
Technology Plan

Vineland School District
July 1, 2012 – June 30, 2017

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Background and Demographic Profile

(VSD demographic info?)

In the spring of 2001 the California Department of Education announced new requirements for school districts in regards to technology planning. According to Education Code § 51871.5, “On or after January 1, 2002, a school district shall have a technology plan as a precondition of receiving any technology grant administered by the State Department of Education.” This document serves to meet the requirements of the Education Code § 51871.5.

The technology committee consists of school district personnel, classified and certificated as well as the school site councils from all schools. The school site council consists of employees, parents, and students. The technology committee met as a committee, and then committee members met with individual sites to obtain information and then revised the technology plan as needed.

1. Plan Duration

July 1, 2012 June 30, 2017

The District’s K-8 technology plan promotes the use of technology in all classrooms, and provides leadership and training in using technology as a key tool of education.

The District Technology Plan serves as a guide for the district’s use of education technology for the next five years, July 1, 2012 through June 30, 2017. This plan will also serve as the district’s technology planning document for E-rate purposes. The plan was written by a team of educators with the guidance of school personnel and district administrators.

Goals are identified in section three of the plan to meet curricular needs for grades K-8. From these goals, activities were planned across grade levels and curricular areas. These activities are aligned with benchmarks to outline when and where technology will be integrated in the curriculum.

Staff development needs and activities have been identified to meet these curricular goals and activities, and are included as goals in section four of the plan. Teachers will be trained in the skills needed to meet the curricular goals. Benchmarks have been developed to meet these goals, outlining how teachers will be trained each year.

The fifth section of the plan outlines what needs to be purchased based on the curricular goals and activities set forth in section three, and how teachers will be trained each year. This section describes the status of technology at each site, what software, hardware, infrastructure and technical support needs to be funded, and a timeline for filling those needs.

A budget is presented in section six identifying sources of income that could be used to fund technology and the cost of each technology infrastructure item needed.

Section seven describes the evaluation plan that details how the impact of technology on students will be evaluated, who will do the evaluation and what will be done with the data collected.

Section eight describes how Vineland School District collaborated with nonprofit community organizations to maximize the use of technology and develop strategies better use other funding resources.

Section nine describes the relevant research behind the design of this plan and the strategies and methods selected. In addition, this plan describes the process the district will use to extend and support the academic rigor provided by the district’s curriculum.

2. Stakeholders

Governing Board

Andy Stenderup, Steve Hallum, Viviana Ramirez, Francisca Hernandez, Leticia Prado

District Superintendent

Danny Whetton

District Technology Committee Members

Dena Kiouses, Michael Lara, Danny Whetton, Kara Ranney, Vidalia Garcia

Vineland Elementary – School Site Council

Sunset Middle School – School Site Council

3. Curriculum

3a.	Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.
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A. Teachers’ and Students’ Current Access to Technology Tools

The Vineland School District has a rich history of technology access across the schools.

District Wide Area Network (WAN) and Internet Connections

Currently, both schools, the District Office, and the Family Resource Center are connected with wireless access. Each classroom at both schools is wired for network and Internet access. There is, at minimum, a networked, multimedia teacher’s workstation in every classroom in the district. Internet access is provided by and with technical support from the VSD technology department and Kern County Superintendent of Schools, for which we have applied for and currently receive an E rate discount.

Classroom Computers and Computer Labs

There is presently one teacher workstation in every classroom. The classrooms at Vineland Elementary have between one to five student computers. There are three computer labs available to staff, students, parents and the community. Every school has access to one, or more, of the computer labs. Two of the computer labs contain a minimum of 30 multimedia workstations, Internet connectivity, curriculum software, and a range of specialized educational resources. The third computer lab has 9 laptops for student use. Teachers and students use the computers in the labs and classrooms daily.

In the elementary and middle school grades, teachers typically have set up rotation schedules for their students so that they have access for a variety of subject specific courseware, research and project based assignments, either in the classroom or computer labs.

The district's home instruction curriculum including Study Island and Education City is an Internet based product that is a new addition to our programs in the 2011 2012 academic year. This program is also available to our on campus students for remediation, strategic support, and enrichment opportunities for our students.

Smartboards

Every classroom within the district has a Smartboard, projector and speakers.

After School Programs

The District in cooperation with The Boys and Girls Club administers the ASES (After School Enrichment and Safety) grant funded after school programs. This daily program is available to District student, with limited students, to provide small group basic skills and tutoring. Science, physical activities, art and other enrichment activities are led by trained paraprofessionals. Daily homework assistance is also provided in a safe environment for students.

Each school site provides after school programming daily from the end of each instructional day until 6:00 pm. There are computers dedicated for student use in each after school office. Students may complete their homework, use intervention software, access websites, and use software such as Accelerated Reader, Star Fall, and Study Island during this time. These programs may also access each school site computer lab. After school staff utilizes the computer and the internet to formulate lesson plans and participate in regional trainings.

The Migrant Education Program utilizes the computer labs on a regular basis to assist students with research, school based educational programs and their English Language Development.

Libraries

Both school sites share a 1.0 FTE school library clerk. Our district has the Winnebago Spectrum software that the clerk uses to check out library books.

All computers in the school libraries and in classrooms provide students with access to Accelerated Reader software and other curriculum specific electronic resources. Each classroom in the district uses Accelerated Reader and initial assessments are completed in the labs or classroom. After that initial assessment, each student can use Accelerated Reader to find reading materials appropriate to her or his level.

3b. Description of the district's current use of hardware and software to support teaching and
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Currently, the Vineland School District utilizes hardware and software to support teaching and learning in the following ways:

OARS

The Online Assessment Reporting System(OARS) is a standards based assessment tool that makes it easy to collect, report, and analyze student performance data. But its real power comes from the way it simplifies the connection between assessment results and real instructional decisions. The system provides relevant data to teachers quickly so they can improve student performance. VSD teachers use OARS to aggregate and disaggregate data so they can precisely determine where to direct their resources. With OARS data, they can also identify best practices for the district's standards based curriculum. Teachers also use the web based reports to exchange successful classroom techniques.

OARS provides teachers fast, web based reports detailing their students' performance. But more than a timesaving tool for administering district benchmarks and classroom tests, the OARS system and its reports help teachers link assessment results to instructional decisions. **OARS includes pre loaded tests and resources from state approved curriculum. Teachers can also align state approved curriculum based exams to be scored by Oars. for any subject matter.**

With OARS, a teacher can know which student has mastered which standards, which concepts the whole class is struggling with, and even which wrong answers the kids are choosing. Teachers can use that information to make adjustments in their teaching. They can pinpoint the topics to review, so their time can be used more effectively.

After completing a quiz or end of chapter test, for example, teachers can use OARS Teacher Tools to generate individualized review sheets and homework assignments, based on each student's unique needs. Prescriptive re-teaching resources are also available.

The success of any district's data driven education strategy depends greatly on the involvement of classroom teachers. OARS helps teachers link their daily instruction with actual student performance, standard by standard.

Teachers have the opportunity to attend the Kern County OARS User Group and use this networking tool to provide further support for the district.

The OARS Curriculum Management module gives each teacher the tools to organize and communicate the state and district adopted curriculum, assessments, scope and sequence, pacing calendars, unit plans, and instructional resources. It's a powerful tool so teachers have the advantage of integrated instructional and assessment plans.

Accelerated Reader

All district schools use the Renaissance Learning *Accelerated Reader* program. This has been a seven year project where all Accelerated Reader books had to be evaluated, assigned appropriate reading level(s), and tagged. Accelerated Reader tests were and continue to be purchased and installed on each school's server. Accelerated Reader motivation programs also have been implemented at each school. The district wide implementation and use of Accelerated Reader have produced enthusiasm and support by students, teachers and parents in the community.

Students have dramatically increased the number of books they read, and more students are reading books at their appropriate grade level.

Web and E mail

All teachers, administrators and office clerical staff have district email accounts. At this point most use their email accounts on a daily basis. They use their e mail for principal and district communications, collaboration between grade levels both inside and outside the district. In some cases, teachers report they are also using their email accounts to communicate directly with those parents who have access to email.

Office Productivity Tools

Every computer purchased by the district is installed with Microsoft Office. In addition to educational software, teachers have access to the standard MS Office productivity tools, including Word, Excel, PowerPoint, and Outlook.

Teacher Instructional Software Use, in general

Beginning the fall of 2012 all teachers will be required to complete the EdTech Profile. Based on the Ed Tech Profile, we will have information regarding what teachers are most comfortable with in technology.

Software

Each district classroom uses Accelerated Reader. Grades K – 5 use McGraw Hill language arts and Houghton Mifflin math computer programs to support the core text adoption. Grades 6 – 8 use software to support Holt language arts and Company math text adoption for interventions and test taking. The primary classes use StarFall for pre reading and reading skill development. Vineland School the ASES program, use Study Island to reinforce, re-teach, practice, and master skills and knowledge across all academic disciplines. At both school sites 4th and 5th grade use System 44 for intervention purposes .Microsoft Office Suite is available for student use.

Study Island and Education City

The primary purpose of the California Content Standards Mastery and California High School Exit Examination (CAHSEE) Preparation Programs are to significantly improve student achievement in public elementary through high schools and to ensure that students who graduate from public high schools can demonstrate grade level competency in reading, writing, and mathematics. CAHSEE testing helps identify students who are not developing skills that are essential for life after high school and encourages districts to give these students the attention and resources needed to help them achieve these test skills during their high school years.

