

**VAL VERDE UNIFIED SCHOOL DISTRICT  
EDUCATION TECHNOLOGY PLAN  
JULY 1, 2009 – JUNE 30, 2012**



*Appendix J – Technology Plan Contact Information*

|                            |                                    |
|----------------------------|------------------------------------|
| County Name:               | Riverside                          |
| District Name:             | Val Verde Unified School District  |
| CDS Code:                  | 33-75242                           |
| District Phone Number:     | 951.940.6100                       |
| Ed Tech Plan Contact Name: | David Bazan                        |
| Contact Title:             | Director of Information Technology |
| Contact Address:           | 971 W. Morgan Street               |
| Contact City & Zip Code:   | Perris, CA 92571                   |
| Contact Phone Number:      | 951.940.6108 x10720                |
| Contact Fax Number:        | 951.940.8599                       |
| Contact E-Mail:            | dbazan@valverde.edu                |

**TABLE OF CONTENTS**

**District Summary and Plan Duration  
(Criteria Item 1).....3**

**Stakeholders Involvement  
(Criteria Item 2) .....5**

**Curriculum Driven Technology Goals  
(Criteria Item 3) .....6**

**Professional Development and Implementation  
(Criteria Item 4).....30**

**Infrastructure, Hardware, Technical Support, and Software  
(Criteria Item 5).....40**

**Funding and Budget  
(Criteria Item 6).....46**

**Monitoring and Evaluation  
(Criteria Item 7).....50**

**Effective Collaborative Strategies With Adult Literacy Providers to Maximize  
the Use of Technology Criterion  
(Criteria Item 8).....60**

**Effective, Research-Based Methods, Strategies, and Criteria  
(Criteria Item 9).....61**

**Appendix A: N.E.T.S. Performance Indicators .....68**

**Appendix B: Survey Results and Technology Committee.....74**

**Appendix C: Criteria for EETT Funded Education Technology Plans.....79**

**Section 1a: The district technology plan describes the next three years of Val Verde Unified School District's technology vision, from July 1, 2009 to June 30, 2012.**

The Val Verde Unified School District serves a wide area of Riverside County that includes the suburbs of Moreno Valley and Perris and a large unincorporated area that includes Mead Valley. The fall enrollment for 2008 was 19,500 students and climbing at a rapid rate due to enormous growth from economic development. The Val Verde Unified School District is currently made up of fourteen elementary schools, four middle schools, two comprehensive high schools, one continuation high school and an opportunities school. In the next four years we expect to see four additional schools including another comprehensive high school.

**Overview and Summary of the Plan**

Val Verde Unified School District (VVUSD) needs to revise the technology plan since undertaking a major revision effort in 2005. VVUSD recognizes the need for inclusion of all stakeholders (See Appendix B) in the process to ensure that curriculum and technology are appropriately integrated to serve the needs of the district's students. There is a need to revise and make additions to all the required sections of the plan in order to provide direction of our technology implementation to support student learning and achievement.

**Curriculum**

VVUSD's curriculum is aligned to state standards in all four core areas – English language arts, mathematics, science, and social science. State adopted materials (K-8) and standards aligned materials are used in all instructional programs. Technology is used as a tool to support the district's instructional program.

**Professional Development**

The Technology Plan involves all stakeholders in coordinating Staff Development in such a fashion that curriculum is aligned with standards and that technology is used to support the delivery of the standards-based curriculum. An important component of the professional development outlined in this technology plan is training and support for administrators and teachers in using technology to inform the instructional decision making process.

**Infrastructure**

Installation of the infrastructure is based on a general plan that is implemented depending on money available. Critical projects are identified, studied, planned, and implemented to the degree that funding allows. The VVUSD believes in technology equity for all our school and the development of our network since 1991. VVUSD is committed to providing a stable and secure infrastructure which supports instructional, administrative, and support needs for the district.

### **Technical Support and Software**

VVUSD established an Information Technology Department back in 1992 which was made up of four people. Since 2000 the department under the leadership of David Bazan has grown to include a dozen people to support all facets in the use of technology and software. The IT department in recent state budget cut backs suffered the loss of three positions but continues to provide services to the best of our ability.

### **Funding and Budget**

The district is committed to the technology and software support of the plan as funding allows. VVUSD general funds support the plan through salaries of certificated and classified employees, hardware and software purchases and technical support. Currently, funding of hardware, infrastructure, and professional development is dependent in large part on E-Rate, miscellaneous grants, the Microsoft settlement and Measure J bond funds.

### **Monitoring and Evaluation**

A structured evaluation and monitoring process has been built with the input of stakeholders from throughout the district and the community which allows for periodic assessment and re-direction. Each component of the plan has been assigned a specific tool for evaluation and persons responsible for the assessment and re-direction.

