

Kansas State Department of Education Technology Plan

D0316 - Golden Plains

Effective from: 7/1/2014 to 6/30/2017

Contact Information

School District Number: D0316

School District Name: Golden Plains

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Technology Plan Creation Date: 12/03/2013

Date Technology Plan Approved by District School Board: 04/14/2014

Board Approved District Policies Section

1. The district has Appropriate Use Policies that address network use, copyright issues, software agreements and policy, and governs the use of all technologies including Internet access by students, teachers, staff, administrators, and community. The policies are reviewed with students and staff yearly.

Yes

2. Has the district installed, and does it regularly update, a technology filtering software application, a technology filtering service, or a technology hardware device, which filters access to obscene, pornographic, and other inappropriate materials as mandated by the Children's Internet Protection Act, in order to qualify for federal e-rate funds and other federal grant programs?

Yes

3. Are district policies in place that address state and federal requirements to educate students regarding Cyberbullying, Internet Safety and Digital Citizenship and appropriate online behavior--including interactions in social networking sites, forums and chat rooms?

Yes

4. Does the district have policies clearly articulating both gift acceptance of technology hardware and software and the disposal process for unused, outdated, or inoperable technology hardware and software? Are the policies evaluated and updated yearly?

Yes

5. Does the district maintain a concise, complete technology inventory that includes software licensing, hardware, and where the items are located or can be accessed?

Yes

6. Does the district have a plan and an adequate budget for the regular upgrading of technology hardware and software, and plans for electrical upgrades that relate to technology, that is evaluated and updated yearly?

Yes

7. Does the district have a plan that addresses the equitable distribution of available technologies, including hardware and software, and technology integration into the learning environment for all students?

Yes

8. Does the district have a plan and adequate budget to consider accessibility and compliance with Section 508? Answering 'no' will not negatively affect District Technology Plan approval—the district should be aware of the compliance requirements that can be found on the [Kansas Partnership for Accessible Technology \(KPAT\) website](#).

Yes

Committee Membership / Stakeholder Representation (This section is no longer scored)

Identifies contributors to the plan. Consideration should be given to include representation from all constituencies: students, teachers, administrators, parents, educational institutions, and the community.

List the members of your committee, their titles, and identify the constituency each member represents:

Committee Members:

Darrin Herl, Superintendent/Principal

Judy Rogers, District Technology Coordinator, Secondary Business/Computer/Yearbook Teacher, District Patron

Travis Smith, Administrative Assistant, Secondary Teacher, Parent

Julie Ziegelmeier, Upper Elementary Teacher, Parent

Teena Johnston, ESL Coordinator/Teacher

Russ Aumiller, Middle School Teacher

Marsha Rogers, K-12 Media Specialist, Elementary Teacher, Title I Instructor

Lori Miller, Elementary Teacher

Stephanie Ritter, Site Council Chairperson, Parent

Orba Smith, Board Clerk

Traci Bruggeman, Deputy Clerk

Jeremy Schiltz, Rural Telephone, Business liaison, School Board member, Parent

Paul Bruggeman, School Board President

Kristy Eberle, Power School manager, Secondary Classroom Teacher

Robynn Wessel, Colby Community College Instructor, Secondary Classroom Teacher

Jacque Boultinghouse, Selden City Mayor, Community Member

Paulita Ramirez, Secondary Student representative, senior, Advanced Computer Student,

Ana Bermudez, Secondary Student representative, junior, Multimedia Student

Cole Ziegelmeier, Secondary Student representative, sophomore, Advanced Computer Student

Are all recommended constituencies represented?

Yes

Mission and Vision (This section is no longer scored)

MISSION STATEMENT (This section is no longer scored)

The mission of USD #316 - Golden Plains is to coordinate and further the efforts of the parents, community, and administration, faculty, and staff to provide the best education possible for each student enrolled in our district.