The Study Island programs are specifically designed to help students master the content specified on the CST and CAHSEE exams. The user-friendly interface allows students to move through the program step-by-step. Each section has a pre-test and a post-test, as well as topics that cover each of the CAHSEE Blueprints and California Content Standards. Topics consist of questions, answers, explanations, and lessons that address the specific skills to pass the CST and CAHSEE.

Study Island's focus on the CAHSEE Blueprints and California Content Standards enables students to improve their performance in all skill areas tested on the CST and CAHSEE exams.

Imagine Learning

Imagine learning is used for the students that have the most limited English Language Proficiency levels focusing on all 5 strands of English Language Development, with vocabulary being the strongest focus. The students use this program 20 minutes a day 4-5 times a week under the direction of a computer lab aide.

BrainPOP and BrainPOP Jr.

Brain pop is used at both district school sites to assist with the anticipatory set or review and reinforcement of standards across the curriculum.

READ 180/System 44

Read 180/ System 44 is The Board adopted core English Language Arts replacement program for 4-8 grades. Currently 4th and 5th graders are receiving this intervention during their language arts time.

In what ways and to what degree do teachers use technology tools (computers, video, Internet, and hand held devices) to (number of responses, and relative percentage):											
	Daily		2 4 days a week		Between once a week and monthly		Less than monthly		Never		Total Responses
Create instructional materials	7	64%	1	9%	2	18%	1	9%	0	0%	11
Deliver classroom instruction	6	55%	4	36%	0	0%	1	9%	0	0%	11
Manage student grades and attendance	11	100%	0	0%	0	0%	0	0%	0	0%	11
Communicate with colleagues	10	91%	1	9%	0	0%	0	0%	0	0%	11
Communicate with parents or students	3	27%	5	45%	3	27%	0	0%	0	0%	11
Gather information for planning lessons	5	45%	3	27%	3	27%	0	0%	0	0%	11
Access model lesson plans and best practices	4	36%	2	18%	4	36%	1	9%	0	0%	11

Teachers assign students work that involves using technology (computers, video, Internet, and hand held devices) with the following frequency (number of responses, and relative percentage):											
	Daily		2 4 days a week		Between once a week and monthly		Less than monthly		Never		Total Responses
Word processing	0		2	18%	3	27%	1	9%	5	45%	11
Reinforcement and practice	0	0%	3	27%	7	64%	0	0%	1	9%	11
Research, using the Internet and/or CD ROMs	0	0%	2	18%	4	36%	2	18%	3	27%	11
Creating reports or projects	0	0%	0	0%	5	45%	2	18%	4	36%	11
Demonstrations or simulations	0	0%	1	9%	3	27%	2	18%	5	45%	11
Correspondence with experts, authors, students from other schools, etc., via email or Internet	0	0%	0	0%	1	9%	2	18%	8	73%	11
Solving problems or analyzing data	0	0%	1	9%	2	18%	3	27%	5	45%	11
Graphically presenting information	0	0%	0	0%	2	18%	4	36%	5	45%	11

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

Our district's curriculum goals and academic content are based on the premise of equal access to the core curriculum for ALL students. The core curriculum is based on standards, assessments and materials approved by the State and adopted by the Governing Board. District content and performance standards are distributed annually to all parents.

The VSD K 8 curriculum includes: Language Arts, Mathematics, Science, History, Social Science, Physical Education, and Health Education.

Instructional materials that align with our content and performance standards are field tested, analyzed and selected by a district committee comprised of classroom teachers, resource teachers, parents, and school site and district administrators.

Staff development on alignment of curriculum, instruction, and materials to content and performance standards is provided during district In-service Days, staff meetings, and weekly Professional Learning Community meetings.

Student Progress Reports effectively assess student progress toward mastery of grade level and content standards. Student Progress Reports are completed at the middle and end of each trimester.

The Vineland School District's goals for 2011 - 2012 are:

- 1.) Adopt a fiscally sound budget that allocates resources to reflect the goal and priorities of the district.**
- 2.) Increase student attendance / enrollment by 1% District - wide through parent involvement, inter-district transfers and student incentives for being at school.**
- 3.) Meet AYP and Increase API test scores – Deliver quality classroom instruction every day with peer collaboration and support through Professional Learning Communities while focusing on student intervention through the Response to Intervention approach.**
- 4.) Support Teaching staff to improve student performance: Great teaching equals great student results.**
- 5.) Improving School Climate - Improve District Image.**
- 6.) Increase parent Involvement**
- 7.) Support administration of all school programs to increase student achievement.**

The Educational Technology Goals (ETG) support the district goals with a special emphasis on student progress and mastery of adopted academic standards for each grade level.

The ETG are:

1. Provide technology enhanced teaching and learning so that all students will meet, or exceed, grade level standards, particularly in English Language Arts and mathematics.
2. Expand the use of electronic standards based curriculum, resources, and tools.
3. Support student learning and the acquisition of student technology skills.
4. Use technology to ensure appropriate access by all students.
5. Provide standards assessment tools for all teachers.

6. Improve communication and collaboration with parents and the community.
7. Provide professional development for teachers, administrators, and support staff focusing on the effective use of educational technologies.
8. Plan and manage a technology infrastructure, service and support environment that support effective teaching and learning and improved communication.

The Educational Technology Goals are discussed further in subsequent sections of this report. For each goal, we specify the major activities and benchmarks as well as the timeline for completing each project.

The following student standards have been identified by the International Society for Technology in Education (ISTE) and approved by the Vineland School District Committee. For each grade span there are ten standards addressing six broad categories. The categories are:

1. Basic Operations and Concepts

- Students demonstrate a sound understanding of the nature and operation of technology systems.
- Students are proficient in the use of technology.

2. Social, Ethical, and Human Issues

- Students understand the ethical, cultural, and societal issues related to technology.
- Students practice responsible use of technology systems, information, and software.
- Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

3. Technology Productivity Tools

- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use productivity tools to collaborate in constructing technology enhanced models, preparing publications, and producing other creative works.

4. Technology Communication Tools

- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
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5. Technology Research Tools

- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology tools to process data and report results.
- Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.

6. Technology Problem Solving and Decision Making Tools

- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

Standards within each category are to be introduced, reinforced, and mastered by students. Technology skills are developed by coordinated activities that support learning in academic content, discipline specific areas. Integrating technology into the learning activities optimizes instruction.

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.
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GOAL 3d.1 Provide teaching and learning so that ALL students meet or exceed state grade level standards, in English Language Arts and Mathematics to support the requirements of NCLB

Objective: Consistent with the No Child Left Behind (NCLB) Annual Measurable Objectives (AMO), by the year 2014 100% of students, including all schools and designated subgroups, will achieve the level of “proficient” or “advanced” as measured by performance on the State English Language Arts California Standards Test.

Benchmarks

Year 1	By 2012 - 2013, 78% of students will achieve the level of "proficient" or "advanced" performance as measured by the State English Language Arts California Content Standards Test
Year 2	By 2013 - 2014, 89% of students will achieve the level of "proficient" or "advanced" performance as measured by the State English Language Arts California Content Standards Test
Year 3	By 2014 - 2015, 100% of students will achieve the level of "proficient" or "advanced" performance as measured by the State English Language Arts California Content Standards Test
Year 4	By 2015 - 2016, 100% of students will achieve the level of "proficient" or "advanced" performance as measured by the State English Language Arts California Content Standards Test
Year 5	By 2016 - 2017, 100% of students will achieve the level of "proficient" or "advanced" performance as measured by the State English Language Arts California Content Standards Test

Objective: Consistent with the No Child Left Behind (NCLB) Annual Measurable Objectives (AMO) Consistent with the No Child Left Behind (NCLB) Annual Measurable Objectives (AMO), by the year 2014 100% of students including all schools, and designated subgroups, will achieve the level of “proficient” or “advanced” as measured by performance on the State Math California Standards Test.

Benchmarks

Year 1	By 2012 - 2013, 79% of students will achieve the level of "proficient" or "advanced" performance as measured by the State Mathematics California Content Standards Test
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Year 2	By 201 - 2014, 85% of students will achieve the level of "proficient" or "advanced" performance as measured by the State English Mathematics California Content Standards Test
Year 3	By 2014 - 2015, 100% of students will achieve the level of "proficient" or "advanced" performance as measured by the State English Mathematics California Content Standards Test
Year 4	By 2015 - 2016, 100% of students will achieve the level of "proficient" or "advanced" performance as measured by the State English Mathematics California Content Standards Test
Year 5	By 2016 - 2017, 100% of students will achieve the level of "proficient" or "advanced" performance as measured by the State English Mathematics California Content Standards Test

Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Tools
Students' performance levels in core curriculum areas will be assessed through the software appropriate to curriculum.	On-going each of year 1, 2, 3, 4, & 5	Principals, Teachers	Teachers will monitor and evaluate individual student results.	Assessment Reports
Students will complete software based individualized lessons progressing toward grade level proficiency.	On-going each of year 1, 2, 3, 4, & 5	Principals, Teachers	Teachers will monitor individual students	Assessment reports, individual student results from Study Island/Education City
Students identified as not progressing toward grade level proficiency will be recommended for further intervention activities targeted toward grade level achievement.	On-going each of year 1, 2, 3, 4, & 5	Principals, Teachers	Through Professional Learning Communities, SAT meetings, staff review class lists for recommended intervention status per student to ensure every student is addressed	District Benchmark results, SAT team action plans, and list of students receiving intervention services.
Students will complete individualized lessons (based on performance level) as assessed through the use of grade-level appropriate skill software for the core curriculum areas. Software examples include: Accelerated Reader, Computer Labs, Winnebago Library, Star Fall, SRI, SPI, electronic resources for	On-going each of year 1, 2, 3, 4, & 5	Teachers	Teachers will monitor individual student progress.	Student projects, online assessment reports.

textbooks and other grade level and program appropriate software.				
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Goal 3d.1.2: To ensure that all students K-8 will improve their academic achievement relative to high standards utilizing a variety of available technologies.