### **Effective Collaborative Strategies**

VVUSD is committed to pursuing funding opportunities that will enable us to leverage resources and expand our ability to serve the adults in our community. Adult literacy providers will be involved with particular emphasis on expanding the role of existing school resources such as computer labs for use by literacy providers.

### **Research Strategies**

A bibliography of relevant research is presented with analysis on the implications the research will have on the effective and positive changes technology.

**Section 2a: Three distinct groups of stakeholders contributed to the development of this plan.**

1. The community: We conducted a survey of community political and business leaders, parents and teachers
2. The District Technology Committee: This committee usually meets monthly and consists of teacher representatives from all our schools. At our meetings we discuss the technology issues that directly affect the educational process.
3. The Planning Team: Representatives of Education Services, Business Services, Information Technology and one board member served on the team that created this plan and guided it's development.

In addition:

4. The VVUSD Information Technology Department holds a Focus forecasting meeting each year with our vendors , CTAP and local area districts around us to discuss technology innovations and changes so that we can better plan for them.
5. VVUSD IT Department also uses a survey that we have developed with the Superintendent's Advisory Council and we use the external data collected to help with decisions made by the district technology committee.

**Appendix B contains committee information and survey results (pp 74-78).**

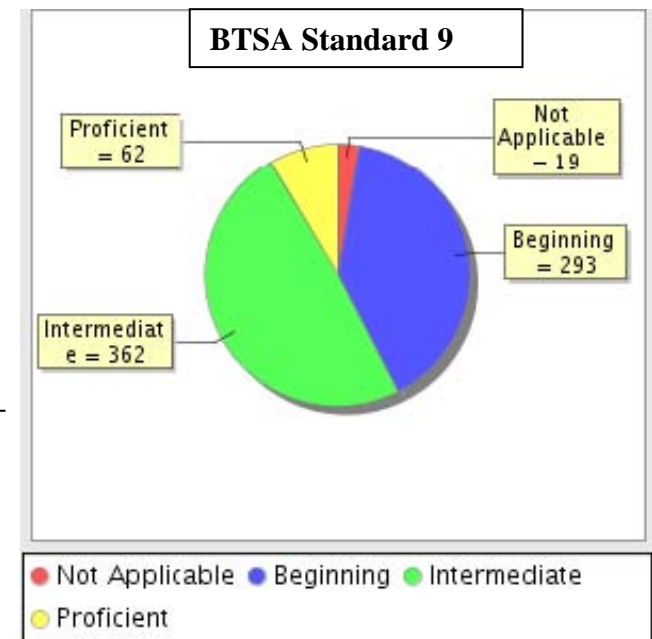
**Section 3a: District teachers and students have access to the following technology tools both during the school day and outside of school hours:**

Every teacher desk is equipped with a multimedia computer with components commensurate with District IT standards (see section 5). Every VVUSD site has at least one computer lab capable of serving a minimum of 32 students. In addition, several classrooms at each site are equipped with small groups of computer stations (from 4-10 computers) for student use. Libraries at every site have multiple computers for students to use to access the library system and to use for research. All computers meet the district standard and have a high-speed (T-1) connection to the Internet. Students use computers during class time, designated lab periods, and in before school or after school programs sponsored by each site. District resources are also available from home computers by accessing [www.valverde.edu](http://www.valverde.edu) and clicking on the "Students" tab. Teachers can access their work desktops through an Intranet link at the [www.valverde.edu](http://www.valverde.edu) Internet site. Using this link they can access their stored documents, grade book, databases and many other teacher resources normally available on the district Wide Area Network. Information Technology ensures computer and Internet services for all students (Special Education, GATE, ELL, etc.).

**Section 3b: We currently use hardware and software to support teaching and learning in the following ways:**

The United States economy demands that our students have nothing less than a quality K-12 education. Since 1991, the Val Verde Unified School District launched the Transparent Technology Initiative to bring technology to our students and our teachers of what was then an economic polyglot of the area we served. We saw early on the need to champion a strong technology component of the daily curriculum. The district has had a strong commitment to teacher instruction by providing technology with proper training and adequate infrastructure. The Information Technology Department has worked in partnership with Education Services to use technology to improve student achievement across the curriculum.

Val Verde USD uses technology extensively to support teaching and learning at all levels. The Information Technology Department standardized software at all sites and on teacher desktops K-12. All teachers and students have access to Microsoft Office suite and the use of Outlook for e-mail and Explorer for Internet use. All teachers have a district e-mail account. Unless otherwise noted teachers k-12 have access to the same productivity and teacher tools such as Brain Pop , Discovery Streaming, Kidspiration (K-5)Inspiration (6-12),Study Island (K-5) and online resources. (EBSCO, Encyclopedia Britannica, Encarta) and School Center (web page building) All teachers K-12 have access to software that came with all textbook adoptions via the network



such as Houghton-Mifflin, McGraw -Hill and Prentice Hall.

