ink jets as replacements are needed. The school houses an Apple G4 xserve which houses all student data created on machines in any of the Exploration Center rooms, reading assessment data collected from Scholastic Reading Inventory and IT support staff files. A Windows server houses teacher data intended for grade level peer collaboration such as student data, word processing templates and other digital resources. Additionally a Unix server houses the schools website and Mayday system described below.

Each classroom has between two to four computers for student use and one additional computer for teacher use. Classrooms have at least one printer and access to the school's network. There are two LCD projectors available for checkout. Grades five and six have 30 AlphaSmart keyboards per class, and fourth grade has 10 per class. 17 of the teachers completed the requirements (Level I and II certification and recurrent training assignments) to earn a laptop during the previous technology plan timeline. Each classroom has a TV and a VCR.

Because access to our network has great importance on our campus, 17 wireless access points have been strategically placed in nine locations throughout the campus including our office, cafeteria, and the Exploration Center. One computer is located in a room in the office and allows staff access to our network resources. This computer is particularly important for the school's instructional assistants who do not always have access to a desktop computer in the classrooms they serve. This workstation is connected to a printer.

All students and staff in the school have access to the Internet through school-leased a pair of bonded fractional T-1 fiber optic lines, which are partially funded by E-Rate and is an integral part of the plan. As part of the school's Technology Policy, all users of the network are required to have a signed Acceptable Use Policy on file. Network users access content through Peabody's SonicWALL proxy server, which houses a content filter to screen for inappropriate material. All student use of Internet access is supervised by our support staff and credentialed teachers. The cost of these services is partially offset by E-Rate funding, which was first awarded to the school for the 2007-2008 school year.

Peabody Charter School contracts for email service, which is housed and managed off site by Matt Simenson of Simenson Consulting using a unique domain name, peabodycharter.org. Every staff member has access to the email server. Individual teacher workstations are configured to use email via Entourage or Outlook. In addition, an IMAP email service, known as Webmail, allows all staff members access to their email regardless of their physical location via a webpage interface. This allows the staff to access email both on and off site through an easy to use html interface. All maintenance requests are submitted via a web-base reporting and tracking system called "Mayday" and can be found at http://mayday.peabodycharter.org, which is hosted onsite. Staff receive email updates on the status of any job submitted and can login to the service to gather additional details from any location and at any time.

3b: Current Use of Hardware and Software

Description of the school's current use of hardware and software to support student learning.

Classroom teachers use email to collaborate with one another, parents, administration, and other professionals located off site. This collaboration includes shared documents, academic achievement data, and parent communication. The administration, office staff, cafeteria staff, and support staff use email share documentation related to student achievement, communicate with parents and other community members on a variety of subjects concerning the school. In addition, the school's webpage has links to each teacher's Moodle site and a "Contact Form" which allows parents and other people interested in the school the ability to communicate with the administration without having to know a specific email address.

The Exploration Center is accessed in half-day blocks of time by each grade level. Grades K-3 have one half-day access to the Exploration Center facilities per week and Grades 4-6 have two half-day blocks each week. Each grade level works collaboratively within one theme/skill set that directly focuses on state learning standards and relevant quantifiable educational research. One teacher in each grade level becomes a specialist in one of the areas in the Exploration Center for each unit of study, which generally lasts between 4-6 weeks. Students rotate through each of

the sections of the Exploration Center every 40 minutes to 1 and a half hours, depending on the schedule that each grade level chooses to implement. The integration of technology in each of these areas is overseen by the Curriculum Coordinator and a former classroom teacher who is responsible for helping teachers prepare lessons, provide training, and instructional support as needed in the area of instructional technology. All instruction utilizes standards based lessons and is aligned with state technology standards. Lessons include in formation regarding the appropriate and ethical uses of technology as well as how students can protect online privacy and avoid online predators. The ability of the school to provide reliable network connectivity relies upon E-Rate funding in order to exist.

Software titles installed on each workstation include Microsoft Office 2004, KidPix, Scholastic Reading Inventory, and Kidspiration. In the Exploration Center the following applications are installed on each machine: Microsoft Excel, Word, and PowerPoint 2004, Scholastic Reading Inventory, Timeliner, Graph Club, Tux Paint, Tux Type, KidPix, Neighborhood Map Machine, iMovie, Reading for Meaning, Map Machine, ABC World, Safari, and Firefox for access to the library database, Destiny which the school contracts access to this Santa Barbara School District resource, Safari, Internet Explorer, and Kidspiration. In addition, each computer lab workstation has Photoshop installed.

The plan will address future software acquisitions for classroom workstations to bring these machines to the same standards as those found in the Exploration Center. It is a goal of this plan to increase CLRN reviewed software titles available for student and staff use. All software will also be aligned with California State content standards.

According to the research of DeBell and Chapman, computer literacy and access is divided along socio-economic boundaries. In order to mitigate this disparity, Peabody Charter School offers Parenting classes for Limited English Language instruction once a month. Gustavo Agredano, an adult literacy provider, incorporates access to electronic resources. This class is open to all families but particularly targets our families that live in multi-family households that have limited or no access to technology.

3c: Curriculum Component

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

The Educational Technology Plan utilizes educational technology funds to improve the technology literacy level for all members of the Peabody community in order to integrate technology with the academic curriculum or instructional program to improve student academic achievement. To this end, this plan carefully reflects and is in aligned with state standards and relevant and quantifiable research.

Peabody Charter School utilizes curriculum that is aligned to the California State content standards and is CLRN reviewed. Student performance has driven the development of the goals found in the school's three year Educational Technology Plan. For the next the three years the plan will continue to focus on three content areas: Language Arts/Writing, Science, and Math. The documents used to develop the goals outlined below include:

- California State Content Standards and Frameworks
- California English Language Learner Standards
- Single Plan for Student Achievement
- Scholastic Reading Initiatives results
- School's adopted reading curriculum benchmark assessments (McGraw-Hill)
- Student Performance Criteria from the No Child Left Behind Act
- Teacher, Board of Directors, and parent input
- Peabody Technology Guide
- E-Rate Plan
- Guidelines provided in AB307 that amended section 51871.5 of the Educational Code

The school uses technology to support student learning and is guided by a version of the National Educational Technology Standards (NETS) that was revised by the Peabody Technology Committee during the 2006-2007 school year. This amendment was done in order to align the standards to match the skills currently being taught ahead of the traditional NETS standards schedule. These standards will be referred to as the Peabody NETS standards for the duration of this document. Both the Peabody NETS standards and the California State content standards are the de facto documents used to plan computer lab lessons. Teachers use both sets of standards to plan, and execute lessons, as well as assess student performance. The Peabody NETS standards can be referenced in Appendix A & B. These standards are divided into the following categories:

- Basic operations and concepts
- Social, ethical, and human issues
- Technology productivity tools
- Technology communications tools
- Technology research tools
- Technology problem-solving and decision-making tools

Each standard within the categories are introduced, reinforced, and mastered by students at the appropriate grade level and provide a framework for insuring that student performance benchmarks are directly connected to standards outlined in the Profiles for Technology Literate Students. Lessons are developed by teachers using these standards as guidelines for integrating technology into instruction in order to achieve student success in learning, communication, and life skills. Examples of the integration of technology into the learning environment include, but are not limited such lessons as:

Grade K	Use guided learning software to support both English and non-English speaking students to develop phonetic and phonemic awareness.
Grade 1	Use guided learning software to support both English and non-English speaking students to increase computational skills in math and reading comprehension. Introduce basic keyboarding and word processing.
Grade 2	Use guided learning and assessment software to measure student achievement in Mathematics, reading, ELL standards, provide instruction

	on the ethical use of technology and safe use of online resources, as well as provide language development support for both English and non-English language learners.
Grade 3	Use guided learning and assessment software specific to math, language arts, social studies, ELL standards and Science and provide instruction on the ethical use of technology and safe use of online resources
Grade 4	Use guided learning and assessment software specific to math, reading, writing, social studies, and Science and provide instruction on the ethical use of technology and safe use of online resources. Instruction will focus on maturing keyboard skills.
Grade 5	Use guided learning and assessment software specific to math, reading, writing, social studies, and Science and provide instruction on the ethical use of technology and safe use of online resources. Introduce basic desktop publishing.
Grade 6	Use guided learning and assessment software specific to math, reading, writing, social studies, and Science and provide instruction on the ethical use of technology and safe use of online resources. Introduce Internet search strategies.

Research by Mann, Shakeshaft, Becker, & Kottkamp point to the quantifiable gains in student achievement when the following are present in the instructional environment: software focused aligned with state standards, equitable and plentiful access to computers for all students, and training for teachers that directly addressed the specific software housed on the school's computers to address student achievement.

The School uses a variety of assessment methods to gather data. Methods of data collection for all students grades 2-6 include, but are not limited to: unit assessments in the McGraw-Hill Language Arts curriculum, Scholastic Reading Inventory (each trimester), trimester benchmark assessments, and the CST examination. This data allows our staff to closely monitor how well out students are progressing to meet the California Department of Education content standards.

California Standards Test English Language Arts Scores
Spring, 2007

Grade	2	3	4	5	6
% Advanced	25	17	37	25	23
% Proficient	34	25	36	30	38
% Basic	17	30	21	33	30
% Below Basic	12	21	2	9	6
% Far Below Basic	12	8	3	3	4

% Proficient or Advanced-English Language Arts

Grade	2	3	4	5	6
Advanced/Proficient	59	42	73	55	61

California Standards Test Math
Spring, 2007

Grade	2	3	4	5	6
% Advanced	46	37	41	20	19
% Proficient	28	27	30	27	33
% Basic	14	25	18	19	29
% Below Basic	10	10	11	28	13
% Far Below Basic	2	2	0	5	6

% Proficient or Advanced-English Language Arts

Grade	2	3	4	5	6
Advanced/Proficient	74	64	71	47	52

At the conclusion of each school year all teachers meet for three days of professional development formulated by the leadership team, the administrative team, and this plan. The leadership team is an existing group comprised of one member from each grade level, to make necessary modifications to instructional strategies. In addition, each grade level then works collaboratively with this information, along with curriculum materials to help refine the existing Year Long Plan that guides delivery of content for the upcoming year. This document provides the instructional blueprint for the following year. Throughout the course of the year, teachers meet at least in at least one 45 minute block of time to review the progress of the Year Long Plan, analyze additional data such as teacher observation, classroom assignments, unit assessments, and tri-annual 'bench mark assessments' in the areas of Language Arts and Math. Training is also provided to allow teachers to utilize technology to achieve these goals through introducing teacher to new software / hardware acquisitions. Institute is a critical component of what allows the school to implement best practices to increase student achievement.

Increasing student achievement in Language Arts and Mathematics is of prime importance to the school since both disciplines are foundational to successfully learning other content areas. The

school also makes it a goal to increase the fifth grade California Standards Test (CST) Science scores, a subtest only found at this grade level, and provides an indicator of our ability to provide successful science education. The school's science lab provides the physical resource to conduct inquiry based, hands-on lesson to help students better understand abstract concepts and to have the opportunity to 'do' science rather than simply read about science. As a result of this resource and accompanying expectations for high achievement scores, the school identifies science achievement as being of high importance. In order to ensure that these three areas, Language Arts, Mathematics, and Science instruction are coordinated, Grade level teams meet a minimum of 45 minutes each week to analyze student achievement data and discuss progress toward the benchmarks listed in the year long plan previously mentioned.

