Technology Plan

The Grove School
Grove

July 1, 2013 - June 30, 2016

05/13/2014

This plan is for EETT and E-Rate.

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Learning from the Past

Welcome to a new decade of Grove history.   It is time to celebrate our new charter.   It is also time to review our accomplishments and plans for the future.   Our school was started under unique circumstances by a group of visionary parents and reform minded teachers with the input of students who wanted to attend a school that continued in the tradition of Montessori they had experienced in elementary school.   The group researched and found a way to establish a school that was free from California educational code restraints with regard to curriculum and method and the chartering process began.

After a challenging learning curve about the charter process, Grove worked with the Redlands Unified School District and received its charter and opened its doors in 1999 to 37 high school 9th and 10th graders.   Housed in building "B" of Montessori in Redlands, Grove grew and soon it became evident that we would require a new, purpose built facility.   With the help of Stan Weisser our board chair and Jack Dangermond, our landlord, we built the high school building and opened the doors to 97 high school students.   That same year, we worked to acquire a lease on the Van Grouw dairy farm and soon we welcomed our first class of Jr. High level students at the farm campus.

Based on Montessori's belief that the role of adult educators is to prepare a developmentally appropriate environment for students, the high school and junior high school are unique.   The farm provides a living lab for students who study while they run a working experience day-to-day life on a working farm.   This is a place where things are born, live, reproduce and eventually pass away, where food is produced, shelter is provided and the fundamental needs of humanity provide relevancy to the curriculum.

At the farm, the skills most required are collaboration, cooperation, communication, and the values of personal responsibility, reliability, and integrity are essential.   Math, Science, English and Social Studies become more than subjects.   They become the tools for successfully navigating day-to-day life as we construct fences, greenhouses and patios, make decisions about native and non-native species, breed animals for food, and restore historical buildings.   All of this work requires a certain level of written and verbal communication skills as we seek funding, do marketing for the store, and come to consensus on important issues while creating and sustaining their community.

The high school leads the 15-18 year olds on a new path into the adult world as the students embark on a college preparatory journey.   The classes are designed to meet the challenging standards of the University of California and students must complete the coursework necessary for admission into the UC system.   In addition to academic work, high school students must challenge themselves with increased responsibility in the real world as they plan and raise funds for <u>Winterim</u> courses and trips, design and create their culminating senior projects, and prepare for the responsibilities of adult citizenship.

It is important that everyone at Grove, the students, parents, teachers, faculty and staff all share the same vision and mission and that we discuss, and come to a common understanding of the reasons we are here. Maria Montessori's challenge to us is nothing less than to create a more peaceful and productive world by maximizing the unique human potential in each individual. This is Great Work and is not always easy or fun but is more than worth the effort. This year, as we struggle through budgetary shortfalls, the academic challenges of projects, praxis and testing, and the struggle to communicate and make our ideas clear and understand others, let us keep in mind our mission. The future of our world depends upon our young people and with the proper preparation, these young people will lead us into the next decade and the years to come and create a better world for humanity.

1. Plan Duration

July 1, 2013 - June 30, 2016

The Grove School Educational Technology Use Plan continues to be a working document, which will guide the district's use of educational technology for the next three years: July 16, 2013 to June 30, 2016.   The Grove recognizes the need for students to be trained in the application of technology in both their personal and professional lives.   Furthermore, technology can assist in the instruction of traditional subjects and provide alternate learning schemas for students.   The purpose of this plan is to provide students, staff and community members with a systematic approach to the integration of technology in the classroom and throughout the Grove.   As such, the following guiding principles were established:

- Provide students with access to technology and curricular activities which incorporate technology resources.   These resources will support the instructional goals of the Grove and the State-adopted content and performance standards.
- Provide ongoing professional development in order to support the use of technology resources.
- Ensure adequate infrastructure and support to provide highly dependable, relevant and meaningful technological services.
- Maintain responsible fiscal management throughout the technology program.
- Continue to monitor and evaluate all aspects of the technology program to ensure progress within this plan and with all other curricular objectives.

2. Stakeholders

Stakeholders		
Name	**Position**	**CDS**
Gena Englefried	Head of School	The Grove School Grove
Runisha Fultz	Technology Support Staff	The Grove School Grove
Mark Woodson	Technology Support Staff	The Grove School Grove
Connie Brown	Accounting Manager	The Grove School Grove

Input from all stakeholders at the Grove is vital to a sustainable, reasonable, and successful plan. These individuals assisted and contributed to the development, review, and modification of the Grove 2013-2016 technology plan.