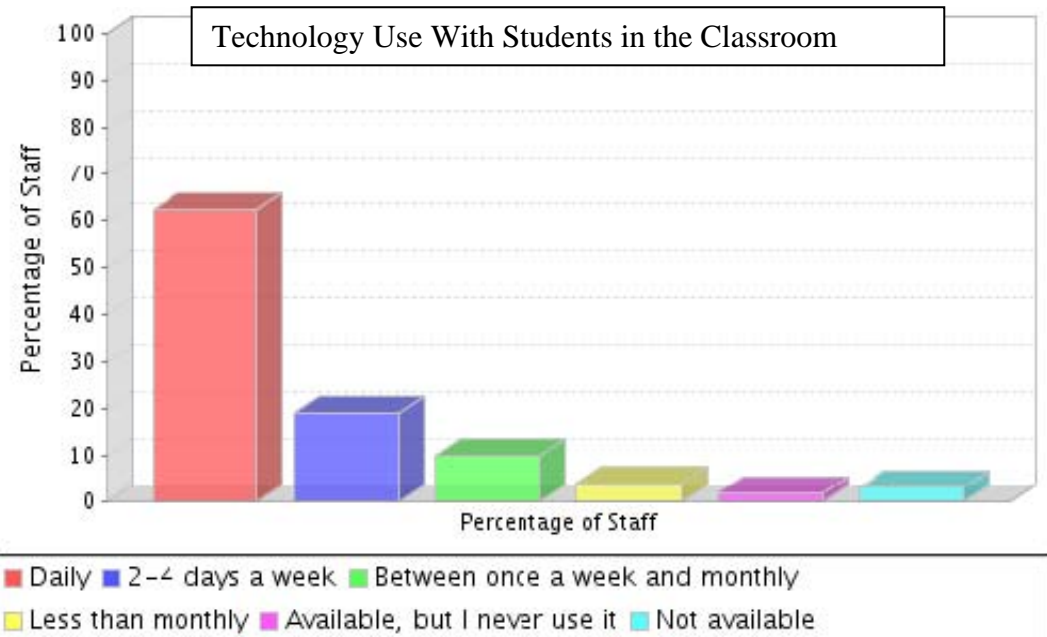
The VVUSD believes that collaboration and teamwork is a valuable tool in teaching that can only be enhanced by our network. Created teacher curriculum materials such as PowerPoints, Word documents and Excel workbooks are made available by staff share drives at the site or by our network local library drive located on the main server. For library automation of the district we use Follett Destiny.

The VVUSD knows that Student Data is important in driving instruction. The Student Information System used district wide is Aeries and is used K-12 to take attendance and serve as a grade book and it has many modules for other educational uses. Teachers K-12 has access to student data from home using both EDAMS and Aeries. The database department developed specialized programs that are used by teachers and Ed Services to gather more data at the elementary level which includes Multiple Measures program and the B.O.S.S. data program. The middle and high schools also use the “Read Naturally” software to help boost a student’s reading level if they are not up to grade level.

In our district we constantly update our technology plan by consulting with our stakeholders and by guidance of the technology committee. This plan serves as a guide to enhance instruction, parental communications and to exploit data driven decision making. The survey results of the Ed. Tech. Profile survey shows that our continued efforts of the past decade in technology staff development has started to pay off. We have found that our constant use of training via our teacher tech program using a trainer of trainer models has paid off. The data further shows we have made significant gains across the board in all grade levels.

Nearly two-thirds of our teaching staff is in some way integrating technology in what they teach to our students. These classrooms are engaging our students with an eye towards the future. The teachers in these classes are challenging the students with a variety of technology tools, such as graphic organizers, digital presentations and informational resources. These teachers are requiring students to utilize the vast information of the Internet and to do research and use other powerful web tools.

Yet the Information Technology Department realizes that our work with teachers using technology is far from done. There are still a third of our classrooms that do not have all the needed technology tools such as LCD projectors, extra computers and other tools. One positive result of this summer’s passage of Measure J school bond will allow us



to complete and bring up to date all classrooms in the district to our standard. This will also allow us the opportunity to bring up the other third of the teachers to use these powerful tools to their students advantage.

**Section 3c: Summary of the district's curricular goals and academic content standards in various district and site comprehensive planning documents.**

Power Standards represent "the core of the core" of our adopted state standards K-12. Val Verde Unified School District graduates must be able to demonstrate proficiency of power standards in order to receive a high school diploma and be prepared to face the challenges of the world in which they will have to navigate. Power Standards represent categories of standards that students must demonstrate mastery in order to graduate from high school.