Objective 3d.1.2: 100% of students, in each grades K - 8 each year, inclusive of special populations, will use technology tools to acquire and reinforce grade-level skills.

Benchmarks

Year 1	By June 2013, 80% of the students will use technology and electronic resources to enhance their achievement of academic content standards
Year 2	By June 2014, 85% of the students will use technology and electronic resources to enhance their achievement of academic content standards
Year 3	By June 2015, 90% of the students will use technology and electronic resources to enhance their achievement of academic content standards
Year 4	By June 2016, 100% of the students will use technology and electronic resources to enhance their achievement of academic content standards
Year 5	By June 2017, 100% of the students will use technology and electronic resources to enhance their achievement of academic content standards

Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Tools
Increase use of Accelerated Reader, Study Island & Education City, and appropriate online instructional resources	On-going each of year 1, 2, 3, 4, & 5	Principals, Teachers	Evaluation of Teacher lesson plans Student work/portfolios CST data.	Teacher lesson plans Student work/portfolios CST Data
Collaboration between Technology support staff, teachers and students.	On-going each of year 1, 2, 3, 4, & 5	All Staff	Technology Coordinator	Sign in sheets Teacher lesson plans
Students will use technology for accessing information and creating reports as appropriate.	On-going each of year 1, 2, 3, 4, & 5	Principals, Teachers	Teachers will monitor individual student progress.	Student projects, online assessment reports. Teacher lesson plans Student work/portfolios

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.
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Goal 3e: Students will be proficient or better with the National Education Technology (NETS) grade level profile standards for students to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

Objective 3e.1.1: 95% of students, in grades K-8 each year, will learn technology skills necessary to use standard productivity software by completing projects. Teachers will provide instruction on the use of hardware and standard productivity software. Students will achieve, at least, the intermediate level of proficiency.

We will use the District Technology Committee to develop a matrix of technology skills and grade level and subject standards, consistent with the ISTE National Education Technology Standards (NETS).

The Tech Committee will also survey students to determine our students' current technology skills and needs in relation to the core curriculum.

Implementation plan for supporting student learning and the acquisition of student technology skills

Benchmarks

Year 1	By June, 2013, 50% of the students will complete activities or projects that demonstrate their mastery of the grade level appropriate district technology and information literacy standards.
Year 2	By June, 2014, 60% of the students will complete activities or projects that demonstrate their mastery of the grade level appropriate district technology and information literacy standards.
Year 3	By June, 2015, 75% of the students will complete activities or projects that demonstrate their mastery of the grade level appropriate district technology and information literacy standards.
Year 4	By June, 2016, 85% of the students will complete activities or projects that demonstrate their mastery of the grade level appropriate district technology and information literacy standards.
Year 5	By June, 2017, 95% of the students will complete activities or projects that demonstrate their mastery of the grade level appropriate district technology and information literacy standards.

Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Tools
Teachers will provide instruction on how to use grade appropriate software and hardware prior to students engaging in project activities. Teachers	On-going each of year 1, 2, 3, 4, & 5	Principals, Teacher	Classroom observations	Document samples

will provide ongoing assistance to students for technology skill attainment.				
Students use productivity software such as Word and PowerPoint to complete grade appropriate projects based on curriculum goals. They will manipulate text and images.	On-going each of year 1, 2, 3, 4, & 5	Technology Coordinator, Principals, Teachers	Classroom observations	Document samples
Students use spreadsheet software in grade or project appropriate settings.	On-going each of year 1, 2, 3, 4, & 5	Principals, Teachers	Classroom observations	Document samples

Objective 3e.1.2: 85% of students, in grades K-8 each year, will attain grade appropriate information literacy skills by completing projects using information sources available through web-based sources. Teachers will provide instruction on how to obtain information from the web and how to evaluate the validity of that information.

Benchmarks

Year 1	By June, 2013, 40% of students, in grades K-8 each year, will attain grade appropriate information literacy skills by completing projects using information sources available through web-based sources. Teachers will provide instruction on how to obtain information from the web and how to evaluate the validity of that information.
Year 2	By June, 2014, 50% of students, in grades K-8 each year, will attain grade appropriate information literacy skills by completing projects using information sources available through web-based sources. Teachers will provide instruction on how to obtain information from the web and how to evaluate the validity of that information.
Year 3	By June, 2015, 60% of students, in grades K-8 each year, will attain grade appropriate information literacy skills by completing projects using information sources available through web-based sources. Teachers will provide instruction on how to obtain information from the web and how to evaluate the validity of that information.
Year 4	By June, 2016, 75% of students, in grades K-8 each year, will attain grade appropriate information literacy skills by completing projects using information sources available through web-based sources. Teachers will provide instruction on how to obtain information from the web and how to evaluate the validity of that information.
Year 5	By June, 2017, 85% of students, in grades K-8 each year, will attain grade appropriate information literacy skills by completing projects using information sources available through web-based sources. Teachers will provide instruction on how to obtain information from the web and how to evaluate the validity of that information.

Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Tools
Teachers will provide instruction on how to perform grade appropriate web searches prior to students' engaging in project activities. Teachers will provide ongoing assistance to students for information literacy skill attainment.	On-going each of year 1, 2, 3, 4, & 5	Principals, Teacher	Classroom observations	Document samples
Students perform web searches to complete grade appropriate projects based on curriculum goals. They will find information and evaluate the validity of that information as it applies to their project.	On-going each of year 1, 2, 3, 4, & 5	Principals, Teachers	Classroom observations	Document samples
Students will integrate information obtained from web searches and other sources into their projects.	On-going each of year 1, 2, 3, 4, & 5	Principals, Teachers	Classroom observations	Document samples
The District will insure that the Internet is available to students and teachers and will insure that the content is filtered as required by law	On-going each of year 1, 2, 3, 4, & 5	Technology Coordinator, Superintendent	The network and web content are continually monitored by software	Network logs and Web filtering logs
Students will identify web sources for information and successfully evaluate the validity of the information. Students will practice accessing the web and conducting searches for information.	On-going each of year 1, 2, 3, 4, & 5	Teachers	Teachers will monitor individual student progress.	Student Projects

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
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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)
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3f and 3g. 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; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism. (AB 307); 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 3f and 3g: Ninety percent of students will be proficient or better with grade level ethical use of technology and Internet safety standards (NETS #5- Digital Citizenship).

Objective 3f and 3g: By June 2017, 90% of students will be proficient or better with grade level ethical use of technology and internet safety standards (NETS #5- Digital Citizenship)

Benchmarks

Year 1	By June, 2013, 50% of students will be proficient or better with grade level ethical use of technology and internet safety standards (NETS #5- Digital Citizenship).
Year 2	By June, 2014, 60% of students will be proficient or better with grade level ethical use of technology and internet safety standards (NETS #5- Digital Citizenship).
Year 3	By June, 2015, 70% of students will be proficient or better with grade level ethical use of technology and internet safety standards (NETS #5- Digital Citizenship).
Year 4	By June, 2016, 80% of students will be proficient or better with grade level ethical use of technology and internet safety standards (NETS #5- Digital Citizenship).
Year 5	By June, 2017, 90% of students will be proficient or better with grade level ethical use of technology and internet safety standards (NETS #5- Digital Citizenship).

Implementation

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Tools
Appropriate members of the District's administrative team will meet annually to review overall program, collect and analyze evaluation data and recommend modifications to the District's instruction to students regarding the lawful uses of copyrighted works and fair use concepts and what constitutes plagiarism.	Annually prior to the start of the school year.	Superintendent, Principals, Technology Coordinator	The Director of Technology will gather appropriate student and teacher data. Analysis of the data will facilitate	Survey

			modifications as needed	
Introduce teachers to fair use: http://www.educationworld.com/a_curr/curr280.shtml A five part series on copyright and fair use. Presented at the District's meeting prior to the start of the school year.	Annually as part of a staff meeting	Principals, Teachers	Survey question will be added to the technology skills survey	Technology skills survey
Teachers will be provided online curriculum for lessons in Internet safety http://www.myctap.org/index.php/cybersafety-home .	Annually as part of a staff meeting	Principals, Teachers Technology Coordinator	Survey question will be added to the technology skills survey	Technology skills survey
All K - 8 grade students will receive Internet safety and fair use instruction through a PowerPoint presentation developed by the technology team. The PowerPoint presentation will be delivered to all students by homeroom teachers during the first week of school.	The first week of school each of years 1, 2, 3, 4, & 5	Technology Coordinator, Teachers	Teachers will be surveyed to determine if they provided fair use and Internet safety instruction to their students	Teacher technology survey and selected student survey

3h.	Description of the district policy or practices that ensure equitable technology access for all students.
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BP 0440 The Governing Board of Vineland School District recognizes that technological resources can enhance student achievement by increasing student access to information, developing their technological literacy skills, and providing instruction tailored to student needs.

The District's policy and practices ensure that all students will have appropriate access to technology.