INSTRUCTIONAL TECHNOLOGY VISION (This section is no longer scored)

The vision of student learning at USD #316 includes the implementation of 21st Century Skills and Common Core Standards to advance the progress of students and staff on the Levels of Technology Integration. Students will master the skills, knowledge, and expertise necessary to succeed in work and life. This includes Common Core Subjects and 21st Century Themes, Learning and Innovation Skills, Information Media and Technology Skills, and Life and Career Skills. Students will master skills beyond competency in core subjects, gain skills in creativity and innovation, critical thinking and problem solving, and communication and collaboration in order to prepare for increasingly complex life and work environments in the 21st century. In order to access the abundance of information and rapid changes in technology tools, students must be able to access information efficiently and effectively and be able to evaluate information critically, competently, and ethically to apply solutions to problems. They will also need to be able to utilize digital technology and communication tools to access, create, and integrate information. Students will need to be able to incorporate technology into life and work environments demonstrating flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, as well as leadership and responsibility. USD #316 will focus on 21st century standards, curriculum and instruction, professional development, and assessment in creating 21st century learning environments.

District Summary of Progress and Technology Goals

Summary of Previous Technology Plan (This section is not scored)

Briefly describe your progress toward meeting the goals and objectives in your previous technology plan:

Golden Plains USD #316 has continued to make progress toward many of their goals set forth in the 2011-2014 district technology plan. Goal I is to Create Effective Communicators. This goal has been achieved through classroom instruction and the district has maintained and upgraded the hardware and software utilized in achieving this goal. We continue to teach Microsoft Word Word Processing and utilize word processing skills across the curriculum. There has been an expanded use of presentation software, such as Microsoft Powerpoint, in both teacher presentations and students demonstration of knowledge. Several teachers have placed curriculum items on the school web page and increasingly utilize the world wide web information available in both teaching and learning activities. Distance learning is utilized for dual credit college classes and to supplement the district-based curriculum. We have not been as successful on exploring opportunities to collaborate with students/professionals around the world in a one-on-one basis but do access online information provided by these professionals and via e-mail. These activities continue to be a goal for USD #316.

Goal II is to develop Life Long Independent Learners. We have increased the access of on-line curriculum resources. Several curriculums have expanded their use of online curriculum resources available from textbook publishers to provide resource and support services for students. We have implemented google chromebooks for science education, increased access to and implementation of tablets (ipads) and apps, and have increased the curriculum resources available via the district web site. Students have access to electronic storage through the web site to allow for online access to individual resources. The use of online video hosting and access for learning (youtube) has increased dramatically and expanded to include curriculum integration in nearly every subject area and grade level. This continues to be a district goal.

Goal III is to Generate Problem Solvers and Decision Makers. Many of these goals are in process and the district has increased the individual instruction of students and management of individual learning. This has been accomplished in part through implementation of the MTSS (Multi-Tiered System of Support) model. This continues to be a district goal.

Goal IV is to Produce Adaptable Technologists. We have continued to see an increased use of internet and e-mail for classroom use. For example, students at the high school are given a school e-mail that they utilize throughout high school to turn in assignments and receive feedback from instructors. Students are responsible for much of the content available on the district web page and for creating video and media content for public presentation including the district yearbook, highlight films, and cable television. These activities continue to be a district goal.

Goal V is to Create Effective Workers. Students continually use the district resources to access information, communicate with others both within and outside the classroom, and prepare multiple multi-media presentations. This continues to be a district goal.

Goal VI is to Transform the Learning Process from a Teacher-Centered to Student-Learning Centered. Students are responsible for much of the content on the district web site and on the district cable/youtube channel. Students work independently on various projects both in and out of the classroom to develop products for public presentation. This goal is being accomplished in the classroom on multiple levels and continues to be a goal.

Goal VII is to Create Positive Community Relationships. The district continues to maintain the communication tools via the school web page, local newspapers, daily bulletins, activity schedules, and local cable TV channel to further communicate with district patrons. The high school has created and regularly updates a facebook page to communicate information in a more timely manner to district patrons. The district has also implemented a communication program that allows messages via phone, text, or email for immediate contact to district patrons. Effective communication with district patrons and surrounding districts continues to be a goal.