**The Need:** Every school district in the nation has some form of local or state academic content standards. These standards describe what a student is expected to know and be able to do. These standards do not, however, give the student, the classroom teacher and principal clarity about which standards are the most important for future success. Students, teachers, and leaders need that focus and clarity due to the limitations of time, varied backgrounds of students and mandated accountability.

**The Process and Descriptors:** The Power Standards were chosen in a collaborative effort of over 250 VVUSD teachers. These teachers working in small groups dialogued and came to consensus. Selections were shared and narrowed down to five major categories. The Power Standards were selected using the following criteria:

1. Is the standard ESSENTIAL? What do we as professional educators recognize as essential and necessary for our particular Val Verde students to know and be able to demonstrate at a level of proficiency?
2. Will the standard ENDURE? Will this standard provide students with knowledge and skills that go beyond a "test date" and have value throughout life?
3. Does this standard have LEVERAGE? Does this standard provide knowledge and skills that can cross and be used in a variety of disciplines?
4. Does this standard provide READINESS? Will essential knowledge and skills be provided that allows for success in the next level of learning?
5. Does this standard hold students ACCOUNTABLE? Are Norm and Criterion Reference testing annually assessing this standard?

**The Purpose:** Power Standards are guidelines to give focus and clarity in determining meaningful curriculum and instruction and aid in creating a seamless K-12 curriculum. Teachers will know what is important to teach and students will know what is expected of them. Power Standards will be an important document for development of Focus and Essential Standards, accreditations, PQRs, and budget justifications.

## **Val Verde Unified School District Power Standards**

Graduates will demonstrate:

1. Communication and comprehension skills:
  - 1.1 Reading: comprehension of newspapers, magazines, journals, and texts
  - 1.2 Writing: write a variety of essays, job applications, and letters
  - 1.3 Speaking: give oral presentations to select groups
  - 1.4 Creative expression: communicates meaning through visual and/or performance art
  - 1.5 Technology: demonstrate literacy through utilization of various media
2. Computation skills:
  - 2.1 Number sense: demonstrate basic mathematical computations
  - 2.2 Algebra: demonstrate basic algebraic functions and solves for unknowns
  - 2.3 Measurement and geometry: differentiate units of measure, shapes, time, and money
  - 2.4 Statistics, analysis, and probability: collect, record, display on graphs, and interpret data
  - 2.5 Mathematical reasoning: demonstrate organization and solution to problems
3. Critical thinking and problem solving skills:
  - 3.1 Recognition: ability to find and identify the problem
  - 3.2 Hypothesis: ability to propose and form educated opinions
  - 3.3 Experiment: design and perform an experiment to test hypotheses and collect data
  - 3.4 Analysis: evaluate data to provide evidence that leads to the solving of problems
  - 3.5 Synthesis: combine parts into a whole and make decisions based on data
4. Social skills and civic responsibility:
  - 4.1 Historical: process knowledge of historical and current events
  - 4.2 Interpersonal: collaborate with others as a team, resolve conflicts, and develop relationships
  - 4.3 Diversity: develop and exhibit a knowledge, respect, tolerance, and acceptance of the cultures of others
  - 4.4 Citizenship: participate and exhibit responsibility in a democratic society
  - 4.5 Ethics: behave in an accountable manner of rectitude
5. Physical and emotional wellness:
  - 5.1 Health: reflect healthy life choices and respond to health issues affecting wellness
  - 5.2 Fitness: demonstrate routines that lead to physical and emotional fitness
  - 5.3 Lifestyle: establish a pattern of living that reflects the quality of life

This curriculum is taken from the N.E.T.S. (See appendix A). The technology foundation standards for students are divided into six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators within the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication and life skills.

### **Technology Foundation Standards for Students**

1. Basic operations and concepts
  - a. Students demonstrate a sound understanding of the nature and operation of technology systems.
  - b. Students are proficient in the use of technology.
2. Social, Ethical and human issues
  - a. Students understand the ethical, cultural, and societal issues related to technology.
  - b. Students practice responsible use of technology systems, information, and software.
  - c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
3. Technology productivity tools
  - a. Students use technology tools to enhance learning, increase productivity, and promote creativity.
  - b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
4. Technology communications tools
  - a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
  - b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
  - c.
5. Technology research tools
  - a. Students use technology to locate, evaluate, and collect information from a variety of sources.
  - b. Students use technology tools to process data and report results.
  - c. Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
6. Technology problem-solving and decision-making tools
  - a. Students use technology resources for solving problems and making informed decisions.
  - b. Students employ technology in the development of strategies for solving problems in the real world.

**Section 3d: Benchmarks and goals that will enable us to use technology to improve teaching and learning by supporting the district curricular goals and academic content standards.**

**Goal 1 of 2: By February 2012, 90% of all students will use educational software on district computers to supplement the mastery of district curricular goals and academic standards.**

#### **Implementation Plan**

Through systematic use of the district computer labs and classroom teachers using district-owned software, our students will increase mastery of district educational goals using technology. Students will be scheduled regularly in the labs and in their classrooms. Schedules of lab use and curriculum taught will be kept.

