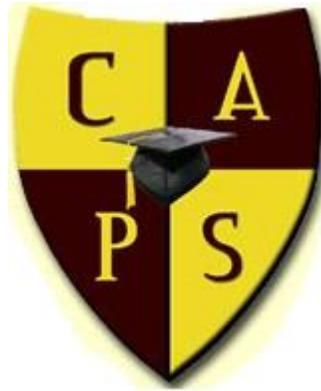


Technology Plan



Franklin-McKinley Elementary
Cornerstone Academy Preparatory School

July 1, 2014 - June 30, 2017

This plan is for E-Rate.

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I. Plan Duration

July 1, 2014 - June 30, 2017

II. Goals and Strategies

List goals and realistic strategies for using telecommunications and information technology to improve education services.

In developing goals and metrics to evaluate the effectiveness of our technology plan, we started with the bottom line: are our scholars learning and growing? Technology is supposed to enhance learning first and foremost, so we expect to see strong performance on our assessments, in particular NWEA MAP, which we are using until we can receive data from SBAC testing. We also focused on ensuring powerful academic learning experiences through personalized learning. Our rotational model will allow us to meet the needs of all scholars, as we will be able to generate real-time data and use it to meet our scholars at their individual levels.

Goal 1: We will increase the number of scholars who are highly proficient, critical readers as required by the Common Core standards.

Objective 1.1: By June 2017, 75% of scholars will meet their RIT goal on the NWEA MAP ELA nationally norm-referenced test.

Benchmarks:

- Year 1: By June 2015, 50% of scholars will meet their RIT goal on the NWEA MAP ELA nationally norm-referenced test.
- Year 2: By June 2016, 60% of scholars will meet their RIT goal on the NWEA MAP ELA nationally norm-referenced test.
- Year 3: By June 2017, 75% of scholars will meet their RIT goal on the NWEA MAP ELA nationally norm-referenced test.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Purchase NWEA MAP subscription for the school	June 2014, 2015, 2016	Administration	School site administrators will track the development and implementation of all activities and accomplishments through monthly progress reports at regular site administration meetings. Modifications to our site activities will be made as needed in order to insure that we meet or exceed measurable objectives.	Teacher surveys Professional development feedback Training materials Teacher lesson plans Logs of technology usage Scholar performance indicators Samples of scholar work Oral and written reports to the School Board and community
Training for teachers on NWEA MAP assessment	Aug. – Sept. 2014, 2015, 2016	Blended Learning Director		
Training for scholars on computer usage and how to take assessments online	September 2014, 2015, 2016	Teachers/Blended Learning Director		
Administer assessment	Fall, Winter, Spring administration each year	Teachers/Instructional Support Staff		
Review results and plan professional development to meet skill gaps	After each test administration	Blended Learning Director		

Goal 2: Scholars and teachers will increase their use of technology to improve teaching and personalized learning.

Objective 2.1: By June 2017, 95% of Cornerstone teachers will have implemented a blended learning rotational model during the ELA block, ensuring that scholars receive personalized learning via computer and small group instruction.

Benchmarks:

- Year 1: By June 2015, 50% of Cornerstone teachers will have implemented a blended learning rotational model during the ELA block, ensuring that scholars receive personalized learning via computer and small group instruction.
- Year 2: By June 2016, 75% of Cornerstone teachers will have implemented a blended learning rotational model during the ELA block, ensuring that scholars receive personalized learning via computer and small group instruction.
- Year 3: By June 2017, 95% of Cornerstone teachers will have implemented a blended learning rotational model during the ELA block, ensuring that scholars receive personalized learning via computer and small group instruction.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Train teachers on rotational model and use of key programs	Beginning August 2014 and ongoing	Blended Learning Director	School site administrators will track the development and implementation of all activities and accomplishments through monthly progress reports at regular site administration meetings. Modifications to our site activities will be made as needed in order to insure that we meet or exceed measurable objectives.	Teacher surveys
Coach teachers on best practices	Beginning August 2014 and ongoing	Blended Learning Director		Professional development feedback
Monitor implementation of rotational model and update model as necessary to reflect new best practices or technology	Beginning August 2014 and ongoing	Blended Learning Director		Training materials Teacher lesson plans Logs of technology usage Scholar performance indicators Samples of scholar work Oral and written reports to the School Board and community

Goal 3: An increased number of scholars will use technology to master content standards, support higher level thinking skills, increase collaboration, and participate in global learning communities.