Advice and comments should be solicited from parents and community supporters. The plan will be put onto the website and public comment will be solicited. An inventory of the site hardware needs to be completed so that new inventory may be purchased.

3.   Curriculum

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

Throughout the school day, including before and after school, The Grove School students have access to 108 Chromebooks/Laptops and the Internet. The Grove High Chromebooks are kept in a mobile charging cart located in a secured closet within the high school main office. The Farm school has a mobile charging cart located in the mudroom of the main house.   All dell laptops for the high school are located on a standard cart in the front office. Dell laptops for the Farm school are within each classroom.   Students in grades 7-12 also have access to Grove provided email accounts and array of programs and software.

Teachers have access to personal and Grove's 108 computers, 8 Elmos, 5 projectors, and the internet before, during, and after school. The Grove High Chromebooks are kept in a mobile charging cart located in a secured closet within the high school main office. The Farm school has a mobile charging cart located in the mudroom of the main house.   All dell laptops for the high school are located on a standard cart in the front office. Dell laptops for the Farm school are within each classroom.   Elmos are present in every classroom. The Farm school has 3 classrooms total with 1 projector in each. The High school shares 2 projects that are kept in the main office of the High school. Teachers also use available technology to conduct Internet research for lesson planning, create teacher websites, analyze student data on OARS, and communicate via e-mail.

An employee purchase program is always available through multiple vendors.

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

Teachers use laptops, projectors, and document cameras to give students access to curriculum based research.   Students conduct research using internet sources and create presentations with the resulting information.   Technology instruction focuses on teaching basic technology and computer use skills through activities that reinforce common core standards.

In content areas, students are asked to create projects and complete assignments using various technologies.   Students learn computer skills (word processing, spreadsheets, databases, presentation software) in alignment with the site technology goals and objectives.   Students use these skills throughout the curriculum to research, design, and publish documents and to prepare presentations that demonstrate clear questioning, and creative research strategies.   Teachers use technology to deliver content and enhance student learning with a variety of applications.

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

The Grove has the common core standards for its curricular goals.   The Grove has placed a focus on the change in testing from paper to computer based.   The school site council needs to develop a plan for student achievement using the new technology and computer based tests.

Priorities for The Grove are listed in the following goals, which are directly addressed in this plan.

- Academic achievement for all students, distribute comparative disaggregated data reports on common assessments.

- Develop a three-year plan for familiarizing and implementing Common Core State Standards (CCSS) testing.

- Develop ways to support school site leaders in effectively implementing a data driven culture through post-interim assessment activities.

- Fiscal Responsibility and Well Managed Resources

- Opportunities for every student to participate fully.   Research and pursue grant opportunities that will enhance college and career readiness programs.

- Develop and implement a plan with specific staff development training topics.

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.

Technology is and will continue to be used to support The Grove School's goals for academic learning and teaching with an emphasis on mathematics and language arts.   Intervention Program will be available for comprehensive reading intervention that meets the needs of all struggling readers.   Additionally, students are involved in class activities and group projects which utilize classroom learning centers and the Internet, e.g.   WebQuests and virtual field trips.   The Math, Social Studies, and Science adopted materials include Internet, CD-ROM, video, and DVD resource material.   The Grove School recognizes that meeting goals and realizing gains in student academic performance can be best achieved through greater utilization of existing resources and the integration of technology into current student activities and projects.

Goal 3d.1: The Grove School students will reach high standards, at a minimum, attaining proficiency or better in English/Language Arts and Mathematics, by 2015-2016 (as stated in the District's LEA Plan).

Objective 3d.1.1: By May 2016, 100% of students will meet/exceed state-mandated performance levels in English/Language Arts, as measured by the state-mandated testing requirements.

Benchmarks:
- Year 1: By June 2014, 83.5% of students will meet/exceed state-mandated performance levels in English/Language Arts and Mathematics, as measured by the state-mandated testing requirements.
- Year 2: By June 2015, 91.7% of students will meet/exceed state-mandated performance levels in English/Language Arts and Mathematics, as measured by the state-mandated testing requirements.
- Year 3: By June 2016, 100% of students will meet/exceed state-mandated performance levels in English/Language Arts and Mathematics, as measured by the state-mandated testing requirements.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Students will use computers to access websites for curriculum support.	2014-2016	Teachers, Special Education	Analysis of Common assessment date exams. Site determined scope and sequence.	Student Projects, Teacher Observation, Report Card Data
State testing and district assessments	2014-2016	Head of School, teachers, Special Education	Review assessment data for all student populations; make recommendations; and implement program modifications.	Grade Level Benchmark Assessments, Report card data, STAR English-Language Arts state-mandated testing results, District data assessment software, CELDT results

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.