#### **Monitoring Process**

By tracking the schedules and curriculum taught we will be able to document this goal. Each site will keep this data and the IT department will compile it each April. We will evaluate the results and make adjustments as needed to meet the goal.

#### **Benchmarks**

1. By February 2010, 50% of all students will be scheduled weekly to use educational software on district computers to supplement the mastery of district curricular goals and academic standards. **Due Date: February, 01, 2010. Responsible party: Education Services Staff.**
2. By February 2011, 70% of all students will be scheduled weekly to use educational software on district computers to supplement the mastery of district curricular goals and academic standards. **Due Date: February, 01, 2011. Responsible party: Education Services Staff.**
3. By February 2012, 90% of all students will be scheduled weekly to use educational software on district computers to supplement the mastery of district curricular goals and academic standards. **Due Date: February, 01, 2012. Responsible party: Education Services Staff.**

**Goal 2 of 2: By June 2012, 100% of all teachers will regularly use technology in their classroom to supplement the mastery of district curricular goals and academic standards.**

#### **Implementation Plan**

Through systematic use of the high-speed internet connected classroom computers attached to multi-media projectors and classroom teachers using district-owned software and web resources, our teachers will be able to utilize technology to supplement

teaching district curriculum.

### **Monitoring Process**

Through periodic examination of lesson plans and yearly teacher questionnaires including Educational Technology Survey, we will determine if this goal is being met. We will evaluate the results and make adjustments as needed to meet the goal.

### **Benchmarks**

1. By February 2010, 70% of all teachers will regularly use technology in their classroom to supplement the mastery of district curricular goals and academic standards. **Due Date: February, 01, 2010. Responsible party: Education Services Staff.**
2. By February 2011, 80% of all teachers will regularly use technology in their classroom to supplement the mastery of district curricular goals and academic standards. **Due Date: February, 01, 2011. Responsible party: Education Services Staff.**
3. By February 2012, 100% of all teachers will regularly use technology in their classroom to supplement the mastery of district curricular goals and academic standards. **Due Date: February, 01, 2012. Responsible party: Education Services Staff.**

**K-2 Goal 1 of 2: By the end of June 2010 and annually thereafter, second grade students will use technology to read and understand grade-level-appropriate material (decoding and word recognition, vocabulary and concept development, use of structural features of informational materials, and capable of comprehension and analysis).**

**Objective 1 of 1: Students will demonstrate an understanding that printed and electronic materials provide information as per VVUSD Power Standard 1.1. Reading: Comprehension of newspapers, magazine, journals, and texts."**

### **Implementation Plan**

K-2 students will use appropriate independent or teacher directed activities in the use of media and technology resources in the computer lab or the classroom to improve reading by illustrating ideas, thoughts, problem solving and communication skills.

K-1 Students will

- Identify vocabulary words using picture cues in PowerPoint from a story that they read.
- Use kidspiration to develop a family web of words that are learned from a story.
- Make vocabulary words with teacher direction using word or PowerPoint.
- Use simulations and puzzles about stories from the textbook to enhance decoding using online resources and or web sites such as Scholastic, Study Island or Houghton Mifflin.

2<sup>nd</sup> Grade Students will

- Analyze stories and make word webs using kidspiration software or other graphic organizers.

- Learn about different types of literature by interacting with different authors sites on the Internet.
- Create and evaluate a simple story showing cause and effect using PowerPoint or Kidspiration.
- Use interactive games to enforce vocabulary and concepts using Study Island or other online resources.

### **Monitoring Process**

In the fall of each year the District Director of Accountability and Site Administrators will analyze test data and modify instruction as necessary. Through periodic examination of lesson plans and yearly teacher questionnaires including Educational Technology Survey, we will determine if this goal is being met. We will evaluate the results and make adjustments as needed to meet the goal.

### **Benchmarks:**

1. By June 2010, the percentage of second grade students scoring at or above the 50<sup>th</sup> percentile in California Standards Test English Language Arts (by grade level) will increase by one percentage point over the June 2009 baseline scores, as measured by standardized tests. **Due Date: June, 01, 2010. Responsible party: Education Services Staff.**
2. By June 2011, the percentage of second grade students scoring at or above the 50<sup>th</sup> percentile in California Standards Test English Language Arts (by grade level) will increase by two percentage points over the June 2009 baseline scores, as measured by standardized tests. **Due Date: June, 01, 2011. Responsible party: Education Services Staff.**
3. By June 2012, the percentage of second grade students scoring at or above the 50<sup>th</sup> percentile in California Standards Test English Language Arts (by grade level) will increase by three percentage points over the June 2009 baseline scores, as measured by standardized tests. **Due Date: June, 01, 2012. Responsible party: Education Services Staff.**

**K-2 Goal 2 of 2: By the end of June 2010 second grade students will be able to write clear and coherent sentences and paragraphs that develop a central idea.**

**Objective 1 of 1: Students will be able to use technology create an organized and focused paragraph as per VVUSD Power Standard 1.2 "Writing: Write a variety of essays, job applications, and letters."**

### **Implementation Plan**

K-2 students will use appropriate independent or teacher directed activities in the use of media and technology resources in the computer lab or the classroom to improve writing a paragraph that develops a central idea

K-1 students will

- Use word or Kidspiration or other graphic organizers to create a class story.