Objective 3.1: By June 2017, 75% of scholars will use technology to read, write, research, foster mathematical thinking skills, and collaborate with peers, as detailed in their grade level scope and sequence.

Benchmarks:

- Year 1: By June 2015, 50% of scholars will use technology to meet their grade-level objectives as stated above.
- Year 2: By June 2016, 60% of scholars will use technology to meet their grade-level objectives as stated above.
- Year 3: By June 2017, 75% of scholars will use technology to meet their grade-level objectives as stated above.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Create technology scope and sequence for each grade level	Summer 2014	Blended Learning Director	School site administrators will track the development and implementation of all activities and accomplishments through monthly progress reports at regular site administration meetings. Modifications to our site activities will be made as needed in order to insure that we meet or exceed measurable objectives.	Teacher surveys Professional development feedback
Train teachers on using scope and sequence and integrating technology lessons into academic program	Beginning August 2014 and ongoing	Blended Learning Director		Training materials Teacher lesson plans Logs of technology usage Scholar performance indicators
Teachers will create lesson plans so that scholars will complete projects that demonstrate appropriate use of technology skills to communicate understanding of learning objectives. K-2nd grade scholars will create at least one project per year, 3-4th grade scholars will create at least two projects per year, and 5-6th grade scholars will create at least three projects per year.	Beginning August 2014 and ongoing	Teachers, Blended Learning Director Executive Director		Samples of scholar work Oral and written reports to the School Board and community

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

Goal 1: All scholars will be able to distinguish lawful from unlawful uses of copyrighted works, and will understand 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 Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Provide training and information focusing on ethical use of information technology for teachers, instructional aides, and administrators	2014 start, repeat as necessary for new staff	Blended Learning Director	School site administrators will track the development and implementation of all activities and accomplishments through monthly progress reports at regular site administration meetings. Modifications to our site activities will be made as needed in order to insure that we meet or exceed measurable objectives.	Teacher surveys Professional development feedback Training materials Teacher lesson plans Logs of technology usage Scholar performance indicators Samples of scholar work Oral and written reports to the School Board and community
Include ethical use of information technology objectives in the technology scope and sequence. Develop a curriculum for all grade levels to include: copyright and fair use, downloading and file sharing, and plagiarism.	September - December 2014	Blended Learning Director		
Coach teachers on the implementation of the information technology objectives curriculum, track scholar understanding, and revise the curriculum as necessary based on scholar data and changes in law or technology	Beginning August 2014 and ongoing	Blended Learning Director		

List of goals and an implementation plan that describe how the school will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307)

Goal 1: All scholars in our school will be educated to be safe responsible users of digital tools in the 21st century. Scholars will be knowledgeable about Internet safety, including awareness and dangers of cyber bullying, protection against online predators, and how to maintain online privacy.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Design series of trainings focusing on internet safety including the following topics: cyber bullying, protecting online privacy and avoiding online predators for scholars, staff, and parents	Beginning August 2014 and ongoing	Blended Learning Director Teachers	School site administrators will track the development and implementation of all activities and accomplishments through monthly progress reports at regular site administration meetings.	Teacher surveys Professional development feedback Training materials Teacher lesson plans Logs of technology usage Scholar performance indicators Samples of scholar work
Include safe use of technology objectives in the technology scope and sequence. Develop a curriculum to educate scholars to be safe, responsible users of digital tools in the 21st century.	August 2014	Blended Learning Director	Modifications to our site activities will be made as needed in order to insure that we meet or exceed measurable objectives.	Oral and written reports to the School Board and community
Coach teachers on the implementation of the safe use of technology curriculum, track scholar understanding, and revise the curriculum as necessary based on scholar data and changes in law or technology	Beginning August 2014 and ongoing	Blended Learning Director		

III. Professional Development

Provide a professional development strategy to ensure that staff understands how to use these new technologies to improve education services.

A recent survey of our staff revealed a high degree of comfort and excitement around the use of technology.

The survey revealed 3 key needs for professional development:

- 1) Establishing a rotational model in the classroom supported by technology;
- 2) Analyzing data generated by technology and using it efficiently to inform instruction; and
- 3) Using the new CCSS ELA curriculum online component effectively.

