Technology Plan

Greenfield Union

July 1, 2012 - June 30, 2015

Revised May 7, 2012

This plan is for EETT and E-Rate.

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Background and Demographic Profile

Background and Demographics: Greenfield Union District Profile

Greenfield Union School District (GUSD) is located in southwest Bakersfield, California. Bakersfield is located in Kern County and considered a rural, petroleum and agricultural based community. GUSD covers approximately 24 square miles and has shown a steady enrollment increase of 3% during the past two years. As of October 21, 2011, the current enrollment is about 9,000 students. The district has 12 school sites: eight, K-5 elementary, three, 6th -8th middle schools, and one community/opportunity school. The staff consists of 412 certificated and 591 classified employees. District Administration includes a Superintendent, 3 Assistant Superintendents (Business, Curriculum & Instruction, and Personnel & Support Services).

As farmland is developed into new housing, the community continues to be impacted by a high mobility rate of 30% with approximately 35-40% of the families residing as renters. Our students are diverse in culture, language, and ethnicity (see chart below). The district has 89% low-socio economic based on the students designated with Free and Reduced meals. The district's API score grew 23 points from 747 in 2009 to 770 in 2011. This API growth demonstrates that Greenfield Union School District students are overcoming their challenges by utilizing technology and enhancing the learning experiences for all students.

GUSD Students	Hispanic	Caucasian	African American	Asian	Other	Migrant	English Learners
8,998	7108	630	810	90	360	937	4,717
Percent	79%	7%	9%	1%	4%	10%	52%

Data Information for the 2011-12 School Year	
K – 5 Elementary Schools - Student to Teacher Ratio	28:1
6 – 8 Middle Schools – Student to Teacher Ratio	22:1
District NCLB Highly Qualified Teachers	100%

Because of the statewide budget cuts in education and increased class sizes, technology will play a more critical role in 21st Century education environments for teachers and students. Greenfield Union is committed to maximize student achievement and is committed to providing a balanced curricular program. The District has developed a plan that focuses on providing the infrastructure and training to enhance the acquisition of technological skills for all students and teachers.

1. Plan Duration

July 1, 2012 - June 30, 2015

Plan Duration and Mission

This Technology Plan encompasses the next three years from July 1, 2012 to June 30, 2015. The current school year, 2011-12, is being spent primarily planning and collaborating with stakeholders to provide input and ownership. The Technology Plan also serves as the district's E-rate plan for the same time period and will serve as the E-Rate Plan and comply with the E-Rate assurances.

Mission Statement:

Greenfield Union School District endeavors to make technology accessible to all students and staff, empowering them to use technology as a tool for effective communication, personal productivity and lifelong learning and to prepare students from a diverse community with the attitudes, knowledge, and skills required to learn and to become productive and responsible citizens by:

- Integrating technology into all areas of the school including District curriculum subject areas
- Continuing to budget and fund upgrades and maintenance, equipment, technician, and staff development
- Providing instructional materials and software to support District curriculum
- Supporting developmentally appropriate levels of competency and diversity of learning styles through the use of technology
- Using technology to improve communication between schools, parents, and the community

2. Stakeholders

Stakeholders		
Name	**Position**	**CDS**
Chris Crawford	Superintendent	Kern Greenfield Union
Dennis Franey	Assistant Superintendent of Business	Kern Greenfield Union
Lori Aragon, Ed.D.	Assistant Superintendent of Curriculum	Kern Greenfield Union
Vacant	Director of Technology	Kern Greenfield Union
Barbara Houser	Director of Categorical Funds	Kern Greenfield Union
Karri Fogle	Curriculum Department	Kern Greenfield Union
Julie Boesch	Extended Day Coordinator	Kern Greenfield Union
Frances McCloskey	Director of Support Services	Kern Greenfield Union
Kimberly Shipp	Coordinator - Family Resource Center	Kern Greenfield Union
Margie Berumen	Principal	Kern Greenfield Union Raffaello Palla Elementary
Charles Wilson	Assistant Principal	Kern Greenfield Union Planz Elementary
Noreen Barthelmes	Assistant Principal	Kern Greenfield Union McKee Middle
Kalisha Hudgins	Classroom Teacher	Kern Greenfield Union Greenfield Middle
Greg Hawley	Classroom Teacher	Kern Greenfield Union Plantation Elementary
Matthew Barrett	Classroom Teacher	Kern Greenfield Union Horizon Elementary
Diana McElwain	Categorical Secretary	Kern Greenfield Union
Elvia Lopez	Media Clerk	Kern Greenfield Union Valle Verde Elementary
Bryce Herndon	Media Clerk	Kern Greenfield Union Fairview Elementary
Sharon Carr	Parent	
Carlos Ramirez	School Resource Officer	Kern Greenfield Union
Robert Nielsen	Network Manager	Kern Greenfield Union
Jaye McWhorter	Technology Department	Kern Greenfield Union
Kathy Exarchoulakos	Parent	Kern Greenfield Union

Stakeholders

As part of the beliefs and values that drive this Education Technology Plan, involvement of all stakeholders is imperative. The Greenfield Union School District Technology Committee was first formed in 2008. The District Technology Plan was created with input from teachers, parents, administrators, and students. The committee understands that technology is vital in helping students meet grade level proficiency in academic content standards. During the initial planning period for the GUSD Education Technology Plan, the District Technology Committee, made up of teachers, parents, administrators, and community representatives meet three times per year to provide oversight to the implementation of the Education Technology Plan. All staff and parents are welcomed at these meetings. The Committee regularly reports to and receives input from teachers and parents through standing committees, including School Site Council, District English Language Advisory and Greenfield's Foundation for Success meetings. The Committee has reviewed the progress toward meeting the goals and objectives in the original Technology Plan and made adjustments to the plan as appropriate. In preparing this new plan, the committee, composed of district staff, teachers, administrators, and parents, surveyed all stakeholder groups and generated an updated plan. We distribute a district technology newsletter and hold a parent Technology Night to keep the community informed and solicit input. The members of the planning committee are listed in the chart above.

3. Curriculum

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

3A – Current Technology Access by Teachers and Students

All twelve schools, the district office, Greenfield Family Resource Center, and maintenance, transportation and facilities access local area networks that are part of a wide area network and are linked to the Internet through the district office via Kern County Superintendent of Schools. Each site, the district, After School Program, and the Greenfield Family Resource Center have a web page. The district provides email service and encourages parents to use email as a way of communicating with teachers, staff, and administrators.

Technology and Internet access is available to all teachers and students in classrooms, computer labs, and library/media centers at all schools during the regular school day. The district is in the progress of converting our Novell user and application management systems to a cloud-based collaboration system. The cloud system will allow students and staff to have 24/7 access to all district applications. Currently, students use the computer labs on a weekly basis. Each school has an After School Program which operates daily until 6:00 p.m. and computers are made available to students as needed. GATE (Gifted and Talented Education), ELL (English Language Learners), “At Risk”, Title I, and Special Education students all have equal access to technology throughout all schools sites. All students have regular, on-going, and flexible access to computers, the Internet and other technologies such interactive white boards, amplification systems, VCR/DVD players, video cameras, digital cameras, scanners, student response systems, and LCD projectors.

Each site has a media clerk working (3.5 – 8 hours/day) at the discretion of site needs. Media Clerks are responsible for computers and printer repairs / upgrades and technology maintenance. They also are responsible for maintaining software and assisting students in computer-based programs (i.e.,FASTT Math, Read Naturally, Accelerated Reader, STAR Reading Destination Success).

In 2011-2012, we will be piloting student laptop mobile carts (2 carts each with 32 computers) in various classrooms. The laptops will allow students to access online textbooks, lessons, and assessments. Students will use laptops interactively with Smart board lessons and utilize them as student response devices. Other hand-held response devices (Senteo clickers) are also used to support student engagement. There are currently 3,071computers in the district that are networked. All students have equal access to these computers which are used as a tool to improve student achievement. In addition to school sites, computers are available at the local public library which is located within our district boundaries on Wilson Road.

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

3B – Current use of Technology to Support Teaching and Learning

Students use computers to perform research, access textbook materials, reinforce newly learned concepts, or obtain immediate feedback of assessment results. The district has selected software programs that will be used throughout the district in an effort to streamline the assistance needed by the Technology Department. Other software may be used by sites; however, district support for these programs is limited. Providing students with access and training on current technologies, we empower them with transitional skills that will be useful in their future education and

careers. Today's technologies allow students to work at their own pace while also teaching them to work collaboratively with other students and their teachers.

District wide Apps	Frequency of Use	User	English Language Arts	Frequency of Use	User	Math	Frequency of Use	User
Follett	Librarian Daily - 30min. per class	Librarian	Renaissance Accelerated Reader	Daily 30 min.	Admin., Teachers, Students	Scholastic Math Inventory	Twice / year (Middle trained 2012 & Elem trained 2013)	Admin., Teachers, Students
MS Office	Daily - ongoing	Admin, Teachers, Students	Read Naturally	Daily 30 min.	Admin., Teachers, Students	FASTT Math	Daily 30 min.(1st-8th)	Admin., Teachers, Students
Data Director	Weekly to evaluate assessments	Admin, Teachers	Cornerstone (3-8 grades)	Limited sites and periodic use by sts.	Students	Fraction Nation	Daily 30 min. (4th-8th)	Admin., Teachers, Students
Groupwise	Daily - ongoing	Admin, Teachers, Classified	Destination Success	Limited sites and periodic use by sts.	Students			
			Renaissance Learning Star Reading and Math	Monthly - 15 min.	Admin., Teachers, Students			

Greenfield Union School District has chosen to implement the research based philosophy of a Professional Learning Community (PLC). In doing so, we are concentrating on the three big ideas: focus on learning, focus on collaboration, and focus on results (DuFour, DuFour, Eajerm 2008).

Over the next three years, the Greenfield Union School District plans to implement the Cloud (web-based portal) as a way to allow students accessibility to the district's technologies which will in turn improve student academic achievement. Building on that structure, the Cloud incorporates a web-based portal that will enable GUSD students and educators to use their district-virtual-desktops to access their applications from any location that has internet access. Communication and collaboration will be enhanced with the Cloud because it allows information, files, and documents to be shared in a real time environment. Students will have access and utilize the district's educational applications and intervention software program which will increase student learning time. We will be working toward providing students access using individual tables for non web-based applications.

The ultimate goal of the district is to implement a wireless infrastructure in each of the 11 schools within the next five years. GUSD's goal is to have hand-held devices for every student. The Greenfield Union School District understands it must first have in place a wireless infrastructure and a web-based portal (Cloud) that will work with any wireless hand-held device. These will allow students the ability to use these devices in the classroom in various ways including: online testing, homework, communication between school and home, classroom assignments, digital textbooks, and district applications, in addition to many other uses. Leveraging the web-based portal, the district can create its own private Cloud that provides students with a Virtual Web Desktop of applications and services that follow them anywhere – home, school, lab, or library. This will give students the ability to use appropriate technology in a responsible manner. They will be able to communicate, solve problems, and to access, create, and evaluate information to improve learning of state content standards in all subject areas.

To try to help students overcome their challenging circumstances GUSD has to work smarter and has chosen to work collaboratively to help students. In the book, On Common Ground , authors (DuFour, Eaker, DuFour, 2005) state, "If there is anything that the research community agrees on, it is this: The right kind of continuous, structured teacher collaboration improves the quality of teaching and pays big, often immediate dividends in student learning." Making

schools successful takes more than just individual's efforts – it takes a tremendous amount of teamwork and collaboration. In 1997, Michael Fullan identified the development of PLCs as one of the leading strategies for education reform. GUSD has made a commitment to PLCs by spending many hours and over $100,000 in training staff through training provided by Kern County Superintendent of Schools (KCSOS) and Solution Tree. Through professional development training the district is using sound research-based practices of a Professional Learning Community that are proven, endorsed by professional organizations, and grounded in common sense (DuFour, DuFour, and Eaker, 2008).