Students have basic computer skills in which they learn productivity applications, such as newsletters, reports, and spreadsheets. Students are learning technology skills using project based assignments to create an end product which is then used as an assessment Students utilize personal learning devices (tablet computers to access cloud-based services such as Google Apps for education. Learning will take place at school and at home.

Goal 3e.1: The Grove School District Students Will Have the Necessary Grade Level Technology and Information Literacy Skills to Succeed Academically and to be Productive Independent Learners.

Objective 3e.1.1: By May 2016, 100% of students will achieve the technology and information literacy grade level objectives outlined in the Technology Grade Level Expectations.

Benchmarks:
- Year 1: By May 2014, 100% of students will achieve the technology and information literacy grade level objectives outlined in the Technology Grade Level Expectations.
- Year 2: By May 2015, 100% of students will achieve the technology and information literacy grade level objectives outlined in the Technology Grade Level Expectations.
- Year 3: By May 2016, 100% of students will achieve the technology and information literacy grade level objectives outlined in the Technology Grade Level Expectations.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Students at each grade level will create at least one work project per trimester to show competency on Technology Grade Level Expectations.	Trimester	Teachers	Teacher will evaluate work samples and modify instruction as needed.	Project results

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

Goal 3f.1: All students and teachers will be able to distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism.

Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Update present Internet Acceptable Use Policy to include copyright, plagiarism, and unlawful downloading. Parents, students, and teachers sign each year.	Annually	IT	Review of AUP	
Head of School / Designee deliver teacher training and student lessons on Information Literacy/Internet Safety.	Annually, Each January	Head of School / Designee	Lesson plans and training logs.	
Students incorporate appropriate copyright and fair use into their projects.	Ongoing	Teachers	Teacher and administrators review projects.	

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)

Goal 3g.1: All students and teachers will be able to apply Internet safety rules, including how to protect their online privacy and avoid online predators and cyberbullies when they are using the Internet.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Update present Internet Acceptable Use Policy to include online safety. Parents, teachers, and students sign each year	Annually, Each August	IT Director	Review of AUP	
Head of School / Designee deliver teacher training and student lessons on Information Literacy/Internet Safety	Annually, Each January	Head of School / Designee	Lesson plans	
Students will receive lessons which integrate principles in internet safety throughout the curriculum	Ongoing	Teachers	Lesson plans	

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

Technology will be used to support the progress of all students, including special education students, advanced students, and English language learners.   Technology goals apply to all students.   Programs and methods for achieving the goals will be adapted to meet individual student needs.   The Technology Leaders, Administrators, and Head of School, Ed Services will annually review support of individual special needs groups to ensure the Grove continue to meet expectations.

Technology assists teachers and staff to differentiate instruction for all students.   The technology requirements of special needs students are met through the Grove and/ Special Education Local
Plan Area (SELPA).   All classrooms meet the requirements of the Americans with Disabilities Act.

In accordance with the Child Internet Protection Act, the District has adopted an Acceptable Use Policy, which is reviewed and updated annually per section 3g.

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.

The Grove School contracts with OARS; a program that collects student data on a frequent basis, using existing classroom assessments, tests, and state assessments as well as our student information system.   This allows teacher/administrator online access to data to determine individual student needs throughout the school year.   OARS aggregates and disaggregates student data based on teacher/administrator needs.

Goal 3i.1: The Grove School teachers and administrators will effectively utilize technologies that assist with student record keeping and assessment to drive classroom instruction.

Objective 3i.1.1: By June 2016, 100% of Certificated and Instructional Staff will use data from Common Assessments working together in professional learning communities to evaluate and increase student achievement.

Benchmarks:

- Year 1: End of Year 1: By June 2014, 70% of certificated and administrative instructional staff will work together to use student data to create and implement a plan to increase student performance.
- Year 2: End of Year 2: By June 2015, 85% of certificated and administrative instructional staff will work together to use student data to create and implement a plan to increase student performance.
- Year 3: End of Year 3: By June 2016, 100% of certificated and administrative instructional staff will work together to use student data to create and implement a plan to increase student performance

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Train teachers and site administrators to productively utilize Grove wide data management software system	Ongoing	OARS Team, Head of School, Designee	Periodic review and evaluation	
Using data, teachers will plan appropriate instruction to support the goals of this plan	Using data, teachers will plan appropriate instruction to support the goals of this plan	Teachers, Head of School	Teachers and Head of School review and discuss student achievement data	OARS

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.