For example, all students have access to networked, fully-equipped computer labs before, during, and after school. Every classroom has a minimum of one computer, available for students' use. Computer labs are available for class use on a teacher-signup basis. All computers are fully equipped with industry standard productivity software.

Students in special populations such as Special Education and English Language Learners (ELL) have the same access as the general population. The programs that the district uses provide courseware that adjusts to the learning style and ability of the individual learner and therefore is appropriate to all learning groups. It is the practice of this District that all students have access to appropriate software and hardware during the school day. This occurs in computer labs, classrooms, and libraries. All students have access to printers as appropriate in each of these locations. Subject specific software is available as grade appropriate. It is also the practice of this school district to research and provide new and appropriate hardware and software that supports academic and career skills as these needs become apparent.

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.
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Goal 3i.1: Student records and appropriate assessment material will be available online to teachers and administrators to support efficient data driven decision making to meet student's academic needs.

All student record keeping is done in SchoolWise. That includes attendance, scheduling, behavior, health, program participation, grades, and more. There is a plan for parents to have access student assignments and grades through Parent Portal. We also import our students CST data into OARS. This powerful data analysis tool allows teachers and administrators to evaluate both programs and individual instruction. Administrators are required to analyze CST data for their school at the opening of each school year and adjust programs as needed: teachers are provided with this data. Monthly staff meetings and Professional Learning Communities are devoted to data analysis at the start of each school year.

Objective 3i.1.1: Continue to support SchoolWise, the Student Information System (SIS) to allow continued accessibility by 100% of the district's teachers and administrators. SIS will include district's current student information. The teacher's EGP will be linked to the Edline parent/student portal. 100% of teachers and administrators will be provided training to use EDLINE and EGP.

Benchmarks

Annually	Continue to support the use of Edline and SchoolWise by all staff for student record keeping. This includes attendance, scheduling, grades, behavior, health, assessment, demographics, education program, and other data required by the state of California. Train all new teachers and administrators.
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Implementation

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Tools
Members of the Technology Committee will review the surveys at the end of the year to determine the effectiveness of SIS.	Yearly - to be collected in May	Principals Teacher	The Superintendent and Technology Coordinator will create the agenda, and will facilitate the Technology Committee members in gathering appropriate student and teacher data. Agenda will include an analysis of the data and discussion of modifications based on	Teacher survey, Attendance Clerk survey, Clerical staff survey

			outcomes.	
Provide training to newly hired teachers and administrators as requested.	On-going each of year 1, 2, 3, 4, & 5	Superintendent, Principals, Technology Coordinator	The Technology Coordinator and/or members of the Technology Committee will review Technology Help Requests through School Dudes on a daily basis to ensure that all requests were responded to and requested training was provided.	Technology School Dudes requests and training logs

Goal 3i.2: Continued support of student assessment performance data (OARS).

Objective 3i.2.1: Continue to support OARS for teachers and administrators.

Benchmarks

Annually	Provide technical support for OARS including support for the hardware, software, and the system users.
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Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Tools
The Technology Coordinator will provide technical support for the OARS hardware and software.	On-going each of year 1, 2, 3, 4, & 5	Technology Coordinator		
Provide training for teachers and administrators on OARS Student Performance Information System	On-going each of year 1, 2, 3, 4, & 5	Technology Coordinator	System Usage	System Reports
Teachers will analyze student performance data and modify instruction to based on identified needs.	Weekly at PLC meetings.	Principals, Teachers	Classroom observation and review of student benchmark assessments	Classroom Observations.

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.
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Goal 3j: Technology resources will be used to improve two-way communication between home and school.

Objective 3j.1.1: The families and students (K-8) will have access to the Student Information System through appropriate portals. Two-way communication will be available via email, telephone, blogs, and other means to 100% of stakeholders. Currently, we are planning to give parents Edline Parent Portal accounts for access to student grading information.

Benchmarks

Year 1	By June, 2013, 5-8 students and parents will access SIS information including grades, attendance, behavior, assignments, health and other information. This system will be available to families of all K-8 students. We will increase to 30% of students will have a parent with an Edline Parent Portal account.
Year 2	By June, 2014, increase to 40% of students will have a parent with an Edline Parent Portal account.
Year 3	By June, 2015, increase to 50% of students will have a parent with an Edline Parent Portal account.
Year 4	By June, 2016, increase to 60% of students will have a parent with an Edline Parent Portal account.
Year 5	By June, 2017, increase to 70% of students will have a parent with an Edline Parent Portal account.

Implementation

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Tools
Administrators and teachers will inform parents about the availability of the Edline portal. This information will also be available in the annual School Accountability Report Cards and on the district website http://vineland.k12.ca.us	On-going each of year 1, 2, 3, 4, & 5	Technology Coordinator, Superintendent, Principals, Teachers	System access logs will be evaluated as well as anecdotal evidence resulting from interaction between school site staff and parents &/or students.	Access reports from SIS and technology requests resulting from need identified by administrators as a result of interaction between parents and students

Objective 3j.1.2: The district has implemented a telephone communication system (Phone Master) to update families on attendance.

Benchmarks

Annually	All school sites will use the telephone communication system to communicate with parents.
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Implementation

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Tools
All sites will use the telephone communication system to send voice messages to parents.	On-going each of year 1, 2, 3, 4, & 5	Technology Coordinator, Principals	System logs will be evaluated	System logs

Objective 3j.1: By 2017, 70 percent of parents will utilize e-mail in communication with teachers and will access information on the school’s web site.

Currently all staff members have e-mail and use it to transact business. Some students and parents have e-mail at home and use it to communicate with teachers. The school also maintains a web site that contains both general and specific district information.

Benchmarks

Year 1	By 2013, 30 percent of parents will utilize electronic communication with the school.
Year 2	By 2014, 40 percent of parents will utilize electronic communication with the school.
Year 3	By 2015, 50 percent of parents will utilize electronic communication with the school.
Year 4	By 2016, 60 percent of parents will utilize electronic communication with the school.
Year 5	By 2017, 70 percent of parents will utilize electronic communication with the school.

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Tools
Ensure that all teachers and administrators have e-mail accounts. All e-mail accounts posted on website. Parents informed through newsletters, local media, and on-	On-going each of year 1, 2, 3, 4, & 5	Technology Coordinator	Presence of accounts Parent/Student technology use and awareness surveys	Parent/student survey results

site meetings.				
Maintain and enrich district website and designate person to maintain	On-going each of year 1, 2, 3, 4, & 5	Technology Coordinator Computer Paraprofessionals	Web site will be reviewed by the Technology Committee http://vineland.k12.ca.us	Feedback from Technology Committee

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.
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Annual summative monitoring:

By the end of each school year, district teachers will take both the technology satisfaction survey and the technology skills survey. The survey will query teachers regarding curriculum projects, use of grade-level appropriate software, standard productivity software, computer literacy for students, information literacy, and the appropriateness of online accessibility. The Technology Committee will evaluate the results and develop strategies of meeting the changing needs of teachers and staff. Lead teachers (C & I leaders) will gather CST scores to monitor the progress toward meeting the standards.

These processes will be ongoing. The results of the continual monitoring will be included in a strategic plan progress report presented to the principals and superintendent. The plan results will be shared with teachers, parents and community by site principals. The results of this evaluation will be reported annually to the Board of Trustees.

Formative process monitoring:

The Technology committee consisting of administrators, teachers, parents, staff from technology department, and community members will meet prior to the start of the school year and at the end of each trimester to review program usage, technical problems, training needs, and progress towards goals. This information will be accessed from staff, student surveys, usage monitoring, and committee input. A recommendation will be developed from the committee. This will be presented to the administrative team. It may also be shared with the board of education. Any recommended changes will be discussed at site staff meetings.

Action	Monitor
The purchase and installation of all hardware and software	Technology Coordinator, Superintendent
Student progress toward meeting standards	Superintendent, Principals, Curriculum and Instruction Team Leaders, Teachers
Staff proficiency levels as reported to Ed Tech Profile	Superintendent, Principals, Curriculum and Instruction Team Leaders, Teachers

Student access to technology	Principals, Superintendent
Professional development in technology	Technology Coordinator
Technology Plan timelines	Technology Committee, Superintendent, Principals
Parent/school communication & access	Principals, Superintendent, Director of Special Services

Action Monitor

Indicators Used To Evaluate Positive Impact of Technology on Student Achievement:

- District Progress Reports
- Student Information System and OARS reports
- Lab schedules
- ED TECH PROFILE rubrics and charts
- School Accountability Report Cards
- Student/Parent/Teacher survey results
- Adequate Yearly Progress
- Student projects
- School web sites/newsletters

Indicators of Success Used To Evaluate Positive Impact on Student Achievement:

- Student progress on California Standards Test
- Student acceptable performance levels through district multiple measures
- Student growth in assessments as reported in OARS: CST, CELDT, Adept, and District assessments including benchmark exams and common formative assessment.
- Student success indicators such as acceptable attendance, low drop out rate
- Student progress toward meeting district proficiency levels for technology as established in District benchmarks.