Through the use of interactive white boards, student response systems, and presentation software teachers are provided with digital resources and media rich environment to present standards-based content. In turn, students will engage with the interactive Smart boards throughout the school day and technology will be integrated into all core subject areas.

Tech Plan Update: GUSD Smart boards by Site and Grade Level - November 2011												
Elem. Sites	K	1st	2nd	3rd	4th	5th	SpecEd	Labs	Library	Other	# SBs plan to Purchase	Totals
Fairview	0	4	4	3	3	2	2	1	0	0	3	22
Horizon	3		4	4	4	4	1	1	1	7	0	33
Granite Pointe	3	5	6	5	6	5	2	0	0	3	0	35
Kendrick	0	0	0	4	4	4	2	0	0	0	0	14
Palla	4	5	5	6	5	5	3	0	0	0	0	33
Plantation	2	4	0	0	4	0	2	0	0	0	3	29
Planz	6	4	4	4	4	4	2	1	0	0	0	29
Valle Verde	0	5	4	5	4	4	1	0	1	1	5	30
Subtotal	18	31	27	31	34	28	15	3	2	11	31	211
Middle Sites	6th	7th	8th				SpecEd	Labs	Library	Other	# SBs plan to Purchase	
Greenfield	10	12	10				3	1	0	0	0	36
McKee	9	9	10				4	0	0	2	1	35
Ollivier	10	12	11				3	0	0	0	0	36
Subtotal	29	33	31				10	1	0	2	1	107
Total	47	64	58	31	34	28	25	4	2	13	12	318

Web-based applications are used by teachers to reinforce concepts that have been taught in all academic areas. Instruction and standard based lessons will be tailored to meet the individual needs of the student through the use

of these applications. Providing media-rich environment will motivate student learning and allow teachers to individualize instruction accordingly.

Teachers and administrators utilize DataDirector to monitor student's individual progress to target remedial needs or differentiate instruction. This also allows the district to conduct data analysis more efficiently while supporting the teachers' efforts to meet individual student academic needs. Data Director allows teachers and administrators have the ability to analyze student performance on an ongoing basis. The use of data analysis programs drives the instruction in the Greenfield Union School District. This analytical tool allows identification of remedial instruction and target interventions (RTI^2) allowing us to meet the needs of each demographic subgroup. By utilizing these analytical tools, we have a more efficient process in place to monitor and disaggregate student data and identify gaps in our diverse student population.

The Greenfield Union School District has formed a partnership with Kern County Superintendent of Schools CTAP office (KCSOS CTAP). The KCSOS CTAP offers assistance with training of administrators and support for the Collect, Connect, Coach (C3) Program to alleviate time constraints from other district resources. The online observation tool, C3, will help monitor the development of student and teacher technological literacy, in addition to monitoring the goals and objectives specific to grade level content standards.

The district has purchased iPads for administrators and C3 was implemented district-wide in 2011-12. Both technologies will be utilized while performing classroom walk-throughs. Teachers will receive feedback and support as a result of observation data collected through walk-throughs. Immediate feedback from site administration following a classroom walk-through will allow teachers to reflect and improve their instruction. The district provided training on tablet devices and follow-up on C3. The C3 observation tool will allow administrators to view the use of technology in the classroom as well as focusing on effective instructional teaching strategies and practices.

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

3C – Curricular Goals Supported by the Technology Plan

The Greenfield Union School District has established curriculum goals aligned to the California Content Standards which are reviewed periodically to continually improve student achievement. The LEA Plan and School Plan for Student Achievement (SPSA) guide our decisions and actions. Based on student data, government mandates, and research-based best practices, the district's key curricular goals include:

Goal 1: To Improve Student Academic Performance

By 2014, all students including ethnic, socio-economically disadvantaged and students with disabilities subgroups will be proficient or better in English Language Arts and Mathematics.

Goal 2: To Increase Proficiencies of all English-Learners.

All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Goal 3: To Retain 100% Highly Qualified Teachers and Manage Professional Development Requests

All students will be taught by highly qualified and experienced teachers to improve academic success. The district will provide ongoing training to administrators and teachers with a focus on educational technology to improve teacher instructional strategies, accountability, student engagement, and higher academic performance.

Goal 4: To Provide a Safe Learning Environment

All students will be educated in learning environments that are safe, drug-free, and conducive to learning. The district recognizes that successful youth deserve a safe, respectful, caring, and positive learning environment.

The district goals and specific measurable objectives are developed using the following state, county, district, and site comprehensive planning documents:

- California academic content standards and frameworks.
- District and State adopted Curriculum and related Pacing Guides
- District policy on evaluation criteria for textbook adoption.
- District student and teacher technology standards.
- District LEA Plan and English Learner (EL Master Plan
- Site-based SPSA ,SARC , data analysis and intervention models
- District Assistance Survey (DAS) and Academic Program Survey (APS)
- The District Educational Technology Plan.
- Board policies and procedures handbooks for each program which details the philosophy and goals, and policy and procedures regarding students, instruction, promotion and retention, equity, administration, personnel, community relations, business, etc.

The LEA plan and SPSAs outlines goals to attain proficiency or better in Language Arts and Mathematics by 2013-2014 district-wide. The focus of the Technology Plan will incorporate the use of technological tools, software, and Internet resources to assist in meeting proficiency or better performance levels for all students. The use of interactive media will assist struggling students, English Learners, and Students with Disabilities in becoming proficient and reach high academic performance levels in reading and mathematics.

3d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.

Goal 3d.1: To Improve Student Academic Performance The district will utilize National Education Technology Standards to support the curricular goals and enhance learning experiences by using technology tools and digital resources to meet or exceed proficiency in academic content standards.

Objective 3d.1.1: OBJECTIVE 1: Teachers will develop and implement lessons that integrate technology to support District curricular goals and academic content standards. District will increase the percent of intermediate and proficient users.

Benchmarks:

- Year 1: 2012-13 When using technology in the classroom to plan or deliver standards-based content lessons, 35% of teachers currently are non-users or beginners, 57% are intermediate users and 9% proficient users. Instrument/Data: Ed-Tech Profile Survey (Standard 9) and District Technology Survey.
- Year 2: 2013-14 When using technology in the classroom to plan or deliver standards-based content lessons, 25% of teachers currently are non-users or beginners, 63% are intermediate users and 12% proficient users. Instrument/Data: Ed-Tech Profile Survey (Standard 9) and District Technology Survey.
- Year 3: 2014-15 When using technology in the classroom to plan or deliver standards-based content lessons, 15% of teachers currently are non-users or beginners, 70% are intermediate users and 15% proficient users. Instrument/Data: Ed-Tech Profile Survey (Standard 9) and District Technology Survey.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
1. Teachers will have assessment data of their students at the beginning of school year.	Annually by during August / September	Assistant Superintendent of Curriculum & Instruction , Site Administrators, Teachers	Curriculum Department	Classroom, Grade-level, Site and District Reports from Data Director. Government API/AYP Reports.
2. Teachers will discuss, develop, and integrate technology /information literacy skills in academic content lessons.	Daily, Weekly, Monthly	Site Administrators	Through classroom observations and participation in PLC, grade level & staff meetings.	PLC Agendas, Grade Level Meeting Agendas, District Technology Survey
3. Lessons will be reviewed and shared with other teachers on a shared directory/cloud environment	Weekly / Monthly	Assistant Superintendent of Curriculum & Instruction, Site Administrators, Technology Department	Teachers, Site Administrators, and District Management will review lessons prior to posting on shared directory for content and alignment to standards.	Shared Directory Files, Professional Development days and Grade Level meeting agendas
4. Annual review of district assessments will be performed to direct future instruction	Annually	Assistant Superintendent of Curriculum & Instruction, Site Administrators, Teachers, KCSOS	Grade level Benchmark Teams will review comments received during the year by teachers and administrators and revise assessments accordingly	Benchmarks

Objective 3d.1.2: OBJECTIVE 2: Student achievement scores will demonstrate proficiency or better in Language Arts and Math due to the integration of technology (NETS) in the classroom.

Benchmarks:

- Year 1: 2012-13, At a minimum, 89.2% of students will be proficient in Language Arts and 89.5% of students will be proficient in mathematics.
- Year 2: 2013-14, A 100% of students will be proficient in Language Arts and 100% will be proficient in mathematics.
- Year 3: 2014-15, A 100% of students will be proficient in Language Arts and 100% will be proficient in mathematics.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
1. STAR results will be analyzed to ensure that students meet the goals in Language Arts and Mathematics.	Annually	Assistant Superintendent Site Administrators Teachers	By reviewing data analysis reports and identifying target students in need of interventions and skill reinforcements	Review of California Standards Test (CST) and District Benchmark. SPSA Three Year Comparison Data.
2. Students will use curriculum software to improve academic performance	After periodic Benchmark assessments and annually for CST data.	Site Administration, Teachers, Media Clerks	Classroom observations and student usage reports and computer lab schedules.	Review of California Standards Test (CST)and District Benchmarks, Technology Survey and Ed-Tech Profile

3e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.

Goal 3e.1: To Advance Technology Skills and Information Literacy Skills Students will become proficient in researching, accessing, and evaluating information through online Internet resources and reference databases. Students will also be instructed on website safety and ethical use issues. The District will use technology for research and inform students of digital resources and ethical conduct. We will use the ISTE NETS for each grade span to ensure a common understanding of technology and information literacy skills needed to be productive citizens. Ed-Tech Profile data shows 72% of students never use technology to create a report or project or use it less than once per month. (Q11) Teachers responded 94% consider they are intermediate or proficient users of word processing, however responded that 75% of students never use word processing in the classroom or use it less than once per month. (Q8) These results indicate the district needs to improve in providing professional development for teachers to integrate technology / word processing into their lessons. Greenfield School District recognizes that Information Literacy is not a subject unto itself. It crosses all disciplines, learning environments, and levels of education. Information Literacy skills are embedded in Content Standards adopted by the State Board of Education. Those skills will be integrated into all subject areas. According to Mike Eisenberg's and Bob Berkowitz' Big6TM Skills Information literacy skills are defined by the following: 1. Task Definition - Define the problem. What needs to be done to develop a solution or complete a project? 2. Information Seeking Strategies - Determine possible sources. What information sources and digital tools are needed for the task? 3. Location and Access - Locate sources and find pertinent information within sources. What key word searches and advanced searches are needed to locate the proper information? 4. Use of Information - Extract relevant information from a source. How can I make sense of information and analyze data? 5. Synthesis - Organize and present information. How can I communicate the information for others to understand? 6. Evaluation - Assess the project or information presented. How will I judge my work and revise strategies for future projects?

Objective 3e.1.1: Students will become proficient users of technology and be able to use NETS information literacy skills required at each grade level. District will increase the percent of intermediate and proficient users.

Benchmarks:

- Year 1: In 2012-13, District will increase the number of teachers using technology to support student learning. Combined 20% of non-users and beginning users will move into the NETS intermediate and proficient bands.
- Year 2: In 2013-14, District will increase the number of teachers using technology to support student learning. Combined 40% of non-users and beginning users will move into the NETS intermediate and proficient bands.
- Year 3: In 2014-15, District will increase the number of teachers using technology to support student learning. Combined 60% of non-users and beginning users will move into the NETS intermediate and proficient bands.