Technology Needs Assessment

This section identifies and explains the technology needs assessment process that is used to drive acquisition, upgrades/replacements and the deployment of technology resources in support of the educational and administrative needs of the district.

administrative needs of the district:

Technology Needs Assessments, developed by the Technology Coordinator on behalf of USD #316, will be administered periodically to staff members (Attachment D1). Additional Technology Needs assessments/surveys, developed by the Technology Coordinator on behalf of USD #316, will be administered to students (Attachment D2), parents, educational institutions, and community members (Attachment D3) on an annual basis. The Technology Committee will compile the data results from these surveys to present to the Site Council and Board of Education. Qualitative and Quantitative data from the assessment results are used to make recommendations to the Board of Education as to the acquisition and deployment of technology resources.

Additional less formal assessments are evaluated on a routine basis and include: Students are assessed by the classroom teachers on an ongoing basis, with any immediate needs/concerns presented to the Technology Coordinator to be evaluated and addressed. Informal assessments are conducted on a regular basis through discussions with students, staff, administration, and community members. Additional needs are assessed through technology support requests and requisition requests made by staff throughout the year.

Needs presented are addressed by the district technology coordinator as requested when district funds and goals make it possible to do so. Very few requests and/or needs are denied unless it is impossible to do so.

District Technology Infrastructure Goals and Objectives

This section is for districts to provide specific, measurable, District Technology Infrastructure Goals and Objectives, and a narrative description **For e-rate purposes, districts should specifically mention e-rate eligible services that the district will leverage to support the educational and administrative needs of the district. Kan-Ed members should include a reference to Kan-Ed provided services when addressing this goal.**

Approaches Requirements: Objectives are not linked to goals or are absent. Objectives do not appear to be measurable or attainable. Infrastructure, telecommunications, hardware, software, Internet access, services and resources are mentioned but it is not clear how these support the educational or administrative needs of the district.

Meets Requirements: Measurable objectives for each goal have been established. Infrastructure, telecommunications, hardware, software, Internet access, services and resources clearly support the educational and administrative needs of the district. E-rate eligible services, including Kan-Ed services, if a member of Kan-Ed, are addressed.

Exemplary: Measurable objectives for each goal have been established. Objectives are identified as being integrated into building-level school improvement plans to improve student learning. District goals & objectives support 21st Century Teaching and Learning. District educational priorities clearly drive decisions related to district technology infrastructure, telecommunications, hardware, software, Internet access, services, and resources. E-rate eligible services, including Kan-Ed Member Services, if a member of Kan-Ed, are addressed. Hardware, software and infrastructure purchases clearly support the school improvement plans of the district.

District Technology Infrastructure Goals/Objectives:

District technology infrastructure, telecommunications, hardware, software, internet access, services and resources support the educational and administrative needs of the district.

- Each staff member, including administration, teachers, and support staff shall continue to have appropriate access to the equipment necessary to perform their duties effectively and efficiently.
- Each staff member, including administration, teachers, and support staff, shall continue to have appropriate telecommunications access necessary to perform their duties effectively and efficiently.
- Each staff member, including administration, teachers, and support staff, shall continue to have appropriate internet access necessary to perform their duties effectively and efficiently.

Goal I--Expand current level of internet access to buildings

- • Internet access is currently provided in both buildings (PreK-Grade 5 in Selden/Grades 6-12 in Rexford) through a fiber optic 3.0 mbs speed. It is the goal of the district to increase bandwidth to a minimum of 50 mbps at the Middle/High School a minimum of 20 mbps at the Elementary School
- • Continue to utilize E-rate funding to provide financial discounts on the cost of this access. Current discount rate is generally around 80%.

Goal II—Maintain/expand internet access to all classrooms

- • Access is currently available throughout classrooms in both buildings via wired and/or wireless access points. As the use of wireless devices has expanded, additional firewall services and/or modifications to the network may be required.

Goal III—Maintain/Expand Access to Online Resources

- • Continue to provide access to school web site for students/staff
- • Continue to provide web site development and usage training to students/staff
- • Continue to provide access to district information via online resources including web page, youtube, facebook, etc.