We anticipate that our Blended Learning Director (BLD) will address these needs by creating and implementing staff professional development in all three areas. Additionally, we anticipate learning from other organizations that support technology integration into schools and classrooms, including other schools and local foundations.

Our professional development will prioritize use of the online component of the school's ELA program and the use of our adaptive computer programs. The BLD will be responsible for implementing this plan and supporting teachers with classroom implementation through coaching and feedback, as well as focused training during the summer and on the school's minimum days (every Wednesday afternoon). Training will focus on using technology to collect data immediately and use it to inform instruction. This will allow our teachers to meet scholar needs more quickly. All school staff will be required to support the plan per their job expectations and evaluation. Grades 1-5 scholars will have access to technology on a one-to-one basis. We have a staff technology support person whose job it is to keep the technology functioning properly and assist staff with any technical difficulties. Professional development will be high quality, job-embedded, sustained, and relevant per the research on effective professional development. It will support all the skills listed in our technology plan including ensuring ethical use of the Internet (AB 307), Internet safety (AB 307) and appropriate technology skills.

In order to monitor professional development goals and benchmarks, we will review usage data, scholar achievement data on various assessments, teacher surveys, and family surveys. We will also conduct classroom observations to ensure implementation is happening. The BLD is responsible for collecting data regularly based on the program (some will have weekly data collection, others will be less frequent). At this time, we are working on creating procedures to document and support program requirements. The BLD will evaluate implementation of the plan by reviewing scholar achievement data to see how effective the plan is in impacting scholar achievement. Data would include achievement on NWEA MAP, internal assessments, and external assessments given by the state. Upon review and analysis, the BLD will give recommendations to the entire administrative team. Updates on the implementation of the PD component will be reported to stakeholders regularly and the program will be regularly reviewed and assessed by the administrative team to ensure correct implementation. If the implementation schedule is not being followed, appropriate follow-up and corrective action will be put into place by the administrative team, led by the BLD.

Goal 1: Teachers will receive professional development to support scholars to develop grade-level appropriate proficiency with technology and information literacy skills as outlined in the International Society for Technology in Education Standards (ISTE), and to achieve the California Common Core goal of being technology literate.

Objective 1.1: By June 2017, 100% of teachers will participate in sustained professional development to support scholars to develop grade-level appropriate proficiency with technology and information literacy skills as outlined in the International Society for Technology in Education Standards (ISTE), and to achieve the California Common Core goal of being technology literate.

Benchmarks:

- Year 1: By June 2015, 100% of teachers will participate in sustained professional development to support scholars to develop grade-level appropriate proficiency with technology and information literacy skills as outlined in the International Society for Technology in Education Standards (ISTE), and to achieve the California Common Core goal of being technology literate.
- Year 2: By June 2016, 100% of teachers will participate in sustained professional development to support scholars to develop grade-level appropriate proficiency with technology and information literacy skills as outlined in the International Society for Technology in Education Standards (ISTE), and to achieve the California Common Core goal of being technology literate.
- Year 3: By June 2017, 100% of teachers will participate in sustained professional development to support scholars to develop grade-level appropriate proficiency with technology and information literacy skills as outlined in the International Society for Technology in Education Standards (ISTE), and to achieve the California Common Core goal of being technology literate.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Develop a training plan to meet the needs of all staff to support scholars to develop grade-level appropriate proficiency with technology and information literacy skills as outlined in the International Society for Technology in Education Standards (ISTE), and to achieve the California Common Core goal of being technology literate.	Beginning July 2014 and ongoing	Blended Learning Director	School site administrators will track the development and implementation of all activities and accomplishments through monthly progress reports at regular site administration meetings. Modifications to our site activities will be made as needed in order to insure that we meet or exceed measurable	Teacher surveys Professional development feedback Training materials Teacher lesson plans Logs of technology usage Scholar performance indicators Samples of scholar work Oral and written reports to the School Board and community.

Implement training of staff through coaching and ongoing weekly professional development opportunities	Beginning August 2014 and ongoing	Blended Learning Director	objectives.	
Revise and amend training plan as needed in response to new teacher training needs and new technology	Beginning August 2014 and ongoing	Blended Learning Director		

Goal 2: Teachers will receive professional development to support students to develop grade-level appropriate proficiency with using technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity and innovation as outlined in the International Society for Technology in Education Standards (ISTE).

