



State of Arizona
Arizona Department of Education

ENHANCING EDUCATION THROUGH TECHNOLOGY GRANT APPLICATION

PART 1:

Applying Institution or Organization: Creighton School District

Project Title: Project Horizon

Project Director

Name: Ed Stolze

Title: Director of Information Systems and Technology

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Amount of EETT Funds Requested: \$295,233 (for each of the two year grant period)

Number of Teachers to be Served Directly: Creighton (175) and Wilson (82)

Approximate Number of Students to be Served: Creighton (7,900) and Wilson (1,300)

Certification by Authorized or Institutional Official:

The applicant certifies that to the best of his/her knowledge the information in this application is correct; that the filing of this application is duly authorized by the governing body of this organization, or institution, and that the applicant will comply with the general statement of assurances.

Charlotte Boyle, Ed.D

Typed/Printed Name of Authorized Official

Superintendent

Title

Signature of Authorized Official (Blue Ink)

Date

Part 2: Project Summary – (2 page limit)

Project Horizon represents a partnership between Creighton and Wilson Elementary School Districts (two high need districts), Assessment Technology Incorporated (ATI), ASSET, Apple Inc., and Learning.com. For years, both Creighton and Wilson have recognized the value of educational technology and have invested heavily in it, purchasing desktop computers, laptops, multi-media carts, SmartBoards, projectors, and more. The most prevalent need now for both districts is focused professional development for teachers that provides ongoing, job embedded training and peer coaching for technology integration, resulting in an increase in student achievement, technology literacy and the use of technology by students for learning. This project will expand the educational “horizons” of students and staff through a field-tested professional development model.

The ways in which **Project Horizon** meets the goals and purposes of this grant competition, including the project goals, timeline overview, and success measures, are summarized below.

***State Goal 1:** Improve student academic achievement through the use of technology in elementary and secondary schools.*

***Project Goal 1:** Improve student academic achievement in Reading and English language acquisition through Peer Coaching and technology integration.*

- Implementation of the Puget Sound Center peer coaching model at William T. Machan and Papago Schools (Creighton) and Wilson Primary and Wilson Elementary (Wilson) to increase technology integration. Language Acquisition and Reading Peer Coaches from all 9 schools (Creighton) will be trained in and implement the same peer coaching model.

- Provide professional development that expands teachers' use of ATI/Galileo[®] to ensure data-driven instruction and decision making.
- Provide professional development that supports implementation of district programs such as Rosetta Stone[®] (Creighton) and Odyssey ELL[®] (Wilson) to improve the English language skills of monolingual Spanish speakers.

State Goal 2: *Assist every student – regardless of race, ethnicity, income, geographical location or disability – in becoming technologically literate by the 8th grade.*

Project Goal 2: *Implement pilot programs which increase student technological literacy.*

- Implement EasyTech[®] technology curriculum in grades K-8 at Excelencia School (Creighton) and Wilson Primary and Wilson Elementary (Wilson) as a means to directly increase student technology literacy.
- Implement single one-to-one computer classrooms at four Creighton District schools. Classrooms at two of the schools (William T. Machan, Papago) will form a cohort supported by project peer coaches. Classrooms at Excelencia and Larry C. Kennedy Schools will be supported by the Project Manager and district technology staff. Wilson will continue one-to-one computing in grades 1-8.

State Goal 3: *Encourage the effective integration of technology resources and systems with professional development and curriculum development to promote research-based instructional methods that can be widely replicated.*

Project Goal 3: *Expand the use of currently available technology tools through the use of effective peer coaching, and continuation of existing technology integration impact model.*

- Establish a Professional Learning Community (PLC) consisting of project technology peer coaches, district language acquisition and Reading peer coaches that focuses on training and

coaching to use data to differentiate instruction, and the effective integration of technology resources and systems.

- Through the peer coaching PLC, expand the use of the Creighton’s technology integration impact model (Project Venture, which was Creighton’s federal Technology Innovation Challenge Grant), and implement that training model in the Wilson School District.
- Project staff (Project Manager and peer coaches) will assist with refinement and expanded use of both districts’ curriculum maps.
- Provide technology professional development programs that include hands-on workshops and online training for all staff in both districts.

Part 3: Project Detail (6 page limit)

Project Narrative: (Needs, Data, Sustainability, Project impact)

Project Horizon is submitted by Creighton School District (LEA) in partnership with the Wilson School District (LEA) and private sector technology firms. The focus of our proposal is to encourage instructional data-driven decision making and classroom technology integration.

Partnership Demographic Data

	Enrollment	PS	Head Start	Low-SES	ELL	Asian	Black	Indian	Hispanic	White	Homeless
Creighton	7,811	91	57	94%	45%	1%	6%	3%	85%	6%	5%
Wilson	1,567		148	96%	44%	0%	4%	3%	87%	3%	20%

Creighton School District, located in east central Phoenix, has nine schools serving 7,811 students in grades K-8 and 81 in district preschools.

Academically, four district schools (Creighton, Gateway, Excelencia and William T. Machan) are in Title I School Improvement (SI), three (Papago, Larry C. Kennedy and Loma Linda) are in the Warning Year and will enter SI in 2007-08 if they do not achieve Adequate

Yearly Progress (AYP) this year. One school, William T. Machan is in both Title I and AZ Learns Improvement. The district is in Title I Corrective Action and in the 2nd year of Title III Improvement. The district has not achieved AYP in Reading for two consecutive years in 3rd grade (All, Hispanic, ELL, SPED, low-SES) and 8th (SPED). In Mathematics, the district did not achieve AYP in 4th grade (SPED). Overall, most district schools are failing to meet, at various grade levels, AYP in Reading for All, Hispanic and ELL (NCLB sub-groups) students.

In the Fall of 2005, Creighton students in 5th and 8th grade participated in the state Technology Literacy Survey. Only 7% of 5th graders and 16% of 8th graders met the proficiency standards of this assessment, which is aligned to the *ISTE National Educational Technology Standards* for students. Parent survey results revealed that only 24% of our students' homes had a computer and only 17% access to Internet.

Wilson District schools are located near 30th Street and Van Buren, in an area of high poverty in central Phoenix. According to a recent study by the Census Bureau the Wilson School District was identified as one of the most at-risk small districts in the state of Arizona, with a student population that meets federal poverty standard, and mobility is high. Both Wilson schools are Schoolwide Title I schools. Wilson Elementary is in Year One (Warning) status because 4th and 6th grade ELL students did not make Adequate Yearly Progress. Wilson District did not make AYP due to the lack of progress of English Language Learners. Both school plans and the district plan address the need to improve achievement of the English Language Learners at all grade levels.

In the fall of 2005, Wilson fifth and seventh graders took the state Technology Literacy Assessment. At that time, only 11% of Wilson 5th graders and 17% of Wilson 8th graders scored as proficient on the national technology standards.

Technology use among K-12 students is affected by such socioeconomic factors as parent education attainment; poverty status, and family income. Additional factors of race and ethnicity; household composition; and metropolitan status wedge a deeper stake in use factors. Minority students are more likely to use computers only at school. 50% of Hispanic students; 59% of Black students; 33% Asian students; and 71% American Indian students use computers on school grounds (*National Center for Education Statistics, September 2006*). Only 24% of Creighton parents and 19% of Wilson parents reported having a computer at home or access to a computer on the latest community survey.

Creighton is recognized statewide for its leadership in providing teacher training programs that have resulted in classroom implementation of technology to support learning. Since October of 1993, the Creighton District has implemented a technology integration model which has become nationally recognized. Recognizing that teachers have different levels of technology use, the intention of this **impact model** is to move teachers towards the highest level of technology integration. **Project Horizon** is centered on taking this technology integration model, and pairing it with Professional Learning Communities and peer coaching in order to directly impact instructional change and student achievement.