Goal IV—Maintain/Upgrade Telecommunications Access throughout the District

- • Continue to provide telephone access to current classrooms with service
- • Continue to provide cell phone access to district administration and support staff
- • Continue to utilize E-Rate funding to offset the cost of telecommunications access via telephone and cell phone usage.

Goal V—Maintain/Increase Distance Learning Access

- • Continue to provide distance learning access and opportunities via the Interactive Television network.
- • Update current Interactive Television equipment and access to meet student needs
- • Continue to provide Web-Based Distance learning opportunities for staff and students
- • Increase distance learning opportunities for staff and students as needed to meet educational goals.
- • Continue to utilize E-Rate funding to help pay the cost of distance learning access.

District Technology Infrastructure Narrative Description

Provide a description of the infrastructure, telecommunications, hardware, software, internet access, services, support, and resources the district will leverage to support the educational and administrative needs of the district:

Golden Plains USD #316 currently has internet access provided to both the elementary (PreK-5) building in Selden and the middle/high school (6-12) building in Rexford at a speed of 3.0 mbs provided through a fiber-optic cable. We have utilized E-Rate funding since it began in the 1990's to help offset the cost of providing this service. Due to the increased use of wireless devices, including laptops, chromebooks, ipads, and smartphones, it has become necessary to increase the bandwidth available in both the middle/high school and elementary buildings. Current plans are to increase the bandwidth to not less than 50 mbps at the middle/high school and not less than 20 mbps at the elementary school.

We have expanded wireless access to areas of the building that previously did not have access. All areas now have wireless, if not wired, access. Goal II is to maintain current levels of access while increasing bandwidth.

Kan-Ed is no longer utilized in the district, but online storage of files is available through the district web site in the form of e-lockers. The district technology coordinator trains students are trained on how to utilize this resource. Additional online resources are available through the Kansas State Library including access to online books and magazines along with various databases. Teachers have the ability to create and maintain their own web pages on the district web site and are trained by the district technology coordinator upon request. Classroom teachers at the elementary school trained on the tools they wish to use on as needed/requested. Goal III is to continue to provide this service, access, and training.

Telecommunications access is vital to the district communication goals and provides a way to stay in touch with district staff, parents, and patrons. Most classrooms currently have telephone access. However, many classrooms do not have the ability to call long distance when needed and teacher must either utilize their personal cell phones or go to the school office to place long distance phone calls. District cell phones are currently provided to administration staff and custodians. Classroom teachers often use their personal cell phones to communicate with district staff, parents, and patrons as needed. E-Rate funds are applied for annually to help offset the communications cost of district telephone and cell phone usage. Goal IV would be to continue to provide current levels of telecommunications access and to continue to apply for E-Rate funds to help defray the cost.

Evaluating District Technology Infrastructure Goals And Objectives

The District Technology Coordinator and Administration will determine on a yearly basis if the infrastructure goals have been met by meeting on an annual basis to determine if the goals have been met or if progress is being made toward those goals. Evidence of goal accomplishment will be determined by answering the following questions.

1. Was E-Rate funding received for internet access in both buildings?
2. Was E-Rate funding received for distance learning access in the middle/high school?
3. Was E-Rate funding received for telecommunications access in both buildings including telephone and cell phone usage?
4. Are all staff and students registered on the district web site?
5. Have all staff and students received training on web site and Kansas State Library services available and how to access those services?
6. Has internet access been increased to a minimum bandwidth of 50 mbps at the middle/high school and 20 mbps at the elementary?
7. Do classrooms continue to have telecommunications access as needed?
8. Are distance learning curriculum offerings sufficient for student needs?
9. Does distance learning equipment meet current needs?
10. Is distance learning access functioning properly for current needs?

If it is determined that any of these goals are not yet met, an action plan will be developed to address those needs.

Curriculum Integration Goals and Objectives

In this section the district will outline the District Goals and Objectives related to Curriculum Integration--specifically, how the district will leverage technology to support the teaching and learning mission of the district.