Objective 2.1: By June 2017, 100% of teachers will participate in sustained professional development to support students to develop grade-level appropriate proficiency with using technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity and innovation as outlined in the International Society for Technology in Education Standards (ISTE).

Benchmarks:

- Year 1: By June 2015, 100% of teachers will participate in sustained professional development to support scholars to develop grade-level appropriate proficiency with using technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity and innovation as outlined in the International Society for Technology in Education Standards (ISTE).
- Year 2: By June 2016, 100% of teachers will participate in sustained professional development to support scholars to develop grade-level appropriate proficiency with using technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity and innovation as outlined in the International Society for Technology in Education Standards (ISTE).
- Year 3: By June 2017, 100% of teachers will participate in sustained professional development to support scholars to develop grade-level appropriate proficiency with using technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity and innovation as outlined in the International Society for Technology in Education Standards (ISTE).

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Develop a training plan to meet the needs of all staff to support scholars to develop grade-level appropriate proficiency with using technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity and innovation as outlined in the International Society for Technology in Education Standards (ISTE).	Beginning July 2014 and ongoing	Blended Learning Director	School site administrators will track the development and implementation of all activities and accomplishments through monthly progress reports at regular site administration meetings. Modifications to our site activities will be made as needed in order to insure that we meet or exceed measurable objectives.	Teacher surveys Professional development feedback Training materials Teacher lesson plans Logs of technology usage Scholar performance indicators Samples of scholar work Oral and written reports to the School Board and community.
Implement training of staff through coaching and ongoing weekly professional development opportunities	Beginning August 2014 and ongoing	Blended Learning Director		
Revise and amend training plan as needed in response to new teacher training needs and new technology	Beginning August 2014 and ongoing	Blended Learning Director		

Goal 3: By June 2017, 100% of all teachers will be using grade level appropriate curricular materials to teach digital citizenship, ethics and Internet safety in accordance with the Children's Internet Protection Act (CIPA) & the International Society for Technology in Education Standards (ISTE).

Objective 3.1: By June 2017, 100% of teachers will participate in sustained professional development to assist them in using grade level appropriate curricular materials to teach digital citizenship, ethics and Internet safety in accordance with the Children's Internet Protection Act (CIPA) & the International Society for Technology in Education Standards (ISTE).

Benchmarks:

- Year 1: By June 2015, 100% of teachers will participate in sustained professional development to assist them in using grade level appropriate curricular materials to teach digital citizenship, ethics and Internet safety in accordance with the Children's Internet

Protection Act (CIPA) & the International Society for Technology in Education Standards (ISTE).

- Year 2: By June 2016, 100% of teachers will participate in sustained professional development to assist them in using grade level appropriate curricular materials to teach digital citizenship, ethics and Internet safety in accordance with the Children's Internet Protection Act (CIPA) & the International Society for Technology in Education Standards (ISTE).
- Year 3: By June 2017, 100% of teachers will participate in sustained professional development to assist them in using grade level appropriate curricular materials to teach digital citizenship, ethics and Internet safety in accordance with the Children's Internet Protection Act (CIPA) & the International Society for Technology in Education Standards (ISTE).

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Develop a training plan to meet the needs of all staff to assist them in using grade level appropriate curricular materials to teach digital citizenship, ethics and Internet safety in accordance with the Children's Internet Protection Act (CIPA) & the International Society for Technology in Education Standards (ISTE).	Beginning July 2014 and ongoing	Blended Learning Director	School site administrators will track the development and implementation of all activities and accomplishments through monthly progress reports at regular site administration meetings. Modifications to our site activities will be made as needed in order to insure that we meet or exceed measurable objectives.	Teacher surveys Professional development feedback Training materials Teacher lesson plans Logs of technology usage Scholar performance indicators Samples of scholar work Oral and written reports to the School Board and community.
Implement training of staff through coaching and ongoing weekly professional development opportunities	Beginning August 2014 and ongoing	Blended Learning Director		
Revise and amend training plan as needed in response to new teacher training needs and new technology	Beginning August 2014 and ongoing	Blended Learning Director		

IV. Infrastructure, Hardware, Technical Support, and Software

Provide an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education services.