Training Strategies

Peer Coaching ➤	Teachers training teachers
Model Teaching ➤	Master teacher demonstrations
Collaboration ➤	Teachers and teams planning together (PLC's)
Technology Skills Instruction ➤	Provided through a variety of venues

The Creighton integration model has proven itself to be sustainable over time; it has been impacting teachers in the district for fourteen years. **We are confident that our model-training program for teachers can and is adaptable and able to be replicated in other educational**

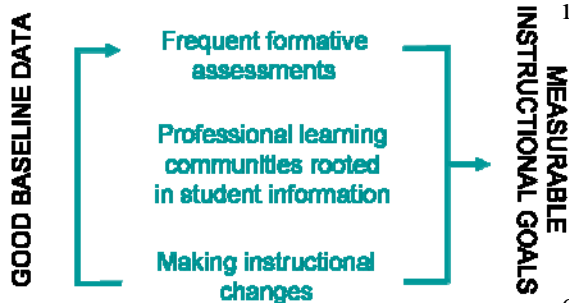
institutions. Specifically, the project will continue the technology training model at Creighton, and expand it out to the Wilson School District instructional staff through peer coaching.

Both Creighton and Wilson believe in putting technology in the hands of students and teachers; students using technology to learn, and teachers using technology to support instruction. Both districts have invested heavily in infrastructure, and provided teachers with hardware and software such as workstations, laptops, projectors, SmartBoards, document cameras, instructional applications, etc. as a “toolkit” for teachers. Along with this commitment, both districts recognize the need for ongoing, job-embedded teacher training, supported by peer coaching for **sustainability**.

The partnership has chosen the **Puget Sound Center peer coaching model** to reinforce the Creighton technology integration impact model. This peer coaching model is a tiered, train-the-trainer model which is intended to spiral through the staff at a school as the trained coaches support their peers, and eventually those coached teachers provide support to other teachers. School-based coaching not only meets the criteria for effective staff development as it is ongoing and classroom embedded, it is also **consistent with the standards for effective staff development outlined by the National Staff Development Council** (*A. Russo, 2004 Harvard Education Research*). A study that compared the professional growth of teachers who collaborated with coaches against other teachers in the same school who had not been coached, found that those coached had statistically significant gains in 17 of 18 items in a skill and practice survey, while those who were not coached had gains in just 1 of the 18 items. (*Puget Sound Center study, Patterson/Cohen*). The project staff from Creighton and Wilson will attend a 5 day train-the-trainer workshop, and have access to ongoing Puget Sound support as well as

online training materials, instructional resources, and participant communication tools provided by Microsoft.

Project Horizon is built around the delivery of professional development to increase teacher expertise in the use of student data and technology for teaching and learning. The project will provide teachers with the training, coaching and support to make significant changes in instructional delivery. Data-driven instruction has been identified as having a positive impact on student learning. Research says that “Educators’ use of data management and analysis systems alone can positively influence student academic achievement. The increased use of these systems



in many districts attests to the power of easy linkage and analysis of disparate sources of student performance and school program data. Schools that wish to fully realize the power of data-driven decision-making, however, will move beyond the

simple use of baseline data for goal-setting and also will implement three other major elements of data-driven instruction: frequent formative assessment, professional learning communities, and focused instructional interventions.” See diagram at left. (*Schmoker, 1999; DuFour, Eaker, & Eaker, 2005; McLeod, 2005*)

Our partnership will use this research to guide professional development design. Using data to drive instruction will result in improved student achievement in Reading, as measured by classroom weekly formative, district quarterly benchmarks, and annual State required assessments. Both Creighton and Wilson have implemented and partnered with ATI, who provides Galileo[®], a research-based electronic system that links assignments, lesson plans, grade book, and online testing with district goals and state standards for K-12 educators. During the

first year of the project, training will focus on using the system for online testing and retrieval of data. All district teachers will be trained in the operation and use of the ATI system through group professional development training sessions. In addition, the Project Manager, Professional Development Trainer and Peer Coaches from Machan and Papago will directly support one lead teacher in each grade level at all 9 schools with professional development on creating ATI Reports, data disaggregation, and data driven decision making using ATI Reports. More specifically, teachers in grades 6-8 (Creighton) and grades 2-8 (Wilson) will be individually coached by technology peer coaches in using assessment data to address the specific needs of the students in *their* classrooms in the content area of Reading.

By having the peer coaches work directly with classroom teachers to create, administer and decode formative and benchmark assessments using the ATI online assessment tool, differentiate instruction based on those assessment results, and utilize other technology resources to enrich instruction, the project will positively impact student achievement. Both partner LEA's have invested considerable time and resources to develop technology-enriched lesson plans, aligned to Arizona content standards and district curriculum maps, for the use of their teachers. Peer coaches will mentor teachers in utilizing these lesson plans as part of their instructional toolkit.

Project Horizon will also provide professional development support for two special technology pilot projects in the Creighton District. Four schools will establish one-to-one computer classrooms (Excelencia, Kennedy, Machan and Papago). Wilson District staff, who have several years experience with the one-to-one computing model for instruction, will provide coaching and support to Creighton's one-to-one teachers. In Pleasanton, California, Harvest Park Middle School students who participated in the notebook program scored 6 to 13 percent

higher than their peers without notebooks. These higher test scores were shown specifically in Language Arts and Mathematics, as well as in overall GPAs (*Gulek & Demirtas, January 2005*). Utilizing the lessons learned from year one of this project, the one-to-one computing pilot will be expanded to one full grade level at each participating school. This is a district in-kind program to be supported by project staff development and district funding.

Secondly, Creighton plans to launch a technology-based language acquisition center at Gateway School to improve the English language literacy skills of monolingual Spanish speaking students through the use of language acquisition software. This is to address one of the primary needs of the district; to identify effective programs and delivery models to ensure ELL students acquisition of the English language. This center will be staffed with a certified teacher provided by the school who will guide newly enrolled students through an intensive English language acquisition program, utilizing Rosetta Stone[®] software. Students will attend the center continuously for 8-12 weeks before being transitioned into a standard classroom. Professional development and student transition planning will be provided by the Project Manager and language acquisition peer coaches at the school location. At the same time, the Wilson District will implement Odyssey ELL, a different language-acquisition software application. It will be incorporated into the one-on-one instructional environment, and supported by the project peer coach for Wilson.

Project professional development activities through peer coaching and mentoring will be supported with the existing technology professional development both Districts currently provide. These include, but are not limited to increased hands-on and online course opportunities, teacher professional development provided by project partners ATI and

Learning.com, as well as training from ASSET staff in **utilizing instructional resources and accessing the IDEAL portal.**

Project Horizon Goal Timelines and Measures:

Project Goal 1: Improve student academic achievement in Reading and English language acquisition through Peer Coaching and technology integration (in support of school improvement plans).

Group training sessions on the general operation and uses of Galileo[®] will be done at the start of the school year while individualized peer coaching will take place for the duration of the school year. Success will be measured by a minimum annual increase of 10% on the AIMS/DPA for students moving from “Falls Far Below” to “Approaching” the state goal (annual measurable objective) in Reading. Particular attention will be given to the ELL sub-group.

Timeline	Measures
Weekly	Formative assessments in Reading proficiency
Quarterly	Student benchmark data to measure Reading
Annually	AzELLA post-post English acquisition data for project participants, compared to non-project impacted students

Project Goal 2: Implement pilot programs which increase student technological literacy.

Timeline	Measures
Begin August 2007, ongoing	As measured by the Technology Literacy Assessment (TLA) and classroom observations using a technology integration observation tool (OPTIC).

Project Goal 3: Expand the use of currently available technology tools through the use of effective peer coaching, and continuation of existing technology integration impact models.

Timeline	Measures
Begin August 2007, ongoing	As measured by classroom observations using technology integration observation tool (OPTIC).