Approaches Requirements: Objectives are not linked to goals or are absent. Objectives do not appear to be measurable or attainable. The plan mentions curriculum integration but lacks details for one or more of the goals.

Meets Requirements: Measurable objectives for each goal have been established. The plan describes the current district-wide curriculum, efforts and initiatives for technology integration into the curriculum. It is evident that technology use is expected and planned in curriculum and instruction. A detailed summary of how the district will address the Curriculum Integration Goals and Objectives are identified.

Exemplary: Measurable objectives for each goal have been established. Objectives are identified as being integrated into building-level school improvement plans to improve student learning. District goals & objectives support 21st Century Teaching and Learning. The plan describes the current district-wide curriculum, efforts, and initiatives for integrating technology into the curriculum. It is evident that technology use is expected and planned in curriculum and instruction. A detailed summary of how the district will address the Curriculum Integration Goals and Objectives is identified and utilizes research-based strategies for teaching and learning.

Curriculum Integration Goals and Objectives:

Increase Student Achievement through the effective use of technology.

- I. Create Effective Communicators

- A. Use word processing that encourages process writing and allows for rewriting and editing.
- B. Use drawings, photos, charts, audio, video, and animations to enhance and clarify presentations.
- C. Use e-mail effectively and appropriately.
- D. Use curriculum based web pages to communicate subject matter effectively.
- E. Use distance learning classes to gain knowledge in college level, advanced placement, and curriculum enhancement courses, including mathematics and foreign languages and/or vocational skills.
- F. Utilize online resources to collaborate with students/professionals from around the world.

- II. Develop Life Long Independent Learners

- A. Provide access to information using on-line resources including but not limited to databases, curriculum based web sites, online books, magazines, and research materials, search engines, online storage.
- B. Provide access to information from all classrooms by use of a district network.

- III. Generate Problem Solvers and Decision Makers

- A. Access information and references from diverse sources and integrate them to produce projects and products in text, data, and multimedia formats.
- B. Provide options for students to move at their own pace with unlimited opportunities for remediation or enrichment.
- C. Manage student computer usage and their progress on instructional assignments.
- D. Simulate real life experimentation and collection of experimental data for problem solving.
- E. Implement daily and weekly problem solving using on-line sources.

- IV. Produce Adaptable Technologists

- A. Apply technology to real world problems and achievement of results.
- B. Develop competent users of word processing, database, spreadsheet, presentation, and multi-media applications.
- C. Use internet, online resources, smart technology, and e-mail effectively and appropriately.

- V. Create Effective Workers

- A. Access and use stored information within the district network
- B. Provide e-mail and online capabilities to communicate with students, staff, administration within the district, as well as students and professionals from around the world.
- C. Demonstrate competency and self-assessment by using multimedia to produce presentations.

- VI. Transform the Learning Process from Teacher-Centered to Student-Learning Centered

- A. Promote individual development of curriculum-based web pages.
- B. Develop student initiated projects utilizing online resources to obtain information.
- C. Encourage student involvement in internet based projects.
- D. Integrate student centered web-based activities into the classroom.
- E. Encourage discovery-based learning.
- F. Support student application of technology based solutions to real-life situations.

- VII. Create positive community relationships
- Provide current information including daily bulletin, monthly calendars, activity schedules, and activity information on school web page.
- Provide timely information to district patrons via the school's facebook page
- Provide timely information to district patrons via a phone/text/email messaging system
- Provide access to student grades via Power School.
- Provide support for community needs.
- Provide information in school publications via the school web page, weekly newspaper page, annual yearbook, and other media outlets.

Ensure that students are technology literate by the end of the 8th Grade.

- Students at Golden Plains Middle School technology instruction from the middle school classroom teachers, with support provided by the district technology coordinator. This instruction is supplemented and supported by the classroom teacher in the use of technology in completing curriculum-based assignments including writing, reading, social studies, and science. Students are assessed on their technology literacy by several methods. These methods include, but are not limited to
 - o Teacher Observation
 - o Online Evaluation Tools
 - o Student performance on curriculum-based projects and presentations

Progress is being made toward fully integrating technology into the curriculum.