Existing Hardware: Currently we have Chromebooks for every scholar in grades 1-5 and are in the process of purchasing iPad minis for kindergarten. Every staff member has a laptop, projector, and document camera. We have created an inventory system to track our hardware.

Existing Internet Access: Currently all our classrooms have strong wireless Internet through our school district and county office of education. We worked with the school district to install industrial strength wireless routers in each classroom to support the one-to-one implementation. At this time, we have not accessed E-Rate to pay for this. All staff members have email addresses and upper grade scholars (4+) have email accounts.

Existing Electronic Learning Resources: Currently we have Reading Plus (3-5), ST Math (all grades), iXL (all grades), Raz-Kids (K-2), Typing Web (all grades), and Encyclopedia Britannica (all grades) available to our scholars. We also use NWEA and the McGraw-Hill Wonders ELA curriculum at all grades for assessment and instruction. All of these resources will be used to implement the various goals and benchmarks in the technology plan. These resources are located school-wide, in every classroom, and we have purchased enough licenses and permissions to implement the plan.

Existing Technical Support: Currently we receive technical support thorough our school district's IT department. They generally respond to concerns within 24 hours and support our wireless network. We also have in-house technical support to provide technical assistance to teachers and staff with computer issues and software problems. This meets the needs of our teachers and administrators.

Provide an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education services.

Hardware Needed: In order to implement our plan for staff and scholars, every individual on campus will need a device - either a laptop, Chromebook, or tablet. We will also need strong wireless routers that can support over 400 people on the network at one time. At this time, the campus infrastructure has been modified to effectively meet this need. Staff, in particular, the Blended Learning Director, will conduct research on an on-going basis to determine if there are other technologies that could support the plan implementation.

Since our school serves a majority underserved population, we would like to place technology in every classroom and in front of every scholar to ensure maximum usage. At this point, we have purchased the majority of the equipment necessary to meet our needs, excluding kindergarten. The school has modeled out these costs over 5 years and we are in a strong position financially to make this investment.

Electronic Learning Resources Needed: We anticipate using ST Math, IXL, Reading Plus, Raz-Kids, Typing Pal, and the online Wonders curriculum as our electronic learning resources. Many of these programs have additional online webinars and trainings for our staff. Through our partnerships with external organizations, we have been able to receive discounts on the licenses for many of these products. The teachers at our school selected these products after examining alignment with CCSS, price, usability, and data from small pilots we ran across the school this year. We intend to purchase licenses for all scholars, depending on the grade level in which the programs are used. In addition, our school will be using Kickboard to collect and analyze data, keep records on scholars, and communicate achievement with parents. We believe Kickboard is compatible with Infinite Campus, our current scholar information system.

Networking and Telecommunications Infrastructure Needed: At this time, no infrastructure or network improvements are needed as they have already been made and are sufficient to support the plan and the goals stated in the plan. We do not use E-Rate. Security is provided by our local school district to ensure our network is protected - if a scholar or staff member attempts to access information that is inappropriate for the work environment, a block page screen from Lightspeed Systems comes up. In order to promote the home/school connection, we will be granting access to our programs at home so that scholars and teachers can utilize the software anywhere. Parents will also be given login information specific to their child in order to monitor progress.

Physical Plant Modifications Needed: There is sufficient electrical capacity to support the hardware and infrastructure. There are also sufficient secure locations for the infrastructure, hardware, and electronic resources. The planned layout of hardware and ancillary wiring is configured in a way that is safe for scholars to move about without creating a fire hazard. Scholars and community members will not use mobile labs during non-school hours, as there is no supervision available.

Technical Support Needed: We will use our local school district's IT department for tech support needs. They have worked with us for the past 4 years and have a quick response time (under 24 hours usually). There are 3 staff members there that support us and we will also have one in-house support provider for hardware. The ratio will be one full time employee to 400 devices. If teachers have questions or need support, they will be able to directly send our on-site provider an email with the request and it can be handled in a timely manner, as we are a small school. The plan does not include involving scholars in technical support. Techsets will not be utilized to support the plan.

Provide an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education services.

Our current focus is on acquiring hardware and electronic resources and ensuring our scholars and staff are successful with implementation. Our infrastructure was brought up to speed this year so there is no more work that needs to be done.