4. Professional Development

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

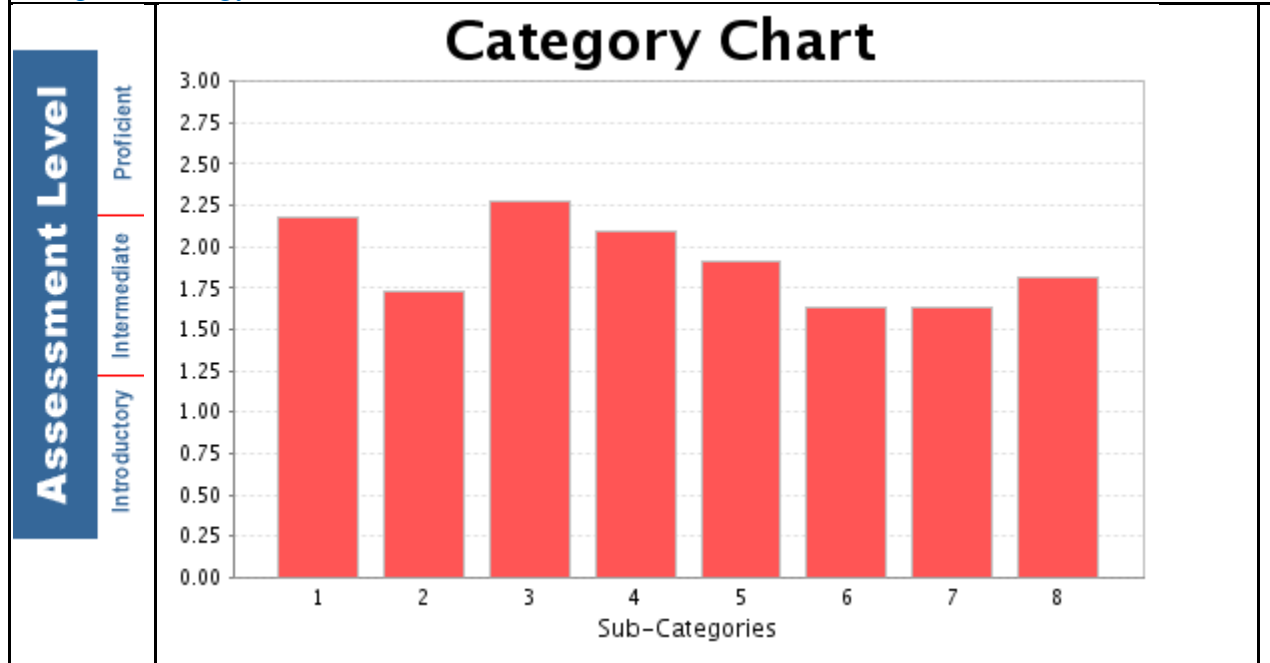
General computer knowledge and skills of teachers		
Question 1: General computer knowledge and skills. Rate your skill level in this area.	# of Respondents	%
Not Applicable: I do not have any of the skills listed below.		
Beginning user: I have the majority of the skills listed below in column 1.		
Intermediate user: I have the majority of the skills listed below in column 1 and 2.		
Proficient user: I have the majority of the skills listed here below in column 1, 2 and 3.		
Internet skills		
Question 1: Internet skills. Rate your skill level in this area.	# of Respondents	%
Not Applicable: I do not have any of the skills listed below.		
Beginning user: I have the majority of the skills listed below in column 1.		
Intermediate user: I have the majority of the skills listed below in column 1 and 2.		
Proficient user: I have the majority of the skills listed below in column 1, 2 and 3.		
Email skills		
Question 1: E Mail skills: Rate your skill level in this area.	# of Respondents	%
Not Applicable: I do not have any of the skills listed below.		
Beginning user: I have the majority of the skills listed below in column 1.		

Intermediate user: I have the majority of the skills listed below in columns 1 and 2.		
Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3.		
Word processing skills		
Question 1: Word processing skills. Rate your skill levels in this area.	# of Respondents	%
Not Applicable: I do not have any of the skills listed below.		
Beginning user: I have the majority of the skills listed below in column 1.		
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.		
Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3.		
Presentation software skills		
Question 1: Presentation software skills. Rate your skill level in this area.	# of Respondents	%
Not Applicable: I do not have any of the skills listed below.		
Beginning user: I have the majority of the skills listed below in column 1.		
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.		
Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3.		
Spreadsheet software skills		
Question 1: Spreadsheet software skills. Rate your skill level in this area.	# of Respondents	%
Not Applicable: I do not have the skills in this area.		
Beginning user: I have the majority of the skills listed below in column 1.		

Intermediate user: I have the majority of the skills listed below in columns 1 and 2.		
Proficient user: I have the majority of the skills listed below in columns 1, 2, and 3.		
Database software skills		
Question 1: Database software skills. Rate your skill level in this area.	# of Respondents	%
Not Applicable: I do not have the skills in this area.		
Beginning user: I have the majority of the skills listed below in column 1.		
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.		
Proficient user: I have the majority of the skills listed below in columns 1, 2, and 3.		

Teachers' proficiency levels in CCTC Program Standard 9 sub categories:

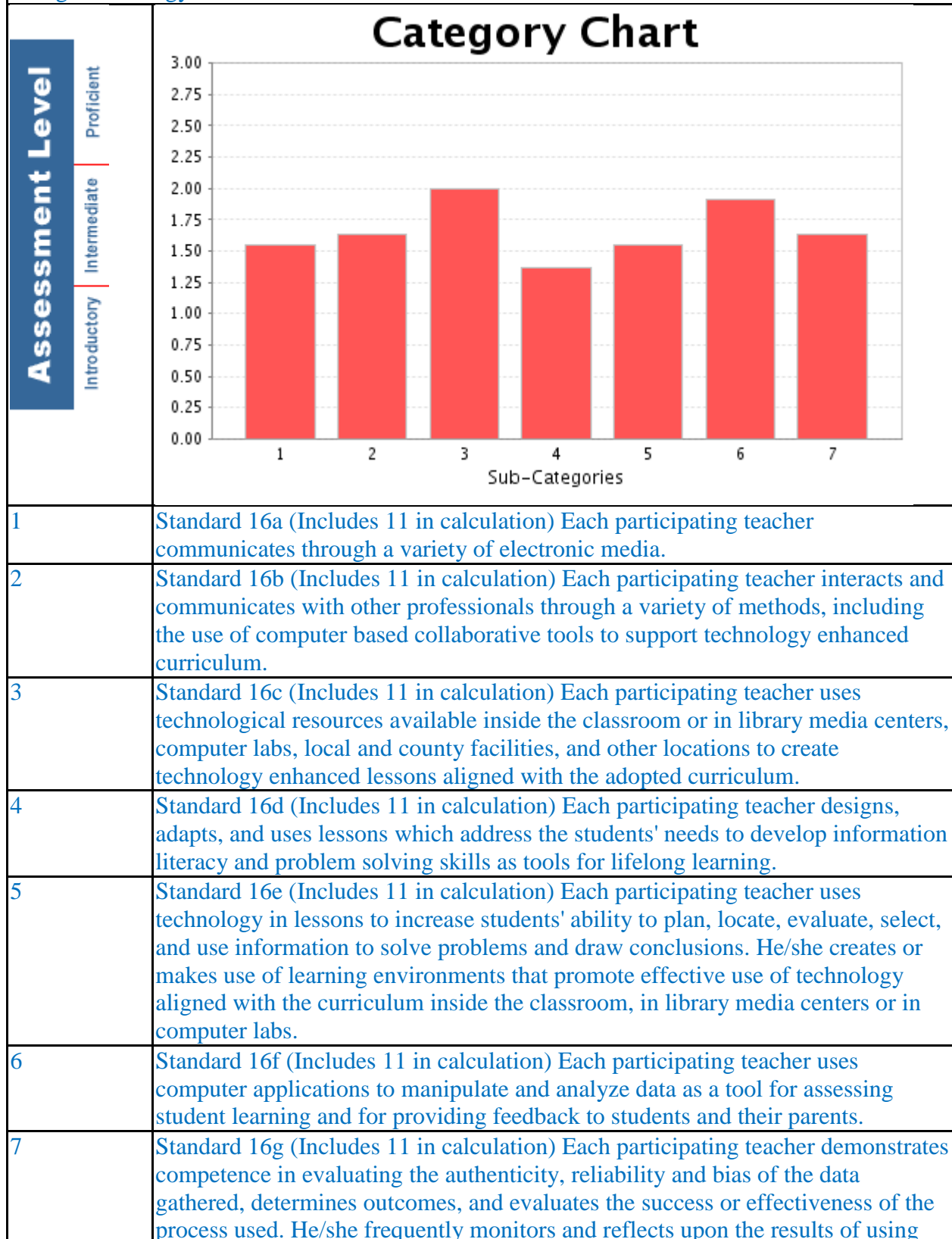
Using Technology in the Classroom:



1	Standard 9a (Includes 11 in calculation) Each candidate considers the content to be taught and selects appropriate technological resources to support, manage, and enhance student learning in relation to prior experiences and level of academic accomplishment.
2	Standard 9b (Includes 11 in calculation) Each candidate analyzes best practices and research findings on the use of technology and designs lessons accordingly.
3	Standard 9d (Includes 11 in calculation) Each candidate uses computer applications to manage records and to communicate through printed media.
4	Standard 9e (Includes 11 in calculation) Each candidate interacts with others using e mail and is familiar with a variety of computer based collaborative.
5	Standard 9f (Includes 11 in calculation) Each candidate examines a variety of current educational technologies and uses established selection criteria to evaluate materials, for example, multimedia, Internet resources, telecommunications, computer assisted instruction, and productivity and presentation tools. (See California State guidelines and evaluations.)
6	Standard 9g (Includes 11 in calculation) Each candidate chooses software for its relevance, effectiveness, alignment with content standards, and value added to student learning.
7	Standard 9h (Includes 11 in calculation) Each candidate demonstrates competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered.
8	Standard 9i (Includes 11 in calculation) Each candidate demonstrates knowledge of copyright issues and of privacy, security, safety issues and Acceptable Use Policies.