Timeframe	Activities	Professional Development	Project Goal(s)	Position or Individual Responsibility
May-June 2007	Selection of project schools (CESD/Wilson)		Goals 1, 2 & 3	District administration (Creighton / Wilson)
July 2007	Hiring of Project Staff		Goals 1, 2 & 3	Creighton: 1.0 FTE Grant Manager 2.0 FTE Peer Coaches Wilson: 1.0 FTE Peer Coach
August 2007 initial training, ongoing support throughout project	Puget Sound Peer Coaching model training	5 days initial training for train-the-trainer, 40 hours additional support and online resources	Goal 3	Puget Sound Center trainer, Creighton participants (3), Wilson (1)
Ongoing, on the job, job embedded	Peer Coaching	<ul style="list-style-type: none"> Coaching and mentoring teachers in: the creation of formative assessments, analysis of assessment results, differentiation of instruction, and technology integration Weekly participation in Professional Learning Communities 	Goal 3	40% of impacted teachers per school in Year One 100% of impacted teachers per school in Year Two
September 2007	ATI/Galileo technical and report analysis training for project staff	<ul style="list-style-type: none"> Provided by ATI 	Goals 1& 3	Creighton and Wilson participants
Beginning in August 2007, and ongoing	ATI/Galileo training for Instructional Planning and Differentiation to	<ul style="list-style-type: none"> Creation of formative assessments Analysis of assessment 	Goal 1 & 3	80% instructional staff in Reading and Math in both districts in Year One

Timeframe	Activities	Professional Development	Project Goal(s)	Position or Individual Responsibility
	improve student achievement	<p>results</p> <ul style="list-style-type: none"> • Differentiation of instruction • Wilson district staff will provide training materials and test banks 		<p>Creighton: all grades Wilson: R & M in Grades 2-8 only</p> <p>100% instructional staff in core content areas impacted in both districts in Year Two</p>
	In Kind Projects			
Ongoing	Technology integration professional development	ASSET trainers will provide a minimum of one professional development workshop per school, per year (for both Creighton and Wilson) in Integrating the ASSET / IDEAL portal into the classroom	Goal 2 & 3	Available to all staff
Ongoing	Increase student technology literacy through use of EasyTech [©]	Learning.com will provide: Ongoing Support of the Program (i.e. ongoing just-in-time professional development and technical support)	Goal 2	<p>Creighton: full implementation in K-8 at Excelencia School</p> <p>Wilson: full implementation in K-8</p>
Begin August 2007, ongoing	Implement One-on-one computer pilot in four Creighton District classrooms		Goal 1, 2 & 3	Project Horizon Manager, Principal and certified teacher at the following schools: Excelencia, Papago, Machan and Kennedy
Begin August 2007, ongoing	Implement Rosetta Stone [©] software pilot at one Creighton District school	Rosetta Stone and Creighton staff will provide professional development	Goal 1	Project Horizon Manager, Principal and certified teacher at Gateway School
Ongoing	Wilson District will continue one-to-one computer instructional	Wilson will provide coaching and mentoring to Creighton's two one-on-one pilot teachers	Goals 1, 2 & 3	100% staff / student participation

Timeframe	Activities	Professional Development	Project Goal(s)	Position or Individual Responsibility
	model	(best practices, lesson plans, etc)		
Begin August 2007, ongoing	Wilson District will implement ELL instruction with Odyssey ELL software		Goal 1	Director of Curriculum, Peer Coach, classroom teachers
Ongoing	Technology professional development (hands-on and online) available to staff in both partner districts	Moodle online training and courses ATI technical training Technology staff development Technology support for software and hardware initiatives (Gaggle, Learning.com, ASSET, BrainPOP, SWIFT, NetTrekker, IDEAL, Lesson planner software, digital projectors, document cameras, etc.)	Goal 3	Project Horizon Manager, Creighton Professional Development Trainer, Wilson Peer Coach
	Online resources	Teacher instructional resources available through Creighton District intranet	Goal 3	Creighton Webmaster

Part 4: Partnerships (one form completed for each partnership)

Articulate the breadth of partners involved in the project by completing the forms provided:

- **Part 4a: Partner Contributions and Commitments Form** for partners that are LEAs and
- **Part 4b - Partner Contributions and Commitments Form** – continued, for partners that are not LEAs

Complete the correct form for each partner. Partnerships can be with other LEAs, High Ed. Institutions, libraries, and/or other private and public for-profit and non-profit entities with technology expertise to improve the use of technology in instruction. An “eligible partnership” is a partnership that includes at least one high –need LEA (the qualifying LEA from the list posted at: <http://www.azed.gov/technology/downloads.asp>).

Part 4a: Partner Contributions and Commitments Form

I. REQUIRED PARTNERS THAT ARE LEAs (duplicate form and complete for each partner that is an LEA)

High Need LEA (Duplicate this form for each partner)

District (Schools): Creighton School District

Contact: Ed Stolze

Title: Director of Information Systems and Technology

**Mailing Address: 2702 E. Flower Street
Phoenix, AZ 85016**

Phone: (602) 381-6000

Fax: (602)381-6019

E-mail: estolze@creightonschools.org

Describe how the high need LEA will participate in the partnership which includes the following:

Partnership role: Creighton School District is both an active partner in the grant and will serve as the fiscal agent and provide oversight for the implementation of the grant across all partnerships. We will ensure that the funds are expended in keeping with the approved project and USFR requirements, and that all required reports are submitted in a timely manner.

Commitment to Project Activities: Creighton District is committed to full implementation of the approved project activities and will ensure that all of the project components are fully implemented in our district. We look forward to piloting the Peer Coaching model and are confident it will result in more effective integration of technology by participating teachers.

Commitment to Matching/in-kind Activities: Creighton District has been committed to the effective use of technology for teaching and learning, and ensure that Matching and In-kind support described in the project application will be available as described.

Participation in Accountability/Evaluation Activities: Creighton School District's will commit its' resources (staff, time, funds) to timely completion of all accountability and evaluation activities required by the Arizona Department of Education during the life of the grant.

Printed Name and Authorized Signature of Superintendent or Administrator:

Charlotte Boyle, Ed.D, Superintendent
Printed Name

Creighton School District
District/School

Signature (Blue Ink)

Part 5. Evaluation Matrix for 07-09

EETT 07-09 Discretionary Project

Project Goals	Sources of Baseline Data	Strategies for Achieving the Goal	Indicators	Target Benchmarks	Proposed Process for Ongoing Evaluation	Data Sources to be Used for Ongoing Evaluation and End-of-Program Report	Desired Outcomes
<p>State Goal 1: Improve student academic achievement through the use of technology in elementary and secondary schools</p> <p>Project Goal 1: <i>Improve student academic achievement in Reading and English language acquisition through Peer Coaching and technology integration.</i></p>	<p>2006, 2007 AYP determinations for schools and districts</p> <p>2007 AIMS scores</p> <p>2006-07 CRT results (Wilson)</p> <p>2006-2007 AzELLA / IPT results</p> <p>Other data (formative classroom tests, DIBELS, chapter tests)</p>	<p>Maintain the position of Project Manager</p> <p>Hire two technology Peer Coaches for Creighton, and one Peer Coach for Wilson</p> <p>Manager and Peer Coaches are trained in the Puget Sound Center Peer Coaching Model</p> <p>Manager and Peer Coaches are trained in data analysis and data-driven decision making techniques by ATI staff</p> <p>Classroom observations and peer coaching</p> <p>Project staff will conduct technology training workshops</p>	<p>Formative and summative student assessment data</p> <p>Agendas, worksheets and goal setting from meetings with coaches and classroom staff to analyze base line data.</p> <p>Peer Coach narrative reports and OPTIC results from observations focusing on differentiated instruction.</p> <p>Goal setting documents from impacted classroom staff</p> <p>Peer Coaching that focuses on differentiated instruction based on score results.</p>	<p>By August 2007, baseline achievement data in Reading will be evaluated for participating teachers</p> <p>By September 2007, 100% of the project staff will be trained in data analysis strategies</p> <p>Quarterly benchmark assessment results will indicate a 10% increase in achievement in Reading for targeted students</p> <p>By September 2007, monolingual Spanish students are receiving English language instruction via Rosetta Stone and Odyssey ELL</p>	<p>Monthly review of baseline and targets set for improvement</p> <p>Coaches' logs reviewed by Project Manager monthly</p> <p>Monthly review of goals set for teachers (instructional), and for students (achievement).</p> <p>Quarterly student assessment reports and coaches logs</p> <p>Computer usage reports</p> <p>State reports prepared for staff to analyze in Year Two of grant (June 2008)</p>	<p>Formative and summative student assessment data (AIMS, CRT, benchmarks, IPT, AzELLA)</p> <p>Coaching logs</p> <p>Goal setting records between peer coach and participating teachers (Wilson)</p> <p>Classroom observation records</p> <p>Teacher anecdotal data of observations of students</p> <p>Rosetta Stone and Odyssey ELL benchmark reports</p>	<p>AYP and AZ Learns determinations will improve</p> <p>Coaching logs will reflect weekly work with classroom staff, moving staff towards data-driven differentiated instruction</p> <p>In June 2009, both districts will achieve a 10% decrease in the number of students in falls far below or approaching on end of year AIMS Reading</p> <p>By June 2009, CRT scores will average 80% mastery or better</p> <p>By June 2009, AzELLA or IPT results will show a 5% increase in the number of students scoring at Fluent English Proficiency</p>