Year 1 Benchmark: 90% Implementation of Plan: The school will purchase all devices to ensure a 1:1 scholar to device ratio and purchase all the programs that are needed to support the plan and curriculum.		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Purchase sufficient devices (Chromebooks for upper grades and iPad Minis for kindergarten) for one-to-one implementation	Summer 2014	Blended Learning Director, Executive Director
Purchase subscriptions to programs	Summer 2014	Academic Director

Year 2 Benchmark: 100% Implementation of Plan: The school will purchase replacement devices as needed to support the program and renew subscriptions and licenses of programs.		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Purchase replacement devices	Summer 2015	Blended Learning Director
Renew subscriptions to programs	Summer 2015	Academic Director

Year 3 Benchmark: 100% Implementation of Plan: The school will purchase replacement devices as needed to support the program and renew subscriptions and licenses of programs.		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Purchase replacement devices	Summer 2016	Blended Learning Director
Renew subscriptions to programs	Summer 2016	Academic Director

V. Monitoring and Evaluation

Describe the evaluation process that enables the school to monitor progress toward the specific goals and make mid-course corrections in response to new developments and opportunities as they arise.

All staff will participate in the monitoring and evaluation process under the guidance of the Blended Learning Director (BLD), who will collect and analyze data and recommend plan modifications. The BLD is responsible for coordinating individual plan components and determining a data collection schedule. This schedule will be shared with staff at the beginning of the year so that they are aware of the deadlines. We anticipate data being collected throughout the year - academic data on a more frequent basis.

To assess the plan's impact on teaching and learning, we will primarily use scholar achievement data - test scores, internal assessments, and data gathered from our online programs. We will also look at teacher performance and capacity. The plan does use the same criteria established in the school's comprehensive local improvement plan. Stakeholders participated in determining the metrics of success in the local plan through meetings and survey feedback on goals. Since there is alignment between those two plans, there should be consensus from stakeholders.

The Blended Learning Director will evaluate the plan on the following yearly schedule, beginning in August 2014, and will recommend any mid-course corrections necessary based on data analysis, or new developments and opportunities:

Date	Evaluation Method/Data Analyzed
August	Teacher Professional Development Survey Staff Technology Knowledge Survey
September	NWEA Fall Benchmark
September – June, monthly	Data from adaptive learning programs (Reading Plus, Raz-Kids, ST Math, IXL, Typing Web)
Each Trimester (Nov., Feb., May)	Benchmark and/or Unit Exams in ELA and Math
January	NWEA Winter Benchmark
February	Parent Survey
June	NWEA Spring Benchmark

Following years – SBAC testing data, when available

The plan must include an evaluation process that enables the school to monitor progress toward the specific goals and make mid-course corrections in response to new developments and opportunities as they arise.

As a local charter school, we do not report to the district superintendent. The Blended Learning Director will update the school's Executive Director regularly on the evaluation results. The Blended Learning Director will also report progress to the school's board of directors three times per year. Information will be shared with parents via our newsletter. Suggestions and opinions are welcome via email or meetings. If the evaluation data shows problems with implementation, we will update key stakeholders and adjust course. We will seek to investigate the source of the problem and correct it. We will also encourage teachers to conduct peer observations with the support of the Blended Learning Director so that best practices can be shared across the school. Success stories will be shared in the school newsletter and highlighted on social media and the school's website.

Annual Review of Goals Year One:

Annual Review of Goals Year Two:

Annual Review of Goals Year Three:

**Contact Information
(Required)**

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 43 - 69450

School Code (Direct-funded charters only): _____

LEA Name: Franklin-McKinley Elementary – Cornerstone Academy

*Salutation: Ms.

*First Name: Shara

*Last Name: Hegde

*Job Title: Executive Director

*Address: 1598 Lucretia Ave.

*City: San Jose

*Zip Code: 95122

*Telephone: 408-361-3829

Fax: _____

*E-mail: shegde@cornerstoneacademysj.org

Please provide backup contact information.

1st Backup Name: Marion Dickel

E-mail: mdickel@cornerstoneacademysj.org

2nd Backup Name: Meaghan Stern

E-mail: mstern@cornerstoneacademysj.org

* Required information in the ETPRS