- Use PowerPoint inserting pictures or Kidspiration to illustrate what they want to say about a topic.
- Using graphic organizers to brainstorm and rewrite different endings to a story.

2<sup>nd</sup> grade Students will

- Color code types of sentences using Word or PowerPoint to identify if it is a topic sentence, detail or explanation.
- Categorizing and sorting information on a topic or subject from a story using Kidspiration.
- Use Word to write up a rough draft of a simple research paragraph on a topic after conducting guided research using online resources.

### **Monitoring Process**

In the fall of each year the District Director of Accountability and Site Administrators will analyze test data and modify instruction as necessary. Through periodic examination of lesson plans and yearly teacher questionnaires including Educational Technology Survey, we will determine if this goal is being met. We will evaluate the results and make adjustments as needed to meet the goal.

### **Benchmarks:**

1. By June 2010, the percentage of students scoring at or above the mastery level on the district-wide writing assessment will increase by one percentage point of the June 2005 baseline scores, as measured by the district writing rubric. **Due Date: June, 01, 2010. Responsible party: Education Services Staff.**
2. By June 2011, the percentage of students scoring at or above the mastery level on the district-wide writing assessment will increase by two percentage points of the June 2005 baseline scores, as measured by the district writing rubric. **Due Date: June, 01, 2011. Responsible party: Education Services Staff.**
3. By June 2012, the percentage of students scoring at or above the mastery level on the district-wide writing assessment will increase by three percentage points of the June 2005 baseline scores, as measured by the district writing rubric. **Due Date: June, 01, 2012. Responsible party: Education Services Staff.**

**3-5 Goal 1 of 2: By 2012, 90 % of fifth grade students will read and understand grade-level-appropriate material (comprehension and analysis, and expository critique).**

### **Implementation Plan**

Students will produce outlines and projects or presentations from reading grade level appropriate material to show understanding of expository critique, comprehension and analysis.

- This is per our District Power Standards on Communication and Comprehension 1.2 and 1.4. and Critical Thinking 1.1.-1.5

- Students will select appropriate tools with the guidance of a teacher (Net-S )
- Students will use software such as Kidspiration /Inspiration (Graphic Organizer),
- PowerPoint, Publisher and other online resources to do outline story boards, creative graphic descriptions, cause and effect of a story and comparison. Students will have the option to make a web page about the essay topic in publisher or School Center

### **Monitoring Process**

District Reading Assessment, Site Administrators, Staff Development Coordinator

### **Benchmarks**

1. By June 2010, 50 % of fifth grade students will read and understand grade-level-appropriate material (comprehension and analysis, and expository critique) as measured by the District Reading Assessment. **Due Date: June, 15, 2010. Responsible Party: Staff Development Coordinator, Site Administrators.**
2. By June 2011, 70 % of fifth grade students will read and understand grade-level-appropriate material (comprehension and analysis, and expository critique) as measured by the District Reading Assessment. **Due Date: June, 15, 2011. Responsible Party: Staff Development Coordinator.**
3. By June 2012, 90 % of fifth grade students will read and understand grade-level-appropriate material (comprehension and analysis, and expository critique) as measured by the District Reading Assessment. **Due Date: June, 15, 2012. Responsible Party: Staff Development Coordinator.**

**3-5 Goal 2 of 2: By June, 2012, 90% of fifth grade students will be able to write clear, coherent, and focused essays.**

### **Implementation Plan:**

The student will be able to create multiple-paragraph narrative and expository compositions as per VVUSD Power Standard 1.2 "Write a variety of essays, job applications, and letters."