Teachers' proficiency levels in CCTC Program Standard 16 sub categories:

Using Technology in the Classroom:



	technology in instruction and adapts lessons accordingly.
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Staff Development Needs		
Question 1: How many hours of formal professional development (online classes, workshops, coaching, technology conferences, etc.) in the use of computers and the Internet did you participate in during the last 3 years?	# of Respondents	%
0 hours		
1 - 8 hours		
9 - 20 hours		
21 - 40 hours		
More than 40 hours		
Question 2: Indicate your needs and preferences regarding technology training at your school. Select all that apply. I need opportunities to participate in educational technology staff development focused on:	# of Respondents	%
Basic computer/technology skills.		
Integrating technology into the curriculum.		
Question 3: Indicate your needs and preferences regarding technology training at your school. Select all that apply. The training format I prefer is:	# of Respondents	%
One on one informal technology training.		
Small group technology training.		
Online web based technology training.		
Question 4: Indicate your needs and preferences regarding technology training at your school. Select all that apply. I prefer technology training to be	# of Respondents	%

offered:		
During the school day.		
After school.		
In the evening.		
On the weekend.		
During the summer/off track.		

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.
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Goal 4b.1: Teacher and administrator technology proficiency will be charted using the online ED TECH PROFILE Technology Assessment Profile. Ongoing, site specific technology staff development will be provided.

This section addresses how the district will provide technology based professional development opportunities to teachers, specifically in the areas of technology use that support the goals and objectives outlined in this plan. Technology integration in the instructional practices of teachers in this district is a high priority. The Technology Coordinator provides targeted instructional support and training to teachers throughout the district. Teachers who are trained and experienced in successfully integrating technology into instruction and therefore, are able to pass their knowledge onto their peers with follow up to ensure the proper techniques for integration are implemented. The Technology department staff also provides one-on-one training to staff as needed. Additionally, each school site has a designated staff member that provides on-site technology support for teachers that require immediate assistance.

Through an analysis of EdTech survey results, teacher technology surveys, and actual usage of varied technologies and programs, it is evident that staff members have a diverse range of technological skills and knowledge hence the need for a range of trainings for individuals and groups of teachers and administrators. To provide training and support for all staff, a menu of professional development opportunities will be developed by the Technology Committee. Teachers and administrators will sign up for trainings aligned to areas of need from survey results and programs that are to be implemented within their grade level as determined by principals and superintendent.

Objective 4b.1.1: Objective 4b.1.1: 100% of teachers and administrators will be provided training opportunities in skills and strategies to use technology in the classroom to support content teaching and learning. This will include face-to-face training, website tutorials, blogs, online video tutorials, and other training options that technology provides. Technology is not an "add-on" in Vineland School District, but rather an integrated part of all the support teachers and administrators receive. That includes seamless integration with professional development and instructional coaching.

Benchmarks.

Annually	100% of teachers will be provided training opportunities in skills required to support instruction. Selected teachers will receive specialized training opportunities as required by course or grade level content.
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Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Tools
District-wide Technology Committee will meet four times a year to review overall program, collect and analyze evaluation data and recommend modifications.	On-going each of year 1, 2, 3, 4, & 5	Technology Coordinator, Technology Committee	The Coordinator of Technology will create the agenda, and will facilitate the Technology Committee members in gathering appropriate student and teacher data. Agenda will include an analysis of the data and discussion of modifications based on outcomes.	Teacher survey
100% of teachers and administrators will be provided training opportunities to search the Internet effectively using a variety of search engines.	On-going each of year 1, 2, 3, 4, & 5	Technology Coordinator, Technology Committee	Review of strategies used during professional development by Technology Committee as they use & demonstrate technology..	Attendance logs
100% of teachers and administrators will be provided training opportunities to use services such as California Streaming, Learning.com, Study Island to more effectively support standards based instruction.	On-going each of year 1, 2, 3, 4, & 5	Technology Coordinator, Technology Committee	Review of strategies used during professional development by Technology Committee as they use & demonstrate technology..	Attendance logs.
100% of teachers and administrators will be provided training opportunities to use both a standard word processing program and presentation program effectively and creatively.	On-going each of year 1, 2, 3, 4, & 5	Technology Coordinator, Technology Committee	Review of strategies used during professional development by Technology Committee as they use & demonstrate technology..	Attendance logs
100% of teachers and administrators will be provided training	On-going each of year 1, 2, 3, 4, & 5	Technology Coordinator,	Review of strategies used during professional development by Technology	Attendance logs

opportunities to use district data programs and SIS tools effectively including EGP.		Technology Committee	Committee as they use & demonstrate technology..	
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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.
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Certificated and administrative personnel will demonstrate they have successfully completed the goals, by submission of artifacts, samples of lesson plans, and completion of ED TECH PROFILE on line assessments. Artifacts, lesson plans and assessments need to be completed and submitted to site Principals by June 30 of each year.

Sign in sheets will be collected following each training and kept in file at District Office.

Site Principals will submit to the Vineland School District Superintendent by September 30 of each year a report detailing the current number of personnel who have successfully met the goals.

Vineland School District will keep record of in-service days and attendees, financial incentives awarded if grant funding is available, and certificates issued to personnel relevant to the goals.

By the end of each school year, the district-wide technology committee will create a teacher survey to be administered the following March through May. The survey will query teachers regarding staff development in word processing, Internet research, multimedia, the Student Information System, and e-mail service. The district technology committee's survey will be distributed online and/or on paper. After reviewing the surveys, modifications and adjustments will be made to the activities.

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.
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Existing Hardware

Server Type(s)

Windows Server 2003/2008

Current Server Connection

100 mbps

Current LAN Backbone Speeds

Switched: 100 mbps

Wireless: 54 Mbps 802.11 G

Planned LAN Backbone Speeds

Switched: 1 000 mbps by 2012/2013 school year

Wireless 208 Mbps 802.11n by 2012/2013 school year

WAN/LAN Equipment

The following network equipment has been installed and all sites have been connected

- 1 (one) –Untangle Linux Router
- 1 (one) 24 port 1 Gbps HP Pro curve 6200yl Switch
- 18 (eighteen) – 24/48 port HP Pro curve 3400 Switches
- 25 (twenty-five) Linksys Wireless Access Points
- 20 (twenty) HP 335 Pro curve Wireless Access Points

Desktop Computers. There are ??? desktop computers in the Vineland School District. With the following break down

- Vineland Elementary ??
- Sunset Middle ??
- Offices ??

Server

There are three (3) Compaq Proliant Server running Microsoft Server 2008 at the Sunset School site. The purpose of the network servers is to provide the following:

- Host the Destiny library system
- Host the ????? Cafeteria tracking system
- Provide file and print services for local users
- Provide storage area for all networked software
- School Wise Student System
- VPN Server
- Calendar Services

Desktop/Laptop Standards

By having in place District hardware standards, the District positions itself to provide support in a more efficient and cost effective manner.

The current minimum standard configuration for PCs is:

- Intel I-3 series
- 2 gigabytes of Ram
- 250 gigabyte hard drive
- DVDRW/DVD Rom
- Headphones
- 15.6/17” monitor
- Gigabit Ethernet adapter
- N Wireless adapter
- 256 Meg video cards
- Sound card

Existing Internet Access:

Wide Area Network

The District’s wide area network (WAN) consists of a 10 mbps wireless backbone connecting Vineland Elementary and the District Office together and a 100 mbps fiber line from the District Office to Sunset Middle. These connections provide connectivity for the entire District’s LAN (local area network). The district uses a 50 mbps fiber connection to the Kern County Department of Education for our ISP.

The following tables outline the current state of our District networking topologies:

Wide Area Network and Bandwidth Connections

School Site	Circuit Type(s)	Current Bandwidth
District Office	Fiber to KCSOS	50 Mbps
Sunset Middle School	Fiber to DO	100 Mbps
Vineland Elementary	Wireless to DO	10 Mbps

Existing Electronic Learning Resources

Operating Systems

Windows XP and Windows 7

Applications

Microsoft Office 2003 and 2007

Microsoft Internet Explorer

Adobe Acrobat

School Wise

Accelerated Reader

Star Reader

Smart Notebook

Study Island

Many more titles for kids!!!

Existing Technical Support: Computer to technician ratio will be 300:1 as evidenced by personnel records and inventory. Each year the Technology Department will research and develop a plan for maintaining the computer to technician ratio to the 300:1 California State Department of Education recommendation, as evidenced by the written plan.

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.
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Hardware Needed: Each year review various models for providing equitable access to technology across the district will be explored and a purchasing cycle for ongoing replacement of equipment will commence as evidenced by purchase orders and replacement of equipment.

Electronic Learning Resources Needed: Each year review library and student data system update by providing an easier to use graphical interface for student information lookup, reporting, attendance, grade entry, evaluation and assessment, and school to home communication as evidenced by conducting various student data system activities.

Networking and Telecommunications Infrastructure Needed: The District's primary networking technology plan, pending funding, is to maintain and review the District's WAN/LANs to accommodate the bandwidth requirements and to stay ahead of the needs that are required for curriculum goals. To accomplish this, the Technology Committee will review the current state of Districts WAN/LAN and write comments from review as to any re engineering the cabling infrastructure from a shared environment to a segmented structure. This will be evaluated on a yearly base during the life of this Tech plan.