- o Students will develop multi-media curriculum based projects in the classroom utilizing available technology tools and resources. Projects may include, but are not limited to Desktop Publishing Documents, Web Page Development, Video Productions, Slide Show Presentation, and Digital Media Publications.
- o Students will access online resources including, but not limited to, online encyclopedias such as World Book, online storage resources including e-lockers, online Databases available from the Kansas State Library, online videos, and other resources to research, evaluate, implement, and manage information.
- o Students will practice Kansas State Assessments online and will take the Kansas State Assessments online to measure academic and curricular skills.
- o Students will utilize online and network resources including Accelerated Reader and Academy of Math and Academy of Reading as determined by the classroom instructor to enhance core curricular learning.
- o Staff members will receive training in 21st Century skills, technology literacy, technology standards, integrating technology into the curriculum, and using web resources that included, but are not limited to, using video clips in the classroom, developing rubrics for classroom instruction and student performance evaluation, developing on-line standards based lesson plans, and using multi-media in the classroom.
- o Students and staff will receive training on appropriate use of technology including the district appropriate use policy, cyberbullying, plagiarism, cheating, copyright, social networking, chat rooms, blogs, e-mail, netiquette, and other legal and ethical issues related to technology use

Curriculum Integration Narrative:

Please outline how the district will meet the Curriculum Integration Goals and Objectives outlined above:

Students and staff at Golden Plains USD #316 make every effort to integrate technology into the standards based curriculum in a variety of methods. Students utilize technology resources to access information, conduct research, communicate, and present knowledge. Some training and integration is provided to students through technology-specific courses while others are provided through regular classroom instruction. Additional training is made available as specific needs arise from resource personnel, including the district technology coordinator. Students are responsible for developing much of the district's technology communication via the district web page, cable television, and publications including the annual yearbook and articles published in weekly area newspapers. These opportunities allow students the experience of real-world job place skills as they prepare to enter the global economy of the 21st century. The district meets the integration goals and objectives by providing the technology and tools necessary to perform these tasks including access, training, hardware, and software.

Evaluating Curriculum Integration

Students and staff at Golden Plains USD #316 make every effort to integrate technology into the standards based curriculum in a variety of methods. Students utilize technology resources to access information, conduct research, communicate, and present knowledge. Some training and integration is provided to students through technology-specific courses while others are provided through regular classroom instruction. Additional training is made available as specific needs arise from resource personnel, including the district technology coordinator. Students are responsible for developing much of the district's technology communication via the district web page, cable television, and publications including the annual yearbook and articles published in weekly area newspapers. These opportunities allow students the experience of real-world job place skills as they prepare to enter the global economy of the 21st century. The district meets the integration goals and objectives by providing the technology and tools necessary to perform these tasks including access, training, hardware, and software.

(Attachment E1) Additionally, students will be assessed using the NETS Curriculum and Content Area Standards for age levels. Results of these assessments will be used to drive decision-making regarding technology integration into the curriculum. Classroom teachers will utilize these profiles in assessing their student and classroom technology skills. Assessment results will help teachers and administrators make decisions regarding technology integration in to the curriculum.

Accelerated Reader is aligned to the Kansas State Reading Standards. The Star Reading Assessments is a diagnostic tool used to determine reading level. AutoSkill Academy of Math and Academy of Reading are used as a resource for reading and math skill development. Student scores on Accelerated Reader, Star, and AutoSkill Academy of Math and Reading are used as an evaluation instrument to determine the effectiveness of these programs. Aimsweb is utilized in assessing students in the classroom.

Technology Professional Development Goals and Objectives

In this section the district will outline the District Goals and Objectives related to Technology Professional Development--including professional development required to support the teaching and learning mission of the district, and to support the operational/administrative aspects of this plan.