- Year 1: In 2012-2013, 20% of students in grades K-12 will be taught age appropriate technology and information literacy skills aligned with NETS standards for students
- Year 2: In 2013-14, 40% of students in grades K-12 will be taught age appropriate technology and information literacy skills aligned with NETS standards for students
- Year 3: In 2014-15, 60% of students in grades K-12 will be taught age appropriate technology and information literacy skills aligned with NETS standards for students

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
1. Review and update the Student Performance Indicators (Appendix E) to align with current ISTE NETS	Weekly, Monthly and Annually	Technology Department/Curriculum department, supported by District Management	Classroom observations, grade level meetings	Monthly grade level meeting agendas, Tech Committee agenda, District Technology Survey
2.Distribute and train administrators and teaching staff on updated NETS	Periodic trainings and annual surveys	Mentor Teachers, supported by District Technology Committee, Site Administrators,	Classroom observations and technology training	Management/Staff meeting agendas and training agendas, District Technology Survey
3. Provide ongoing training for classroom teachers and library staff on the Technology and Information Literacy scope and sequence and curriculum, best practices for delivering the curriculum to students, and on incorporating technology- enhanced lessons, activities and projects into the core content areas.	Annual training and/or staff meeting in August	Technology Department/Curriculum department, supported by District Management	Classroom observations, grade level meetings	Monthly grade level meeting agendas, Tech Committee agenda, District Technology Survey
4. NETS students K-12 standards will be taught and incorporated into assignments by classroom teachers	Throughout school years	Teachers	Classroom observations, student assignments	Monthly grade level

3f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use.

The District will ensure proper use of the digital resources made available to students and teach them to use them responsibly. Students will distinguish lawful from unlawful uses of copyrighted works and avoid plagiarism. They must also understand the implications of illegal file sharing and downloading. To ensure compliance with AB 307, the Internet Acceptable Use Policy which includes the ethical use of technology, copyright, plagiarism, and file sharing will be distributed to teachers, parents, students and administrators. The Technology Department/Curriculum Department will develop uniform lesson plans on these topics for teacher / media clerk use in training students. Through these measures, students will learn about the concept, purpose and significance of the ethical use of information technology.

Goal 3f.1: Students will be trained about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading (as stated in AB307).

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
1. Review/update District Board Policy to reflect AB 307 requirements concerning the ethical use of information technology	Reviewed Annually	Director of Technology and Superintendent	Board approval of district policies	District Policy
2. Develop a standard district lesson regarding ethical use of information technology for K-2, 3-5, and 6-8 grade levels	Annual training	Technology Department/Curriculum Department, Teachers	Grade Span Lessons, Sign- in Sheet, Class Roster	Signed Internet Permission Form, training schedules and District Technology Survey
3. Distribute Employee Use of Technology to reflect AB 307	Annually	Director of Technology & Superintendent	Employee Use of Technology Forms	Signed Employee Forms and District Technology Survey
4. Distribute Internet Permission Form for students to reflect AB 307	Annually	Director of Technology, Site Administrators	Internet Permission Form and AERIES Reports	District Technology Survey
5. Train teachers pertaining to regarding AB 307, ethical use of technology	Periodic Training and annual assessment	Site Administrators, Technology Department	Management and Staff Meeting Agendas	District Technology Survey and Ed-Tech Profile

3g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307)

The Internet brings exciting resources for our students as well as great responsibility to use these resources safely. Safe use of these resources will be a priority for the District. Students must be taught to practice Internet safety, including how to protect online privacy and avoid online predators. The District will update Board policy and provide informational handouts on the safe use of the Internet for students, parents, teachers, and administrators. The Technology Department/Curriculum Department will develop teacher-based lessons for each grade span on the appropriate topics. The Web filtering will be monitored and updated daily to block inappropriate sites. Through these measures, students will learn how to practice Internet safety. The measure will ensure that the District is in compliance with the requirements of AB 307.

Goal 3g.1: To Promote Internet Safety Students will be educated about Cyber-Bullying and Internet Acceptable Use Policy, including online privacy and avoiding online predators.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
1. District Board Policy will be updated to reflect AB 307 re: Internet safety and Cyber-bullying	Annually	Director of Technology & Superintendent	Board approval	District Policy
2. Post information pertaining to the safe use of the Internet for parents, teachers, and students on the district's website	Annually	Director of Technology	Update website as required to reflect current policy	District Website
3. Update Employee Use of Technology to reflect AB 307 for Internet Safety	Annually	Media Clerks, Director of Technology and Superintendent	Signed employee forms by site	District Employee Use of Technology Form
4. Update Internet Permission Form for students to reflect AB 307 and provide Internet Safety Training	Annually	Media Clerks and Director of Technology	Run Aerie's reports to verify student participation	Signed Internet Permission Forms and District Technology Survey
5. Teachers will receive training pertaining AB 307 and Board policy regarding Internet safety	Annually	Technology Department, Site Administrators	Staff meeting agenda/training	Training participation, District Technology Survey, and Ed-Tech Profile
6. A uniform district lesson regarding Internet Safety will be developed for K-2, 3-5, and 6-8 grade levels	Annually	Site Administration Asst. Supt. Curriculum, Technology Director	Classroom observations and site training feedback	District lessons by grade span, District Technology Survey
7. Internet safety resources will be posted on District web site	Annually	Technology Director, Asst. Supt. Curriculum	Posting	District Website
8. District Web filtering is updated daily to ensure safety	Daily - Ongoing	Technology Director	Active daily content filtering	Sonic Wall, Custom blacklist of blocked sites.

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

To Provide Access for all Students

The district will provide equitable access to all students at each site during the regular day and also have learning resources available during extended day programs according to district policy and practice. This includes providing devices for SWDs that promote greater independence by enabling students to perform tasks through the use of technology and other devices used to assist with accessing computers.

Greenfield School District believes that all students will have equitable access to educational and informational resources, including ELL, GATE, Special Ed, Educational Disadvantaged Youth (EDY), and Title 1 students. Implementation of equitable access to informational resources will be made available taking State budgets into consideration. With the implementation of the cloud technology, all students will be allowed to access school applications at school and from home.

The district-created Needs Assessment Survey will be reviewed annually to ensure that students have equitable access. This survey solicits input and participation from Administrators, Teachers, Parents, and Students.

3i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.

Goal 3i.1: To Utilize Technology to Manage Student Record Keeping (3I) Technological tools will be used to develop and manage district and site assessments, collection of student achievement data, and analyze reports to drive instructional decisions for students. The District is using the AERIES Student Information System for student record keeping, this includes testing data. Current testing data is very important to understand what a student knows and what he/she needs to learn. Monthly training is provided for any new users and for program changes and/or state requirements to ensure proper and efficient use of the software. In addition, the district has implemented Data Director as an innovative online data and assessment management system. Data Director allows users to compare multiple sets of data so that they may identify needed interventions, devise enhanced curriculums, and drive the academic achievement of all student.

Objective 3i.1.1: Teachers and administrators will use technology tools for collecting and recording assessment data, including District multiple measures, and State tests as measured by the use of Data Director as a tool for assessing student learning

Benchmarks:

- Year 1: 2012-2013 We will increase the baseline of 8,609 by 5% for district-wide logins on the electronic student information system (Data Director) to make decisions in lesson design and implementation to improve student academic achievement.
- Year 2: 2013-2014 We will increase the baseline of 8,609 district-wide logins by 10% electronic student information system (Data Director) to make decisions in lesson design and implementation to improve student academic achievement.
- Year 3: 2014-2015 We will increase the baseline of 8,609 district-wide logins by 15% electronic student information system (Data Director) to make decisions in lesson design and implementation to improve student academic achievement.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
1. Continue to use Data Director to collect and analyze district K-8 multiple measures.	After Benchmarks and Annual CSTs	Site Administrators, Teachers, District Administrators, Technology Department/Curriculum Department	Review user activity	Login Statistics for the 2011-12 school year, District Technology Survey
2. Continue training teachers in the use of data to drive instruction to meet student academic needs.	Periodic Training	Assistant Superintendent, Site Administrators, Technology Department/Curriculum Department	Training participation and agendas	Professional Development Forms District Technology Survey
3. Continue to train sites in AERIES (Students Information System) for access to student information	Monthly	Site Administrators, Technology Department/Curriculum Department	Training participation and agendas	Login Statistics Report

Objective 3i.1.2: Teachers will use technology tools for purposes of grade books and report cards to manage student grades, attendance, and assessment records.

Benchmarks:

- Year 1: 2012-2013 70% of teachers use an electronic grade book or spreadsheet to manage student grades, attendance, and assessment records. Instrument/Data: Ed Tech Profile Survey (Standard 9d Q1)
- Year 2: 2013-2014 75% of teachers use an electronic grade book or spreadsheet to manage student grades, attendance, and assessment records. Instrument/Data: Ed Tech Profile Survey (Standard 9d Q1)
- Year 3: 2014-2015 80% of teachers use an electronic grade book or spreadsheet to manage student grades, attendance, and assessment records. Instrument/Data: Ed Tech Profile Survey (Standard 9d Q1)

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
1. Continue to use AERIES for Standards Based Report Card	Periodically	Site Administrator, Middle School Teachers	Report Cards	District Technology Survey and Ed-Tech Profile
2. Continue the Grade book module of AERIES 6th through 8th grades.	Periodically	Site Administrator, Middle School Teachers	District Technology Survey and Ed-Tech Profile	Gradebook

3j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.

To Enhance Communication among Home, School, and Community The district will develop two-way communication systems to promote the dissemination of information and communication through the use of technology and be used to support student learning among home, school, and community stakeholders. The

Technology Department/Curriculum Department will have a minimum one Parent Technology Night each school year to discuss technology topics as well as discuss how to improve two-way communication between home and school. We encourage parents to provide email addresses when students are initially enrolled as well as update contact information annually for returning students. Greenfield also provides a district/school/teacher website which contains the email and classroom contact information for parent access. The website provides student and parent information regarding classroom assignments, expectations, school events, and other important information. The GUSD Activities Calendar and Professional Development are posted on the district website to keep parents informed of school events and district advisory committee meetings.

Goal 3j.1: To Enhance Communication among Home, School, and Community The district will develop two-way communication systems to promote the dissemination of information and communication through the use of technology and be used to support student learning among home, school, and community stakeholders.

Objective 3j.1.1: Administrators and teachers will use technology tools effectively to improve two-way communication between home and school.

Benchmarks:

- Year 1: 2012-2013: 90% of teachers will consider themselves to be a proficient or intermediate user for email and maintain school/classroom websites.
- Year 2: 2013-2014: 93 % of teachers will consider themselves to be a proficient or intermediate user for email and maintain school/classroom websites.
- Year 3: 2014-2015: 96 % of teachers will consider themselves to be a proficient or intermediate user for email and maintain school/classroom websites.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
1.Update District and School websites	Ongoing throughout the year	Technology Department/Curriculum Department, Site Media Clerks,	District Website	Administrator review
2. Post School Accountability Report Cards on District website.	Annually	Technology Department/Curriculum Department	District Website	Technology Director review
3. Explore use of AEREIS to include parent portal	Annually	Technology Department/Curriculum Department	Technology Committee Minutes	Parent survey
4. Monitor and support use of e-mail	Periodically	Site Administration, Technology Department	Technology Committee	Email system

3k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.

The District Technology Director, Site Administrators, and the Technology Committee will conduct ongoing formative data reviews. The Technology Committee will meet three times per year (October, January and May) to track the development and implementation of all tech plan activities and accomplishments. Modifications to our Tech Plan activities will be made as needed in order to insure that we have a roadmap toward implementing district goals through June 2015. With the rapid changes to technology, we anticipate changes will impact our long-term plans; however, it is critical that all stakeholders understand our technology vision.