- Students will use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, DVD's, MP3's (Nets-S)
- Students will use a word processing program such as Word or Google Docs or Publisher to complete the essay.
- Students will develop essay outlines in Kidspiration or using graphic organizers from Houghton Mifflin Online
- Students will gather research for the essay using Brain Pop ,Discovery Streaming and Links suggested by Houghton Mifflin or Scholastic Online

### **Monitoring Process**

District Writing Assessment, Ed Services Staff Development Coordinator Ed Services, IT Director

### **Benchmarks**

1. By June 2010, 50% of fifth grade students will be able to write clear, coherent, and focused essays as measured by the District Writing Assessment . **Due Date: June, 15, 2010. Responsible Party: Staff Development Coordinator.**
2. By June 2011, 70% of fifth grade students will be able to write clear, coherent, and focused essays as measured by the District Writing Assessment . **Due Date: June, 15, 2011. Responsible Party: Staff Development Coordinator.**
3. By June 2012, 90% of fifth grade students will be able to write clear, coherent, and focused essays as measured by the District Writing Assessment . **Due Date: June, 15, 2012. Responsible Party: Staff Development Coordinator.**

**6-8 Goal 1 of 2: By the end of June 2012, eighth grade students will apply reading comprehension skills to research. Students will read and research printed and electronic text to locate relevant information, as per VVUSD Power Standard 1.1 "Reading: Comprehension of newspapers, magazine, journals, and texts.**

### **Implementation Plan**

Students will read and research printed and electronic text to locate relevant information, as per VVUSD Power Standard 1.1 "Reading: Comprehension of newspapers, magazine, journals, and texts."

- Students will use web periodicals and various e-journals from EBSCO and online newspapers.
- Students will use Google Docs or Microsoft word to take notes for research on a literary project decided by the teacher
- Students will use online resources to gather information on a topic to be presented later using presentation software such as PowerPoint.
- Students will use in support of this goal Webster's online thesaurus, dictionary and atlas and additional informational resources.

### **Monitoring Process:**

Total Reading score of the SAT 9, Staff Development Coordinator and site administrators.

### **Benchmarks**

1. By June 2010, the percentage of eighth grade students scoring at or above the 50<sup>th</sup> percentile in Total Reading (by grade level) will increase by one percentage point over the June 2009 baseline scores, as measured by the SAT 9 standardized tests **Due Date: June, 15, 2010. Responsible Party: Staff Development Coordinator.**

2. By June 2011, the percentage of eighth grade students scoring at or above the 50<sup>th</sup> percentile in Total Reading (by grade level) will increase by one percentage point over the June 2010 baseline scores, as measured by the SAT 9 standardized tests. **Due Date: June, 15, 2011. Responsible Party: Staff Development Coordinator.**
3. By June 2012, the percentage of students scoring at or above the 50<sup>th</sup> percentile in Total Reading (by grade level) will increase by one percentage point over the June 2011 baseline scores, as measured by the SAT 9 standardized tests **Due Date: June, 15, 2012. Responsible Party: Staff Development Coordinator.**

**6-8 Goal 2 of 2: By the end of June 2012, eighth grade students will apply the skills of research to their writing.**

**Implementation Plan:**

Students will word process a report of information essay that reflects textual and electronic research, as per VVUSD Power Standard 1.1 "Writing: Write a variety of essays, job applications, letters."

- Students will use Inspiration, word, publisher or PowerPoint to create the essay. Students will use Inspiration, PowerPoint and other online graphic organizers to create thoughts, ideas and outlines of stories.
- The essay could take the form of a PowerPoint, newsletter or other form of multimedia.
- Students work in groups to analyze and synthesize messages conveyed in different forms of media using EBSCO and Discovery Streaming.
- Students will practice writing citations in MLA/APA format using Word or Google Docs From different sources using EBSCO and other online resources.

**Monitoring Process**

District- wide Writing Assessment data. We will analyze assessment data and make modifications as needed. Site administrators Ed Services Staff Development Coordinator Ed Services, IT Director

**Benchmarks**

1. By June 2010, the percentage of eighth grade students scoring at or above the mastery level on the district-wide writing assessment will increase by one percentage point of the June 2009 baseline scores, as measured by the district writing rubric. **Due Date: June, 15, 2010. Responsible Party: Staff Development Coordinator.**
2. By June 2011, the percentage of eighth grade students scoring at or above the mastery level on the District-wide Writing Assessment will increase by one percentage point over the June 2010 baseline scores, as measured by the District Writing Rubric. **Due Date: June, 15, 2011. Responsible Party: Staff Development Coordinator.**

3. By June 2012, the percentage of eighth grade students scoring at or above the mastery level on the District-wide Writing Assessment will increase by one percentage point over the June 2011 baseline scores, as measured by the District Writing Rubric. **Due Date: June, 15, 2012. Responsible Party: Staff Development Coordinator.**

**9-12 Goal 1 of 2: By the end of twelfth grade, students will apply reading comprehension, critical thinking, and problem solving skills to do research.**

**Objective: By the end of twelfth grade, 75% of students will improve reading comprehension as measured by the district Hexad test.**