Project Goals	Sources of Baseline Data	Strategies for Achieving the Goal	Indicators	Target Benchmarks	Proposed Process for Ongoing Evaluation	Data Sources to be Used for Ongoing Evaluation and End-of-Program Report	Desired Outcomes
<p>State Goal 2: Assist every student – regardless of race, ethnicity, income, geographical location, or disability – in becoming technologically literate by the 8th grade</p> <p>Project Goal 2: <i>Implement pilot programs which increase student technological literacy.</i></p>	<p>2005 and 2006 student Technology Literacy Assessment results</p> <p>Anecdotal evidence as provided by teachers</p>	<p>Provide peer coaching that increases the amount and quality of technology integration</p> <p>Use of EasyTech software by cohort groups at each district.</p> <p>Teacher training in integrating EasyTech into content instruction</p> <p>Create five one-to-one computing classrooms (Creighton)</p> <p>Continue one-to-one computing in 2nd-8th grades (Wilson)</p>	<p>Pre and post testing of the state Technology Literacy Assessment</p> <p>Observations and evaluation of student work that showcases technology literacy in one-on-one classrooms</p>	<p>By June 2008, there will be a 30% increase in technology proficiency for EasyTech participants, as measured by the TLA</p> <p>By June 2008, students participating in one-to-one computing classrooms will show an increase of 20% in technology proficiency, as measured by the TLA</p>	<p>Annual participation in TLA</p> <p>Monthly review of student usage from computer logs</p> <p>Monthly review of software progress</p>	<p>TLA scores</p> <p>Teacher observations</p> <p>Student surveys</p> <p>Usage reports</p> <p>Progress reports</p>	<p>By June 2009, there will be a 35% increase in technology proficiency for EasyTech participants, as measured by the TLA</p> <p>By June 2009, students participating in one-to-one computing classrooms will show an increase of 25% in technology proficiency, as measured by the TLA</p>

Project Goals	Sources of Baseline Data	Strategies for Achieving the Goal	Indicators	Target Benchmarks	Proposed Process for Ongoing Evaluation	Data Sources to be Used for Ongoing Evaluation and End-of-Program Report	Desired Outcomes
<p>State Goal 3: Encourage the effective integration of technology resources and systems with professional development and curriculum development</p> <p>Project Goal 3: <i>Expand the use of currently available technology tools through the use of effective peer coaching, and continuation of existing technology integration impact models.</i></p>	<p>2006-07 ASSET 360 & staff Technology Literacy Assessments</p> <p>2006-07 usage reports for current technology tools (i.e.: UnitedStreaming downloads, IDEAL portal logins, NetTrekker usage, etc.)</p> <p>Anecdotal evidence from principals, site technicians, mentor teachers in current use of technology in the classroom</p> <p>Teacher surveys</p> <p>Number of teachers having created a classroom webpage</p> <p>Number of teacher-created courses on Creighton's Online Learning System</p>	<p>Peer coaching and mentoring</p> <p>Technology professional development (hands-on and online)</p> <p>Teacher participation in Professional Learning Communities</p> <p>Providing funding for coursework for teachers to complete education technology endorsements</p>	<p>Peer coaches providing ongoing, job-embedded coaching and mentoring</p> <p>Staff technology literacy assessment tool</p> <p>2007-08 usage reports for current technology tools (such as UnitedStreaming downloads, IDEAL portal logins, NetTrekker, etc.)</p> <p>Percent of teachers that have created a teacher web page</p> <p>Percent of teachers enrolling in an online technology course on Creighton's Online Learning System</p> <p>Number of teachers creating an online course for students using Creighton's Online Learning System</p>	<p>Using the benchmarks recommended by the Puget Sound Center model, peer coaches will conduct observations, planning, coaching and mentoring with each of their target teachers.</p> <p>By June 2008, 75% of teachers will demonstrate proficiency on a staff technology literacy assessment tool.</p> <p>By June 2008, there will be a 30% increase in the amount and frequency of participation in technology professional development</p> <p>By June 2008, there will be a 60% increase in the number of online courses for students</p>	<p>Peer coach observations</p> <p>Annual participation in the staff technology literacy assessment</p> <p>Technology tool usage reports</p> <p>Teacher web pages</p> <p>Teachers successfully completing online courses</p> <p>Online courses for students</p>	<p>Curriculum maps</p> <p>Training calendars and meeting agendas</p> <p>Pre-surveys of classroom implementation</p> <p>Lesson Plans</p> <p>Walk Thru / Observation data</p>	<p>By June 2009, 90% of teachers will demonstrate proficiency on a staff technology literacy assessment tool.</p> <p>By June 2009, there will be a 45% increase in the amount / frequency of participation in technology prof. development</p> <p>By June 2009, teacher usage of technology tools will increase by 30%.</p> <p>By June 2009, there will be a 45% increase in the amount & frequency of technology professional development participation</p> <p>By June 2009, there will be a 85% increase in the number of online courses for students</p>

Part 6. Budget Narrative (Funding for two years)

Activities	Goal	EETT Grant Funds	Non-LEA Partners	LEA Matching / In-Kind
(3) 1.0 FTE Peer Coaches to support increased student achievement and technology integration	One, Three	Salaries and benefits: \$403,598.00		
Project Management 1.0 FTE Project Manager (grant funded)	Across all goals	Salary and benefits: \$127,980.00		
.15 FTE IT Director (Creighton funded)	Across all goals			(Title IID) \$43,150.00
.15 FTE Grant Specialist (Creighton funded)	Across all goals			(local) \$21,600.00
.25 FTE Professional Development Trainer (Creighton funded)	Across all goals			(Title I, Title IID formula) \$28,850.00
.15 FTE Webmaster (Creighton funded)	Across all goals			(Title I) \$17,310.00
Benefits				(Title I, Title IID formula)\$34,360.00
.10 FTE Systems Engineer (Wilson funded)	Across all goals			(local) \$10,000.00
.10 FTE IT Director (Wilson funded)	Across all goals			(local) \$15,000.00
.05 FTE Federal Programs Director (Wilson funded)	Across all goals			(local) \$7,000.00
Instructional Software	One	Rosetta Stone: \$9,300.00		Odyssey ELL: \$20,000.00
	Two, Three			EasyTech: \$48,600.00
	One			ATI: \$145,800.00
Purchase Services	Across all goals	Puget Sound Center training: \$8,000.00 Conference Registration: \$2,500.00	<i>Learning.com</i> (consultant and training): \$27,000.00 <i>ASSET</i> : professional development, data collection, marketing (vendor's hourly rate-varied) <i>ATI</i> : professional development, data collection/analysis, technical support, research & development <i>Apple</i> : 5% discount on purchased items, technical support, access to online teacher communication tools, consulting from Education Executives	