The Technology Director and Curriculum department are responsible for a mid-year tech plan implementation status report to all stakeholders in February. An annual summative data analysis and needs assessments are conducted in late August/September after the state releases all relevant district data and schools complete early assessments of incoming students. The Technology Department is responsible for an annual summative performance report to stakeholders in October and facilitating the implementation of the Education Technology Plan. The Assistant Superintendent of Curriculum and Instruction is responsible to evaluate and report student academic performance measures.

The monitoring and evaluation of the curriculum goals for this Technology Plan are provided in sections 3A-3J. Each of these goals has clearly defined objectives, implementation activities, annual benchmarks, timelines and designated roles and responsibilities of those individuals implementing the plan. The Technology Plan will be looked at least 3 times a year to ensure that we are on track for our goals and the information will be shared with the Technology Committee in October, January, and May each year. The following describes the monitoring and evaluation of the plan implementation in the seven curricular components.

Goal 1: To Improve Student Academic Performance (3D) School site administrator will be responsible for monitoring the implementation of this goal. During formal and informal classroom observations, administrators will observe and evaluate the use and integration of technology during lessons. Based on their findings, administrators and teachers will request professional development training to improve the use and effectiveness of interactive equipment in the classroom. Assistant Superintendent of Curriculum and Instruction will implement and monitor professional development requests on a priority basis.

Goal 2: To Advance Technology Skills and Information Literacy Skills (3E) Teachers will be responsible to assess student progress in the use of technology and information literacy skills through completed projects. Site administrators will monitor use of technology through observations and lesson reviews.

Goal 3: To Ensure Ethical Use (3F) The Superintendent will be responsible to update Board Policy to reflect the current legislation on ethical use of technology. Site administrators will be responsible to review and provide copies of Internet acceptable use guidelines with teachers, staff, and students.

Goal 4: To Promote Internet Safety (3G) The Superintendent will be responsible to update Board Policy to reflect the current legislation on use of Internet safety. District administrators and site administrators will ensure all students receive training regarding the safe use of internet, including Cyber-Bullying, online privacy, and avoiding online predators.

Goal 5: To Provide Access for all Students (3H) District Administrators and site administrators are responsible for monitoring implementation of this goal to ensure all students have equitable access to technology. Through district and Ed-Tech Profile survey data and student academic performance benchmarks, the Technology Director and Tech Committee will evaluate progress in maintaining and managing equitable access.

Goal 6: To Utilize Technology to Manage Student Record Keeping (3I) The Technology Director and Assistant Superintendent of Curriculum and Instruction work collaboratively in managing student information and student performance in AERIES and Data Director. Through a partnership with Certica Solutions, AERIES data will be managed to ensure integrity of data and verifiable data into CalPads. District, site administrators, and teachers will generate periodic reports to assess and monitor student achievement and identify gaps in learning for intervention / remedial support.

Goal 7: To Enhance Communication among Home, School, and Community (3J) The Technology Director and Assistant Superintendent of Curriculum are responsible to improve two-way communication and access through the district web-based cloud portal for teachers, parents, and students. The district plans to increase technological access to district information, communication processes, and student-based curriculum programs.

4. Professional Development

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

The National Staff Development Council describes Professional Development as a lifelong, collaborative learning process that nourishes growth of individual, teams and the school through a daily job-embedded, learner-centered, focused approach. The ultimate goal of professional development is to ensure that all staff knows how to use new and existing technologies to improve educational services resulting in increased student achievement. The technology goals support the district's curricular goals.

The No Child Left Behind Act (NCLB) requires all public school teachers receive "high-quality" professional development that will improve and increase teachers' knowledge of the academic subjects. It also says that professional development should be "high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom." The district has in place Curriculum Department support and outside consultants to support the trainings that will be needed to implement the Technology Plan.

The Ed Tech Profile and the district created surveys were both used to evaluate the areas of need for professional development. The district has implemented a Professional Development Request Form that individual teachers, grade levels, or administrators are able to fill out to request specific needs.

The Greenfield Union School District is committed to creating a collaborative culture through Professional Learning Communities (PLC). The PLC is a model for enduring, collaborative professional development. The 3 big ideas of PLC are: Clarity of Purpose, Collaborative Culture, and Focus on Results. The district is focusing on these 3 big ideas when it comes to professional development. According to the district created survey 78% of the teachers are participating in weekly PLC collaboration and 99% are participating at least monthly. We did not capture data from administrators, but will be doing so in future survey data collections.

In the district created survey 57% of the staff felt they were a proficient user when it comes to technology and 42% felt they were an intermediate user and only require some assistance with technology. When it comes to the management of letting students use computers in the classroom 43% of the 4th - 8th grade students are using computers daily, 45% have the students using the computers weekly, and 15% of the teachers are only using computers monthly or never with their students. Classroom management seems to be an area of concern. The student survey showed that that only 28% of the students are using the computers daily.

The EdTechProfile was administered May, 2011. The following data was collected.

Greenfield Union School District EdTech Profile CCTC Program Standard 9 : Using Technology in the Classroom				
	N/A	Beginning	Intermediate	Proficient
Standard 9a Each candidate considers the content to be taught and selects appropriate technological resources to support, manage, and enhance student learning in relation to prior experiences and level of academic accomplishment.	2%	31%	53%	14%
Standard 9b Each candidate analyzed best practices and research findings on the use of technology and design lessons accordingly.	9%	35%	47%	8%
Standard 9d Each candidate uses computer applications to manage records and to communicate through printed media.	1%	24%	41%	34%
Standard 9e Each candidate interacts with others using e-mail and is familiar with a variety of computer-based collaboration.	2%	25%	38%	35%

Standard 9f Each candidate examines a variety of current educational technologies and uses established selected criteria to evaluate materials, for example, multimedia, Internet resources, telecommunications, computer-assisted instruction, presentation tools, and productivity.	8%	26%	49%	16%
Standard 9g Each candidate chooses software for its relevance, effectiveness, alignment with content standards, and value added to student learning.	11%	35%	51%	4%
Standard 9h Each candidate demonstrates competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered.	18%	46%	27%	8%
Standard 9i Each candidate demonstrates knowledge of copyright issues and of privacy, security, safety issues, and Acceptable Use Policies.	4%	27%	46%	22%

Greenfield Union School District EdTech Profile CCTC Program Standard 16 : Using Technology to Support Student Learning					
		N/A	Beginning	Intermediate	Proficient
1	Standard 16a Each participating teacher interacts and communicates through a variety of electronic media.	5%	51%	39%	5%
2	Standard 16b Each participating teacher interacts and communicates with other professionals through a variety of methods, including the use of computer-based collaborative tools to support technology enhanced curriculum.	15%	49%	24%	12%
3	Standard 16c Each participating teacher uses technological resources available inside the classroom or in library media centers, computer labs, local and county facilities, and other locations to create technology enhanced lessons aligned with the adopted curriculum.	2%	22%	62%	14%

4	Standard 16d Each participating teacher designs, adapts, and uses lessons which address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning.	18%	46%	26%	44%
5	Standard 16e Each participating teacher uses technology is lessons to increase students' ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions. He/she creates or makes use of learning environments that promote effective use of technology aligned with the curriculum inside the classroom, in library media centers or in computer labs.	9%	39%	46%	6%
6	Standard 16f Each participating teacher uses computer applications to manipulate and analyze data as a tool for assessing student learning and for providing feedback to students and parents.	11%	40%	30%	19%

7	Standard 16g Each participating teacher demonstrates competence in evaluating the authenticity, reliability and bias of the data gathered, determines outcomes, and evaluates the success or effectiveness of the process used. He/she frequently monitors and reflects upon the results of using technology in instruction and adapts lessons accordingly.	18%	39%	35%	8%

4b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (sections 3d through 3j) of the plan.

The ultimate success of technology use in the classroom rests with the teacher and the success of teachers is dependent on the professional development they receive. Professional development must be multifaceted and educational leaders must participate in the training and support implementation of learned skills. Greenfield Union School District also believes that on-site follow-up and support should be readily available. Classroom teachers, media clerks, administrators, technical support staff, and paraprofessionals will receive technology training and use it to improve student achievement. This training will be provided by the Technology Department/Curriculum Department, Media Clerks, Categorical Secretary. Administrators and other school leaders in the Greenfield district will aid with the implementation of technology in the district by encouraging staff to improve and maintain their technology proficiencies.

We are focusing on five main professional development objectives. These objectives were decided upon by the Technology Plan Committee with review of the EdTech Profile and district created surveys. The areas that will be looked at are helping teachers become proficient using technological resources, interacting and communicating with other professionals, using Microsoft Office 10, and creating common formative assessments and analyzing the results. The administrators will also use the C3 observation tool.

Goal 4b.1: Goal 1: To Improve Student Academic Performance (3D) The district will utilize National Education Technology Standards to support the curricular goals and enhance learning experiences by using technology tools and digital resources to meet or exceed proficiency in academic content standards.

Objective 4b.1.1: Teachers will become proficient using technological resources.

Benchmarks:

- Year 1: 18% of teachers will feel they are proficient using technological resources available inside the classroom, computer labs, etc. to create technology enhanced lessons aligned with the adopted curriculum. (Baseline was 14%) District will provide 3 Levels of Smart board Training. Instrument/Data: EdTech Profile Standard 16c
- Year 2: 25% of teachers will feel they are proficient using technological resources available inside the classroom, computer labs, etc. to create technology enhanced lessons aligned with the adopted curriculum. (Baseline was 14%) District will provide 3 Levels of Smart board Training. Instrument/Data: EdTech Profile Standard 16c
- Year 3: 35% of teachers will feel they are proficient using technological resources available inside the classroom, computer labs, etc. to create technology enhanced lessons aligned with the adopted curriculum. (Baseline was 14%) District will provide 3 Levels of Smart board Training. Instrument/Data: EdTech Profile Standard 16c

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Administer EdTech Profile Survey (Related to Curriculum Goals 1 through 7)	Each Year	Technology Department/Curriculum Department	Analyze the EdTech Profile Survey and report findings to Technology Planning team and Technology Committee.	EdTech Profile
Administer District Survey to teachers and students (in grades 4 - 8)	Each Year	Technology Department/Curriculum Department	Analyze the District Surveys and report findings to Technology Planning team and Technology Committee.	District Surveys
Maintain an active District Technology Committee	Meetings will be held 3 times a year	Assistant Superintendent of Curriculum, Technology Department/Curriculum Department	Meeting Agenda will be sent in advance of the meeting	Minutes will be sent out via email
Continue to announce CTAP Level 1 (Basic Proficiency) and CTAP Level 2 (Technology Integration) trainings that are provided by Kern County Superintendent of Schools	Each Year	Technology Department/Curriculum Department	District Teacher Survey	CTAP Proficiency Levels as reported on the Teacher Survey
Provide training on Smart boards at 3 levels (Related to Curriculum Goal 1)	Each Year	Assistant Superintendent of Curriculum, Technology Department/Curriculum Department	Sign in sheets and EdTech Profile Standard 16c	EdTech Profile Standard 16c

Provide training to administrators on the use of the C3 observation tool. (Related to Goal 1)	Each Year	Kern County Superintendent of Schools, Technology Department/Curriculum Department	Reports/Exports in the C3 tool	Ed Tech Profile Standard 16c

Goal 4b.2: Goal 2: To Advance Technology Skills and Information Literacy Skills (3E) Students will become proficient in researching, accessing, and evaluating information through online Internet resources and reference databases. Students will also be instructed on website safety and ethical use issues.

Objective 4b.2.1: Students will become proficient with using the Internet for researching and finding information online.