The school's leadership, team working in concert with the Curriculum Coordinator, Principal, and Assistant Principal, will develop an assessment rubric that brings together the Peabody NETS Standards and the California Department of Education's content standards. This rubric will be used to monitor student achievement, provide feedback to students and their families, as well as being used as a guide to teachers as they plan and deliver content.

The Peabody Charter School Board of Directors is responsible for overseeing the progress of each goal. This group meets once a month. The Board receives a yearly report of student data applicable to each of the goals mentioned in this plan using the CST.

Goal 3.1

Goal:
By June of 2013, at least 73% of students enrolled at Peabody Charter School in each grade level, grades 2-6, will score proficient or advanced in English Language Arts on the CST.

Cost: Three days of in-service
Funding Source: Existing General Fund monies
Persons Responsible: Principal and Assistant Principal

Benchmarks:

Year One: By June 2009 at least 61% of student in each grade level, 2-6, will score in the proficient or advanced range of scores on the English/Language Arts section of the CST.

Year Two: By June 2010 at least 64% of students in each grade level, 2-6, will score in the proficient or advanced range of scores on the English/Language Arts section of the CST.

Year Three: By June 2011 at least 67% of students in each grade level, 2-6, will score in the proficient or advanced range of scores on the English/Language Arts section of the CST.

Year Four: By June 2012 at least 70% of students in each grade level, 2-6, will score in the proficient or advanced range of scores on the English/Language Arts section of the CST.

Year Five: By June 2013 at least 73% of students in each grade level, 2-6, will score in the proficient or advanced range of scores on the English/Language Arts section of the CST.

Implementation, Monitoring, and Evaluation: California Standards Test (CST) data will be gathered, analyzed, and shared by the Principal or Assistant Principal with the instructional staff to make necessary modifications to instructional strategies. Progress will be measured annually by disaggregating and analyzing scores on the CST. Benchmark assessments will be used by teachers throughout the school year in order to assist in monitoring student progress toward the California State Standards. The benchmark assessments include the Scholastic Reading Inventory and McGraw Hill Unit Assessments and will be submitted to the Principal and Assistant Principal for review once a trimester. The Principal or Assistant Principal and teachers will analyze individual data from the CST during September of each year. Profiles of each class are developed to identify student weaknesses and strengths, as measured by assessments, and by comparing prior year's scores to identify possible trends of instructional strengths. The Principal and Assistant Principal will meet once a trimester to review the progress of this goal and provide guidance to teachers, should it be needed, to make adaptations to ensure the successful achievement of this goal. The Principal's written reports of findings will be shared with the Board of Directors for further study and analysis of each year. The Principal will present an annual report to the Board of Directors. See Appendix E for a timeline for each goal.

Goal 3.2

Goal:
By June of 2013, at least 77% of students enrolled at Peabody Charter School in each grade level, grades 2-6, will score proficient or advanced in Mathematics on the CST.

Cost: Three days of in-service
Funding Source: Existing General Fund monies
Persons Responsible: Principal and Assistant Principal

Benchmarks:

Year One: By June 2009 at least 65% of students in each grade level, 2-6, will score in the proficient or advanced range of scores on the Mathematics section of the CST.

Year Two: By June 2010 at least 68% of students in each grade level, 2-6, will score in the proficient or advanced range of scores on the Mathematics section of the CST.

Year Three: By June 2011 at least 71% of students in each grade level, 2-6, will score in the proficient or advanced range of scores on the Mathematics section of the CST.

Year Four: By June 2012 at least 74% of students in each grade level, 2-6, will score in the proficient or advanced range of scores on the Mathematics section of the CST.

Year Five: By June 2013 at least 77% of students in each grade level, 2-6, will score in the proficient or advanced range of scores on the Mathematics section of the CST.

Implementation, Monitoring, and Evaluation: California Standards Test (CST) data will be gathered, analyzed, and shared by the Principal or Assistant Principal with the instructional staff to make necessary modifications to instructional strategies. Progress will be measured annually by disaggregating and analyzing scores on the CST. Benchmark assessments will be used by teachers throughout the school year in order to assist in monitoring student progress toward the California State Standards. The benchmark assessments include the Harcourt Science Chapter and Unit assessments and the results will be submitted to the Principal and Assistant Principal for review once a trimester. The Principal or Assistant Principal and teachers will analyze individual data from the CST during September of each year. The Principal and Assistant Principal will meet once a trimester to review the progress of this goal and provide guidance to teachers, should it be needed, to make adaptations to ensure the successful achievement of this goal. The Principal's written reports of findings will be shared with the Board of Directors for further study and analysis of each year. The Principal will present an annual report to the Board of Directors. See Appendix E for a timeline for each goal.

California Standards Test Science
Spring, 2007

% Proficient or Advanced

Fifth Grade	47

The school also makes it a goal to increase the fifth grade California Standards Test (CST) science scores, a subtest only found at this grade level and provides an indicator of our ability to provide successful Science education. This goal reflects the importance placed the use of the school's science lab to provide inquiry based, hands-on lesson to help students better understand abstract scientific concepts. As a result of this resource, and accompanying expectations for high achievement scores, the school identifies science achievement as being of high importance.

Goal 3.3

Goal:
By June of 2013, at least 62% students in fifth grade will score in the proficient or advanced range of scores on the Science section of the CST.

Cost: Three days of in-service
Funding Source: Existing General Fund monies
Persons Responsible: Principal and Assistant Principal

Benchmarks:

Year One: By June 2009 at least 50% of students in fifth grade will score in the proficient or advanced range of scores on the Science section of the CST.

Year Two: By June 2010 at least 53% of students in fifth grade will score in the proficient or advanced range of scores on the Science section of the CST.

Year Three: By June 2011 at least 56% of students in fifth grade will score in the proficient or advanced range of scores on the Science section of the CST.

Year Four: By June 2012 at least 59% of students in fifth grade will score in the proficient or advanced range of scores on the Science section of the CST.

Year Five: By June 2013 at least 62% of students in fifth grade will score in the proficient or advanced range of scores on the Science section of the CST.

Implementation, Monitoring, and Evaluation: California Standards Test (CST) data will be gathered, analyzed, and shared by the Principal or Assistant Principal with the instructional staff to make necessary modifications to instructional strategies. Progress will be measured annually by disaggregating and analyzing scores on the CST. Benchmark assessments will be used by teachers throughout the school year in order to assist in monitoring student progress toward the California State Standards. The benchmark assessments include the Harcourt Science Chapter and Unit assessments and the results will be submitted to the Principal and Assistant Principal for review once a trimester. The Principal or Assistant Principal and teachers will analyze individual data from the CST during September of each year. The Principal and Assistant Principal will meet once a trimester to review the progress of this goal and provide guidance to teachers, should it be needed, to make adaptations to ensure the successful achievement of this goal. The Principal's written report of findings will be shared with the Board of Directors for further study and analysis of each year. The Principal will present an annual report to the Board of Directors. See Appendix E for a timeline for each goal.

3d. Using Technology to Improve Teaching and Learning

List of clear goals for using technology to support the school's curriculum goals and academic content standards to improve learning.

Goal 3.4

Goal:
By June of 2013, 100% of students in grades 3-6 will receive instruction incorporating the following Peabody NETS grade-level appropriate technology proficiencies (Appendix A & B & B), by using advanced technology to successfully complete classroom assignments in Language Arts, Mathematics, and 5th grade Science and be assessed using the rubric described above. (See Page 17)

Cost: Three days of in-service
Funding Sources: Existing General Fund monies
Person Responsible: Principal and Curriculum Coordinator

1. Use technology tools for individual and collaborative writing, communication, and publishing activities, to create knowledge and products for audiences inside and outside the classroom.
2. Use the Internet efficiently and effectively to access remote information; communicate with others in support of direct and independent learning; and to pursue personal interests.
3. Determine when technology is useful, and select the appropriate tools(s) and technology resources to address a variety of tasks and problems.
4. Evaluate the accuracy, relevance, and appropriateness, comprehensiveness, and bias of electronic information sources.

Benchmarks:

Year One: By June of 2009 at least 75% of students in grades 3-6 will receive instruction incorporating the following Peabody NETS grade-level appropriate technology proficiencies (Appendix A & B), by using advanced technology to successfully complete classroom assignments in Language Arts, Mathematics, and 5th grade Science and be assessed using the rubric described above. (See Page 17)

Year Two By June of 2010 at least 80% of students in grades 3-6 will receive instruction incorporating the following Peabody NETS grade-level appropriate technology proficiencies (Appendix A & B), by using advanced technology to successfully complete classroom assignments in Language Arts, Mathematics, and 5th grade Science and be assessed using the rubric described above. (See Page 17)

Year Three By June of 2011 at least 90% of students in grades 3-6 will receive instruction incorporating the following Peabody NETS grade-level appropriate technology proficiencies (Appendix A & B), by using advanced technology to successfully complete classroom assignments in Language Arts, Mathematics, and 5th grade Science and be assessed using the rubric described above. (See Page 17)

Year Four By June of 2012 at least 95% of students in grades 3-6 will receive instruction incorporating the following Peabody NETS grade-level appropriate technology proficiencies (Appendix A & B), by using advanced technology to successfully complete classroom assignments in Language Arts, Mathematics, and 5th grade Science and be assessed using the rubric described above. (See Page 17)

Year Five By June of 2013 at least 100% of students in grades 3-6 will receive instruction incorporating the following Peabody NETS grade-level appropriate technology proficiencies (Appendix A & B), by using advanced technology to successfully

complete classroom assignments in Language Arts, Mathematics, and 5th grade Science and be assessed using the rubric described above. (See Page 17)

Implementation, Monitoring, and Evaluation: Data regarding the completion of this goal will be gathered, analyzed, and shared by the Principal with the Leadership Team, an existing group comprised of one member from each grade level, to make necessary modifications to instructional strategies. Each grade level will maintain one or more electronic portfolios housed on the school's XServer and contain student work demonstrating the Peabody NETS standards (Appendix A & B) to successfully complete assignments. A copy of the integrated instructional lessons will be place inside binders located in the Exploration Center's computer lab. Teachers will keep a copy of each scoring rubric used to assess student performance inside a portfolio while also distributing a copy to each student's family. At least once a trimester the Principal and Assistant Principal will evaluate student progress using the Peabody NETS standards and provide feedback to teachers. The Principal and Assistant Principal will present the progress to the Board at the conclusion of each year.

3e. Students Will Acquire Technology and Information Literacy Skills Needed to Succeed in the Classroom and the Workplace.

List of clear goals and specific implementation plan as to how and when student will acquire technology and information literacy skills needed to succeed in the classroom and workplace.

Students will learn technology skills from classroom teachers in both the classroom and the Exploration Center. The Curriculum Coordinator will meet at least once a trimester with each grade level's technology team leader to assist in monitoring the progress of classroom teachers integrating technology with instruction. Training, electronic tutorial creation, modeling, and peer coaching for teachers will continue to be provided by the Curriculum Coordinator.

Solmon and Wiederhorn's research study identifies four areas that make the most important impact on student learning when integrating technology:

- How student use technology
- How much time they interact with technology
- Students understand they will be assessed using technology
- How well teachers are trained

This Plan directly attends to the importance of integrating technology into the learning environment. Research by Bracewell, Breuleux, Laferriere, Beniot, and Adbous (1998) found that, "students using computer-based courseware achieved higher test scores and higher levels of comprehension than students using traditional textbooks and classroom techniques." Cradler and Cradler's research (1999) indicate that significant increase in student interest in content areas and organizational skills. In addition, the school must adjust for the shift in learner modes of communication. Students spent an increasing amount of time communicating via the computer through email, electronic 'chat' services, and word processing. As a result, student assignment and assessments must reflect this shift. The method of assessment conducted with students plays a significant role in the outcomes for those specific assessments. The research of Russell and Haney found that, "For people who do most of their writing via computer, writing long-hand via

paper-and-pencil is an artificial rather then real world task. Second, and more importantly, paper-and-pencil tests which require answers to be written long-hand to assess students' abilities (in writing or in other subjects) may yield underestimates of the actual abilities of students who are accustomed to writing via computer." It is with the results of this quantifiable research as a guide, that the following goals have been formed.