Activities	Goal	EETT Grant Funds	Non-LEA Partners	LEA Matching / In-Kind
Travel	Across all goals	Trainer for Puget Sound, and Peer Coaches: \$5,200.00	Learning.com: varies	
Training supplies	Across all goals	Training supplies: \$3,000.00		
Indirect		\$14,100.00		
Capital outlay	Across all goals			<u>Wilson District</u> Desktop replacement: \$350,000.00 SmartBoards: \$132,000.00 <u>Creighton District</u> Laptop one-to-one: \$165,000.00 Media equipment: \$359,000.00
Technology Literacy Assessment	Two	\$16,788.00		
PROJECT TOTALS (for two years):		\$590,466.00	\$27,000.00	\$1,397,670.00

Part 6a: Budget Details Form

STATE AND FEDERAL PROGRAM FINANCIAL BUDGET/PAYMENT REPORT
 {√} Application Revisions
 {} ADE
 {} Amendment
 {} Number

INSTRUCTIONS: MAIL TO: Ed Tech Grant, Bin 8, 1535 W. Jefferson, Phoenix, AZ 85007

A. PROJECT IDENTIFICATION FOR THE BUDGET PERIOD			
1. Applicant Agency Creighton Elementary School District	2. County Maricopa	3. CTD No. 07-04-14	4. Project No. 08FSEETD
5. Funding Source (Title II, Part D) Enhancing Education Through Technology	6. Date Submitted to ADE May 18, 2007	7. Prepared by Phone No.	Pamela A. Burkhardt (602) 381-6000
B. PROJECT BUDGET BY LINE ITEM		E-mail address: pburkhardt@creightonschools.org	

FUNCTION	OBJ CO DE	BUDGET YEAR 1	BUDGET YEAR 2	MATCHING IN-KIND FUNDS
Instruction 1000				
10. Salaries	6100			
11. Employee Benefits	6200			
12. Purchased Professional Services	6300			
13.. Purchased Property Services	6400			
14. Other Purchased Services	6500			
15. Supplies	6600	4,650.00	4,650.00	214,400.00
16. Other Expenses	6800			
Support Services 2100, 2200, 2600-2900				
17. Salaries	6100	210,526.00	210,526.00	142,910.00
18. Employee Benefits	6200	55,263.00	55,263.00	34,360.00
19. Purchased Professional Services	6300	5,250.00	5,250.00	27,000.00
20.. Purchased Property Services	6400			
21. Other Purchased Services	6500	6,600.00	6,600.00	
22. Supplies	6600	1,500.00	1,500.00	
23. Other Expenses	6800			
Support Services-Admin 2300, 2400, 2500				
24. Salaries	6100			
25. Employee Benefits	6200			
26. Purchased Professional Services	6300			
27.. Purchased Property Services	6400			
28. Other Purchased Services	6500			
29. Supplies	6600			
30. Other Expenses	6800			
Operation of Non-Instructional Services 3000				
31. Salaries	6100			
32. Employee Benefits	6200			
33. Purchased Professional Services	6300			
34.. Purchased Property Services	6400			
35. Other Purchased Services	6500			
36. Supplies	6600			
37. Other Expenses	6800			
38. Project Subtotal		283,789.00	283,789.00	
39. Indirect Cost (2.52% x line 38) 6910		7,211.00	7,211.00	
Capital Outlay				
40. Property (School Districts Only)	6700			1,006,000.00
41. Fixed Assets (Charter Schools Only)	0180			
42. Project Totals		291,000.00	291,000.00	1,424,670.00
43. 3% for TechAssessment		9,000.00	9,000.00	

Part 6b: Budget Description Form

NOTE: Categorize capital outlay items according to their location. Example: District office, specific school name, and the like.

FY 2008

1. Applicant Agency Creighton Elementary School District No. 14		3. Date Submitted to AD May 18, 2007	4. Project No. 08FSEETD
FUNCTION AND OBJECT CODE	ITEMIZED PROJECT COSTS When providing staff salaries, calculate and include full-time equivalencies (FTEs), do not forget et benefits. For other costs being itemized, provide rationale, if not readily apparent. List all components and price for each component. Consult the Grants Management website's Glossary for definitions and information about Function and Object Codes.	BUDGETED AMOUNT	
1000-6600	Rosetta Stone @ 155.00 x 30 seats	4,650.00	
2000-6100	1.0 FTE Project Manager (43,344.), 3.0 FTE Peer Coaches (2.0 FTE at Creighton 81,882 and 1.0 FTE at Wilson @ 53,500), Stipends for Project Manager and Peer Coaches (25,200.); Additional days for off contract work for Project Manager and Peer Coaches(6,600)	210,526.00	
2000-6200	Standard Employee Benefits @ 17.7% per of salary plus medical insurance	55,263.00	
2000-6300	Conference Registration (AzTEA, NECC) Puget Sound Center Peer Coaching Training @ 1,000.00 per person x 4	5,250.00	
2000-6500	Travel and Per Diem for conference attendance	6,600.00	
2000-6600	Training Supplies	1,500.00	
Sub-total		283,789.00	
6900	Indirect @ or below 2.52%	7,211.00	
FY 08 Funds to LEA to apply for in Grants Management		291,000.00	
Admin 3%	This is the amount set aside by ADE for payment of the on-line student management system	9,000.00	
FY 08 TOTAL AWARD TO LEA APPROVED BY STATE BOARD		300,000.00	

FY 2009

1. Applicant Agency Creighton Elementary School District No. 14		5. Date Submitted to ADE May 18, 2007	6. Project No. 08FSEETD
FUNCTION AND OBJECT CODE	ITEMIZED PROJECT COSTS When providing staff salaries, calculate and include full-time equivalencies (FTEs), do not forget et benefits. For other costs being itemized, provide rationale, if not readily apparent. List all components and price for each component. Consult the Grants Management website's Glossary for definitions and information about Function and Object Codes.	BUDGETED AMOUNT	
1000-6600	Rosetta Stone @ 155.00 x 30 seats	4,650.00	
2000-6100	1.0 FTE Project Manager (43,344.), 3.0 FTE Peer Coaches (2.0 FTE at Creighton 81,882 and 1.0 FTE at Wilson @ 53,500), Stipends for Project Manager and Peer Coaches (25,200.); Additional days for off contract work for Project Manager and Peer Coaches(6,600)	210,526.00	
2000-6200	Standard Employee Benefits @ 17.7% per of salary plus medical insurance	55,263.00	
2000-6300	Conference Registration (AzTEA, NECC) Puget Sound Center Peer Coaching Training @ 1,000.00 per person x 4	5,250.00	
2000-6500	Travel and Per Diem for conference attendance	6,600.00	
2000-6600	Training Supplies	1,500.00	
Sub-total		283,789.00	
6900	Indirect @ or below 2.52%	7,211.00	
FY 09 Funds to LEA to apply for in Grants Management		291,000.00	
Admin 3%	This is the amount set aside by ADE for payment of the on-line student management system	9,000.00	
FY 09 TOTAL AWARD TO LEA APPROVED BY STATE BOARD		300,000.00	

Appendix A

Provide a list of participating schools(s) by LEA, Title I status, rational for selection, number of teachers to receive professional development.

LEA	School	Title I poverty percentage	Rational for selection	# of teachers to receive PD
Creighton School District	William T. Machan School	96%	Machan is in Year One school improvement status, and has been labeled Underperforming. Machan also needs to increase student tech literacy, per TechLit Assessment results.	42
Creighton School District	Papago School	93%	Papago is in Warning school improvement status	43
Creighton School District	Larry C. Kennedy School	89%	Kennedy is in Warning school improvement status	43
Creighton School District	Excelencia School	97%	Excelencia is in Year One school improvement status	42
Creighton School District	Gateway School	98%	Gateway is in corrective action status	5
Wilson School District	Wilson Primary School	94.5%	The LEA (Wilson District) did not make Adequate Yearly Progress due to the lack of progress of English Learners	41
Wilson School District	Wilson Elementary School	92%	Wilson Elementary is in Warning, and needs to increase student tech literacy, per TechLit Assessment results.	41
			TOTAL:	257

Appendix B

Please refer to Letters of Commitment from each grant partner and consortium member for *Project Horizon* in hardcopy documentation.