Also included in the Grove's Strategic Plan is an emphasis on active parent, school, and community involvement; to provide numerous opportunities to increase parents' involvement in the education of their students; and to continue to improve the interaction of students, staff, home and community through effective and open communication (including interaction via technology). This begins with parents involving themselves in the initial introduction to the school through registration, to attending regular meetings with teachers, administrators, and others, and by availing themselves of the myriad of programs and services offered which are designed to help parents with their students. It also involves soliciting input from parents (through an annual survey) about the effectiveness of Grove's technology in enhancing ongoing parent-school communication.

Grove maintains a websites which provide information about the school, programs, and gains in performance. Parents and students are provided log-in information to insure student privacy.

The Grove School has an open door policy with communication and supports that with the following technologies.   All teachers and administrators share their district assigned e-mail address and encourage communication with parents and students.   Grove also utilizes the Vertical Response System which we use to inform parents in case of emergencies.   The combination of these resources provides multiple ways to keep an open line of communication between administration, teachers, students, parents, and community.

Goal 3j.1: The Grove School will make effective use of technology as a two-way communication tool with parents and community members to continue ongoing communication.

Objective 3j.1.1: The Grove will maintain an e-mail system for all staff to communicate with parents and students.

Benchmarks:
- Year 1: Year 1: 100% of teachers will use email to communicate with parents and students.
- Year 2: Year 1: 100% of teachers will use email to communicate with parents and students.
- Year 3: Year 1: 100% of teachers will use email to communicate with parents and students.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
The Grove will provide email addresses to all full-time staff.	Ongoing	Technology Services		

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.

Guiding Principle: Ensure the effectiveness of the technology program through consistent monitoring and evaluation including, but not limited to, funding, curriculum and staff development.

To ensure our technology program is effective, we begin by collecting data.   The data will come from Benchmark assessments, CST results and parent surveys as referenced in section 3d.   After we have collected the data, we will analyze the data through Illuminate and the Tech Plan Survey.   Implementations will be adjusted based on results, and trainings will be provided as

needed (section 4). These trainings will be provided by Head of School, technology leaders, or designees. Teachers and other instructional providers will implement adjusted programs as necessary.

4. Professional Development

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

In order for students to master technology and be able to use it in alignment with curriculum goals, all staff at the Grove School will be provided with the necessary training and support to learn and utilize technology in the classroom.

Over the last several years, the Grove has identified targeted, site-specific, professional development as a method to increase the effectiveness of training.   While still providing wide-range School-wide training in a variety of subjects, the Grove has fostered Technology Leaders (STL), established as a part of the Peer Assistance and Review (PAR) program, and empowered these teachers to meet site needs.   Through a district technology survey, discussions and observations, Technology Leaders are able to gauge specific areas of need in all areas of technology.   Using this information, they are able to craft training sessions designed to meet the specific needs.   These training sessions involve as few as one other person and as many as the entire staff, depending on the target audience.

Grove teachers and administrators currently have a general understanding of and can consistently use internet, email, and word processing.   They understand the basic parts of the computer but need to be more comfortable manipulating the applications.   Trainings on site should be focused on the areas of the use of presentation software and spreadsheets to help teachers build their skill levels in an effort to reach proficient status by 2016.   These trainings would consist of, but not be limited to, Google Docs,   Apps Publisher Software, OARS training and general computer skills workshops.

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.

In order for students to master technology and be able to use it in alignment with curriculum goals, all staff in the Grove School will need to be provided with the necessary training and support to learn and utilize technology in the classroom.

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Goal 4b.1: The Grove will plan and implement specific professional development based upon the needs of the staff and will utilize STL led trainings, conferences, online professional development, and other opportunities, e.g., RIMS Ed Tech-provided training and customized on-site workshops.   Trainings will include, but not be limited to, OARS Database Management, Jupiter Grades, and Google Cloud Applications.   Teachers will have training specific to programs that can be utilized in the classroom such as presentation and spreadsheet software, multi-media programs, utilizing the software that the Grove already owns.   This will help to meet our goal of 100% of teachers at Intermediate or Proficient level by 2016 in computer knowledge and skills.   Grove staff and RIMS Ed Tech will collaborate for additional professional development.   Once trained, staff will be responsible for implementing skills obtained.   Grove staff will be responsible for working together to design and implement rubrics to assess student work on a district wide level.   Training take place each year for utilizing and revising the current writing rubric to best suit the needs of the students.   In regards to Internet Safety, Head of School/Designee will have the opportunity to attend trainings such as RIMS Ed Tech Train the Trainer workshop.   Each year at the first staff meeting, the Principal/ Designee will lead an Information Literacy Program training which includes online privacy and teaches students how to avoid online predators.   This will include handouts that are appropriate for the school site level.   Training will be provided to staff on an on-going, flexible basis, utilizing internal and external trainers, and be integrated into other staff development programs, as appropriate.