Goal 3.5

Goal:
By June 2013 100% of students attending Peabody Charter School in grades K-6 will complete assignments that are aligned with the California content standards in Math, Language Arts, and Science and Peabody NETS standards while being assessed using the rubric mentioned above (See page 17) to accomplish the following:

1. **Use content-specific tools, software, and distance learning opportunities to support learning and research.**
2. **Design, develop, and publish, and present products such as digital film and web pages using technology to demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.**
3. **Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.**
4. **Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real world problems.**
5. **Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.**

Cost: Existing General Fund monies
Funding Sources: Existing funds for teacher salaries
Persons Responsible: Principal and Assistant Principal

Benchmarks:

Year One: By June of 2009 at least 70% of students attending Peabody Charter School in grades K-6 will complete assignments that are aligned with the California content standards in Math, Language Arts, and Science and Peabody NETS standards while being assessed using the rubric mentioned above (See page 17).

Year Two: By June of 2010 at least 80% of students attending Peabody Charter School in grades K-6 will complete assignments that are aligned with the California content standards in Math, Language Arts, and Science and Peabody NETS standards while being assessed using the rubric mentioned above (See page 17).

Year Three: By June of 2011 at least 90% of students attending Peabody Charter School in grades K-6 will complete assignments that are aligned with the California content

standards in Math, Language Arts, and Science and Peabody NETS standards while being assessed using the rubric mentioned above (See page 17).

Year Four: By June of 2012 at least 95% of students attending Peabody Charter School in grades K-6 will complete assignments that are aligned with the California content standards in Math, Language Arts, and Science and Peabody NETS standards while being assessed using the rubric mentioned above (See page 17).

Year Five: By June of 2013 at least 100% of students attending Peabody Charter School in grades K-6 will complete assignments that are aligned with the California content standards in Math, Language Arts, and Science and Peabody NETS standards while being assessed using the rubric mentioned above (See page 17).

Implementation, Monitoring, and Evaluation:
Student work and assessment data recorded on the rubric mentioned on page 17 will be stored in electronic portfolios on the school's secure staff fileserver. Data regarding the completion of this goal will be gathered, analyzed, and shared by Leadership Team and shared with the Principal and Assistant Principal. A copy of the integrated instructional lesson plans developed to attend to this goal will be place inside binders located in the Exploration Center's Technology Classroom. At least once a trimester the Principal and Assistant Principal will evaluate student progress using the Peabody NETS standards and provide feedback to teachers. The Principal and Assistant Principal will present the progress to the Board at the conclusion of each year.

3f. Students Will Acquire Technology and Information Literacy Skills Needed to Distinguish Lawful Use.

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.

Goal 3.6

Goal: By June 2010, 100% of students in grades 4-6 will report via a student technology survey that they have received instruction regarding 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.

Cost: Existing General Fund monies
Funding Sources: Existing funds for teacher salaries
Persons Responsible: Principal, Vice- Principal, and Curriculum Coordinator

Benchmarks:

Year One: By June of 2009 at least 80% of students in grades 4-6 will report via a student technology survey that they have received instruction regarding 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.

Year Two: By June of 2010 at least 100% of students in grades 4-6 will report via a student technology survey that they have received instruction regarding 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.

Year Three: By June of 2010 at least 100% of students in grades 4-6 will report via a student technology survey that they have received instruction regarding 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.

Year Four: By June of 2010 at least 100% of students in grades 4-6 will report via a student technology survey that they have received instruction regarding 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.

Year Five: By June of 2010 at least 100% of students in grades 4-6 will report via a student technology survey that they have received instruction regarding 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.

Implementation, Monitoring, Evaluation: A pre and post survey will be administered at the beginning and end of the school year to accurately record the level of exposure and the level of understanding students have with regard to issues relating to copyright, accuracy, relevance, and bias of information. Results from these surveys will be shared with the Curriculum Coordinator.

The Principal and Assistant Principal will meet once year during the second trimester to review the progress of this goal and provide guidance, should it be needed, to make adaptations to ensure the successful achievement of this goal. A final report will be presented annually by the Principal to the Board of Directors.

3g. Students Will Acquire Technology and Information Literacy Skills Needed to Achieve Internet Safety.

Peabody believes strongly in training students as well as parents in information literacy skills and in particular, how to protect their online privacy and avoid online predators as outlined in AB307. In addition to providing instruction to students, as outlined below, the school seeks to engage parents by providing opportunities for them to become aware these issues as it relates to raising their child. First, Gustavo Agredano, a adult literacy provider who has taught English lessons at Peabody to parents work to acquire a new language, will provide instruction during the course of his lessons that will increase parenting skills needed to help provide a safer online environment at home for their children. Peabody, working in partnership with existing monthly Santa Barbara Mac Users Group (SBMUG) held on campus, will provide training sessions to the community, with a special emphasis on families that attend to the goals of AB307. SBMUG is comprised of area technology leaders and enthusiasts who monthly hold meetings at the school and provide industry news and seminars on a variety of technology skills. The expertise found within SBMUG provides an outstanding resource to deliver high quality annual training for parents regarding information literacy skills and internet safety. These meetings will be video taped and archived via the school's webpage in order to further facilitate the dissemination of the information shared. By providing the instruction targeting students (described below) along with training for parents Peabody is committed to delivering on the goal of AB307.

Goal 3.7

Goal: By June 2010, 100% of students in grades 4-6 will report via a student technology survey that they have received instruction regarding Internet safety, including how to protect online privacy and avoid online predators.

Cost: None
Funding Sources: Existing funds for teacher salaries
Persons Responsible: Principal, Assistant Principal, and Curriculum Coordinator

Benchmarks:

Year One: By June of 2009 at least 80% of students in grades 4-6 will report via a student technology survey that they have received instruction regarding Internet safety, including how to protect online privacy and avoid online predators.

Year Two: By June of 2010 100% of students in grades 4-6 will report via a student technology survey that they have received instruction regarding Internet safety, including how to protect online privacy and avoid online predators.

Year Three: By June of 2011 100% of students in grades 4-6 will report via a student technology survey that they have received instruction regarding Internet safety, including how to protect online privacy and avoid online predators.

Year Four: By June of 2012 100% of students in grades 4-6 will report via a student technology survey that they have received instruction regarding Internet safety, including how to protect online privacy and avoid online predators.

Year Five: By June of 2013 100% of students in grades 4-6 will report via a student technology survey that they have received instruction regarding Internet safety, including how to protect online privacy and avoid online predators.

Implementation, Monitoring, Evaluation: A pre and post survey will be administered at the beginning and end of the school year to accurately record the level of exposure and the level of understanding students have with regard to issues relating to Internet safety, including how to protect online privacy and avoid online predators. Results from these surveys will be shared with the Curriculum Coordinator. The Principal and Assistant Principal will meet once year during the second trimester to review the progress of this goal and provide guidance, should it be needed, to make adaptations to ensure the successful achievement of this goal. A final report will be presented annually by the Principal to the Board of Directors.

3h. Universal Access

List of clear and specific implementation plans for programs and methods that ensure equitable technology access for all students.

All students, including GATE students, English Language Learners and students identified as having special needs through an IEP by the school's Student Success Team process, will have full access to all classroom technology and the computer lab located in the Exploration Center. Computer access is available throughout the instructional day in both classrooms and the computer lab, which is open until 3:00 p.m. daily. Our after-school care program called the "Panther Program" has exclusive access to the computer lab for students participating in that program from 3:00-4:00 p.m. one time a week. The computer lab is open to the public once a month from 5:30-7:30 p.m. as part of the Fireside Family Reading Night previously mentioned.

Peabody Charter School ensures equal and appropriate access to technology for all students. If a student requires additional assistive technologies, these will be provided. The Santa Barbara Elementary School District provides additional special education services and related assistance to meet the needs of students as outlined in each student's Individual Education Program as part of Peabody's arrangement to participate in the District's Special Education Local Plan Area (SELPA).

Whenever possible, students with special needs are mainstreamed into classrooms and are provided equal access to technology as all classrooms are networked and equipped to serve students with special needs. All staff members working with students identified as having special needs are provided access to all district technology resources on a level with other staff.

Students learning English have full access to classroom technology to support our English Language Learners, English Language Content Standards are utilized by teachers to implement their instruction in order for these students to achieve mastery of grade level standards. Integrated throughout the Exploration Center software focusing on reading comprehension, fluency, and math skills are provided for Title 1 and for students identified as being at risk.

3i. Accessing Student Records

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

Currently all student data is kept on the Santa Barbara Elementary School District's (the charter granting agency) Aeries server is accessible to staff and provides attendance and student information such as standardized test scores. This current arrangement is evolving and it is intended that the District's Aeries system will provide easily accessible and updatable student data. Teachers, using EasyGrade Pro, currently keep a record of benchmark assessment data that includes, but is not limited to: unit assessments in the McGraw-Hill Language Arts curriculum, Scholastic Reading Inventory (each trimester), and math benchmark assessments. This student data is shared between teachers at the same grade level on the school's secured Windows fileserver.

If this arrangement with the District does not allow for reliable and easy access, the school will develop or acquire its own student information system (SIS) in order to allow for the identification of and attention to individually learning needs.

Any SIS acquired by the school will contain a secured data management system allowing the school to examine student performance on the CST assessment protocols through a variety of disaggregated formats. The system will allow teachers, support staff and the administrative team to be able to use student information on demand to improve student learning. Confidentiality will be maintained through the use of teacher passwords.

The Principal and Assistant Principal will use the training they receive from AB430 to teach the staff how to use Aeries (or possible other SIS) to disaggregate student data, set academic goals, apply this information to planning, and track student progress toward achieving the identified academic goals. This same administrative team will meet with the leadership team at least once a trimester to review progress toward the identified academic goals and help make any necessary instructional adjustments.

Goal 3.8

Goal: By June 2013, 100% of teachers will have access to student records and assessment data, such as CST scores, in order to disaggregate this information, set academic goals, apply the data to planning, and track student progress toward achieving the identified academic goals.

Cost: None
Funding Sources: Existing funds for teacher salaries
Persons Responsible: Principal, Assistant Principal, and Curriculum Coordinator

Benchmarks:

Year One: By June of 2009 at least 20% of teachers will have access to student records and assessment data, such as CST scores, in order to disaggregate this information, set academic goals, apply the data to planning, and track student progress toward achieving the identified academic goals.

Year Two: By June of 2010 at least 40% of teachers will have access to student records and assessment data, such as CST scores, in order to disaggregate this information, set academic goals, apply the data to planning, and track student progress toward achieving the identified academic goals.

Year Three: By June of 2011 at least 60% of teachers will have access to student records and assessment data, such as CST scores, in order to disaggregate this information, set academic goals, apply the data to planning, and track student progress toward achieving the identified academic goals.

Year Four: By June of 2012 at least 80% of teachers will have access to student records and assessment data, such as CST scores, in order to disaggregate this information, set academic goals, apply the data to planning, and track student progress toward achieving the identified academic goals.

Year Five: By June of 2013 at least 100% of teachers will have access to student records and assessment data, such as CST scores, in order to disaggregate this information, set academic goals, apply the data to planning, and track student progress toward achieving the identified academic goals.