Benchmarks:

- Year 1: 40% of students will feel they are proficient using the Internet for researching and finding information online. (Baseline is 35%) Instrument/Data: District Student Survey Q21
- Year 2: 45% of students will feel they are proficient using the Internet for researching and finding information online. (Baseline is 35%) Instrument/Data: District Student Survey Q21
- Year 3: 50% of students will feel they are proficient using the Internet for researching and finding information online. (Baseline is 35%) Instrument/Data: District Student Survey Q21

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
District will create and use standard district lessons which are developed for the three different grade spans (K-2, 3-5, and 6-8).	Each Year	Technology Department/Curriculum Department, Media Clerks	Sign in sheets	District Student Survey Q21

Goal 4b.3: Goal 6: To Utilize Technology to Manage Student Record Keeping (3I) Technological tools will be used to develop and manage district and site assessments, collection of student achievement data, and analyze reports to drive instructional decisions for students.

Objective 4b.3.1: Teachers will use create common formative assessments and be able to analyze the results.

Benchmarks:

- Year 1: 35% of teachers will use scan sheet assessments created in Data Director for common formative assessments only for district Benchmarks. (baseline was 41%) District will provide Data Director training to teachers and administrators on creating common formative assessments and analyzing the results of the assessments. Instrument/Data: EETT-C teacher survey
- Year 2: 30% of teachers will use scan sheet assessments created in Data Director for common formative assessments only for district Benchmarks. (baseline was 41%) District will provide Data Director training to teachers and administrators on creating common formative assessments and analyzing the results of the assessments. Instrument/Data: EETT-C teacher survey
- Year 3: 25% of teachers will use scan sheet assessments created in Data Director for common formative assessments only for district Benchmarks. (baseline was 41%) District will provide Data Director training to

teachers and administrators on creating common formative assessments and analyzing the results of the assessments. Instrument/Data: EETT-C teacher survey

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Provide training in the use of Data Director to analyze and drive instructional decisions to improve student academic performance (Related Curriculum Goals 1 and 6).	Each Year	Assistant Superintendent of Curriculum, Technology Department/Curriculum Department, Site Administrators	Sign in Sheets	EETT-C Teacher Survey

Goal 4b.4: Goal 7: To Enhance Communication Among Home, School, and Community (3J) The district will develop two-way communication systems to promote the dissemination of information and communication through the use of technology and be used to support student learning among home, school, and community stakeholders.

Objective 4b.4.1: Teachers will become proficient with interacting and communicating with other professionals.

Benchmarks:

- Year 1: 15% of teachers will feel they are proficient with interacting and communicating with other professionals through a variety of methods, including the use of computer-based collaborative tools to support technology enhanced curriculum. (Baseline was 12%) District will provide initial training on the web-based portal (cloud) to administrators and teachers. Instrument/Data: EdTech Profile - Standard 16b
- Year 2: 25% of teachers will feel they are proficient with interacting and communicating with other professionals through a variety of methods, including the use of computer-based collaborative tools to support technology enhanced curriculum. District will provide initial training on the web-based portal (cloud) to administrators and teachers. Instrument/Data: EdTech Profile - Standard 16b
- Year 3: 30% of teachers will feel they are proficient with interacting and communicating with other professionals through a variety of methods, including the use of computer-based collaborative tools to support technology enhanced curriculum. District will provide initial training on the web-based portal (cloud) to administrators and teachers. Instrument/Data: EdTech Profile - Standard 16b

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Provide training on the web-portal (cloud) (Related to Curriculum Goals 5 and 7)	Each year	Director of Technology, Technology Department/Curriculum Department	Sign-In Sheets	EdTech Profile Standard 16b

4c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned activities including roles and responsibilities.

Professional Development Goal 1 – Provide staff development in technology for teachers, administrators and other staff members to enhance the technological and information literacy skills needed in the performance of their job.

Currently, the teachers in the Greenfield Union School District are working toward technology literacy, as well as meeting the academic learning needs of their students. This plan focuses on three CTAP Technology Proficiencies for California Teachers:

- Communication and Collaboration,
- Preparation for Planning, Designing and Implementing Learning Experiences
- Evaluation and Assessment.

- **EdTech Profile and District Surveys:** The annual Ed Tech Profile for each site as well as the district created surveys, the Technology Department/Curriculum Department will be responsible for coordinating these surveys. providing opportunities for technology training to meet the needs of their staff. They will monitor and evaluate the effectiveness of the technology training provided through formal and informal classroom observations, workshop evaluations, and integration of technology in the curriculum, and ultimately the results of the STAR assessment.
- **CTAP Levels 1 and 2:** The Technology Department/Curriculum Department and the Kern County Superintendent of Schools will be responsible for providing CTAP Level 1 and Level 2 training opportunities. They will monitor the number of teachers receiving certifications.
- **Interactive White Boards:** Through the use of Smart board technology the teachers will plan, design, and implement learning experiences for their students thus meeting the second technology proficiency. GUSD works with a local vendor consultant in order to provide training on Smart boards. The vendor offers six comprehensive trainings to each teacher that has a Smart board in their classroom. The District Technology Department/Curriculum Department will provide three levels of standards-specific Smart board trainings 3 times per year (1 hour long each). Level 1 is designed for teachers with limited experience or training of the Smart board. Level 2 is designed for teachers who want to modify lessons and improve student interaction with the Smart board. Level 3 is designed for teachers who want to create lessons and import pictures, sounds, and videos as well as have students facilitate lessons.
- **The Cloud:** The web-based portal (cloud) will allow teachers to better communicate and collaborate with each other thus meeting the first technology proficiency. With the implementation of a web-based portal (cloud), the district will provide training to staff as soon as it is up and running. Each site will receive an initial training, and subsequent trainings will be provided in various formats as well as digital formats and instructor based training. Staff can request additional support through the Professional Development Request form or the help desk request/ticket system.
- **Operating System and Microsoft Office 10:** Along with the web-based portal the district will also be upgrading from the current Windows XP operating system to the Windows 7 desktop operating system. In addition, Microsoft Office XP will be phased out and the computers will be supporting Microsoft Office 2010. The district will be preparing training for these changes for administrators, teachers, and staff.
- **Internet Safety and Cyber-bullying:** The Director of Technology, Technology Department/Curriculum Department and Media Clerks will be responsible for training on ethical use, Cyber-bullying, and Internet Safety. They will also be creating standard district lessons which are developed for the three different grade spans (K-2, 3-5, and 6-8).
- **Data Director:** Evaluation and Assessment of content standards will be focused on with the use of Data Director thus meeting the third technology proficiency. Professional Development is also provided on creating common formative assessments and analysis of the data. Trainings will be provided periodically. Specific individual needs may be met through the Professional Development Request form. Administrators, teachers, and students will also receive training for online testing using Data Director. With the creation of the Common Core Assessments, our district goal is to be prepared to implement Smart Balanced Assessment.
- **AERIES:** The district provides training to staff on the student information system monthly. Secretaries and Program Clerks also have monthly trainings for their specific needs.

- **Website:** The Media Clerks provide training on the website to teachers that use the website for classroom pages. The Technology Department and Technology Department/Curriculum Department provides training as needed.
- **C3:** The district has provided training to the site administrators on the use of the online Collect, Connect, Coach (C3) observation tool, which allows administrators to record the use of technology in the classroom and focus on elements of teaching. This simple online tool will allow administrators to evaluate the three technology proficiencies listed above. Additional C3 training will be provided to administrators as the opportunity for support is needed.
- **District Approved Software:** Media Clerks, and the Technology Department/Curriculum Department will be responsible for coordinating and scheduling training for district approved software to be integrated into the curriculum as acquired. Based on the analysis of the data, further training will be offered.
- **Technical Training:** The Director of Technology will be responsible for monitoring and evaluating technical training for media clerks, and technical staff. On-going feedback from Technology Staff will be used to guide and offer opportunities for training.

All district training will meet the NCLB requirements of high quality, sustained, intensive, and classroom-focused professional development, while also meeting the 3 big ideas of a Professional Learning Community.

5. Infrastructure, Hardware, Technical Support, and Software

5a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components of the plan.

Existing Hardware:

The district purchases all of its computer hardware with an extended warranty. All workstations are purchased with a 3 year on-site warranty. All servers and major infrastructure equipment are purchased with a 4 year 4 hour on-site warranty. All switches are purchased with a lifetime warranty. All telecommunications equipment is under service contracts.

Over the past several years the district has been working to standardize its Computer Hardware, Printers, Switches, Servers, Operating Systems, Network Hardware and Telecommunications equipment. These standards help reduce the ongoing service and support of these devices. Overall this leads to a higher level of efficiency and effectiveness by support staff.

5A Summary of Current Educational Hardware by School Site

School Site	FVW	GMS	HRZ	GPE	MMS	OMS	PAL	PLT	PLZ	VVE	WAK
Grade Level	K-5	6-8	K-5	K-5	6-8	6-8	K-5	K-5	K-5	K-5	K-5
Student Workstation	190	303	250	243	220	233	294	227	221	263	213
Teacher & Staff Workstations	36	64	46	52	54	59	57	47	51	56	31
Networked Printers	31	61	36	30	63	63	44	16	29	40	30

Laptops	16	7	6	10	44	5	8	6	28	7	27
Smart Boards	22	36	33	35	35	36	33	15	29	25	14
Projectors	0	0	0	0	0	0	0	0	0	0	0
FrontRow Sound System	23	13	0	0	0	12	34	28	33	30	27

Classroom:

- The basic classroom configuration consists of the following:8 Network Drops
- 1 Networked Teacher Computer
- 4-6 Networked Student Computers
- 1 Network Printer
- Technologies that are being added to the classrooms: Interactive White Boards (Smart Boards)
- Projectors
- Classroom Amplification Systems

Existing Internet Access:

The district infrastructure has been established over the past several years and continues to evolve with advances in technology. These advances include the use of high-speed fiber optic connections between the schools and the District Office, the installation of a wireless infrastructure, and the consolidation of network resources to a central data center. The district office is connected to KCSOS (Kern County Superintendent of Schools) over a high-speed fiber optic connection. Internet services are provided by KCSOS over this fiber optic connection. This entire infrastructure provides the high-speed network access needed for today's applications and Internet services.

- Current School Site Infrastructure: All school sites have a fiber optic infrastructure from a Main Distribution Frame (MDF) to the Intermediate Distribution Frame (IDF) located within a wing or group of rooms. All of the network equipment has been upgraded within the last five years. Each switch has a Gigabit fiber connection from the MDF to each IDF and a minimum of a 100Mb connection to each desktop.
- Each classroom has 8 network drops; 2 drops at the teacher location for a teacher computer and classroom printer and a second location of 6 drops for student computers.
- Each classroom has a telephone for intra-site and inter-site communications. This includes access to voicemail, outside lines for communication and 911 emergency services.
- All sites have a school wide paging and bell system.
- Four of the schools are in the process of installing a wireless infrastructure to allow for a 1 to 1 environment.
- All site have access to an Auto-dialer, the system is used to make calls home for absence or any mass notification.
- Current District Wide Area Network: The WAN (Wide Area Network) connection to each of the schools, with exception to one, is currently at 100Mbps. One of the schools has a 1Gbps connection due to the fact that it is used to store off-site copies of district backups.
- All of the schools are aggregated through a 1Gbps connection back to the district office.
- The connection to KCSOS, the district's ISP (Internet Service Provider), is currently configured for 100Mbps with the option to increase it to 1Gbps if needed.
- Network Services are provided from the District Office to all schools. These services include network servers, storage, networking software (Novell and Windows operating systems are used), antivirus and application hosting.
- The District Office uses a Network Appliance that provides Security as well as Content Filtering to comply with CIPA.