Part 7: Creighton District - Lessons Learned (10 page limit)

Assessment of Accomplishments of Previously Funded Project

1. **Fill in the results of your Evaluation Plan using the attached template. This relates to #10 of your or 06 – 07 proposal(s).**
2. **Professional Development:** Complete all parts and be as concise as possible.

Type of Professional Development Activity	% of funds spent on PD Activities	% of Teachers Participants	% of Administrators Participants	% of Other Participants
Train the Trainer	4%	98%	100%	5%
Workshops	0%	98%	20%	5%
On-line Courses	0%	98%	0%	0%
External Trainer	N/A	N/A	N/A	N/A
Internal Trainer	96%	98%	0%	3%
Videoconferencing	N/A	N/A	N/A	N/A

- **Describe how your professional development efforts were sustained over the course of the grant.**

Professional development activities were sustained over the course of the grant in a number of ways. Keeping in mind that the grant supported a Technology Mentor Teacher (TMT) at each of our nine campuses and a district level Education Technology Specialist (ETS); below is a list of ways in which the professional development efforts were sustained:

- Each TMT created technology enriched lesson plans utilizing the district curriculum that already exists in TechPaths. (TechPaths is the software application that Creighton uses for curriculum mapping.) Throughout the school year the entire math curriculum for grades 1-8 was reviewed by the TMT’s, as well as all social studies curriculum for grades 3-8, and wherever appropriate technology enriched lesson plans were created by the TMT and added to the curriculum. TMT’s then met with grade level teams of teachers on their campus to share with them what had been added to their grade level curriculum and to offer support in the teachers’ efforts to implement the technology enriched lesson plans.

- TMT's regularly provided professional development training at their individual campuses during faculty meetings, as well as before and after school.
- Regularly scheduled district wide professional development workshops were offered for teachers and staff throughout the year. Some professional development workshop topics included Introduction to Microsoft Entourage, Microsoft Entourage Calendar, Introduction to Microsoft Outlook, Microsoft Outlook Calendar, Introduction to Microsoft Word, Intermediate Microsoft Word, Introduction to Microsoft Excel, Intermediate Microsoft Excel, Excel in the Classroom, Microsoft PowerPoint, PowerPoint in the Classroom, Introduction to AIMSWeb, Introduction to Microsoft Publisher, Mail Merge, Using and Understanding TechPaths, Classroom Management Strategies for the Technology-Enabled Classroom, MarcoPolo/Thinkfinity, NetTrekker and BrainPOP in the Classroom, Using ASSET Resources in the Classroom, Unitedstreaming in the Classroom, and Creating a Teacher/Classroom Webpage. These workshops and others were offered both at the district training lab and at each of the nine individual campuses. Training was provided by the ETS and Professional Development Trainer.
- All Creighton teachers have been issued a laptop computer by the District and this year they were also issued a classroom projector. Teachers were required to first successfully complete an online, District created, professional development course in Moodle on the care, use, and classroom integration of the projector in order to receive the projector. If teachers did not complete the training or did not

score high enough on the end of training quiz they were not issued a projector. (They were given the opportunity to retake the course.)

- Professional development was, and is, also offered through a biweekly technology newsletter that is sent out to all employees in the district every two weeks. Typically 2 to 4 pages in length, there have been over 25 issues sent out since its inception in the middle of the 05-06 school year. Articles in the newsletter vary greatly as one might find an article on how to find the grade level or readability level of a document or website, to educational websites recommended for review to teachers, to lists of upcoming professional development workshops, to student email curriculum integration ideas, to ideas on integrating projectors into classroom instruction, to downloading and utilizing Unitedstreaming video clips, and much more.

- **Describe how your professional development was embedded into daily work and describe any learning communities that were created. Also note if your efforts included mentoring, coaching, reflective review or tutoring.**

Creighton employees believe strongly in professional development and in creating learning communities in order to enhance their effectiveness as professionals so that students benefit. The daily work of teachers had professional development embedded into it through the teachers' use of the District curriculum maps. Each Technology Mentor Teacher (TMT) created technology enriched lesson plans utilizing the district curriculum that already exists in TechPaths. (TechPaths is the software application that Creighton uses for curriculum mapping.) Over the course of the school year, the entire District math curriculum for grades 1-8 was reviewed by the TMT's, as well as all social studies curriculum for grades 3-8, and wherever appropriate technology enriched lesson plans were created by the TMT and added to the curriculum. TMT's then met with grade level strands of teachers to share with them

what had been added to their grade level curriculum and to offer support in the teachers' efforts to implement the technology enriched lesson plans into their classrooms.

Throughout the year TMT's have been providing professional development on their campuses to faculty and grade level teams, as well as "peers helping peers", directly mentoring the teachers that have requested assistance. Their expertise has been regularly tapped into by the faculty on their campuses and they have played a large role in the professional learning community of each campus.

Another example that illustrates this belief is the technology newsletter. This newsletter goes out to every Creighton School District employee (faculty and staff) every two weeks. It gives everyone in the District an opportunity to learn new things about utilizing technology in the classroom, about working with and making the most of district provided hardware and software, and about the vast array of valuable resources available from outside the District through the Internet. Frequent positive feedback on the newsletter has come from all levels of employment in the District indicating that teachers and staff are indeed members of a district committed to continuous inquiry and improvement.

- **What instructional impact has been noted through the implementation of the project? (What data can you provide to support this)?**

The instructional impact of the project at Creighton School District has been apparent, and data obtained through surveys, reports, and observation/discussion supports this.

Math and Social Studies teachers have been utilizing the technology enriched lesson plans from TechPaths that the TMT's created in order to bring technology into their content curriculum and instruction.

Teachers have been trained in and are utilizing assessment technology (ATI) to develop and administer online formative and summative assessments in order to make data driven decisions in planning instruction.

Also, teachers reported using their laptop for activities such as: lesson plan creation, student PowerPoint creation, modeling, creating handouts, research for software and lesson plan ideas, collegial coaching logs, instruction, grading, data analysis, research, graphing, interactive lesson development, parent communication, curriculum mapping, movie creation for class use, Individual Education Plans, and grade level team meetings.

Lastly, since being issued classroom projectors and participating in online professional development in projector use and care, teacher access and downloading of United Streaming media via ASSET has increased over 200%

- **What student learning impact has been noted through the implementation of the project?**

Through teacher use of ATI data, student learning has been positively impacted as instruction is more and more data driven.

Gaggle.Net is the District-provided student email and digital locker system. 70% of teachers had their students participate in educational activities through the use of Gaggle during the 2006-07 school year.

Students use teacher created classroom web pages to access instructional resources and content, such as studies of Aztec and Egyptian cultures and information of the state of Arizona.

Teachers are utilizing current technology to create online formative and summative assessments.

Through the increased amount of student-created digital projects and presentations, it is evident that students are becoming more comfortable with the use of technology as a learning resource, and as a way to demonstrate what they have learned. Multimedia and mobile computer cart checkout is currently reserved three months ahead of time, and the district is continuously looking for a means to provide more technology assets. We believe that the 2007 AZ Technology Literacy Assessment results will support the anecdotal evidence gathered regarding student technology literacy

3. **Determine the percentage of your budget spent to support the following activities.** Use N/A if you did not use your funds for a category.