Implementation, Monitoring, Evaluation: Student data will be provided to teachers by August 15 each year, and will included CST scores, academic records from the prior year, and other relevant data. The Principal and Assistant Principal will review the process of disaggregating this data with the staff before the start of the academic year and facilitate establishing academic goals based on this information. The Curriculum Coordinator will work with grade level teams to develop appropriate instructional practices to address and monitor student achievement of these goals. The leadership team will report on the progress of this goal once a trimester to the Principal or Vice-Principal. The Principal and Assistant Principal will meet once a trimester during the second trimester to review the progress of this goal and provide guidance, should it be needed, to make adaptations to ensure the successful achievement of this goal. A final report will be presented in June of each year to the Board of Directors by the Principal.

3j. Increasing Communication Between Home and School

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

Peabody Charter School is sensitive to the importance parent involvement has in the success of all students. Our Educational Technology Plan is designed to embrace parents as partners in the education of our students. To this end, the school houses and maintains its own web server accessible via http://www.peabodycharter.org. Classroom teachers have access to their own classroom website to promote communication and extended learning opportunities via the SBCEO Portal, which can easily be accessed from the school's webpage. The Curriculum Coordinator monitors and updates the school site daily. The school's website is used for a variety of purposes. Board of Directors minutes, a weekly newsletter from the Principal, school accountability report card, and a school calendar are accessible. Links are provided to content to assist learners and parents in completing homework assignments, class projects, and additional learning support sites. The funding awarded via E-Rate allows the school to provide reliable network services.

All teachers, support staff, and administrators have a Peabody email address they can use to communicate with parents and colleagues. At the beginning of each school year, teacher email addresses are distributed to parents, and teachers collect email addresses from parents. This exchange of information allows for frequent and easy communication regarding student progress and school announcements. The ability of teachers to have access to electronic communication is also dependent upon E-Rate funding.

Peabody Charter School participates in the Computers for Families program sponsored by Cox Communications and SBCEO. This program identifies families of third grade students who do not have computers in their home and provides them with a computer and free dial-up internet access or significantly subsidized high-speed internet access. Training and set assistance are provided by a Peabody Charter School teacher. Families who do not participate in the Computers for Families program can acquire a free Internet Mail Protocol email account through 'hotmail' or similar service. All families that participate will be encouraged to attend one of the school's training sessions for parents targeting how to protect online privacy and avoid online predators as outlined in AB307 and described in further detail on page 25.

Goal 3.9

Goal:
By June 2009, 100% of all identified families with email access will be included in the Peabody database for communicating information.

Cost: None
Funding Sources: Existing funds for teacher/staff salaries
Person Responsible: Curriculum Coordinator

Benchmarks:

Year One: By January, of 2009, 75% of all identified families with email access will be included in the Peabody database for communicating information.

Year Two: By January, of 2010, 100% of all identified families with email access will be included in the Peabody database for communicating information.

Year Three: By January, of 2011, 100% of all identified families with email access will be included in the Peabody database for communicating information.

Year Four: By January, of 2012, 100% of all identified families with email access will be included in the Peabody database for communicating information.

Year Five: By January, of 2013, 100% of all identified families with email access will be included in the Peabody database for communicating information.

Implementation, Monitoring, and Evaluation: Email addresses will be collected during home visits that currently take place before the school year begins. The current Computers for Families program provides all families of fourth grade students access to an email account. This information will be added to the school's database and housed on the school server. Accuracy of this information will be checked during both the first trimester and second trimester parent conferences to insure that the information is current and accurate. A master contact list for each classroom teacher in addition to that of the office staff and Principal will be created. The Educational Technology Committee will meet once a trimester to review the progress of this goal and provide guidance, should it be needed, to make adaptations to ensure the successful achievement of this goal. The Curriculum Coordinator will report annually to the Principal and the Board of Directors.

3k. Description of the Monitoring Process:

Description of the process that will be used to monitor the Curricular Component goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.

The monitoring processes used throughout this plan are designed to provide sufficient detail by outlining who the responsible parties are for addressing what is expected. These details are imbedded into all of the goals throughout this plan.

See Appendix E for a timeline for each goal.

4a. Teacher's and Administrator's Current Technology Skills:

Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.

The technology skills of the staff are emerging. Intentional staff development over the course of the past seven years has allowed the school to focus on developing both personal and professional skills. While significant improvement as been achieved in such areas as professional collaboration via the school's network resources on both our wide area network and local area network, the gap between the majority of teachers who can be considered proficient and those who are not have widened. A large number of staff has completed Level I (personal) and Level II (professional) technology certification through CTAP Region 8 or equivalent training. In 2007 the school was able to reward 17 teachers who achieved Level I and II certification, in addition to site-based recurrent training, with laptop computers. It is the goal of the school to continue to offer a laptop for those who have completed these requirements. The school has six teachers who have not completed Level I and II training and three teachers who have completed Level I, but not Level II training.

All newly hired staff will demonstrate at least a Level equivalent, or proficiency certificate, I.

The school uses the services of CTAP Region 8 who has developed training in instructional technology consistent with the attainment of the California Commission on Teacher Credentialing (CTC) requirements for the use of technology. (Standards 9 and 16). The counties encompassing CTAP Region 8, Santa Barbara, Ventura, Kern, and San Luis Obispo, have collaborated and agree upon common artifacts that demonstrate mastery for the elements found in the CTC technology standards for teachers. Staffs having attained each level of proficiency in instructional technology maintain a portfolio with these artifacts that demonstrate competency.

Over 30% of the current staff has taken the EdTechProfile survey. The administrative team also has taken this same survey. This mechanism allows for an in-depth assessment of staff development needs as it relates to increasing both personal and professional skills.

Part of the Curriculum Coordinator's responsibilities are to oversee the development of staff skills by providing relevant and timely training and resources to help integrate technology into a variety of learning environments. Staff development needs are identified through the EdTechProfile as mentioned above. The investment in time and finances that are currently dedicated to staffing a position to play such a role clearly demonstrates the school's commitment to improve its technology skills. This educational technology plan will provide guidelines for sustained professional development for administrators, teachers, and support staff in order to increase the use of technology as a learning, teaching, and support tool.

Current Level of Teacher Technology Skills

Pre-level I	6 of 34 teachers
Level I	3 of 34 teachers
Level II	25 of 34 teachers

Administrative Team Technology Skills

The school's Principal and Assistant Principal have not received AB430 training and it is a goal of this plan to increase their skills through this knowledge. The Principal and Assistant Principal are proficient in accessing network resources and communicating to the stakeholders via technology, including using PowerPoint presentations, weekly newsletters using a combination

of graphics and text, and saving/retrieving information onto and from our fileservers. All staff communication is done via email with both administrators and frequently incorporating attachments. The principal uses the webpage each week to communicate her to the community.

The SBCEO AB 430 Administrator and Management Training is certified by California Department of Education and is aimed to develop administrators who are effective instructional leaders. Specifically, the training program for content areas 1,2,3,4, and 5 will build skills and capacity necessary to : 1) Establish and communicate state and district visions and goals for student focused instructional improvement. 2) Create awareness and familiarity with state standards for all instructional team members and core subjects. 3) Guide the full implementation of approved instructional program texts and materials. 4) Direct and support proven staff training and professional development activities for uniform instruction and material use. 5) Mange data and assessment for the purpose of guiding teacher decisions regarding student interventions and school site instructional practices. 6) Fully utilize technology and fiscal and human resources for the purpose of student academic success. Participants are required to attend a total of 160 hours of training. Module 1 participants must attend a minimum of 40 hours of institute training and 40 hours of practicum. Module 2 participants must attend a minimum of 15 institute hours. Module 3 participants must also attend a minimum of 15 institute hours. Module 3 focuses on technology training and covers sections 4, 5, and 6 as listed above. In order to receive credit for all three modules, administrators must complete a total of 160 hours of training.

While many teachers have the skills to incorporate technology into their instructional practices, the entire staff does not. Peabody's professional development plan will include a clear set of skills to be taught along with a variety of training options to allow all staff to acquire the skills to maximize the integration of technology with the academic curriculum or instructional program to improve student academic achievement.

4b. Summary of Staff Skills and Needs for Professional Development

List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on the school's needs, assessment data, and the Curriculum Component objectives of the plan.

Peabody Charter School strives to provide specific, measurable, and sustained professional development that is research based for all staff members in order to integrate technology with the academic curriculum or instructional program to improve student academic achievement. Teachers will be able to integrate technology in a manner that supports classroom instruction and student learning. Peabody's Principal will be able to support staff efforts to integrate technology into their instructional program.

This Educational Technology Plan integrates curriculum, technology, and teaching strategies to match student needs. It is essential in this plan that teachers continue to increase their technological competency in order to best support student achievement. Schiff and Solmon's found a clear correlation between the manner in which teachers view technology and the success of utilizing technology in a learning environment. As a result, the amount and type of teacher training in this area directly impacts student access to electronic resources.

Skills taught reflect areas of need are identified in one of three ways. First, data was collected through the Curriculum Coordinator after working for the past three years with helping staff integrate technology in their learning environment and has gained a first hand knowledge about the areas of strength and need within the staff as well as gathering input from the administrative team, and by a survey distributed to staff members.

In-service is provided by the Curriculum Coordinator, a former classroom teacher who developed and implemented technology training program that was approved by California Commission on Teacher Credentialing (CTC) requirements for the use of technology while serving as Adjunct Instructor in the Westmont College Teacher Preparation Program during the years of 1999-2004. Additional training and staff development is provided by members of the Santa Barbara County Office of Education.

The school uses the services of CTAP Region 8 who has developed training in instructional technology consistent with the attainment of the California Commission on Teacher Credentialing (CTC) requirements for the use of technology. (Standards 9 and 16). The counties encompassing CTAP Region 8, Santa Barbara, Ventura, Kern, and San Luis Obispo, have collaborated and agree upon common artifacts that demonstrate mastery for the elements found in the CTC technology standards for teachers. Staff having attained each level of proficiency in instructional technology maintain a portfolio with these artifacts that demonstrate competency.

CTAP Region 8 Level I certifies competency of utilizing technology for personal use, while Level II certification indicate professional competencies for integrating technology into instruction in order to achieve student success in learning, communication, and life skills.

An essential element in increasing staff skills is through recognizing that, as the research of Fishman, Best, Marx, and Revital (2001) indicates, the staff training is context bound – meaning that leadership, the skills of the staff, levels of trust between trainer and trainees are essential elements in successful training. As a result, the Curriculum Coordinator provides leadership and guidance in ensuring that staff have a variety of training options to best meet their professional needs and attends to individual strength of the trainees. Current training is available in a variety of methods including, school wide in-service once a month, In-service at the conclusion of the school year (see page 2), grade level team training, one on one tutoring, modeling, coaching, and guidance in selecting the best external resources to provide additional training. It is with this model in place that the school has made significant strides with increasing technology skills of the staff. The SBCEO will be utilized to provide training in such resources as Moodle and the County Portal. The Curriculum Coordinator will develop and administer recurrent training to ensure all staff development is in line with the data collected via the CTAP Region online technology profile.

Continue and Expand Training Opportunities for Staff:
The Curriculum Coordinator will continue to provide existing daily, monthly, and annual opportunities for in-service and training opportunities directly aligned to support student achievement and address identifiable areas of need the survey described above. At least 25% of incoming EETT funds will pay for staff development consistent with the skills described in this

plan. In addition, teachers without CTAP Region 8 Level I or II certification will continue to be encouraged to complete the training. A link to accessing this training is currently available on the school's website.