It would be appropriate to include how the professional development will specifically support Curriculum Integration Goals and Objectives including:

- Increasing student academic achievement through the use of technology.
- Ensuring all students are technology literate by the end of 8th grade.
- Cyber bullying/Internet Safety/Digital Citizenship (to meet federal requirements to address educating students about these issues and appropriate online behavior including interactions in social chat rooms).

Approaches Requirement: Objectives are not linked to goals or are absent. Objectives do not appear to be measurable or attainable. Technology professional development plans are unclear or not fully developed. Lacks detail for addressing 1 or more Professional Development Goals and Objectives outlined above.

Meeting Requirement: Measurable objectives for each goal have been established. Technology professional development is described in detail to support the outlined Professional Development Goals and Objectives, and directly supports the district Curriculum Integration Goals and Objectives.

Exemplary: Measurable objectives for each goal have been established. Objectives are identified as being integrated into building-level school improvement plans to improve student learning. District goals & objectives support 21st Century Teaching and Learning. The district provides technology professional development that incorporates high levels of support for teachers, such as on-going professional support through instructional technology coaching, mentor teacher strategies, etc.,. Technology professional development includes multiple strategies, incentives, and resources. A clear alignment with the district professional development plan is articulated. Technology is embedded in professional learning. Technology professional development is ongoing and is applied to student learning activities in the classrooms.

Technology Professional Development Goals and Objectives:

Improve the capacity of teachers to integrate technology effectively into the curriculum and instruction.

- a. Provide training and support strategies to ensure that the staff has the appropriate competencies and continuous support needed to use educational technology to deliver and support instruction.
- b. Provide opportunities for all staff to enhance their educational technology knowledge and skills both within the district and from outside resources.
- c. Provide educators with access to professional development in the use of educational technology in order to prepare them to help students meet high academic standards.
- d. Provide educators with training on digital citizenship including the topics of cyber bullying, appropriate use, plagiarism, social networking, blogs etc.
- e. Conduct an annual survey of staff technology usage, skills, and needs related to technology literacy and curriculum integration. These survey results will drive the content of the training opportunities. (Attachment D1)
- The district will provide materials, facilitators, fees, and incentive pay for staff for the following training as needed:
 1. Provide individual training by district technology coordinator, peers, and/or students as requested for specific, immediate technology needs.
 2. Encourage staff to attend off-site technology workshops and conferences, especially those pertaining to Common Core Standards, 21st Century Skills, and Technology Literacy.
 3. Provide access to online technology learning opportunities.

Facilitators may be students, staff, technology coordinator, or non-district trainers.

Training and support are aimed specifically toward improvement of student learning activities in the classroom as listed in the district Technology Outcomes.

These activities will be ongoing.

Encourage effective integration of technology through teacher training and curriculum development to establish replicable best practices.

- Teachers will be encouraged to participate in training opportunities that will enable them to integrate their learned skills into the classroom for curriculum based activities. They will also be encouraged to participate in training opportunities that will enable them to share their learned skills with fellow teachers.

Improve the capacity of classified staff to effectively use technology to fulfill their duties.

- Classified Staff, Support Staff, Administrative Staff, and Clerical Staff shall be provided technology training opportunities necessary to fully integrate technology in the performance of their duties. This includes, but is not limited to, training in hardware care and management, software application and integration, integrating technology into the classroom, completing online state/federal-required forms, electronic communication, and digital citizenship.

Technology Professional Development Narrative:

Please provide an overview of how the district will meet the outlined Professional Development Goals and Objectives here.

Teachers and district staff members are given various opportunities to participate in professional development activities that will assist them in integrating technology into the classroom for curriculum based activities, perform their duties more effectively, or provide enhanced communication skills. They are encouraged to share their learned skills with their students in the classroom and/or with fellow staff members as appropriate. The district will either provide these opportunities through in-house training opportunities or off-site training as appropriate the skills being learned and accessibility of qualified trainers. Some skills will be determined as necessary for all staff members (such as digital citizenship training), while others skills will be teacher/staff specific based on curricular and/or job specific needs. Additionally, teachers and staff members may choose to obtain training independently through college course offerings or other appropriate means.