Physical Plant Modifications Needed: Purchasing updated servers and switches to improve core services such as DHCP, E mail, file sharing, and printing services will further increase network performance, security, reliability and availability. With these increases, the network can better service the curriculum delivery and professional development of our staff and students. This will be evaluated on a yearly base during the life of this Tech plan.

Technical Support Needed: Each year the Technology Department will research and develop a plan for maintaining the computer to technician ratio to the 300:1 California State Department of Education recommendations.

5c.	List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.
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Each Year has the same Benchmarks so that all reviews done by staff are as up-to-date as possible. This helps us with budgeting needed for necessary changes in hardware and software for curriculum and professional development.

Year 1 Benchmark: 2012 2013		
Recommended Actions/Activities	Timeline	Person(s) Responsible
To provide technical staff at a ratio of 300 computers to one staff member	Yearly	Principals District Tech Committee Tech department
To develop the current infrastructure to allow portability of information between home and school in a controlled way.	Yearly	Principals District Tech Committee Tech department
To provide an updated library and student data system with an easier to use graphical interface.	Yearly	Principals District Tech Committee Tech department
To explore various models for providing equitable access to technology across the district for all staff and students.	Yearly	Principals District Tech Committee Tech department

Year 2 Benchmark: 2013 2014		
Recommended Actions/Activities	Timeline	Person(s) Responsible
To provide technical staff at a ratio of 300 computers to one staff member	Yearly	Principals District Tech Committee Tech department
To develop the current infrastructure to allow portability of information between home and school in a controlled way.	Yearly	Principals District Tech Committee Tech department
To provide an updated library and student data system with an easier to use graphical interface.	Yearly	Principals District Tech Committee Tech department
To explore various models for providing equitable access to technology across the district for all staff and students.	Yearly	Principals District Tech Committee Tech department

Year 3 Benchmark: 2014 2015		
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Recommended Actions/Activities	Timeline	Person(s) Responsible
To provide technical staff at a ratio of 300 computers to one staff member	Yearly	Principals District Tech Committee Tech department
To develop the current infrastructure to allow portability of information between home and school in a controlled way.	Yearly	Principals District Tech Committee Tech department
To provide an updated library and student data system with an easier to use graphical interface.	Yearly	Principals District Tech Committee Tech department
To explore various models for providing equitable access to technology across the district for all staff and students.	Yearly	Principals District Tech Committee Tech department

Year 4 Benchmark: 2015 2016		
Recommended Actions/Activities	Timeline	Person(s) Responsible
To provide technical staff at a ratio of 300 computers to one staff member	Yearly	Principals District Tech Committee Tech department
To develop the current infrastructure to allow portability of information between home and school in a controlled way.	Yearly	Principals District Tech Committee Tech department
To provide an updated library and student data system with an easier to use graphical interface.	Yearly	Principals District Tech Committee Tech department
To explore various models for providing equitable access to technology across the district for all staff and students.	Yearly	Principals District Tech Committee Tech department

Year 5 Benchmark: 2016 2017		
Recommended Actions/Activities	Timeline	Person(s) Responsible
To provide technical staff at a ratio of 300 computers to one staff member	Yearly	Principals District Tech Committee Tech department
To develop the current infrastructure to allow portability of information between home and school in a controlled way.	Yearly	Principals District Tech Committee Tech department
To provide an updated library and student data system with an easier to use graphical interface.	Yearly	Principals District Tech Committee Tech department
To explore various models for providing equitable access to technology across the district for all staff and students.	Yearly	Principals District Tech Committee Tech department

5d.	Describe the process that will be used to monitor Section 5b and the annual benchmarks and timeline of activities including roles and responsibilities.
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The District Technology Committee will be responsible for monitoring our progress for meeting our goals. Technology work orders are required for maintenance of hardware and software. District approval will be required for purchase of hardware and software.

6. Funding and Budget

6a. List of established and potential funding sources.

Established Funding Sources:

- General Fund
- As determined by School Site Councils, and EIA, Title 1

Potential Funding Sources:

- E rate discounts and rebates
- K 12 EdTech Vouchers
- Donations

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

Item Description	Year 1	Year 2	Year 3	Year 4	Year 5	Funding Source Including E Rate
2000 2999 Classified Salaries						
2000 2999						School District General Fund Actual
3000 3999 Employee Benefits						
3000 3999						School District General Fund
4000 4999 Materials and Supplies						
4000 4999						School District General Fund
5000 5999 Other Services and Operating						

Expenses						
5000 5999						School District General Fund
6000 6999 Equipment						
6000 6999						School District General Fund
Totals:						

6c.	Describe the district's replacement policy for obsolete equipment.
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The following budget estimates are based on previous purchases and district installation for future wiring and configuration. Prices change daily overtime and these estimates reflect a five-year plan to install and upgrade our district.

- | | Low Estimate | High Estimate |
|-----------------------------|--------------|---------------|
| 1. Technology/Computer labs | | |
| Portable Computers | | |
| Network Accessories | | |
| Software | | |
| Furniture | | |
| 2. Library | | |
| Scanners | | |
| New Computers | | |
| Digital cameras | | |
| 3. School Sites | | |
| Servers | | |
| Technology Resource Staff | | |
| Staff Development | | |
| 4. Classrooms/per | | |
| Computers | | |
| TV's LCD Projectors | | |
| Printers | | |
| Furniture | | |

This budget is of course an estimate. Each year, the technology committee will meet in September, and again in February to review expenditures and identify needs. We may need to shift expenditures to other technology areas, or accelerate purchases or replacement of computers. The once yearly review will allow for feedback and monitoring responding to the changing needs of technology. The committee will relay their findings and suggestions to the Superintendent who will then authorize the expenditure of funds. Funding for this technology is

available through various grants, E Rate and general fund dollars. The replace schedule for district technology will be facilitated with these funds

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.
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Each year the District office, Principals and Tech department will research and devise a plan for obtaining ongoing funding for technology initiatives as evidenced by publication of the plan, implement the plan for obtaining ongoing funding for technology initiatives as evidenced by records of the implementation process, and put in place ongoing funding for technology initiatives as evidenced by technology budgets. By June of each year we will apply for any state, federal or private technology grants available as evidenced by written applications.

The Vineland School District has been fortunate over the years to receive e rate funding that has paid for the construction of a technology infrastructure. Hardware and software were provided by using grants and/or other funds as available. Unfortunately this method of funding does not provide a sustained source of funding for technology initiatives. Providing ongoing support, maintenance, and replacement of obsolete hardware and software is difficult without a steady source of income. The equity of access to technology that exists in the district means that hardware is provided at a set ratio, which is below State expectations at this time. To continue to increase this ratio and ensure that what is provided is up to date and supported is the focus of this section of the technology plan.

It is the goal of this plan to explore all options available. Pursue state, federal, and private grant opportunities as they are available. The district has been very successful pursuing this type of funding over the years.

7. Monitoring and Evaluation

7a.	Describe the process for evaluating the plan's overall progress and impact on teaching and learning.
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District Staff, Principals, and the Tech department will monitor the technology plan 2012 2017 benchmarks to see if they have been implemented as evidenced by documentation of their completion.

Evaluate the implementation of the plan to determine if objectives are being met and if a change of course is necessary as evidenced by various evaluation tools and committee recommendations.

Write a new five year plan as recommended through the evaluation process as evidenced by publication of the plan.

7b.	Schedule for evaluating the effect of plan implementation.
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By June of each year the District Staff, Principals, and the Tech department will

- monitor the technology plan benchmarks to see if they have been implemented as evidenced by documentation of their completion.
- evaluate the first year implementation of the plan to determine if objectives are being met and if a change of course is necessary as evidenced by various evaluation tools and committee recommendations.

By June of 2017 write a new five year plan as recommended through the evaluation process as evidenced by publication of the plan.

7c.	Describe the process and frequency of communicating evaluation results to tech plan stakeholders.
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The Technology committee consisting of administrators, teachers, parents, staff from technology department, and community members will meet prior to the start of the school year and periodically throughout the school year as determined by administration to review program usage, technical problems, training needs, and progress towards goals. This information will be collected from staff & student surveys, usage monitoring, and committee input. A recommendation will be developed from the committee. This will be presented to the administrative team. It may also be shared with the board of education. Any recommended changes will be discussed at site staff meetings.

8. Collaborative Strategies with Adult Literacy Providers

Adult Literacy

Vineland School District is a partner of the Lamont Family Resource Center. The KRVC structure consists of non profit and community based organizations, Kern County agencies, parents, students, private businesses, fraternal organizations and concerned residents. The VSD Children and Family Services Program Coordinator acts as Chair of the KRVC and all Family Resource Center staff attend monthly meetings. The KRV Collaborative completed an intensive assessment in 2007 of community needs. Technology was identified as a priority for children and parents with 53 % stating they had little or no access to a computer; 67% had little or no access to the internet. The digital divide impacts a student's ability to succeed academically and creates barriers for parents seeking employment. Parents and the community indicated a strong interest in learning how to use a computer.

Adult Language Literacy

Vineland School District is located in a rural area located 20 miles south east of Bakersfield. The majority our students, parents and community are English literate. We have not had a need to provide adult language literacy or collaborate with adult language literacy providers. If there were a need, we would collaborate with the Kern Literacy Council and Cerro Coso Community College to provide services.