Goal 4.1

Goal:
By June 2011 100% of certificated staff will have achieved both Level I and II CTAP Region 8 technology certification and participate in annual recurrent training in order to support student learning and enhance communication by posting newsletters, assignments, and providing extensions to classroom learning activities.

Cost: Existing cost
Funding Source: At least 25% of incoming EETT monies
Person Responsible: Principal and Assistant Principal

Benchmarks:

Year One:	By June 2009, 90% of certificated staff will have achieved both Level I and II CTAP Region 8 technology certification and participate in annual recurrent training in order to support student learning and enhance communication by posting newsletters, assignments, and providing extensions to classroom learning activities.
Year Two	By June 2010 95% of certificated staff will have achieved both Level I and II CTAP Region 8 technology certification and participate in annual recurrent training in order to support student learning and enhance communication by posting newsletters, assignments, and providing extensions to classroom learning activities.
Year Three	By June 2011 100% of certificated staff will have achieved both Level I and II CTAP Region 8 technology certification and participate in annual recurrent training in order to support student learning and enhance communication by posting newsletters, assignments, and providing extensions to classroom learning activities.
Year Four	By June 2012 100% of certificated staff will have achieved both Level I and II CTAP Region 8 technology certification and participate in annual recurrent training in order to support student learning and enhance communication by posting newsletters, assignments, and providing extensions to classroom learning activities.
Year Five	By June 2013 100% of certificated staff will have achieved both Level I and II CTAP Region 8 technology certification and participate in annual recurrent training in order to support student learning and enhance communication by

posting newsletters, assignments, and providing extensions to classroom learning activities.

Implementation, Monitoring, and Evaluation: The Curriculum Coordinator will be responsible for creating and implementing the recurrent training while the Principal and Assistant Principal meet with individuals who have yet to achieve Level I and II twice a year monitor the progress toward this goal. An annual report regarding he progress of this goal will be made by the Principal and Assistant Principal to the Board in June.

With Peabody being a single site, the administrative team plays an integral mentoring role in regards to instructional practices. Teachers benefit best from strong models of instructional competency and the ability to integrate technology into the learning environment in order to enhance student achievement is one of these areas. As a result, the administrative team at Peabody will complete AB430 training and CTAP Region 8 Level I and II training.

Goal 4.2

Goal:
By December 2009, the school's Principal and Assistant Principal will have completed AB430 training and achieve Level I and II CTAP Region 8 training.

Cost: none
Funding Sources: Existing General Fund monies
Person Responsible: Board of Directors

Implementation, Monitoring, and Evaluation: The Board of Directors will receive documentation from SBCEO indicating that the Principal and Assistant Principal have successfully completed the AB 430 training program. The Educational Technology Committee will meet once a trimester to review the progress of this goal and provide guidance, should it be needed, to make adaptations to ensure the successful achievement of this goal. This information will be reported to the Board of Directors in June of each year until its successful completion.

4c. Description of the Monitoring Process:

Description of the process that will be used to monitor the Professional Development goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.

The Educational Technology Plan has strategies woven throughout that will provide professional feedback to insure our instructional and curricular goals are met. These feedback systems will allow the school to evaluate the extent to which the goals are effective and make modifications to insure the activities are effective. These strategies are found within each goal of the Educational Technology Plan and include the Principal or Assistant Principal will meet with individual teachers once a year to review the progress of acquiring professional competencies and integrating educational technology into instructional settings. This information will be shared with the Board of Directors each June. The Curriculum Coordinator will present reports about

the progress of the goals in June of each year to the Principal. See Appendix E for a timeline for each goal.

5a. Description of the Infrastructure, Hardware, Technical Support and Software Needed.

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

To achieve the goals of this Plan, the following type and cost of technology to be acquired with educational technology funds, including allowances for interoperability of components that school will need.

Description of existing computer and hardware inventory: Our current computer lab, science lab, and library computers are four years old and will need to be replaced by August 2009. Current classroom computers range in age from second generation iMacs (1999 release date) to the newest iMac model. All computers have Apple's OS 10.3 or newer installed. Each machine has a currently supported browser such as Safari and Firefox, Microsoft Office 2004, KidPix, Google Earth, and Timeliner software. A full description of the hardware can be found above in section 3b.

The School's Servers: Peabody Charter School utilizes a five year old Mac G4 Xserver to house all student files, including student work, benchmark assessment data, and numerous global resources, including assignment templates, a digital image collection, and teacher resources. This server will need to be replaced in the next two years. The school also has a Microsoft Windows fileserver houses files only accessible to teachers and is organized by grade level to facilitate the sharing of documents.

Existing Services:
The school houses its email off site through Matt Simonsen Computing and pays a yearly fee for maintenance and operation of this service which has been paid from part of the school's fundraising efforts. The school also has its own unique webpage address, which is housed on campus on a machine running Unix. Our school's webpage is an essential communication tool. Its basic design is five years old and needs updating to allow for a better integration with evolving communication needs such as integrating Moodle access for student and parent use.

Currently the school's Wide Area Network (WAN) is in two parts, First, the school's office staff, cafeteria, and business office use a connection with the District network to retrieve information housed on the District network such as the cafeteria database and a unique set of features on the Aeries student information system. Second, the school contracts with Time Warner Telecom to provide both voice and data by a bonded pair of fractional T-1 lines. The school's teachers, administrative team, and support staff not listed above utilize this network. The campus utilizes a star topography for its Local Area Network (LAN). In addition to using Ethernet drops in each room, the school's network can be accessed through 17 wireless access points dispersed throughout the campus. The District network can be accessed through one wireless connection

housed in the office and is used by itinerate services such as our speech therapist and school psychologist.

Standards Based Software:
Current software available for teachers includes titles such: Microsoft Office 2004, SASIXP, Scholastic Reading Inventory, Timeliner, Graph Club, Tux Paint, Tux Type, KidPix, Neighborhood Map Machine, iMovie, Reading for Meaning, Map Machine, ABC World, Photoshop CS, Winnebago Spectrum for access to the library database, Safari, Internet Explorer, and Kidspiration. The school will continue to purchase to CLRN reviewed software titles. All software will also be aligned with California Department of Education content standards.

Improve Current Level of Technical Support for the School:
Peabody Charter School currently relies upon the Curriculum Coordinator to provide all onsite support. Additionally, the school contracts with the SBCEO provide up to 50 hours of consulting maintenance work each month. Maintenance requests are submitted through an online interface known as Mayday.

5b. Description of the Existing Infrastructure, Hardware, Technical Support and Software:

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

The school's needs center around replacing aging hardware and continuing to provide support for integrating technology into the learning environment. When the computer lab, library and science lab computers are replaced, it is planned that they will be redeployed to classrooms, thereby replacing the oldest set of computers, 400 MHz G3 iMacs with 10 GB hard drives. In addition, the Exploration Center grade level science teachers have expressed a desire to display and archive text, specimens, and other teaching tools via a document scanner in order to enhance online resources. Classroom teachers in grades first through third have identified increasing keyboarding skills as a top priority and using small laptop computers such as an AlphaSmart have been tested with a small number of individual students at these grade levels and have been determined to be an appropriate match for both this goal and the developmental level for students in first through third grades. In addition, the placement of a laptop computer such as the AlphaSmart allows for a set of tools to be in each classroom to meet diverse learning needs. The research of Russell and Haney found that, "For people who do most of their writing via computer, writing long-hand via paper-and-pencil is an artificial rather then real world task. Second, and more importantly, paper-and-pencil tests which require answers to be written long-hand to assess students' abilities (in writing or in other subjects) may yield underestimates of the actual abilities of students who are accustomed to writing via computer." Additional goals have been developed to continue acquiring CLRN reviewed software, replace an aging fileserver, increase professional development tools and student learning opportunities via the SBCEO Portal and promote increased communication between home and school through using Moodle, an online course and communication tool.

5c. Benchmarks and Timelines for Obtaining Hardware, Software, and Support:

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.

One of recurrent problems facing the use of technology with for all of our students revolved around a lack of developed keyboarding skills. In order address this issue portable laptop computers, such as AlphaSmart's NEO2, or equivalent keyboards will be purchased to allow students to practice typing and word processing within the context of their classrooms. AlphaSmart NEO2 keyboards were identified because they come preinstalled with AlphaWords, a program that individually tracks each student's keyboarding proficiency and provides customized practice. Reports of student progress can be printed at any time for evaluation and reporting purposes. Three grade levels currently use the older AlphaSmart 3000 keyboards and have found them to be durable and provide both a valuable word processor and typing tutor. Students in grades k-3 utilize small group rotations to help lower the student to teacher ratio for portions of their instructional day, and having five keyboards in each room would allow a student center to be based around word processing and keyboarding skills. The skills acquired and refined by this practice can be transferred to allow students to better utilize the computer for word processing.

Benchmark 5.1:
By June of 2010, the school will purchase enough AlphaSmart NEO2 or equivalent keyboards in order to provide at least 5 per classroom in grades k-3

Cost: Three days of in-service
Funding Source: Fundraising
Persons Responsible: Principal and Assistant Principal

Benchmarks:

Year One**:** By June 2009 the school will purchase enough AlphaSmart NEO2 or equivalent keyboards in order to provide at least 5 per classroom in third grade.

Year Two: By June 2010 the school will purchase enough AlphaSmart NEO2 or equivalent keyboards in order to provide at least 5 per classroom in second grade

Year Three: By June 2011 the school will purchase enough AlphaSmart NEO2 or equivalent keyboards in order to provide at least 5 per classroom in first grade

Year Four: By June 2012 the school will purchase enough AlphaSmart NEO2 or equivalent keyboards in order to provide at least 5 per classroom in kindergarten.

Year Five: By June 2013 the school will purchase enough AlphaSmart NEO2 or equivalent keyboards in order to provide at least 5 per classroom in grades k-3

Implementation, Monitoring, and Evaluation:
The curriculum coordinator and IT consultant will work together to select, purchase, install, and train staff on using a keyboard such as the AlphaSmart NEO2. The Principal and Assistant Principal will review the progress of this goal. The Principal will provide a written report to the Board of Directors each year.

Benchmark 5.2:
By June of 2009, the school will acquire one document camera for the science lab in order to allow teachers the ability to archive non-digitized resources to improve science instruction.

Cost: $4,000
Funding Source: Fundraising
Persons Responsible: Principal and Assistant Principal

Benchmarks:

Year One: By June 2009 the school will acquire one document camera for the science lab in order to allow teachers the ability to archive non-digitized resources to improve science instruction.

Year Two: By June 2010 Students in grades k-6 grade will receive instruction in science utilizing the document camera in the science lab.

Year Three: By June 2011 Students in grades k-6 grade will receive instruction in science utilizing the document camera in the science lab.

Year Four: By June 2012 Students in grades k-6 grade will receive instruction in science utilizing the document camera in the science lab.

Year Five: By June 2013 Students in grades k-6 grade will receive instruction in science utilizing the document camera in the science lab.

Implementation, Monitoring, and Evaluation:
The curriculum coordinator and IT consultant will work together to select, purchase, install, and train staff on using a keyboard such as the AlphaSmart NEO2. The Principal and Assistant Principal will review the progress of this goal. The Principal's will provide a written report to the Board of Directors each year.

Benchmark 5.3
By September 2011, 49 new computers in the computer lab, library, and science lab will be deployed with the machines previously in use in these learning environments being used to replace the oldest computers in classrooms. The SBCEO technology consultant will ensure the interoperability of technology before purchase.