Current District infrastructure:

Over the last five years the district has been consolidating its network services into a centralized data center. The fiber optic connection between the schools and district office has allowed this consolidation to happen seamlessly, without any interruption or performance degradation. Battery backup systems have also been installed to ensure the highest availability of services to the school sites. A Storage Area Network (SAN) has been installed in the Data Center to provide dynamic and highly available disk access to our servers. The VMWare Infrastructure product suite has been selected to host the growing amount of district services. This new virtualized infrastructure allows for high availability failover and dynamic resource migration between hosts. With this virtualization technology, the district is able to achieve a ratio greater than 10:1 for virtualized systems per physical host. The District is currently looking at blade server technologies to build upon this virtualization infrastructure. A generator has also been installed to provide a constant source of power to ensure that district services are always available to the schools.
Current District Facilities:
Over the last 16 years the district has worked to modernize all of its older school sites. During these modernization projects, one of the upgrades has been to the electrical systems. All classrooms in the district have been upgraded to handle six student computers, a teacher computer, and a classroom printer. Over the last 3 years the Data Center at the District Office has undergone renovations. This has allowed the district to move from a decentralized network to a more efficient and reliable centralized network. The data center at the District Office has the environmental and electrical controls to managing the expanding infrastructure, which would not be feasible with the district's previous decentralized structure.

5A Facilities

School Site	FVW	GMS	HRZ	GPE	MMS	OMS	PAL	PLT	PLZ	VVE	WAK	DO
Grade Level	K-5	6-8	K-5	K-5	6-8	6-8	K-5	K-5	K-5	K-5	K-5	DO
Year Built	1954	1966	2006	2008	1953	1994	1991	1962	1964	2003	1989	1960
Last Modernization	1992	2008			2004			2005	2003			2000

Existing Electronic Learning Resources:

All grade levels require standardized productivity software in order to meet curricular and professional development goals. The standard productivity software installed on all workstations is Microsoft Office. This suite of software includes a word processor, spreadsheet application, and presentation application. Microsoft Office is installed by default on new computers as they are purchased. In order to ensure the safety and security of the workstations Antivirus protection is also installed by default on all workstations.

Each student is provided with a network login. This ensures that students are delivered the specific applications that have been prescribed by the district. This also allows the district to enforce Internet access to each student based on the permission granted by the student's parent/guardian.

Each teacher in the district has a workstation dedicated for his/her use. This workstation is used to connect to Aeries, the district's SIS (Student Information System). Teachers use the SIS to take attendance, view student info, access their grade book, and submit grades. The grade book portion of this application is accessible by teachers from the district's public website.

Each teacher has a dedicated home directory to store digital documents. A shared directory is also configured at each school to allow teachers at the school to share digital documents. Collaboration between teachers is also supported through the use of Groupwise, the district's collaboration system. Groupwise provides the teachers with e-mail,

calendaring, and task management. Other applications, such as Smart Notebook, are also provided to teachers for use with their interactive white boards (Smart Boards).
All software recommendations are evaluated to guarantee that they meet the criteria of the CLRN website and district's standards. Software purchasing decisions are made based on the impact the software will have in helping students master the California Curriculum Standards. All district wide applications have been approved by the district Technology Committee. These applications include:
Accelerated Reader
FASTT Math
Fraction Nation
Scholastic Math Inventory
Read Naturally
Follett Destiny

Existing Technical Support:

- Continue to provide timely support to all network infrastructure issues
- Continue to maintain a complete district inventory of all hardware and software
- Continue to provide support to site Media Clerks for the repair and upgrade of existing hardware
- Provide on-going professional development to Media Clerks
- Expand staff to include a Database Administrator
- Expand technical support staff if the student population grows beyond the current number of school sites

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

Hardware Needed:

- Hardware - continue to repair and upgrade current hardware
- Upgrade workstation images and network services to better support Windows 7.
- Monitor the life-cycle of the current technology and purchase new equipment to keep the student to computer ratio as low as possible, while keeping in mind funding restrictions.
- Evaluate the use of tablets and other mobile devices for use by staff and students.
- Evaluate new technologies for student access devices

Electronic Learning Resources Needed:

- Evaluate district wide purchase of curriculum software, both network and web based, that supports content standards defined by the CLRN (California Learning Resources Network)
- Maintain district and site annual software licenses and support agreements
- Upgrade operating systems and productivity software to current versions
- Expand the use of Aeries by adding the features of the parent portal and .net versions
- Expand the use of the district web site for better communications with parents
- Assist technology committee with software selections
- Expand the use of Data Director for providing immediate assessment results to teachers and administrators.
- Evaluation and installation of portal software to be used as a repository for all training materials, as well as a space for teachers to share lesson plans and other teaching materials
- Evaluate and install a district wide video conferencing solution utilizing the K12HSN for professional development. This will allow staff to participate in professional development without leaving their campus

Networking and Telecommunications Infrastructure Needed:

The district is in the process of converting from a Novell user and application management systems to a cloud based collaboration tool. This allows the District to provide the same services to our end users such as distributed applications, user or group specific applications, drive mappings to home and shared drives and shared resources. The collaboration system also allows us to provide new services to our users through collaborative teams that can easily share resources through a web interface. This also includes the ability to access the information from

anywhere a user has Internet access. This will help the district create an anytime - anywhere teaching and learning environment.

Physical Plant Modifications Needed:

Increase District and Site WAN connection speeds.

- Continue deployment of wireless networking across the district.
- Expand the use of Voice over IP to enhance communications.
- Increase the use of a cloud system to provide higher accessibility of network resources.
- Increase the use of a cloud system to prolong the use of existing computer systems.
- Continue to address security and privacy issues with hardware and software solutions.
- Apply for E-Rate funding annually to help fund infrastructure needs.
- Continue to provide timely support of all telecommunications services
- Continue to provide timely support of all school paging equipment
- Evaluate and maintain the use of mobile phones and other mobile devices
- Upgrade and replace telecommunications equipment as needed
- Support the use of the district auto-dialer system
- Apply for E-Rate funding annually to help fund communications needs

Technical Support Needed:

- Continue to provide timely support to all network infrastructure issues
- Continue to maintain a complete district inventory of all hardware and software
- Continue to provide support to site Media Clerks for the repair and upgrade of existing hardware
- Provide on-going professional development to Media Clerks
- Expand staff to include a Database Administrator
- Expand technical support staff if the student population grows beyond the current number of school sites

5c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.

Implementation Plan and Annual Benchmarks

ACTIVITY	RESPONSIBILTY	2012-2013	2013-2014	2014-2015
1. Evaluate District WAN(Wide Area Network), upgrade/replace network hardware including: routers, servers, switches and UPS	Director of Technology	X	X	X
2. Evaluate Site LAN (Local Area Network),upgrade/replace network hardware including: routers, switches and site cabling.	Director of Technology	X	X	X
3. Evaluate ongoing bandwidth needs between district and school sites	Director of Technology	X	X	X

4. Provide network security and content filtering	Network Manager	X	X	X
5. Expand the use of the Customized Switched Metro Ethernet (CSME) for VOIP, data and video	Director of Technology	X	X	X
6. Evaluate district phone service including cell phone usage	Asst. Superintendent of Business and District IT Staff	X	X	X
7. Repair and upgrade current hardware	Site Media Clerk and District IT Staff	X	X	X
8. Purchase additional hardware including computers, printers, smart boards and other peripherals	Site Administration and Director of Technology	X	X	X
9. Monitor computer to student ratio	Site Media Clerk and Director of Technology	X	X	X
10. Evaluate desktop alternatives	Director of Technology and Network Manager	X	X	X
11. Expand District IT Staff to include a Software/Database Administrator	Director of Technology	X	X	X
12. Provide Support and Professional Development to Site Media Clerk	District IT Staff	X	X	X
13. Maintain site technology inventory	Site Media Clerk and District IT Staff	X	X	X
14. Maintain district and site software licenses	District IT Staff	X	X	X
15. Implement use of Aeries parent portal and .net version	Network Manager	X	X	X
16. Expand the use of Data Director for providing immediate assessment results to teachers and administrators.	Asst. Superintendent of Curriculum and Site Administrators	X	X	X

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

Monitoring the District's progress toward meeting the curricular and professional development goals in the areas of infrastructure, hardware, technical support, and software utilization is an ongoing task.

The Media Clerks monitor and resolve the daily issues that arise at their school site. This allows for prompt resolution to minor technical issues. The result is that teachers can incorporate technology into their daily lesson plans without the fear of long response times to potential technical difficulties. The District IT staff supports the Media Clerks and also resolves any other network issues that arise during the day. Media Clerks and school Administrators log their technical support issues using a web-enabled helpdesk system provided by the district. This helpdesk system enables the District IT Staff to prioritize and respond to issues in a timely manner, the result of which is better support for each site. Meetings are held every six weeks for the site Media Clerks. These meetings are hosted by the District IT Staff for the discussion of support issues and solutions. During these meetings, short training sessions are held to augment the skills of the Media Clerks.

The need for additional hardware and software is monitored by both site administrators and district technology staff. The district uses an electronic inventory system to keep track of all hardware and software at each site. In order to make sure that all orders meet the district standards, the District IT Staff provides each site with worksheets that include computers, monitors, printers, and Microsoft Licensing information. The technology committee reviews and recommends appropriate software for the sites. This recommendation assists the sites in making software purchasing decisions. The District IT Staff also assists the sites with software purchases to ensure that the software will function with the district network infrastructure.

On an annual basis, district and site administrators monitor progress towards meeting curricular and professional development needs. Additional hardware, software and technical support are acquired based on the annual needs evaluation. Administrators also monitor the student to computer ratio. Decisions regarding acquisition of hardware, software and technical support are based on needs and available funding.

6. Funding and Budget

6a. List of established and potential funding sources.

Established Funding Sources: E DUCATION T ECHNOLOGY FUNDING & BUDGET

Economic conditions in California and the nation will continue to impact K-12 education budgets and grants through the duration of our 3-year tech plan. Therefore, our established and potential funding sources to implement our Education Technology Plan may be impacted as well. The Assistant Superintendent of Business and the Technology Director has the primary responsibility for securing future funding opportunities. Both of these positions will continue to identify possible future funding sources from: IT networking venues, the CDE's grant notification list SERV, CTAP Region 8, web site resources and private grant solicitation. Our Director of Technology also will continue to work with the curriculum department to integrate technology in existing curricular-based professional development.

Budget Assumptions:

• District-paid and site-paid tech support will be maintained at current levels and will be re-evaluated as future funding from the State allows

• DAS/E-rate programs will continue throughout the duration of the Ed tech plan.

• EETT Formula grant funds continue at approximately the same level annually.

• EETT Competitive grants continue to be available to grades 4-8 through 2011-12.

- We will continue to apply for supplemental grants, as they are made available.

• School site budgets and Title 1, Title III, and / or EIA funds will fund some of the site-specific hardware, software, and tech support as outlined in the plan.