Family Resource Center

Vineland School District collaborates with the Family Resource Center and other community groups to provide classes in computer basics including Word/Excel/PowerPoint and Internet to the adult community, parenting skills for court ordered parents or guardians, and access to a county law library and trained law assistant. The Vineland School District works closely with each group and the families develop a plan of goals and objectives that build computer skills, job skills and self-sufficiency. Our partner agencies train parents so that their students become more familiar with the Internet and computers. Our objective is to increase the number of community member's access to needed resources via a computer. Our partner agencies include Kern County Library, Family Resource Center, Kern High School, Kern County Law Library, and Employer's Training Resource Career Service Center.

The Kern County Public Library

The Kern County Public Library provides adults with opportunities to expand their literacy skills as well as offering a limited availability of computers.

Kern County Superintendent of Schools

Kern County Superintendent of Schools will make available to our school the Do The Math Program. Do The Math is a Bi weekly live interactive distance learning program provided through the internet that models high quality math instruction while assisting callers with their homework questions. Tutoring is provided over the phone with calls of general interest being taken on the air. Telephone help lines are open 3:30 – 6:00 p.m. with on air assistance given between 4:30 – 5:30 p.m. While Do The Math assist student callers of all ages the secondary target are the adults – staff aides and parents – who assist these young people with their math homework.

Cal Works

Vineland School District Technology Committee

Vineland School District Technology Committee meets yearly and will continue to explore more opportunities which will allow parents computer access and training on basic computer literacy skills.

9. Effective, Researched Based Methods and Strategies

9a.	Summarize the relevant research and describe how it supports the plans curricular and professional development goals.
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Description of how education technology strategies are proven methods for student learning, teaching, and technology management are based on relevant research and effective practices.

1. CEO Forum. (2001, June)

The CEO Forum school technology and readiness report: Key building blocks for student achievement in the 21st century.

<http://caret.iste.org/index.cfm?fuseaction=studySummary&studyid=411>

This report concludes that effective uses of technology to enhance student achievement are based on four elements: alignment to curricular standards and objectives, assessment that accurately and completely reflects the full range of academic and performance skills, holding schools and districts accountable for continuous evaluation and improvement strategies, and an equity of access across geographic, cultural, and socio economic boundaries.

Consistent with this research, the Vineland School District will carefully analyze learning resources and instructional lessons both for alignment with California content standards and for the ability to measure growth/achievement on those standards in a variety of ways. Through ongoing data collection and analysis, the Vineland School District will monitor its attainment of the goals and objectives of the Educational Technology Plan, and will report results annually to the superintendent, the school board, and the public. Throughout the plan, attention is paid to providing equitable access to all students in our community, including students in special populations.

2. WestEd Regional Technology in Education Consortium (June, 2002)

The learning return on our educational technology investment.

www.wested.org/online_pubs/learning_return.pdf

This report seeks to answer the question “what do we need to do to maximize the return on our technology investment?” It offers suggestions related to issues such as professional development, access to technology, and long term planning.

These issues are addressed within the development of our district technology plan, and we have considered the ten lessons from this research that address the conditions under which technology has the most benefits for students.

3. Becker, J.H., and Riel, M.M. (2000)

Teacher professional engagement and constructivist compatible computer use, Center for Research on Information Technology and Organizations.

http://www.crito.uci.edu/tlc/findings/report_7/startpage.html

This report describes a number of aspects of the professional engagement of staff. It also examines relationships between professional engagement and teaching practice, including instruction involving computer use. We defined professional engagement as a teacher taking effort to affect the teaching that occurs in classrooms other than his or her own. We measured professional engagement by (1) the frequency that a teacher had informal substantive communications with other staff at their school, (2) the frequency and breadth of professional interactions with staff at other schools, and (3) the breadth of involvement in specific peer leadership activities mentoring, workshop and conference presentations, and teaching courses and writing in publications for educators.

Link to the District Education Technology Plan (ETP): In the ETP, professional development is a primary focus. The Education Technology Plan is consistent with the research in the following ways: (1) Staff collaborates with various staff to produce and practice technology integrated technology activities. (2) Staff are provided with the opportunity to attend 15 sessions per semester that cover basic to advance use of technology; and (3) Our key (technology proficient) staff are involved in leadership activities such as coaching, facilitating, and modeling the effective use of instructional technology.

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.
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Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.

Marzano, R, Pickering, D., and Pollock, J. (2001)

Classroom instruction that works: Research based strategies for increasing student achievement. Virginia: Association for Supervision and Curriculum Development.

This book summarizes the research supporting a variety of instructional strategies with proven successes in improving student achievement. The research based strategies include 1) identifying similarities and differences; 2) summarizing and note taking; 3) reinforcing effort and providing recognition; 4) homework and practice; 5) nonlinguistic representations; 6) cooperative learning; 7) setting objectives and providing feedback; 8) generating and testing hypotheses; and 9) cues, questions, and advance organizers.

As noted in our action plan for meeting our curricular goals of literacy for all students, a variety of instructional strategies and technologies will be used to assist students in acquiring literacy skills and all content areas. As described in the research, the used of nonlinguistic representations such as graphic organizers are effective tools for supporting understanding of key concepts, and graphic representations are highly effective tools for supporting new concepts and vocabulary. Simulation software allows students to generate and test hypotheses quickly and efficiently. Using presentation software to organize information, coupled with using a printed copy of the presentation to assist in note taking skills, helps students to better identify key concepts and summarize critical information. Consistent with the research, our curricular and staff

development goals include the use of Inspiration and other mind mapping tools, the use of simulation software and probeware, and PowerPoint handouts to guide students in note taking.

Annually, the Curriculum and Instruction Department and the District Technology Committee will examine the studies in the What Works computer database. The What Works clearinghouse, funded by the US Department of Education, will provide the following easily accessible and searchable online databases:

1. An educational interventions registry that identifies potentially replicable programs, products, and practices that are claimed to enhance important student outcomes, and synthesizes the scientific evidence related to their effectiveness.
2. An evaluation studies registry, which is linked electronically to the educational interventions registry, and contains information about the studies constituting the evidence of the effectiveness of the program, products, and practices reported.
3. An approaches and policies registry that contains evidence based research reviews of broader educational approaches and policies.
4. A test instruments registry that contains scientifically rigorous reviews of test instruments used for assessing educational effectiveness.
 - An evaluator registry that identifies evaluators and evaluation entities that have indicated their willingness and ability to conduct quality evaluations of education interventions.

These resources will be utilized and incorporated as appropriate to ensure that the education technology program in the Vineland School District is consistent with current scientifically based research regarding technology, teaching, and learning. .

Software evaluation and selection in the area of literacy will be consistent with research from the **Early Reading First initiative**, which has identified five components essential to a child's learning to read:

- phonemic awareness
- phonics
- vocabulary
- fluency
- comprehension

All software selected will be evaluated for its ability to support the five key literacy components, and will follow the “assess, align, instruct, and evaluate” model to target instructional activities based on students’ needs.

d. Description of development and utilization of innovative strategies for using technology to deliver rigorous academic courses and curricula, including distance learning technologies (Particularly in areas that would not otherwise have access to such courses of curricula due to geographical distances or insufficient resources).

B. The Vineland School District will use resources from the K12 HSN to increase the variety of course offerings that will be available to students. Online courses will be made available based on student needs and skills, particularly in situations where there may be an insufficient number of students interested or eligible for a course at a given site.

**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)		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 2012-17.
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.		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,	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed

10, and 12 (Appendix D).			
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.		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.		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.		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.		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.		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		The plan describes or delineates clear goals outlining how students and teachers will learn about	The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is

<p>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</p>		<p>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.</p>	<p>not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p>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.</p>		<p>The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.</p>	<p>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.</p>
<p>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</p>		<p>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.</p>	<p>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.</p>
<p>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</p>		<p>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.</p>	<p>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.</p>

academic needs.			
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.		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.		The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.
4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.		The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on		The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with	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

<p>your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d-3j) of the plan.</p>		<p>sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d-3j) of the plan.</p>	<p>implement the Curriculum Component.</p>
<p>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.</p>		<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>
<p>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>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.</p>		<p>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.</p>	<p>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.</p>
<p>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</p>		<p>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</p>	<p>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</p>

administrators to support the activities in the Curriculum and Professional Development components of the plan.		the implementation of the district's Curriculum and Professional Development components.	Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.		The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.		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.		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.		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		Plan recognizes that equipment will need to be	Replacement policy is either missing or vague. It

obsolete equipment.		replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	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.		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.		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.		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.		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	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed

<p>OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).</p>			
<p>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.)</p>		<p>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.</p>	<p>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.</p>
<p>9. EFFECTIVE, RESEARCHED BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.</p>		<p>The plan describes the relevant research behind the plan's design for strategies and/or methods selected.</p>	<p>The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.</p>
<p>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.</p>		<p>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</p>	<p>There is no plan to use technology to extend or supplement the district's curriculum offerings.</p>

		due to geographical distances or insufficient resources).	
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**Appendix J Technology Plan Contact Information
(Required)**

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 15 - 63834

LEA Name: Vineland School District

*Salutation: Dr.

*First Name: Danny

*Last Name: Whetton

*Job Title: District Superintendent

*Address: 14713 Weedpatch Hwy.

*City: Bakersfield

*Zip Code: 93307

*Telephone: (661) 845-3714

Fax: (661) 835-8449

*E-mail: dwhetton@vineland.k12.ca.us

Please provide backup contact information.

1st Backup Name: Michael Lara

E-mail: mlara@vineland.k12.ca.us

2nd Backup Name: Foy Clark

E-mail: fclark@vineland.k12.ca.us

* Required information in the ETPRS