Cost: $57,000 for computers
Funding Source: Fundraising
Person Responsible: Curriculum Coordinator

Benchmarks:

Year One: By September 2009, Peabody Charter School will have selected, purchased, and installed replacement computers for the computer lab, redeployed to classrooms to replace the oldest models.

Year Two: By September 2010, Peabody Charter School will have selected, purchased, and installed replacement computers for the library, redeployed to classrooms to replace the oldest models.

Year Three: By September 2011, Peabody Charter School will have selected, purchased, and installed replacement computers for the science lab, redeployed to classrooms to replace the oldest models.

Year Four: By June of 2012, Peabody Charter School will have replaced all computers originally in place in the Exploration Center with the replaced machines being used to replace the oldest computers in classrooms.

Year Five: By June of 2013, Peabody Charter School will have replaced all computers originally in place in the Exploration Center with the replaced machines being used to replace the oldest computers in classrooms.

Implementation, Monitoring, and Evaluation:

In September each year, the Curriculum Coordinator will report the status of the purchased, installed, and redeployed computers. This report will be shared with the Board of Directors during their meeting that same month. The Educational Technology Committee will meet once a trimester to review the progress of this goal and provide guidance, should it be needed, to make adaptations to ensure the successful achievement of this goal.

Benchmark 5.4:
By December 2012, Peabody Charter School will have selected and purchased a new file server to house student and staff data. The SBCEO technology consultant will ensure the interoperability of technology before purchase.

Cost: $3,500
Funding Source: EETT monies and existing funding sources
Person Responsible: Curriculum Coordinator

Benchmark:

Year One: By August 2009, The Curriculum Coordinator, working in concert with the SBCEO technology consultant, will select a file server that provides interoperability and best matches the school's network.

Year Two By December 2010, The Curriculum Coordinator, working in concert with the SBCEO technology consultant, will have purchased, installed, and made operational the new file server.

Year Three By December 2011, The Curriculum Coordinator, working in concert with the SBCEO technology consultant, will have installed and maintain the new file server.

Year Four By December 2012, The Curriculum Coordinator, working in concert with the SBCEO technology consultant, will have installed and maintain the new file server.

Year Five By December 2013, The Curriculum Coordinator, working in concert with the SBCEO technology consultant, will have installed and maintain the new file server.

Implementation, Monitoring, and Evaluation: In December of 2012 the Curriculum Coordinator will present to the Principal the successful acquisition and installation of the file server. The Educational Technology Committee will meet once a trimester to review the progress of this goal and provide guidance, should it be needed, to make adaptations to ensure the successful achievement of this goal. A final reporting will be made available to the Board of Directors meeting by December of 2012.

Benchmark 5.5
By December 2011, The Peabody Charter School webpage will have a new design that will enhance communication between home and school while also integrating easy access of Moodle.

Cost: $5,000
Funding Source: Fundraising
Person Responsible: Curriculum Coordinator

Benchmarks:

Year One: By December 2009, the Curriculum Coordinator will create a flow chart that details the redesign of the school's webpage that integrates easy access of Moodle to increase communication between school and home.

Year Two: By September 2010, the Curriculum Coordinator will have selected a developer and begun the process of redesigning of the school's webpage that integrates easy access of Moodle to increase communication between school and home.

Year Three: By December 2011, the school will launch the redesigned webpage that integrates easy access of Moodle to increase communication between school and home.

Year Three: By December 2012, The Peabody Charter School webpage will have a new design that will enhance communication between home and school while also integrating easy access of Moodle.

Year Three: By December 2013, The Peabody Charter School webpage will have a new design that will enhance communication between home and school while also integrating easy access of Moodle.

Implementation, Monitoring, and Evaluation: By December of each school year the Curriculum Coordinator will present to the Principal a reports the progress of how the school webpage will be redesigned, a designer selected, and how it will increase communication between home and school. This report will be made available to the Board of Directors meeting that same month.

Benchmark 5.6:
By December 2013, Peabody Charter School will acquire and begin creating a software library that has at least three titles appropriate each grade level in the areas of Language Arts, Mathematics, and Science that is CLRN reviewed, that is aligned with state standards, and integrates technology with the academic curriculum or instructional program to improve student academic achievement.

Cost: $10,000 (this includes the cost of licenses for the number of computers housing these software titles)
Funding Source: EETT
Person Responsible: Curriculum Coordinator

Benchmarks:
Year One: By December 2009, Peabody Charter School will develop a systematic approach to identifying CLRN reviewed software that is aligned with state standards, and integrate technology with the academic curriculum or instructional program to improve student academic achievement in the areas of Language Arts, Mathematics, and Science and acquire one title appropriate for each grade level in these three areas.

Year Two: By December 2010, Peabody Charter School will develop a systematic approach to identifying CLRN reviewed software that is aligned with state standards, and integrate technology with the academic curriculum or instructional program to improve student academic achievement in the areas of Language Arts,

Mathematics, and Science and acquire one title appropriate for each grade level in these three areas.

Year Three: By December 2011, Peabody Charter School will develop a systematic approach to identifying CLRN reviewed software that is aligned with state standards, and integrate technology with the academic curriculum or instructional program to improve student academic achievement in the areas of Language Arts, Mathematics, and Science and acquire one title appropriate for each grade level in these three areas.

Year Four: By December 2012, Peabody Charter School will acquire and begin creating a library with at least two titles appropriate for each grade level in the areas of language arts, Mathematics, and Science that is CLRN reviewed software that is aligned with state standards and integrate technology with the academic curriculum or instructional program to improve student academic achievement.

Year Five: By December 2013, Peabody Charter School will acquire and begin creating a library that has at least three titles appropriate for each grade level in the areas of Language Arts, Mathematics, and Science that is CLRN reviewed, is aligned with state standards and integrate technology with the academic curriculum or instructional program to improve student academic achievement.

Implementation, Monitoring, and Evaluation: By December of each school year the Curriculum Coordinator will present to the Principal a plan that outlines how software will be evaluated, purchased, and made available to staff. The Educational Technology Committee will meet once a trimester to review the progress of this goal and provide guidance, should it be needed, to make adaptations to ensure the successful achievement of this goal. This report will be made available to the Board of Directors meeting that same month.

Benchmark 5.7
By December 2013, 100% of staff will participate in training to use three software programs that are grade level appropriate and support the student learning goals outlined in this plan.

Cost: $2,000
Funding Source: EETT
Person Responsible: Curriculum Coordinator

Benchmark:

Year One: By December 2009, 100% of staff will participate in training to use three software programs that are grade level appropriate and support the student learning goals outlined in this plan.

Year Two: By December 2010, 100% of staff will participate in training to use three software programs that are grade level appropriate and support the student learning goals outlined in this plan..

Year Three: By December 2011, 100% of staff will participate in training to use three software programs that are grade level appropriate and support the student learning goals outlined in this plan.

Year Four: By December 2012, 100% of staff will participate in training to use three software programs that are grade level appropriate and support the student learning goals outlined in this plan.

Year Five: By December 2013, 100% of staff will participate in training to use three software programs that are grade level appropriate and support the student learning goals outlined in this plan.

Implementation, Monitoring, and Evaluation: By December of each school year teaching staff will have completed and turned in documentation to the Principal or Assistant Principal demonstrating mastery of a software program that is standards-based and grade level appropriate. The Educational Technology Committee will meet once a trimester to review the progress of this goal and provide guidance, should it be needed, to make adaptations to ensure the successful achievement of this goal. The Principal will report this information to the Board of Directors each June.

Benchmark 5.8
By December 2013, all staff will demonstrate competence in accessing network resources in order to create technology-based curriculum units that are aligned to the California State Standards and the Peabody NETS standards.

Cost: Existing General Fund monies
Funding Source: Existing salaries
Person Responsible: Curriculum Coordinator

Benchmark:

Year One: By December 2009, 50% of the teaching staff will be able to demonstrate competency in accessing network resources in order to create technology-based curriculum units that are aligned to the California State Standards and the Peabody NETS standards.

Year Two: By December 2010, 75% of the teaching staff will be able to demonstrate competency in accessing network resources in order to create technology-based curriculum units that are aligned to the California State Standards and the Peabody NETS standards.

Year Three: By December 2011, 100% of the teaching staff will be able to demonstrate competency in accessing network resources in order to create technology-based curriculum units that are aligned to the California State Standards and the Peabody NETS standards.

Year Four: By December 2012, 100% of the teaching staff will be able to demonstrate competency in accessing network resources in order to create technology-based curriculum units that are aligned to the California State Standards and the Peabody NETS standards.

Year Five: By December 2013, 100% of the teaching staff will be able to demonstrate competency in accessing network resources in order to create technology-based curriculum units that are aligned to the California State Standards and the Peabody NETS standards.

Implementation, Monitoring, and Evaluation: By June of each year, the teaching staff will have completed and turned in to the Principal or Assistant Principal documentation demonstrating mastery of accessing network resources to create technology-based curriculum units that are aligned to the California State Standards. The Educational Technology Committee will meet once a trimester to review the progress of this goal and provide guidance, should it be needed, to make adaptations to ensure the successful achievement of this goal.

Benchmark 5.9
By September 2013, Peabody Charter School will continue providing technology support for the school's network, computers, server, and the instructional infrastructure necessary to integrate technology into the curriculum through continuing its relationship with the SBCEO technology consultant or person of similar abilities.

Cost: $30,000 per year
Funding Source: General Fund
Person Responsible: Principal

Benchmark:

Year One: By September 2009, Peabody Charter School will continue providing technology support for the school's network, computers, server, and the instructional infrastructure necessary to integrate technology into the curriculum through continuing its relationship with the SBCEO technology consultant or person of similar abilities.

Year Two: By September 2010, Peabody Charter School will continue providing technology support for the school's network, computers, server, and the instructional infrastructure necessary to integrate technology into the curriculum through

continuing its relationship with the SBCEO technology consultant or person of similar abilities.

Year Three: By September 2011, Peabody Charter School will continue providing technology support for the school's network, computers, server, and the instructional infrastructure necessary to integrate technology into the curriculum through continuing its relationship with the SBCEO technology consultant or person of similar abilities.

Year Four: By September 2012, Peabody Charter School will continue providing technology support for the school's network, computers, server, and the instructional infrastructure necessary to integrate technology into the curriculum through continuing its relationship with the SBCEO technology consultant or person of similar abilities.

Year Five: By September 2013, Peabody Charter School will continue providing technology support for the school's network, computers, server, and the instructional infrastructure necessary to integrate technology into the curriculum through continuing its relationship with the SBCEO technology consultant or person of similar abilities.

Implementation, Monitoring, and Evaluation: By September of each school year, the Principal will receive incident reports (Mayday requests), which allow for monitoring the need and response to each repair request and report on status of funding for technology consulting to the Board of Directors.

5d. Description of the Monitoring Process:

Description of the process that will be used to monitor the annual benchmarks and timeline of activities including roles and responsibilities.

A description of the monitoring strategies is found within the narrative that outlines when the benchmark goals will be met and identifies the person(s) responsible for providing the analysis and reports. See Appendix E for a timeline for each goal.