Potential Funding Sources: General Fund

Community Facility Funds

Cafeteria Fund

Child Development Fund

Categorical:

- Title I
- Title II D
- Title III
- Economic Impact Aid
- Medical Administrative Activities (MAA)
- Medical Billing Option
- After School Education and Safety Program (ASES)
- Nutrition Network Grant
- Migrant Program funds
- IDEA funds (Special Education)
- Proposition 10 funds
- CTAP funds

One-time block grants
Site budgets (includes categorical funding)
Lottery
Parent Teacher Association funds
Parent Club funds
Business partnerships (in-kind)

Potential Funding Sources *:*
E-rate discounts and rebates
Donations

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

Item Description	Year 1	Year 2	Year 3	Funding Source Including E-Rate
1000-1999 Certificated Salaries				
Curriculum Support, Stipends, Subs for Staff Development	$68,059	$71,000	$73,000	General Fund
2000-2999 Classified Salaries				
Tech Support	$577,594	$580,000	$584,000	General Fund
3000-3999 Employee Benefits				
Benefits for Certificated and Classified Salaries	$276,754	$278,000	$280,000	General Fund
4000-4999 Materials and Supplies				
Non-capitalized equipment, supplies, computers, printers, etc.	$107,000	$112,000	$115,000	General Fund
5000-5999 Other Services and Operating Expenses				
Services, licenses, consultants, communications	$629,385	$630,000	$635,000	General Fund
6000-6999 Equipment				
Equipment, servers, laptops, desktops, tablets, etc.	$20,500	$50,000	$50,000	General Fund
Other				
	$0	$0	$0	
Totals:	$1,679,292	$1,721,000	$1,737,000	

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

District's Replacement Policy for Obsolete Equipment

The district replacement policy for obsolete equipment is every five to seven years as funding allows. Our district computer replacement budget varies from year to year due to funding from the State. Principals work with the District and School Site Councils to review site technology inventories and replace/upgrade equipment as needed. The Technology Department has written procedures for the disposal of obsolete equipment which are in compliance with the Education Code 17545. Obsolete equipment inventory records are maintained by the Technology Department and disposals are approved by the District Board of Directors. Equipment donations made by individuals and/or corporations will have to meet minimum standards in order to be accepted. All equipment donations will be referred to the district technology office, where a decision will be made as to the disposition of such donations. Surplus or obsolete equipment will be disposed of as recommended by the EPA (Environmental Protection Agency) after Board approval.

In addition, the district Technology Committee reviews the Ed tech budget and purchases during regularly scheduled meetings and provides input on any budget adjustments that are deemed necessary by the Superintendent and the Technology Coordinator. The Technology Director takes budget recommendations and revision requests to the Superintendent. The Assistant Superintendent of Business monitors Ed tech implementation costs as part of the district's regular budget and purchase order processing. The Technology Director, Curriculum Department, and Tech Committee routinely check for new funding opportunities to improve education technology. School sites that use categorical funding for technology require approval of the site principal, school site council, and requisitions are approved by the Director of Categorical and Assistant Superintendent of Curriculum.

At the end of teach school year, all site media clerks submit inventories of the hardware and software at their site. After an evaluation of these inventories, those computers that are not capable of running software that will help to support our curricular and professional development goals will be marked for upgrade or replacement. Keeping our technology tools properly functioning make the integration of curriculum programs and meeting professional development goals more attainable. Software upgrades and purchases will be assessed to guarantee compliance with the California Learning Resource Network (CLRN website). Software purchases will also be assessed for their alignment with our curricular and professional development goals by the Technology Committee. An ongoing analysis of the use of the district network infrastructure is essential in order to provide adequate speed and capacity to handle the increased traffic resulting from greater use by students and teachers.

6d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.

District's Budget and Funding Monitoring Process

Our district is committed to a dependable and sustainable technology plan that ensures funding for reliable infrastructure, hardware, technical support, professional development, and software for all district sites.

The district Assistant Superintendent of Business as well as the Director of Technology have the primary responsibility and access to appropriate budgets to meet goals and objectives specified in this plan. District budget and funding monitoring is the responsibility of the GUSD Assistant Superintendent of Business who takes budget recommendations and revision requests to management level meetings and the School Board as needed. Routine district budget analysis and funding opportunities are tracked to ensure optimal leveraging of funds. Site technology budgets are the domain of site principals and school site councils and use of categorical funds are reviewed by the Director of Categorical Programs and Assistant Superintendent of Curriculum and Instruction.

We will actively pursue any funding opportunities that become available. We have a standing technology committee that will guide each opportunity to ensure success in obtaining these funds.

District technology support and site-based technology staff provides the Assistant Superintendent of Business and Director of Technology ongoing data on technology replacement, upgrade, maintenance, and technical support needs provided by all sites in the district.

This data will then be used to restructure our support process if needed. Greenfield Union School District has two groups that oversee our support structure.

- Technology committee consists of representatives from various school sites and the District Office. This group is the main conduit between the schools and the District office. The individuals maintain and support teachers and staff with the technology at the schools, and
- District management team that meets monthly which reviews both curriculum software and support issues.

All technology related professional development, software, and hardware purchases will be submitted to the Assistant Superintendent. When a request to purchase is issued by a site administrator, the request will be assessed by the technology staff to ensure that it is aligned with the guidelines of this plan which support our curricular and professional development objectives. The request will also be reviewed for compliance with district standard specifications for hardware. Software will be reviewed for compliance with CRLN website and the district technology committee.

The Assistant Superintendent of Curriculum and Instruction and the Assistant Superintendent of Business, along with the Technology Director will meet to assess the funding status at each school site as well as the District's financial status. As a result of such meetings annual report will be produced to assess the impact of technology spending including software/hardware purchases, professional development, and technical support. The technology impact budget report will be shared with all stakeholders. At the end of each school year, an overall evaluation of the budgets will be made by each site administrator meetings with their respective staff concerning technology expenditures.

7. Monitoring and Evaluation

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

The accuracy and relevance of our education technology plan is dependent upon our ability to effectively monitor and revise each component of this plan on an ongoing basis. Data collection processes, data-drive decisions, and to seek continuous improvement are embedded in our tech plan components under the monitoring and evaluation components in sections 3, 4, & 5. This includes specific evaluation instruments, surveys, and student data that will be collected and analyzed on an ongoing basis to assess the tech plan's impact on teaching and learning.

Each identified objective in our Technology Plan will be reviewed and evaluated quarterly by the district Technology Coordinator in conjunction with the site administrators, who have the overarching responsibility for ensuring that our goals and objectives are monitored, adjusted as necessary, and ultimately achieved. The district's Technology Committee will review benchmarks and provide input regarding the development and implementation of technology activities during periodic meetings. They will also review data and identify any needed revisions to the plan. Between meetings, the district Technology Coordinator communicates tech planning issues and solicits feedback via e-mail and during management meetings. In addition, the Technology Coordinator and Technology Department/Curriculum Department are responsible for providing stakeholders with a formative assessment of tech plan implementation each year.

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

The chart below reflects the scheduled timeline for evaluating the effectiveness of the plan's implementation. Realizing that monitoring and evaluation is an ongoing process, this timeline outlines the minimum scheduled formal evaluation intervals. This timeline allows for the flexibility to meet and analyze more frequently as the need arises during the three years of this plan with each year reflecting a calendar school year beginning in August and ending in June.

ACTIVITY	RESPONSIBILITY	TIMELINE
1. Administer STAR Assessment (Grades 2nd-8th)	Site Administrators	Annually (April and May)
2. Writing Test, grades 4 and 7	Site Administrators	Annually (March)
3. CELDT – Annual	Site Administrators	Annually (July -October)
4. District Multiple Measures	Assistant Superintendent of Curriculum & Instruction, and Site Administrators	Nov/Feb/May Annually
5. Analyze CST Assessment Data	Assistant Superintendent of Curriculum and Instruction, Site Administrators, Teachers	August – Annually
6. Review lesson plans/instruction (Information on literacy, ethical use of information technology, fair use, plagiarism, and Internet safety)	Site Administrators	Monthly
7. Analyze Findings of Technology Use	Site Administrators, Technology Department/Curriculum Department	May – Annually
8. Monitor equitable use of technology by all students	Site Administrators, Technology Department/Curriculum Department	Quarterly

9. Maintain network infrastructure	Technology Department	Ongoing
10. Support of e-mail, website, AERIES	Technology Department	Ongoing
11. Monitor use of grade book AERIES (grades 6-8)	Site Administrators	Quarterly
12. Complete District Technology Survey and Ed-Tech Profile	Technology Department/Curriculum Department, Site Administrators	Annually Ed-Tech - May District Survey (Pre September/October)(Post May)
13. Review and evaluate data from sources and stakeholders.	Superintendent and Assistant Superintendents, Technology Committee	Three times annually (October, January and May)
14. Site Technology Committee members meet with their School Site Administrator to discuss school site technology (NETS) status.	Site Technology Committee Members Site Administrators	Three times annually (October, January and May)
15. Technology Committee Meeting	Assistant Superintendent of Business, Directory Technology Department, and Technology Committee	Three times annually (October, January and May)
16. Evaluation Data is analyzed by committee members.	Technology Committee Members	Annually (October)
17. Manage, coordinate, implement, and monitor curriculum based technology integration and professional development.	Assistant Superintendent of Curriculum and Instruction, Technology Department/Curriculum Department	Monthly, Annual (May)
18. Possible plan modifications are discussed based on the analysis of data collected.	Site Technology Committee Members Site Administrators District Administrators Director of Technology	Annually (February)
19. Possible plan modifications are distributed to all stakeholders for review and input prior to implementation	District Administrators Site Administrators Site Technology Committee Members	Annually (May)
20. Implementation of technology plan modifications	Site Administrators District Administrators Technology Staff Director of Technology	Annually (May/June)

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

The chart shown in 7B outlines the timeline for sharing the information obtained through the monitoring and evaluation process with all stakeholders. The results of the monitoring and evaluation will be reported to all the plan stakeholders annually. The stakeholders will then disseminate the information to their respective groups and collect information to bring back to the committee. Feedback obtained through this dissemination will help to design changes and adjustments to the programs for the following year. Progress and results will also be communicated to parents and the community through the District Newsletters, School Site Councils, District Advisory Committee, District English Language Advisory Committee, and on the District and School's websites.

The outlined process above is repeated annually.

Annual Review of Goals Year One: see above

Annual Review of Goals Year Two: see above

Annual Review of Goals Year Three: see above

8. Collaborative Strategies with Adult Literacy Providers

The Greenfield Union School District believes that student success will be achieved through efforts in working with parents as well as community partners. Building education support for our students begins at home, and the Greenfield Family Resource Center (GFRC) plays an integral part in providing valuable services to the families in our community. Over the next few years, plans to partner with the Bakersfield Adult School to teach Family Literacy classes. We are currently installing communication upgrades to provide wireless Internet access for a computer lab. With daily computer access to parents, we will use for education classes and assist them in applying for jobs online.

With funding from multiple state and local grants, the GFRC provides the following services.

Building Healthy Communities

- Increased education and capacity among South Kern Building Healthy Communities (SKBHC) parents and youth to engage in their own and children's education and overall development as evidenced by the establishment of a promotora model that links families to the Greenfield Union School District, and through the development of a bi-lingual school handbook/tool kit that helps families navigate the school system and existing school policies.
- Increased leadership capacity among parents to engage in advocacy and policy development of school wellness and suspension, and truancy/expulsion policies and other school policies that are identified through the project as evidenced by trainings (include the number of trainings) on existing councils and how to make them culturally competent, supportive and responsive of promotora activities.
- Strengthened, enforced and monitored school wellness, truancy/expulsion, suspension policies and other school policies that are identified through the project to assure that all nutrition and physical activity related environmental changes are sustained as evidenced by a strengthened, expanded and trained School Wellness Council and other district advisory councils, and established accountability mechanism for ensuring implementation.

School Readiness / First 5

- Parents will attend education activities to increase knowledge in parenting skills in primary language. Parents of children 0-5 will report increase/frequency of reading to their children. Parents will receive literacy information through book check-out. Library access, creative reading. State adopted and supplemental curriculum, Reading & listening centers. Nutrition, discipline, hygiene.
- Parents will receive parent education (class, home visit, or play group) to increase their knowledge of child development milestones, appropriate parenting skills and/or health.
- All families that are served through this project will be educated in child abuse and neglect.