Objective 4b.1.1: By June 2016, 100% of certificated and instructional staff will have training necessary to integrate technology into instruction.

Benchmarks:

- Year 1: By June 2014, 80% of certificated and instructional staff members will have training necessary to integrate technology into instruction.
- Year 2: By June 2014, 90% of certificated and instructional staff members will have training necessary to integrate technology into instruction.
- Year 3: By June 2014, 100% of certificated and instructional staff members will have training necessary to integrate technology into instruction.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Training will be provided to teachers and administrators on the Common Core State Standards, including technology integration in the CCSS.	Ongoing	Head of School/Designee	Head of School and Staff will be responsible for reviewing evaluation data and making recommendations for program modifications	
Training will be provided to teachers, administrators and staff as needed in the student information system and the data and assessment software	Ongoing	Head of School. administrators, technology team	Head of School, administrators and technology team will be responsible for reviewing evaluation data and making recommendations for program modifications	

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.

With the purpose of verifying that the trainings are beneficial, data will be collected and analyzed. This will start with teacher feedback from the trainings based on open dialogue during staff meetings. Head of School and Technology Leaders will determine where further training needs to occur for each site.

Implementation will be adjusted based on these results. The trainings will be provided by Head of School, Technology Leaders, or external experts if needed. These trainings can include, but not be limited to, OARS, Jupiter Grades, Grove website training, and Google Products. Monitoring of these implementations will be designated to the Head of School.

Head of School will monitor the training of staff, and at the end of each school year the Technology Leaders will gather all resources and present recommendations for improvement to The Head of School. This monitoring information will come from the evaluation from each of the activities listed above. Staff that continues to need further training will be directed resources within the Grove so that their professional development needs are being met. All other Grove staff will be required to maintain or increase their intermediate to proficient levels of technology

by attending annual trainings provided by the Grove.   By 2016, it is the goal of the Grove to have 100% of Grove teachers in the intermediate to proficient levels when surveyed by District Tech Survey.

Teachers will discuss technology needs annually in March, prior to Spring break.   This will provide information to plan appropriate professional development and to analyze progress toward Grove's goals and objectives.   Data will then be reported to the Technology Leaders by the last meeting of the school year in May as part of the evaluation and monitoring process described in section 4c and 7b.   Additional monitoring process will include administrators observing technology lessons.   At the end of each school year, Technology Leaders gather all resources and present recommendations for improvement to the Head of School.

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: Guiding Principle: Ensure that all technology initiatives are supported with appropriate equipment, personnel and infrastructure.

The Grove School has approximately 108 computers available for instructional use (about 1.82 students per computer).   Computers are primarily laptop-based with Microsoft Windows operating systems and Chrome.

Existing Internet Access: Both school sites is connected to by a 100 Mbps network connection. The Grove School uses Verizon FIOS High Speed Network. This high-speed connection allows Grove to provide adequate bandwidth for all its computers. It will also allow Grove to pursue the implementation of high-speed applications, such as video streaming and teleconferencing. Data and communication upgrades will be investigated as the need for more bandwidth becomes probable with the increase of Internet and streaming media use in the classroom.

Existing Electronic Learning Resources: The vision of the Grove school is to equip all educators with the ability to effectively use technology to support the instructional program. The Grove recognizes that the appropriate equipment may change over time, but also believes that it is important to develop the concept of a "Model Classroom" in order to provide guidance to staff in the outfitting of classrooms.   The Model Classroom is an ambitious, yet realistic, goal set forth in this document and intended to be updated on a regular basis.   The model classroom includes:

- One teacher computer, used for organization, administration and lesson presentations
- Adequate student computers, to establish a 1:1 student to computer ratio in the classroom
- One network-attached all-in-one printer/scanner/copier, allowing print access from all classroom computers
- One document camera
- One multi-media projector, with appropriate equipment to allow the computer screen to be displayed
- Wireless slate, interactive white board, or tablet type device to allow the teacher access to teach while interacting with the students throughout the classroom
- One DVD player/burner or drive
- A set of multi-media speakers and microphone for possible Web distance learning and lecture amplification
- License to digital streaming media service to incorporate video/music snippets into daily lesson plans
- Software to support instruction and Technology Grade Level Expectations.   This currently includes the following:

- Electronic Textbook Material
- Microsoft Office Suite
- Thinking Maps
- Typing Programs
- Anti-Virus Program
- Chrome
- Additional software/Web Services, which varies by site.