Average Expenditures (Percentages)	
Activities	Percentage
Professional Development	100%
Increase Achievement and Technology Literacy	N/A
Technology	N/A
Develop Experts	N/A
Increased Access	N/A
Proven Learning and Technology Solutions	N/A
Assessment: and Evaluation	N/A
Outreach and Community Support with Parents	N/A
Data Management Informed Decision Making	N/A
Networking and Infrastructure	N/A
Information Technology Courses	N/A

4. **Coordination with private schools in district boundaries (districts only):**

Private School(s) served	Service Provided	Dollar Value (put dollar value to in-kind services)
Phoenix Christian Grade School	Technology Literacy Assessment fees	\$887.50
Christ Lutheran Church	NetTrekker D.I. subscription, digital projectors and media equipment for students	3,443.12
St. Agnes School	Technical support from Creighton Network Managers (4) x 20 hours	\$6,000

5. **What process, activities or programs have you put in place so your project can be shared with others and/or be replicated?**

Website Information

URL: <http://www.creightonschools.org>

Listing of resources or materials that may be shared? Yes

Conference Presentation(s) or Poster Session

List Conference(s):

Date of presentation or participation:
 Title of session:
 Estimated number who saw or heard your “story”:

A product (lesson plan, presentation, procedure, etc) created by your project.

NOTE: Include one of your best selections from the above, in electronic format with your application package. (see electronic submission for technology enriched lesson plans)

6. Based on the evaluation results, list the “lessons learned” (things you would have done differently) during your 06-07 project.

- It took much longer than was initially thought for the TMT’s to read through all the District curriculum maps in math and social studies and then to create technology enriched lesson plans and enter them into TechPaths (the software application that Creighton uses for curriculum mapping).
- Professional development workshops were better attended when held on individual campuses. Although the district has a computer training lab, teachers prefer to remain on their own campuses for professional development. Offering training at each of Creighton’s nine campuses on a rotating basis was the most effective.
- In order to be most effective professional development should be job embedded and ongoing rather than occasional one or two hour workshops without effective follow-up.

Part 7: Wilson School District - Lessons Learned (10 page limit)

Assessment of Accomplishments of Previously Funded Project

7. **Fill in the results of your Evaluation Plan using the attached template. This relates to #10 of your or 06 – 07 proposal(s).**
8. **Professional Development:** Complete all parts and be as concise as possible.

Type of Professional Development Activity	% of funds spent on PD Activities	% of Teachers Participants	% of Administrators Participants	% of Other Participants
Train the Trainer	8%	100%	N/A	N/A
Workshops	10%	100%	N/A	N/A
On-line Courses	5%	100%	N/A	N/A
External Trainer	4%	95%	N/A	30%
Internal Trainer	69%	85%	N/A	20%
Videoconferencing	N/A	N/A	N/A	N/A

- Describe how your professional development efforts were sustained over the course of the grant.

New teacher training	August and ongoing
Training on district Intranet and software	August
Palm PDA for DIBELS	August
Selected and trained one teacher from every grade level to be tech mentors	September
Grade level meetings	Monthly
Individual training Training on Integrate Odyssey Smart Board Group Wise Basic Microsoft ATI, CRT, Benchmarks, Progress Reports Easy Tech Galileo Mapping Inspiration Tech Strategies Clickers Intranet	Daily
Training at faculty meetings	Quarterly
Compass/Odyssey training	October, January, March, June
Summer Tech trainings Excel Galileo ASSET United Streaming Technology Integration Smart Boards Easy Tech	June

- Describe how your professional development was embedded into daily work and describe any learning communities that were created. Also note if your efforts included mentoring, coaching, reflective review or tutoring.

We have established grade level/department learning communities which meet weekly. The grant technology coach attended these meetings and worked constantly with staff at their point of need. Teachers could call or e-mail with their curriculum/technology questions. There was also long-range planning with lessons co-developed and co-taught. She introduced new and old staff to the use of district resources, intranet, hardware and software. Training emphasized software used in the district and ways to integrate technology into the state standards and local curriculum.

The tech coach attended the five day Puget Sound training and is ready to establish a formal coaching program for 2007-08 school year. Mentoring and coaching are an integral part of this project.

- What instructional impact has been noted through the implementation of the project? (What data can you provide to support this)?

There is more use of technology resources and many people are trying new things (Intranet server, ASSET, Excel, EdHelper, Odyssey and more). This was verified through computer usage records and lesson plans. CRT results were boosted and final quarter results will be calculated by the end of May. The coach and principals have observed more use of technology resources and integrated lessons in a majority of classrooms.

- What student learning impact has been noted through the implementation of the project?

Student technology growth will be measured by progress on the state administered Technology Literacy Assessment (TLA). Students have taken the TLA in the fall of 2006 and spring of 2007. Score reports have not yet been received.

25 teachers will take the TLA May 17th.

Math scores on the CRTs have improved somewhat, AIMS scores will confirm these impressions.

9. **Determine the percentage of your budget spent to support the following activities.** Use N/A if you did not use your funds for a category.

Average Expenditures (Percentages)	
Activities	Percentage
Professional Development	80%
Increase Achievement and Technology Literacy	
Technology	
Develop Experts	10%
Increased Access	
Proven Learning and Technology Solutions	
Assessment: and Evaluation	5%
Outreach and Community Support with Parents	
Data Management Informed Decision Making	5%
Networking and Infrastructure	
Information Technology Courses	

10. **Coordination with private schools in district boundaries (districts only):**

Private School(s) served	Service Provided	Dollar Value (put dollar value to in-kind services)
Not applicable for Wilson		

11. **What process, activities or programs have you put in place so your project can be shared with others and/or be replicated?**

Website Information

URL: <http://www.wsd.k12.az.us/>

Listing of resources or materials that may be shared? Yes

XX___ Conference Presentation(s) or Poster Session

List Conference(s): MECC

Date of presentation or participation: March 12, 2007

Title of session:

Estimated number who saw or heard your "story":

XX___A product (lesson plan, presentation, procedure, etc) created by your project.

NOTE: Include one of your best selections from the above, in electronic format with your application package.

12. Based on the evaluation results, list the "lessons learned" (things you would have done differently) during your 06-07 project.

The coaching model has been a continuous learning and change effort for staff in the district. Attending the Puget Sound training has given us a research based model to provide coaching training. There will be more structure for training activities, and for training adults to work with other adults. Self-reflection and goal setting will be emphasized for the coaches.

Other lessons:

- ◆ Adults change slowly
- ◆ Position created a change in Vision for district and theory of technology integration
- ◆ You can't "do it for them" but have to empower change from within
- ◆ How to stay organized and help other to be organized
- ◆ Specific and detailed communication to staff is important
- ◆ Importance of building relationships and trust with teachers
- ◆ Importance of delegating and empowering others to do training
- ◆ Importance of time to reflect and plan

Appendix C – Creighton School District

The goals of Creighton's implemented EETT, Title IID Discretionary Grant project last year were as follows:

Goal 1: *Embed focused technology resources into the District essential curriculum maps.*

Goal 2: *Provide an increase in the amount and variety of professional development opportunities in support of the District's software and hardware initiatives during the 2006-2007 school year.*

Our 2006-07 project was to add lesson plans embedded with technology resources to the existing curriculum housed in TechPaths. TechPaths is the software application that CSD utilizes for teachers to be able to access mapped curriculum that the District deems as essential to instruction as well as the mapped curriculum that the individual campuses have deemed as

essential. These “essential” curriculum maps in math and social studies were all reviewed by the Education Technology Specialist (ETS) and by the individual campus Technology Mentor Teachers (TMT’s) and appropriate lesson plans, technology resources, assessments, and aligned standards were added to the curriculum maps in TechPaths by these individuals. This now allows any teacher in the District to have immediate access to lesson plans embedded with technology. This project ran the entire 2006-2007 school year and was funded in the amount of \$75,573.

Successful achievement of **Goal 1** was measured by the number and quality of technology enriched lesson plans that were created by TMT’s in the areas of math and social studies and entered into TechPaths (see electronic attachment samples). Based on the products created, achievement of **Goal 1** was judged to be successful.

Successful achievement of **Goal 2** was measured by the increase in amount and variety of professional development opportunities offered by the District. Training data shows the variety of professional development increased by 18% and the number of training opportunities increased by 37%. Based on this data achievement of **Goal 2** was judged to be successful.