CCROPP- Strengthening Leadership for Obesity Prevention

- Cultivation of an engaged group of community leaders to advocate for changes in the built environment to increase safety and physical activity at a local and state level as evidenced by their enhanced capacity to develop a policy strategy and execute the policy strategy.
- Utilize the health specific language in the general plan, and planning for Senate Bill 375 to identify opportunities in Kern County to increase accessibility to physical activity and healthy foods.
- Improved visibility of Kern community leaders (Greenfield, and Arvin-Lamont) in community oriented approaches to addressing obesity prevention that engage a broad range of community and institutional partnerships to engage key decision makers and engage in community planning processes, and integrate within Building Healthy Communities efforts.
- Improved visibility of Kern community leaders (Greenfield, and Arvin-Lamont) in community oriented approaches to addressing obesity prevention that engage a broad range of community and institutional partnerships to engage key decision makers and engage in community planning processes, and integrate within Building Healthy Communities efforts.

Nutrition Grant (Network for Healthy California)

- Conduct four Parent Nutrition Education Classes per contact year for parents of preschool students from SNAP -Ed eligible GUSD preschools. Classes will teach:
- Benefits of healthy eating.
- Preparing healthy finger foods and snacks.
- Promotion of physical activities with parent/preschooler as part of nutrition education.
- Classes will be conducted at the FRC or at GUSD school site where preschool classes are conducted, reaching 70 participants. Curriculum and lessons will be *Network* allowable.
- Conduct nutrition education classes to parents of students from SNAP -Ed eligible GUSD K-8 schools. Classes will teach:
- Benefits of healthy eating.
- Recommended daily cups of fruits and vegetables.
- Reading food labels.
- Healthy meal planning and budgeting.
- Preparing healthy foods, including hands on food demonstrations of healthy recipes.
- Physical activity promotion.
- Gardening concepts that enhance nutrition education, in order to encourage family/community gardening.

A series of five weekly classes will be conducted each contract year at the Greenfield FRC , reaching approximately 20-25 participants. In addition, a pre and post assessment will be conducted for each series to measure changes in participant consumption of fruits and vegetables and nutrition and physical activity knowledge. Certificates of completion will be awarded at the end of the series. Curriculum, lessons, and survey tools will be *Network* allowable.

Parent Advocacy / Leadership Development Meetings (No funding attached)

- Parents from the Greenfield Community meet on a monthly basis to provide support and to discuss topics such as:
- Safety
- Education
- Advocacy
- Nutrition
- Legislative changes
- Pre-K to College environment
- Community Involvement

PIQE (Parent Institute for Quality Education)

- The program educates parents on how to foster a positive educational environment for their children both at home and at school. Parents who participate learn how to create a positive and lasting educational environment at home using a number of proven academic success tools: dedicating a home study location and time of day for homework; creating ongoing dialog with their kids' surrounding their academic successes and challenges; discussing children's college expectations; and more.
- Creating a bridge between home and school is also emphasized. Parents learn about how grades are used for college admittance; what classes are important and needed for children planning to attend college; how to navigate the school system, and other information vital to academic success of their children.
- Classes are taught in one of 16 different languages by professional PIQE facilitators, who are members of the communities they serve. The class series culminates in a parent group meeting with the school principal, followed by a PIQE graduation ceremony. Parent graduation is a celebration that is typically very powerful to parents who may not have a formal education, and an opportunity for children to see their parents as graduates themselves.

9. Effective, Researched-Based Methods and Strategies

9a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.

***9A* – Summary of the relevant research that supports the plan's curricular and professional developments goals**

Technology can be used to enhance instruction and expand the limits of the existing curriculum. As an information tool, it can be used to obtain, organize, manipulate and communicate knowledge and information. It can help address the range of offering learning styles and the different modalities of individual learning strengths. By tapping into its power, students can expand their access to the world around them. Technology is changing our world. Education must incorporate interactive tools to engage students and improve academic achievement.

Today's students live in a technological and interactive environment and our education system must now change to adequately prepare them for the real world. Teaching technology strategies and methods for student to adequately research and decipher information is based on relevant research and effective practices. According to Lou Gerstner (1994) CEO of IBM, "Nothing matters more to America's schools than finding competent principals to lead them". The principal as a technology leader must be able to evaluate, install, and operate new technologies as well as drive the teaching and student learning (Creighton, 2003).

The source of the research for this plan came from *The Technological Classroom*, by Ann Heidi, and Dale Henderson, The State frameworks also had a strong impact on this document, as did *Toward A New Golden Age in American Education* by the U.S. Department of Education. The *Education Technology Planning* published by the California Department of Education was also instrumental.

As expressed in the Technology Plan Overview the goal of the Greenfield District's Technology Plan is first and foremost to effectively implement technology strategies that improve student achievement and help prepare students to become life-long learners. Research was summarized by the NCREL (NCREL, 2000: *Critical Issue: Using Technology to Improve Student Achievement*) that documents the importance of technology to provide students with the tools they will need to obtain jobs and become productive in society. "A widening gap has formed between the knowledge and skills students are acquiring in schools and the knowledge and skills needed to succeed in the increasingly global, technology infused 21st Century workplace (Partnership for 21st Century Skills, 2005b)." As a first step toward technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability" (U.S. Department of Education, 2001). The goals in sections 3 and 4 of this plan, along with the strong evidence of infrastructure and resource support, help ensure that our students will be technologically literate and have the tools they need for the 21st Century workplace.

With the Implementation of the Data Director, administrators and teachers will receive ongoing training to analyze, evaluate student data, and create Common Formative Assessments. "One of the most consistent findings from the research on effective schools and effective teaching is the power of frequent monitoring of student learning (Professional Learning Communities at Work, Dufour, DuFour, Eaker, 2008). Administrators will utilize the Collect, Connect, Coach Program (C3) online observation tool to provide immediate feedback to teachers on instructional practices and utilization of technology in the classroom. The online observation tool C3 will help monitor the development of student and teacher technological literacy, in addition to monitoring the goals and objectives specific to the implementation of the cloud.

<u>Researched-Based Effective Strategies</u>

The District is committed to technology infusion throughout all schools, as evidenced by the District's extensive planning for and current implementation of the Educational Technology Plan. This commitment to technology infusion can translate to higher test scores (Mann et al., 1999). The District's Educational Technology Plan calls for the integration of technology into the curriculum throughout the school day. Technology integration, along with teacher professional development and student access to computers, has been demonstrated to increase student test

scores (Honey, 1999). For example, in math, software involving higher-order thinking has been effective in facilitating mathematics achievement at all grade levels, when combined with effective teaching (Simmons & Cope, 1990, 1993; Hillel, Kieran, & Gurtner, 1989; McCoy, 1996; Koedinger, K., Anderson, L.K. Hadley, W., & Mark, M., 1997; Wenglinsky, 1998 *)* .

Effective use of computer labs has been demonstrated to produce significant increases in achievement both in reading and in mathematics (Zollman et al., 1989). Classroom use of computers has been demonstrated to be even more effective than lab use for teaching mathematics, with higher student gains on math achievement tests (Mann et al., 1999). The highest levels of student use of computers for research, projects, and publications were in classrooms with at least four computers that had LAN -based direct connections to the Internet (Becker, 1999).

Effective professional development is crucial, and the Education Technology Plan provides for extensive learning opportunities for teachers, administrators, and support staff. Efforts to implement Professional Learning Communities (PLC) will create a challenge with teachers whose fundamental beliefs lie in the traditional model of teaching in isolation. Dr. Anthony Muhammad's book, Transforming School Culture (2009), outlines the technical and cultural changes needed for the 21st Century. Muhammad states, "Good teaching thrives in a supportive learning environment created by teachers and school leaders who work together to improve learning -- in short, quality teaching requires strong, professional learning communities" (2009).

The level of technology used by the teacher has been shown to significantly affect student academic achievement in mathematics in a comparison of fourth and fifth grade teachers and their students. Students whose teachers were high level users of technology in the classroom scored significantly better than did students whose teachers were low level users of technology in the classroom (Middleton & Murray, 1999). Teachers' professional development was positively related to students' academic achievement in mathematics. Teachers who received professional development on computers showed large gains in student math scores (Wenglinsky, 1998). The Principal as Technology Leader emphasizes the need for leadership to not only acknowledge the ISTE standards for teachers, but that principals need to be familiar with them as well so they are able to determine how well technology is used in the schools. (Creighton, 2003)

The District's Technology Department/Curriculum Department, and Media Clerks assist teachers in effectively using technology. Research reveals a continuing need for site mentors or coordinators (Strudler, 1994). "The support provided by an effective coordinator serves to 'tip the scales' for teachers weighing the costs and benefits of technology use' (Strudler, 1994)." A Technology Mentor program and the provision of a computer to each teacher are recommended staff development strategies to promote effective uses of computer technologies (OTA, 1995), both of which are provided by the District.

District professional development has been planned to include a variety of options for teachers to maximize utilization of technology. Teacher staff development, training, and follow-up assistance are prerequisites for effective and sustained applications of technology and telecommunications (Cradler & Cradler, 1995). Research suggests that the most successful implementation of innovations with technology require that teachers thoroughly understand how to use the technology application; have access to any additional resources required; have access to timely technical guidance; use technology applications that are consistent with their own teaching practice and pedagogy, the school culture, and the curricular goals of the school and district; and have colleagues who will support and mentor them through the implementation of their innovative efforts (Zhao et al., 2001). The Technology Department and Curriculum Department work to ensure that these criteria are met for all teachers.

9b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.

Due to state budget cuts, we have not adopted the use of distance-learning on an individual student basis. The district is planning to offer adult literacy programs through the Greenfield Family Resource Center for parents and families in the community.

Teachers use the Internet as a resource on a daily basis and the majority of communications are received in electronic form through the district. Currently, ABI Gradebook and Groupwise are available through the Internet with plans to install Stoneware that will provide a collaborative cloud environment for teachers to discuss and develop rigorous lessons. Remote Desktop Connection to available to administrators which allows them to access work files from home. Teachers align lessons to the California State Content Standards as well as programs that focus on learning English for English Learners using Internet sources. Technology and web-based applications also help us improve productivity because administrators access their data anywhere in the district in real time using their iPads.

Staff also takes classes online to further their education and continue professional development courses. These activities demonstrate how we use technology to expand our curriculum and provide learning opportunities for students, teachers, and parents that would be impossible due to geographic distance as well as the lack of funds.

Our district is examining ways to deliver curriculum and professional development using innovative, technology-based tools. We will continue to work with CTAP Region 8 and Kern County Office of Education to explore use of the high speed network to deliver rigorous academic curricula online to our students.

Appendix C - Criteria for EETT Technology Plans
(Completed Appendix C is REQUIRED in a technology plan)

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

- For corresponding EETT Requirements, see the EETT Technology Plan Requirements (Appendix D).
- Include this form (Appendix C) with "Page in District Plan" completed at the end of your technology plan.

1. PLAN DURATION CRITERION	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)	2	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2008-11.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	3-4	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.
3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	5	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	5-7	The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.

c. Summary of the district's curricular goals that are supported by this tech plan.	8-9	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.	9-11	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.	11-12	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.
f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism	12-13	The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.	The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.
g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.	13-14	The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.

h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.	14-15	The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	15	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.	16	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	17-18	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.
4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	19-23	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.

b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.	24-27	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	27-28	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.	29-32	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.	32-34	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.

c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.		The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	35	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. List established and potential funding sources.	36	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.	37-38	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.	38	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.	38-40	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**

a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	40	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	41	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	42	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.
8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)	43-44	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.
9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	45-46	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.

b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.	47	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

Appendix J - Technology Plan Contact Information
(Required)

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 15 - 63503

School Code (Direct-funded charters only):

LEA Name: Greenfield Union

*Salutation: Mr.

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Please provide backup contact information.

1st Backup Name: Lori Aragon, Ed.D, Assistant Superintendent of Curriculum and Instruction

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2nd Backup Name: Dennis Franey

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* Required information in the ETPRS