Existing Technical Support: School wide, technical support is provided by two Grove employees, a Network Specialist and a Computer Technician.   They are supported by a Technology Committee.   Expansion of the Grove technical support staff will be explored as the need for technical support grows and if the availability of funding exists.

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: It is also important to keep technology current.   The reliability and stability of technology is often directly related to the age of the equipment.   In addition, as software improves the requirements for running the software increase.   If we are to have a successful technology program, we need to ensure that the equipment in the classrooms is capable of operating without interruption and at a minimum level to operate software without frustration. To this end, the Grove has implemented a five-year support cycle for computers.   Computers may operate in the classroom beyond the five-year window, but they will only receive tech support and replacement parts when it is determined economically feasible.   These computers will not be counted as modern technology equipment on surveys used for replacement purposes.

To assist with the monitoring of current equipment, a Computer Replacement Schedule will be updated once per year.   This schedule will detail the age of on-site technology, number of computers outside of the five-year support window, and the estimated cost of replacing outdated computers.   It will also include information regarding the cost of additional computers to either reach or maintain a 1:1 student to computer ratio in each Model Classroom.   Computers used to calculate these ratios will be less than 4 years old.   Based on our 2013 in-house computer survey data, the student-computer ratio is 1.85:1.   In order to close that gap, the district will need to acquire additional computers to achieve the district wide student to computer ratio.

To stay with the goal of a 1:1 student to computer ratio by the year 2016 there will need to be approximately 122 computers purchased over that time span.   This number is based on the current student population and might vary.

Electronic Learning Resources Needed: The Grove's desire to implement the 1:1 Chromebook plan requires an additional purchase of 122 Chromebooks as funds become available.

Networking and Telecommunications Infrastructure Needed: Hardware, infrastructure, and the support of resources are critical components of an effective technology program.   One of the cornerstones of current technology use is the Internet.   Many programs in place across the Grove use network resources to deliver content.   Reading and math diagnostic software is highly dependent on the accessibility of data throughout a school.   All of these initiatives require a reliable, robust network.   The network equipment and bandwidth will be monitored, evaluated, and upgraded utilizing available funding to maintain these standards.

The Grove School recognized the importance of maintaining up-to-date equipment.   Therefore, our aging network server will be replaced by 2016.

Physical Plant Modifications Needed: Supporting resources, such as, increased electrical capacity, network cabling, and wireless access will be installed as needed with available funds.

Technical Support Needed: In order to ensure that diverse technological resources are available as needed and that confidence fosters participation, the Grove School recognizes the need for capable support technicians.   The Grove technology support staff consists of a Network Specialist and a Computer Technician.   The Grove will continue to evaluate the need for additional support and provide such, as funding allows.

The Grove School has approximately 108 Chromebooks/Laptops available for instructional use (about 1.8 students per computer).   Of these 108 Chromebooks/Laptops, 78 are less than 2 years old.   The Grove School also has approximately 5 computers available for non-instructional programs.   Computers are primarily PC-based with Microsoft Windows operating systems.

Year 1 Benchmark: Continue to purchase equipment to complete Model Classrooms at each site and specific technology found needed.		
Recommended Actions/Activities	**Timeline**	**Person(s) Responsible**
Inventories along with budget predictions to determine purchase of specific technology found needed.	2014-2016	Head of School and Accounting Manager

Year 2 Benchmark: Look to expand technical support personnel to continue to provide adequate support for technology to maintain our Model Classrooms by adding an additional support staff member. Continue to purchase equipment to support Model Classroom and specific technology found needed.		
Recommended Actions/Activities	**Timeline**	**Person(s) Responsible**
Results and budget predictions to determine economic feasibility and necessity of hiring additional personnel and additional specific technology found needed.	2014-2016	Head of School and Accounting Manager

Year 3 Benchmark: Look to expand technical support personnel to continue to provide adequate support for technology to maintain our Model Classrooms. Continue to purchase equipment to support Model Classroom and specific technology found needed.		
Recommended Actions/Activities	**Timeline**	**Person(s) Responsible**
Results and budget predictions to determine economic feasibility and necessity of hiring additional personnel and additional specific technology found needed	2014-2016	Head of School and Accounting Manager

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

To ensure that we have the infrastructure, equipment, and software that would be required to effectively implement the Grove Educational Technology Use Plan we will begin by collection

of data.   The data will come from multiple sources including site computer inventories, classroom equipment inventories, SBAC Technology Readiness Survey, electrical evaluations and network monitoring reports.   After we have collected the data we will analyze the data.   At each site, implementations will be adjusted based on results, and purchases will be made as needed.