6a. List of Established and Potential Funding Sources:

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

Peabody Charter School faces a challenge in funding technology related expenditures due its position as a single school. Despite this challenge, Peabody continues to persistently pursue funding opportunities to provide increased technology to support and increase student achievement and integrate technology with the academic curriculum or instructional program to improve student academic achievement. The following is a list of funding sources for the 2006-2007 school year that funded technology related services:

E-Rate: The school was awarded E-Rate at a 60% discount for the 2007-2008 school year.
Peabody Charter School Foundation fundraising: $40,000 via the silent auction
General Funds: $50,000
Lottery: $10,000
School Fundraising: The school's mail-a-thon and jog-a-thon brought in over $150,000 last year

The school anticipates receiving the following funds for the 2008-2009 school year for the use of technology:

E-Rate: Our monthly bill for our telecommunications bill is $1,200 or $14,000. E-Rate provides an indispensable offset to the cost with the monthly bill becoming $720. The total yearly savings realized is $8,640.
Peabody Charter School Foundation: $30,000
General Funds: $50,000
Lottery: $10,000
School Fundraising: $30,000

6b. Estimated Implementation Costs:

Estimate implementation costs for the term of the plan.

The cost of implementation of this plan is $266,300 as outlined above and listed in Appendix D. Costs per year are as follows:
Year One: $80,600
Year Two: $51,900
Year Three: $54,600
Year Four: $39,600
Year Five: $39,600

The school has been recently impacted by Special Education encroachment. Last year this encroachment cost the school $150,000, and this year it is projected to cost the same. These challenges have forced the school to revisit all budget items including technology. The school relies heavily on E-Rate funds in order to afford a pair of bonded fractional T-1 lines to provide network connectivity and anticipates having these funds available in order to continue or improve this resource.

6c. School's Replacement Policy:

Description of the school's replacement policy for obsolete equipment
Peabody Charter School has developed a systematic replacement of equipment policy that is part of the school's planning and budget process.

CPU replacement: every 7 years or before if inoperable and projected repairs exceed current value
Monitor replacement: every 9 years or before if inoperable and projected repairs exceed current value

Printer replacement: every 7 years or before if inoperable and projected repairs exceed current value
Server replacement: every 7 years or before if inoperable and projected repairs exceed current value
Switch replacement: every 7 years or before if inoperable and projected repairs exceed current value
Television/VCR/DVD: every 10 years or before if inoperable and projected repairs exceed current value

Equipment is only replaced and/or discarded after a determination is made by the Curriculum Coordinator that repair of the equipment will cost more than the current value of the equipment and is no longer operable. Disposal of equipment is made through local recycling centers. The implementation of this policy is the responsibility of the Curriculum Coordinator with an annual review by the Board of Directors in June.

6d. Feedback Loop Used to Monitor Progress:

Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.
Monitoring the funding and budget decisions are made in concert with the Principal, Assistant Principal, the Curriculum Coordinator, the Board of Directors, and the school's business department. The Curriculum Coordinator will receive a budget, part of which will be driven by this Educational Technology Plan, from the Principal before the beginning of each school year with specific expenditure benchmarks noted. The Curriculum Coordinator will work with the business office to ensure the compliance of expenditures with these benchmarks. A presentation of this information will be shared by the Principal with the Board of Directors each June.

7a. Monitoring and Evaluation:

Description of the process for evaluating the plan's overall progress and impact on teaching and learning.

The effectiveness of this Educational Technology Plan focuses on integrating technology into instruction in order to achieve student success in learning, communication, and life skills. In addition, the personal and professional technology skills of each staff member are critical to achieving the goals found in the Plan.

Details of how each goal will be monitored and evaluated are embedded through the plan as part of the goals. Persons responsible for monitoring, benchmarks and timelines, and any needed modifications are also included as part of each goal. At the end of three years this plan will be modified, along with its goals and benchmarks, to ensure its compliance with the most recent E-Rate guidelines.

7b. Schedule for Evaluating the Effect of the Plan:

Schedule for evaluating the effect of the plan implementation.

Timelines and benchmarks are embedded in each goal. The Educational Technology Committee will meet once a trimester to review the progress of all goals and provide guidance, should it be needed, to make adaptations to ensure the successful achievement of this goal. The Curriculum Coordinator will provide a report on the progress of each goal to the Principal each May. The Principal will present an annual report to the Board of Directors in June of each year.

7c. Description of How the Information Obtained Through the Monitoring and Evaluation Will Be Used:

This information will be shared with the staff during in-service days each June, and other opportunities for input will be provided as needed. If needed, the Principal, Assistant Principal, Curriculum Coordinator, and grade level teams will make specific adjustments in the school's programs in order to achieve each goal.

The school will utilize a variety of reliable measures for evaluation to ensure the progress of each goal, such as norm and criteria referenced tests, report cards, student portfolios, and staff created rubrics, and formal and informal assessments of the student and staff use of technology to integrate technology with the academic curriculum or instructional program to improve student academic achievement.

8a. Identified Adult Literacy Providers:

If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them.

Peabody Charter School provides opportunities for adult education. The Assistant Principal oversees a parent group for Spanish speaking parents called PODER, which provides parenting skills, education about the school system in the United States, and academic tips to help parents assist their children with their homework. Gustavo Agredano, a local adult literacy provider, will resume offering English language classes taught in the context of systematic technology skills training to the community's Spanish speaking adults twice a week. Once a month, the library is open for our 'Fireside Family Reading Night' where the library hosts story telling, live music, and reading around our fireplace, and the computer lab is open for public use. All adult literacy services are provided free of charge, are paid for with CBET funds, and offer opportunities to increase personal technology proficiencies when possible.

9a. Relevant Research:

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

Research, documenting proven methodologies that support the integration of technology with the academic curriculum or instructional program to improve student academic achievement, are embedded throughout the Educational Technology.
Current and relevant educational research pertaining to the integration of technology into educational environments, student achievement data, and staff technology needs were carefully reviewed in order to direct the development of this Educational Technology Plan. This research is woven throughout the goals of this plan. In particular, the 'Peer Coaching' model will continue to be used to deliver support and training as outlined above. The research of Horn, Dallas, and Strahan (2002) provides ample evidence to the effectiveness of peer coaching to improve classroom instruction.

9b. Utilization of Technology to Deliver Academic Courses:

Description of the school's plans to use technology to extend or supplement the school's curriculum with rigorous academic courses and curricula, including distance-learning technologies.

Peabody Charter School provides numerous opportunities to provide course work, aligned with California Department of Education content standards, through the use of technology. The school's utilization of Moodle and the Santa Barbara County Office of Education Portal allow both students and parents additional communication and extended learning opportunities.

Appendix A

Peabody NETS Standards
Fundamental Computer Skills
B=Begin R=Reinforce I=Independent User

The following scope and sequence demonstrates when the specific technological skills should be introduced and reinforced to the students of Peabody Charter School and were adapted by the Peabody Charter School Technology Committee during the 2006-2007 school year to reflect a desire to create standard reflective of the needs of our learners which were slightly more advanced that the NETS standards. After a skill is introduced, it is expected that skill will then be reinforced during the course of the instructional year.

1. Use and understand basic computer related terms:	K	1	2	3	4	5	6
Log In	B	R	I	I	I	I	I
Cursor	B	R	R	I	I	I	I
Edit			B	R	R	I	I
Word Processing				B	R	I	I
Hardware			B	R	I	I	I
Software			B	R	I	I	I
Network		B	B	R	I	I	I
Electronic Mail (e-mail)				B	R	I	I
Folder		B	R	R	I	I	I
Copyright				B	R	I	I
Database					B	R	R
Internet	B	B	R	R	I	I	I
Search Technique					B	R	R
Field					B	R	R
File	B	B	R	R	R	R	R
Retrieve	B	B	R	R	R	R	R
Spreadsheet					B	R	R
Cell					B	R	R
Column					B	R	R
Row					B	R	R
Formula							B

2. Identify basic computer hardware components and peripheral devices:	K	1	2	3	4	5	6
Keyboard & Mouse	B	R	R	I	I	I	I
Monitor	B	R	R	I	I	I	I
Printer	B	R	I	I	I	I	I
Hard Drive				B	R	I	I
CD/DVD				B	R	I	I
File Server	B	B	R	R	R	I	I

3. Demonstrate appropriate care and use of hardware:	K	1	2	3	4	5	6
Keyboard	B	R	R	R	I	I	I
CD/DVD Drive			B	R	I	I	I
Printer	B	R	R	R	R	I	I
Ability to turn computer off/on independently		B	R	I	I	I	I
Keyboard commands: ESC, Enter, Shift, Spacebar, CTRL, Alt, Delete, Arrows, etc.	B	B	R	R	R	I	I

4. Identify the functions and advantages of computer productivity software:	K	1	2	3	4	5	6
Word Processing			B	R	R	I	I
Spreadsheet						B	R
Database							B

5. Demonstrate basic computer management skills:	K	1	2	3	4	5	6
Access and exit software	B	R	R	R	I	I	I
Ability to organize files				B	R	R	R
Manage files, saving, and retrieving		B	R	R	R	I	I
Using disk utilities: (saving, formatting, copying, deleting, creating backup)				B	R	R	R

Fundamental Computer Skills
Computer Networking & Telecommunications skills
B=Begin R=Reinforce I=Independent User

Use the Network by:	K	1	2	3	4	5	6
Demonstrate appropriate use of login	B	R	R	R	R	R	R
Demonstrate appropriate use of networking printing	B	R	R	R	R	R	R
Saving files to individual home directories		B	R	R	R	I	I
Using multiple storage drives (local and remote)		B	R	R	R	R	R
Accessing information from a directory				B	R	R	R
Sending and receiving electronic mail (e-mail)					B	R	R
Accessing on line information for research				B	R	R	R

Legal/Ethical Skills (AB307)
B=Begin R=Reinforce I=Independent User

Shows understanding of appropriate legal/ethical conduct by:	K	1	2	3	4	5	6
Online privacy	B	R	R	R	R	R	R
Online safety	B	R	R	R	R	R	R
Obeying copyright laws	B	R	R	R	R	R	R

Information Management Skills
B=Begin R=Reinforce I=Independent User

1. Access/Retrieve Information:	K	1	2	3	4	5	6
Identify a need for information			B	R	R	R	R
Identify appropriate resources			B	R	R	R	R
Use of library catalog (LAN)			B	R	R	R	R
Use of commercial database					B	R	R
Use boolean logic or search engine math					B	R	R
Use of filters				B	R	R	R
Produce research project incorporating information retrieved from at least two different types of resources							B

2. Information Organization:	K	1	2	3	4	5	6
Identify useful information from research					B	R	R
Take notes/paraphrase from search					B	R	R
Cite electronic sources for bibliography						B	R

3. Information analysis:	K	1	2	3	4	5	6
Compare information from at least two sources						B	R
Identify trends in data					B	R	R

Word Processing Skills
B=Beginning R=Reinforce I=Independent User

1. Create and Save a New Document	K	1	2	3	4	5	6
Identify intended use		B	B	I	I	I	I
Use save and save as		B	B	I	I	I	I

2. Open, view and print document	K	1	2	3	4	5	6
Use print preview		B	B	I	I	I	I
Print entire file		B	B	R	R	R	I
Print selected parts		B	B	R	R	R	I

3. Format Documents	K	1	2	3	4	5	6
Justifying text			B	R	I	I	I
Selecting font style & size		B	R	R	I	I	I
Line spacing					B	R	I
Selecting page orientation							B
Margins						B	R
Setting Tabs							B
Indenting		B	B	R	I	I	I
Using headers, footers, & pagination							B

4. Edit Text:	K	1	2	3	4	5	6
Changing font style & deleting text			B	R	R	R	R
Cutting, copying, pasting, & deleting text				B	R	R	R
Using spell check				B	R	R	R

5. Use Desktop Publishing Techniques:	K	1	2	3	4	5	6
Columns							B
Tables						B	R
Inserting graphics			B	R	I	I	I

6. Use word processing in a real world context to:	K	1	2	3	4	5	6
Write stories or poems	B	R	R	R	R	R	R
Type reports				B	R	R	R
Generate letters					B	B	B

Spreadsheet Skills
B=Begin R=Reinforce I=Independent User

1. Creating and Saving Spreadsheets	K	1	2	3	4	5	6
Identify intended use							B
Specify data organization							B
Determine columns & rows							B
Set cell attributes							B
Enter and edit data							B
Create simple calculation formulas							B

2. Retrieving Data	K	1	2	3	4	5	6
Sort data							B
Create chart(s)							B
Print spreadsheets							B

3. Editing Data	K	1	2	3	4	5	6
Insert column or row							B
Delete column or row							B
Save updated spreadsheet							B

4. Generating Graphs From Spreadsheets	K	1	2	3	4	5	6
Determine and create appropriate type of graph					B	R	R
Incorporate graphs in word processing					B	R	R

Appendix B

Peabody NETS Guidelines
Technology Foundation Standards for All Students

The technology foundation standards for students are divided into six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators within the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

Technology Foundation Standards for Students

1. Basic operations and concepts
    a. Students demonstrate a sound understanding of the nature and operation of technology systems.
    b. Students are proficient in the use of technology.