Evaluation Matrix for 06-07 – Creighton School District

06- – 07 Project Goals Please list each one	Goal Achieved ?	Outcomes/ Results (per goal)	Sources of Baseline Data	Strategies for Achieving the Goal	Indicators	Target Benchmarks	Benchm arks Met to Date Indicate the Number of met to date	Data Sources Used for Ongoing Evaluation and End-of-Program Report
Goal 1: Embed focused technology resources into the district essential curriculu m maps.	Yes	<p>District maintained one full time Educational Technology Specialist.</p> <p>District Technology Mentor Teachers met twice per month and during intersession breaks in order to: Develop technology resources and lesson plans, embedding them into district curriculum maps Review and update pre-existing Project Venture lesson plans, inserting them where appropriate into district curriculum maps</p> <p>Project Technology Specialist and TMT’s served as valuable members of district Curriculum Cabinet, providing their expertise as technology experts during curriculum map development and revisions.</p>	<ul style="list-style-type: none"> * “The Learning Return on our Educational Technology Investment”, WestEd, 2002 * Apple Classroom of Tomorrow research * “E-Learning: Putting a World-Class Education at the Fingertips of All Children”, * “Factors that Affect the Effective Use of Technology for Teaching and Learning”, SEIR-TEC * “Teaching Every Student in the Digital Age: Universal Design for Learning”, David Rose & Ann Meyer, ASCR * ASSET 360 assessment * Workshop evaluations * Teacher surveys 	<p>Maintain the position of one full time certified teacher (Educational Technology Specialist)</p> <p>TMT’s will meet twice a month to develop technology resources for current district curriculum, working in teams of three.</p> <p>TMT’s will additionally review existing Project Venture Challenge Grant units/lessons, update/revise if needed, and input into essential curriculum maps.</p> <p>Project ETS & TMT’s will participate as members of the district Curriculum Cabinet, providing input and guidance on the inclusion of technology resources and their alignment to the curriculum.</p>	<p>70% of Math and Social Studies curriculum units will have added lesson plans embedded with technology that will include all of the following:</p> <p>Goals and objectives Lesson scope and sequence Rubrics Formative assessment Hyperlinks to content appropriate websites, if applicable Teacher instructions for software specific projects, if applicable</p>	<p>During 1st quarter, all Math and Social Studies district essential maps in grades 7-8 were reviewed by the technology team (ETS and TMT’s), and rewritten embedding technology resources, as listed under indicators.</p> <p>During 2nd quarter, Math and Social Studies maps in grades 5-6 were rewritten embedding technology resources.</p> <p>During 3rd quarter, Math and Social Studies maps in grades 3-4 were rewritten embedding technology resources.</p> <p>During 4th quarter, Math and Social Studies maps in grades K-2 were rewritten embedding technology resources.</p>	<p>Four benchm arks were met (all), for Goal 1.</p>	<p>By July 25, the Educational Technology Specialist will have developed the 2006/07 TMT curriculum resource development meeting schedule.</p> <p>By the end of each quarter, all developed curriculum resources will be reviewed by the ETS for quality and content appropriateness</p> <p>By the end of each quarter, each TMT will meet with the appropriate grade level teams to disseminate information regarding the new resources available for their use.</p> <p>TMT’s will attend Curriculum Cabinet meetings, set by the Assistant Superintendent of Educational Services, at a minimum of 8 hours per quarter.</p>

06- – 07 Project Goals Please list each one	Goal Achieved?	Outcomes/ Results (per goal)	Sources of Baseline Data	Strategies for Achieving the Goal	Indicators	Target Benchmarks	Benchm arks Met to Date Indicate the Number of met to date	Data Sources Used for Ongoing Evaluation and End- of-Program Report
<p>Goal 2: <i>Provide an increase in the amount and variety of professional development opportunities in support of the district's software and hardware initiatives during the 2006-2007 school year.</i></p>	<p>Yes</p>	<p>10% increase in staff training participation</p> <p>90% of training attendees participated in online evaluations</p> <p>Baseline data was gathered regarding performance-based teacher technology literacy (utilizing Learning.com's Technology Literacy Assessment tool, administered to all teaching staff and administrators).</p> <p>Staff awareness regarding educational technology was communicated via</p> <p>Improved student technology literacy</p>	<p>ASSET 360 Diagnostic, Environmental, and Knowledge online technology assessment results</p> <p>"Teachers and Technology: Making the Connection", U.S. Office of Technology Assessment</p> <p>"A Retrospective on Twenty Years of Education Technology Policy", USDOE</p> <p>ASSET 360 assessment</p> <p>Workshop evaluations</p> <p>Teacher surveys</p>	<p><i>Maintain the position of one full time certified teacher (Educational Technology Specialist) to support the implementation of new software and hardware initiatives in the district.</i></p> <p>Training schedule will be developed for the year, posted on the district website, and shared in the Technology Newsletter.</p> <p>A bi-weekly technology newsletter will be distributed to all staff.</p> <p>Professional development made available to staff through the district online learning management system.</p>	<p>Hire the Educational Technology Specialist</p> <p>By Aug 15 - completed training schedule</p> <p>Bi-weekly technology newsletter distributed to all staff</p> <p>Six training courses developed and available in the online learning management system.</p> <p>10% increase in staff training attendance, as shown in class attendance logs</p> <p>90% of training attendees will participated in an online evaluation</p>	<p>By July 12, the Educational Technology Specialist was hired and providing new teacher professional development in the area of the use of technology in the classroom.</p> <p>By August 1, the district technology training schedule was developed.</p> <p>Beginning August 1, the technology newsletter was distributed bi-weekly.</p> <p>By June 30 –six training courses was developed and available in the online learning management system</p>	<p>Eight benchmarks were met (all), for Goal 2.</p>	<p>ASSET 360 assessment results</p> <p>Workshop evaluation results</p> <p>Online course evaluation results</p> <p>Anecdotal feedback and input from teachers</p> <p>Quarterly survey results</p> <p>AZ Student Technology Literacy Assessment results from 2006/07</p>

06- – 07 Project Goals Please list each one	Goal Achieved?	Outcomes/ Results (per goal)	Sources of Baseline Data	Strategies for Achieving the Goal	Indicators	Target Benchmarks	Benchm arks Met to Date Indicate the Number of met to date	Data Sources Used for Ongoing Evaluation and End- of-Program Report
Goal 2, continued			<p>ASSET 360 Diagnostic, Environmental, and Knowledge online technology assessment results</p> <p>“Teachers and Technology: Making the Connection”, U.S. Office of Technology Assessment</p> <p>“A Retrospective on Twenty Years of Education Technology Policy”, USDOE</p>	<p><i>Increase attendance by 10% in existing classes for teachers and administrators on the following (continued from previous page):</i></p> <p><i>Utilizing and managing a wireless mobile lab, digital projector or multimedia cart to support classroom teaching and learning.</i></p> <p><i>Develop workshops that teach how to deliver technology-enriched lesson plans developed in Goal 1 in the classroom.</i></p>	<p>Completed training schedule</p> <p>All 5th-8th grade teachers will be trained in the use and integration of a digital LCD projector.</p> <p>Staff trained in the use of software, web-based resources, and classroom equipment such as mobile laptop labs and digital projectors</p> <p>Technology newsletter distributed to all staff</p> <p>Training courses developed and available in the online learning management system</p> <p>Six training courses developed and available in the online learning management system.</p>	<p>By July 12, the Education Technology Specialist was hired and providing new teacher professional development in the area of the use of technology in the classroom.</p> <p>By March 15, all 5th-8th grade teachers was trained in the use and integration of a digital LCD projector.</p> <p>By August 1, the district technology training schedule was developed.</p> <p>Beginning August 1, the technology newsletter was distributed bi-weekly.</p> <p>By June 30 –six training courses was developed and available in the online learning management system</p>	<p>Eight benchm arks were met (all), for Goal 2.</p>	<p>ASSET 360 assessment results</p> <p>Workshop evaluation results</p> <p>By August 15, create and administer a needs survey based upon district wide technology initiatives</p> <p>Online course evaluation results</p> <p>Anecdotal feedback and input from teachers</p> <p>Quarterly survey results</p> <p>AZ Student Technology Literacy Assessment results from 2006/07</p>