Evaluating Technology Professional Development

Every teacher is required by the district to file a Professional Development Plan each year. Teachers are encouraged to use technology based conferences, in-service, workshops, college courses, and internet sources as increments to their individual professional development. The number of points awarded for technology based professional development will be compared with the total number of points. This percentage will be used as an assessment for professional development in the technology area. Also, teachers will be monitored in the classroom to ensure their use of technology for curriculum enhancement as driven by participation in technology related professional development. In addition, teacher survey results (Attachment D1) will be compared annually to determine improvement in technology skills and curriculum integration.

Non-certified staff members will be assessed through group discussion at staff meetings regarding any technology training they participate in. Additional assessment will occur through observation of job performance and integration of technology skills into their daily routines.

Technology Plan verification For E-rate Purposes

Please check the statement that applies to your district: *Please note that although districts may already have an approved technology plan on file with KSDE, the following statements provide KSDE with verification of whether the district needs to file an addendum to the original technology plan to comply with the SLD criteria that technology plans include all Form 470 items (except for basic phone service). **Please check only one box.***

Our district **has filed or intends to file a Form 471** for more than basic Telecommunications for Funding Years covered by this technology plan.

District Technology Plan Budget

Budget Area	Cost	Funding Sources with amount per Sources
School Year:		2014-2015
Professional Development	\$2500	District Budget/General Fund
Telecommunications and Internet Access	\$5100	District Budget/E-Rate Discounted Amount
Materials and Supplies (i.e. Software)	\$1500	District Budget/General Fund
Equipment (i.e. Hardware)	\$20000	District Budget/General Fund
Maintenance and Support	\$5000	District Budget/General Fund
Other	\$	
Total	\$34100	
School Year:		2015-2016
Professional Development	\$2500	District Budget/General Fund
Telecommunications and Internet Access	\$5100	District Budget-E-Rate Discounted Amount
Materials and Supplies (i.e. Software)	\$1500	District Budget/General Fund
Equipment (i.e. Hardware)	\$20000	District Budget/General Fund
Maintenance and Support	\$5000	District Budget/General Fund
Other	\$	
Total	\$34100	
School Year:		2016-2017
Professional Development	\$2500	District Budget/General Fund
Telecommunications and Internet Access	\$5100	District Budget/E-Rate Discounted Amount
Materials and Supplies (i.e. Software)	\$1500	District Budget/General Fund
Equipment (i.e. Hardware)	\$20000	District Budget/General Fund
Maintenance and Support	\$5000	District Budget/General Fund
Other	\$	
Total	\$34100	

Golden Plains USD #316
NETS/Student Profiles
Attachment E1
Spring 2014

Grades 9-12 (Ages 14-18)

The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 9-12(Ages 14-18):

The numbers in the parentheses after each item identify the standards (1-6) most closely linked to the activity described. Each activity may relate to one indicator, to multiple indicators, or to the overall standards referenced.

1. **Creativity and Innovation**
 2. **Communication and Collaboration**
 3. **Research and Information Fluency**
 4. **Critical Thinking, Problem Solving, and Decision Making**
 5. **Digital Citizenship**
 6. **Technology Operations and Concepts**
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1. Design, develop, and test a digital learning game to demonstrate knowledge and skills related to curriculum content. (1,4)
 2. Create and publish an online art gallery with examples and commentary that demonstrate an understanding of different historical periods, cultures, and countries. (1,2)
 3. Select digital tools or resources to use for a real-world task and justify the selection based on their efficiency and effectiveness. (3,6)
 4. Employ curriculum-specific simulations to practice critical-thinking processes. (1,4)
 5. Identify a complex global issue, develop a systematic plan of investigation, and present innovative sustainable solutions. (1,2,3,4)
 6. Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. (4,5,6)
 7. Design a Web site that meets accessibility requirements. (1,5)
 8. Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources. (3,5)
 9. Create media-rich presentations for other students on the appropriate and ethical use of digital tools and resources. (1,5)
 10. Configure and troubleshoot hardware, software, and network systems to optimize their use for learning and productivity. (4,6)