2. Social, ethical, and human issues
    a. Students understand the ethical, cultural, and societal issues related to technology.
    b. Students practice responsible use of technology systems, information, and software.
    c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

3. Technology productivity tools
    a. Students use technology tools to enhance learning, increase productivity, and promote creativity.
    b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

4. Technology communications tools
    a. Students use networks to collaborate, publish, and interact with peers, experts, and other audiences.
    b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

5. Technology research tools
    a. Students use technology to locate, evaluate, and collect information from a variety of sources.
    b. Students use technology tools to process data and report results.
    c. Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

6. Technology problem-solving and decision-making tools
    a. Students use technology resources for solving problems and making informed decisions.
    b. Students employ technology in the development of strategies for solving problems in the real world.

Appendix C

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)	**9**	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.	**9**	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.	**10**	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.	**12**	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.	**13**	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.	**20**	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.	**22**	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)	**24**	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)	**26**	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.	28	The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	28	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.	**29**	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.	**31**	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**.	**31**	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 the Curriculum Component objectives (Sections 3d through 3j) of the plan.	**33**	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 Component objectives (sections 3d through 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
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.	**36**	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

5. **INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA** Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. **Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.**	**36**	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.

b. **Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.**	**38**	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
c. **List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.**	**38**	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.**	**47**	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.**	**47 and 66**	The plan clearly describes resources that are available or could be obtained to	Resources to implement the plan are not clearly identified or are so

		implement the plan.	general as to be useless.
b. **Estimate annual implementation costs for the term of the plan.**	**48 and 66**	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.**	**48**	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. **Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.**	**48**	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.	**49 (17-18, 20-21 ,23-24, 26, 29-30, 35, 39-46)**	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.	**49 (17-18, 20-21 ,23-24, 26, 29-30, 35, 39-46)**	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.	**49 (17-18, 20-21 ,23-24, 26, 29-30, 35, 39-46)**	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

8. **EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION** Corresponding EETT Requirement(s): 11 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)	**50 (11, 13, 26)**	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.	**50 (4, 5, 13, 15, 22, 33, 34, 38)**	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.

b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.	**50**	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

Appendix D

Year One

		Date	Cost	Source
3.1	Increase Language Arts scores	June 2009	no new cost	general fund
3.2	Increase Math scores	June 2009	no new cost	general fund
3.3	Increase 5th Grade Science scores	June 2009	no new cost	general fund
3.4	Student use of Peabody NETS proficiencies	June 2009	no new cost	general fund
3.5	Use NETS proficiencies in assignments	June 2009	no new cost	general fund
3.6	Increase copyright/ethical use awareness	June 2009	no new cost	general fund
3.7	Increase internet safety awareness	June 2009	no new cost	general fund
3.8	Create student database for staff use	June 2009	no new cost	general fund
3.9	Create database for family email addresses	January 2009	no new cost	general fund
4.1	Staff Development	June 2009	no new cost	general fund
4.2	AB 430 training	December 2009	no new cost	general fund
5.1	Keyboarding units	June 2009	$4,400	fundraising
5.2	Document camera for science lab	June 2009	$4,000	fundraising
5.3	Exploration Center computer replacement	September 2009	$37,000	fundraising
5.4	New file server	August 2009	no new cost	fundraising
5.5	New webpage design	December 2009	no new cost	general fund
5.6	CLRN reviewed software titles	December 2009	$2,000	fundraising
5.7	CLRN software title training	December 2009	$2,000	EETT
5.8	Lesson plan creation	December 2009	no new cost	EETT
5.9	Technology support personnel	September 2009	$30,000	general fund
	bonded pair T-1 lines	monthly	$1,200	E-Rate+ general fund
		total	$80,600	

Year two

3.1	Increase Language Arts scores	June 2010	no new cost	general fund
3.2	Increase Math scores	June 2010	no new cost	general fund
3.3	Increase 5th Grade Science scores	June 2010	no new cost	general fund
3.4	Student use of Peabody NETS proficiencies	June 2010	no new cost	general fund
3.5	Use NETS proficiencies in assignments	June 2010	no new cost	general fund

3.6	Increase copyright/ethical use awareness	June 2010	no new cost	general fund
3.7	Increase internet safety awareness	June 2010	no new cost	general fund
3.8	Create student database for staff use	June 2010	no new cost	general fund
3.9	Create database for family email addresses	January 2010	no new cost	general fund
4.1	Staff Development	June 2010	no new cost	general fund
4.2	AB 430 training	December 2010	no new cost	general fund
5.1	Keyboarding units	June 2010	$4,400	fundraising
5.2	Document camera for science lab	June 2010	no new cost	fundraising
5.3	Library computer replacement	September 2010	$10,000	fundraising
5.4	New file server	December 2010	$3,500	fundraising
5.5	New webpage design	September 2010	no new cost	general fund
5.6	CLRN reviewed software titles	December 2010	$2,000	fundraising
5.7	CLRN software title training	December 2010	$2,000	EETT
5.8	Lesson plan creation	December 2010	no new cost	EETT
5.9	Technology support personnel	September 2010	$30,000	general fund
	bonded pair T-1 lines	monthly	$1,200	E-Rate+ general fund
		total	$51,900	

Year Three

3.1	Increase Language Arts scores	June 2011	no new cost	general fund
3.2	Increase Math scores	June 2011	no new cost	general fund
3.3	Increase 5th Grade Science scores	June 2011	no new cost	general fund
3.4	Student use of Peabody NETS proficiencies	June 2011	no new cost	general fund
3.5	Use NETS proficiencies in assignments	June 2011	no new cost	general fund
3.6	Increase copyright/ethical use awareness	June 2011	no new cost	general fund
3.7	Increase internet safety awareness	June 2011	no new cost	general fund
3.8	Create student database for staff use	June 2011	no new cost	general fund
3.9	Create database for family email addresses	January 2011	no new cost	general fund
4.1	Staff Development	June 2011	no new cost	general fund
4.2	AB 430 training	December 2011	no new cost	general fund

5.1	Keyboarding units	June 2011	$4,400	fundraising
5.2	Document camera for science lab	June 2011	no new cost	fundraising
5.3	Science lab computer replacement	September 2011	$10,000	fundraising
5.4	New file server	December 2011	no new cost	fundraising
5.5	New webpage design	December 2011	$5,000	general fund
5.6	CLRN reviewed software titles	December 2011	$2,000	fundraising
5.7	CLRN software title training	December 2011	$2,000	EETT
5.8	Lesson plan creation	December 2011	no new cost	EETT
5.9	Technology support personnel	September 2011	$30,000	general fund
	bonded pair T-1 lines	monthly	$1,200	E-Rate+ general fund
		total	$54,600	

Year Four

3.1	Increase Language Arts scores	June 2012	no new cost	general fund
3.2	Increase Math scores	June 2012	no new cost	general fund
3.3	Increase 5th Grade Science scores	June 2012	no new cost	general fund
3.4	Student use of Peabody NETS proficiencies	June 2012	no new cost	general fund
3.5	Use NETS proficiencies in assignments	June 2012	no new cost	general fund
3.6	Increase copyright/ethical use awareness	June 2012	no new cost	general fund
3.7	Increase internet safety awareness	June 2012	no new cost	general fund
3.8	Create student database for staff use	June 2012	no new cost	general fund
3.9	Create database for family email addresses	January 2012	no new cost	general fund
4.1	Staff Development	June 2012	no new cost	general fund
4.2	AB 430 training	December 2012	no new cost	general fund
5.1	Keyboarding units	June 2012	$4,400	fundraising
5.2	Document camera for science lab	June 2012	no new cost	fundraising
5.3	Exploration Center computer replacement	June 2012	no new cost	fundraising
5.4	New file server	December 2012	no new cost	fundraising
5.5	New webpage design	December 2012	no new cost	general fund
5.6	CLRN reviewed software titles	December 2012	$2,000	fundraising
5.7	CLRN software title training	December 2012	$2,000	EETT
5.8	Lesson plan creation	December 2012	no new cost	EETT

5.9	Technology support personnel	September 2012	$30,000	general fund
	bonded pair T-1 lines	monthly	$1,200	E-Rate+ general fund
		total	$39,600	

Year Five

3.1	Increase Language Arts scores	June 2013	no new cost	general fund
3.2	Increase Math scores	June 2013	no new cost	general fund
3.3	Increase 5th Grade Science scores	June 2013	no new cost	general fund
3.4	Student use of Peabody NETS proficiencies	June 2013	no new cost	general fund
3.5	Use NETS proficiencies in assignments	June 2013	no new cost	general fund
3.6	Increase copyright/ethical use awareness	June 2013	no new cost	general fund
3.7	Increase internet safety awareness	June 2013	no new cost	general fund
3.8	Create student database for staff use	June 2013	no new cost	general fund
3.9	Create database for family email addresses	January 2013	no new cost	general fund
4.1	Staff Development	June 2013	no new cost	general fund
4.2	AB 430 training	December 2013	no new cost	general fund
5.1	Keyboarding units	June 2013	$4,400	fundraising
5.2	Document camera for science lab	June 2013	no new cost	fundraising
5.3	Exploration Center computer replacement	June 2013	no new cost	fundraising
5.4	New file server	December 2013	no new cost	fundraising
5.5	New webpage design	December 2013	no new cost	general fund
5.6	CLRN reviewed software titles	December 2013	$2,000	fundraising
5.7	CLRN software title training	December 2013	$2,000	EETT
5.8	Lesson plan creation	December 2013	no new cost	EETT
5.9	Technology support personnel	September 2013	$30,000	general fund
	bonded pair T-1 lines	monthly	$1,200	E-Rate+ general fund
		total	$39,600	
		grand total	$266,300	

Appendix J – Technology Plan Contact Information

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 42 - 69278

School Code (Direct-funded charters only): 6045918

LEA Name: Peabody Charter School

*Salutation: Mr.

*First Name: Rich

*Last Name: Dixon

*Job Title: Curriculum Coordinator

*Address: 3018 Calle Noguera

*City: Santa Barbara

*Zip Code: 93105

*Telephone: (805) 563-1172 Ext: 171

Fax: (805) 569-7042

*E-mail: dixon@peabodycharter.org

Please provide backup contact information.

1st Backup Name: Kate Ford

1st Backup E-mail: ford@peabodycharter.org

2nd Backup Name: Casie Kilgore

2nd Backup E-mail: kilgore@peabodycharter.org

*Required information in the ETPRS

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