Monitoring of these implementations and purchases at site level will begin with site computer inventories.   The annual inventory results will be compiled and used to determine the computer replacement schedule by the Grove's Information Technology Department.   At the beginning of each year teachers will fill out classroom equipment inventories that will monitor progress toward the Model Classroom goals.   The Grove's Network Specialist will meet with the Head of School to evaluate these results and plan accordingly.   The Head of school, along with the Technology Committee, will monitor work orders and equipment installs to account for adequate facilities.   The Information Technology Department will monitor network usage and consult with the Accounting Manager about voice and data system and service upgrades.   The Accounting Manager will provide an annual report for the Head of School on the progress toward meeting the goals and objectives specified in the Educational Technology Use Plan.

6.   Funding and Budget

6a.   List of established and potential funding sources.

Established Funding Sources:
- General Fund
- Special Education
- Special Education Stimulus Funds

Potential Funding Sources:
- Grants
- E-Rate
- Block Grants
- Community/Business Partners
- Donations/Fundraisers
- PTG

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

Item Description	Year 1	Year 2	Year 3	Funding Source Including E-Rate
2000-2999 Classified Salaries				
Technical Support	$39,600	$40,788	$42,012	General Fund
4000-4999 Materials and Supplies				
Miscellaneous Equipment	$2,000	$2,000	$2,000	General Fund
5000-5999 Other Services and Operating Expenses				
Aeries Support	$770	$770	$770	General Fund
Adobe-Export	$19	$19	$19	General Fund
Antivirus Renewal	$50	$50	$50	General Fund
Chrome Management Software @ $30 Each	$1,800	$1,830	$1,830	General Fund, PTG, Donations

Item Description	Year 1	Year 2	Year 3	Funding Source Including E-Rate
Jupiter-Grade Software	$900	$900	$900	General Fund
Navviance Tracking Software	$0	$2,232	$0	General Fund
OARS Software	$2,850	$2,850	$2,850	General Fund
OARS Software-Training	$0	$750	$0	General Fund
Office Home & Business Software	$318	$318	$318	General Fund
Office Suite	$703	$0	$0	General Fund
OpenDNS-Enterprise Internet Management Software	$3,000	$3,000	$3,000	General Fund, PTG
Tipline	$1,000	$1,000	$1,000	General Fund, PTG
6000-6999 Equipment				
Chromebook 122 @ 330 per	$13,420	$13,420	$13,420	General Fund, Donations, PTG, SBCP
Network Server	$1,666	$1,666	$1,666	00 General Fund, Donations, PTG, SBCP
Totals:	$68,096	$71,593	$69,835	

Item Description	**Year 1**	**Year 2**	**Year 3**	**Funding Source Including E-Rate**
2000-2999 Classified Salaries				
Technical Support	$39,600	$40,788	$42,012	General Fund
4000-4999 Materials and Supplies				
Miscellaneous Equipment	$2,000	$2,000	$2,000	General Fund
Professional Development	$3,400	$3,400	$3,4000	General Fund
6000-6999 Equipment				
Chromebook 122 @ 330 per	$13,420	$13,420	$13,420	General Fund, Donations, PTG, SBCP
Network Server	$1,666	$1,666	$1,666	00 General Fund, Donations, PTG, SBCP
Totals:	$60,086	$61,274	$62,498	

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

The Grove School applies an overall five-year lifespan for computers in order to maintain student-to-computer ratios and continue to achieve academic objectives related to technology, although some are still in use beyond the five year mark.   Once equipment surpasses its lifetime, the cost of ownership rises quickly in technical support costs.   Within the first three years of life, warranties often cover the costs of repair.   Beyond the first three years of life, the technical support for computers will be limited to units that are not beyond economic repair.   Typically, this decision is made by the Grove's technical support staff based on availability of parts or extensive time to fix the problem.   For example, any damage to a computer's motherboard or serious damage to a laptop's LCD panel would be considered cost prohibitive to fix.   Issues such as drive replacement, however, would still be supported by the Grove within the lifespan of the unit.   Beyond the five-year lifespan of the unit, The Grove School will determine on a case-by-case basis for equipment between five and eight years of age whether they can still be used or should be considered obsolete.   Once equipment is considered obsolete, Grove declares the equipment surplus and disposes of it in accordance with Grove/Board policies.

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.

The process of monitoring the budget will be a multiple step procedure.   The progression will start with analyzing our existing expenditures and what will be needed for growth.   The next step will be to explore new funding opportunities and resources.   The final step will be to determine which solutions fit within the scope of our overall technology plan and to make the budget adjustments accordingly.

The technology committee will compare changes in site inventory and computer age to the standard.   The Head of School and the technology committee will work together to find resources to meet the hardware, software, and staff development goals.   Site technology committee will evaluate implementations and make recommendations for changes to their plans.

7. Monitoring and Evaluation

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

In order to maintain the accuracy and relevance of our Educational Technology Use Plan, it is essential to monitor and, if necessary, revise each component of this plan on an ongoing basis. The collection of data and the use of that data to inform decision-making is embedded into each objective in our tech plan components under the Monitoring and Evaluation Activities section in components 3, 4, and 5.   Each identified objective in our plan will be reviewed and evaluated at least annually (or more frequently, if so stipulated in the plan) by the Head of School, and Grove's Network Specialist.   Ongoing dialogue about plan implementation and modifications will occur at the monthly Technology Committee meeting, chaired by the Grove's Network Specialist.

Each site (farm and high school) will monitor the training of its staff, and at the end of each school year the Technology Leaders will gather all resources and present recommendations for improvement to administration.   This monitoring information will come from the evaluation from each of the activities listed in section 4.

The Head of School and Technology Leaders, with input from staff, will be responsible for developing a three-year site technology plan that includes goals and resource needs.

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

Implementation timelines for curriculum, professional development and infrastructure goals are listed in the respective sections of the Grove's plan.   Annually, the Grove's Technology Leaders will review the implementation timelines and make any necessary recommendations for modifications to the Head of School and teachers on an as needed basis throughout the year.

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

Implementation timelines for curriculum, professional development and infrastructure goals are listed in the respective sections of the Grove's plan.   Annually, the Grove's Technology Leaders will review the implementation timelines and make any necessary recommendations for

modifications to the Head of School.   Teachers, Site Administrators, and Grove Personnel will utilize OARS for State-mandated testing results, assessments, and in-class assessments on an as needed basis throughout the year.

Annual Review of Goals Year One:

Annual Review of Goals Year Two:

Annual Review of Goals Year Three:

8.   Collaborative Strategies with Adult Literacy Providers

The Grove School does not offer an adult literacy program for parents and community members. However, as our School technology plan is reviewed and revised on an ongoing basis, we will collaborate with and solicit input from the various adult literacy providers in our community. When appropriate, we will direct members of our community to these resources through communication via the website, newsletters or personal communication.

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.

The CEO Forum school technology and readiness report: Key building blocks for student achievement in the 21stcentury.   CEO Forum.   (2001, June).

This report supports how technology use in schools accomplishes the following:

- *Improved student achievement*

- *Improved scores on standardized tests*

- *Increased application and production of knowledge for the real world*

- *Increased ability for students to manage learning*

- *Increased ability to promote achievement for special needs students*

- *Improved access to information that increases knowledge, inquiry and depth of investigation*

- *Improved 21stcentury skills*

- *Improved basic skills*

- *Improved digital age literacy skills*

- *Improved inventive thinking skills*

- *Improved effective communication and interpersonal skills*

- *Improved productivity skills*

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.

The Grove School is exploring the use of distance learning with students. Our school uses other online resources to enhance and extend the basic curriculum and course offerings. We will take advantage of information technology to bring heretofore unavailable educational resources to the Grove. For example, we will draw upon the Internet and resources of CLRN (California Learning Resource Network) for supplemental electronic learning resources. Internet-based learning activities such as WebQuests, distance learning, and virtual field trips, will be integrated into the curriculum to lead students toward higher level thinking skills.

The Grove School is dedicated to providing equal access to the technology program for all students. All teachers in the school, regardless of the subject they teach, have access to technology resources to help develop technology-based lessons and activities. Students are also provided the opportunity to use technology in their classroom and labs, as well as at home.

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)	3	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.	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	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.	5	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.	6	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.	7	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	8	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.	9	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.	10	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.	10	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.	11	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.	12	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**

		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.
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	14		
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.	14	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.	16	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.	18	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.	19	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.	21	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.	21	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.	23	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.	24	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.	25	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.	25	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.**	26	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.**	26	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.**	26	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.)	28	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.	29	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.	30	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.

Education Technology Plan Review System (ETPRS)
Contact Information

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