**Implementation Plan:**

- Student will gather information from a variety of textual, graphic, and electronic sources, as per VVUSD Power Standards 1.1 "Reading: Comprehension of newspapers, Internet resources, magazine, journals, and texts
- VVUSD Power Standard 3.4 "Analysis: Evaluate data to provide evidence that leads to the solving of problems"
- VVUSD Power Standard 3.5 "Combine parts into a whole and make decisions based on data"
- Students will Demonstrate and advocate for legal and ethical behaviors among peers, and community regarding the use of technology and information, including the proper citing of Internet and other electronic resources.
- Use technology tools such as EBSCO and Google Tools and online resources for managing and communicating personal/professional information.
- Students will efficiently use online information resources such as Britannica Online, Discovery Streaming to meet needs for collaboration, research, publications, communications, and productivity. Investigate and apply expert systems, intelligent agents, and simulations in real-world situations.
- Students will Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

**Monitoring Process:**

Ed Services Staff Development Coordinator will analyze test data using Hexad Testing Data and make modifications as needed.

**Benchmarks**

1. By June 2010, 25% of twelfth grade students will improve reading comprehension as measured by the district constructed Hexad Test. **Due Date: June, 15, 2010. Responsible Party: Staff Development Coordinator.**
2. By June 2011, 50% of twelfth grade students will improve reading comprehension as measured by the district constructed Hexad Test. **Due Date: June, 15, 2011. Responsible Party: Staff Development Coordinator.**

3. By June 2012, 75% of twelfth grade students will improve reading comprehension as measured by the district constructed Hexad Test. **Due Date: June, 15, 2012. Responsible Party: Staff Development Coordinator.**

**9-12 Goal 2 of 2: Students will communicate through expository presentations using a variety of media including film, PowerPoint slide shows, or web pages.**

**Objective: By June 2012 90% of Students will create and present research projects in the classroom, as per VVUSD Power Standards**

**Implementation Plan:**

- The students will write and complete a project using storyboards for a film, an outline for a PowerPoint, dialog for a podcast using Audacity or create a blog or website on a topic.
- Students will create and present research projects in the classroom, as per VVUSD Power Standards:
  - 1.2: "Writing: Write a variety of essays, job applications, and letters"
  - 1.3 "Speaking: Give oral presentations to select groups"
  - 1.4 "Creative Expression: Communicates meaning through visual and/or performance art"
  - 1.5 "Technology: Demonstrate literacy through utilization of various media"
- Students will Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs.
- Students will make informed choices among technology systems, resources, and services.
- Students will Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole.
- Students will evaluate technology-based options, including distance and distributed education, for lifelong learning.
- Students will select and apply technology tools for research, information analysis, problem solving, and decision-making in content learning.

**Monitoring Process:**

District-wide Writing Assessment data collected by District Director of Accountability and Site Administrator; Rubric applied to student projects by classroom teachers. We will evaluate the results and make modifications as needed

**Benchmarks**

1. By June 2010, 50% of twelfth grade students will create and present research projects in the classroom, as per VVUSD Power Standards. **Due Date: June, 15, 2010. Responsible Party: Staff Development Coordinator.**

2. By June 2011, 75% of twelfth grade students will create and present research projects in the classroom, as per VVUSD Power Standards. **Due Date: June, 15, 2011. Responsible Party: Staff Development Coordinator.**
3. By June 2012, 90% of twelfth grade students will create and present research projects in the classroom, as per VVUSD Power Standards. **Due Date: June, 15, 2012. Responsible Party: Staff Development Coordinator.**

**Section 3e: Goals that will enable students to acquire the technology and information literacy skills needed to succeed in the classroom and the workplace.**

VVUSD Technology Committee adopted the International Society for Technology in Education (ISTE) National Education Technology Standards for Students (NETS-S).

The Technology Standard listed in the appendix is divided into six broad categories. We have melded the NETS-S with our Power Standards to be reinforced and mastered by students. This alignment provides a framework for linking performance indicators to our standards to maximize the use of technology for student achievement. Teachers will use the NETS-S as an important guideline for planning learning activities that use technology to help teach the skills needed to succeed in the workplace. The Information Technology Department will post the NETS-S on our website along with additional resources that can be used in support of this goal.

**Goal 1 of 1: By June 2012, 90% of students in grades 2, 5, 8, 12 will demonstrate technology proficiency in the six performance indicators from the N.E.T.S.**

**Implementation Plan**

Each fall we will identify teachers who are trained to teach the N.E.T.S.-S. In January of each year we will schedule classroom and/or lab time to teach the N.E.T.S. for the following year. By June of each year will be able to evaluate the success of this goal.

**Monitoring Process**

A list of teachers qualified to teach the N.E.T.S.-S will be maintained by the Education Services staff. Lab schedules and lesson plans will be evaluated to see if time is being spent teaching the N.E.T.S. Through classroom observations and testing results we will monitor our progress and make adjustments as necessary.

**Benchmarks**

1. By June 2010, 50% of students in grades 2, 5, and 8, 12 will demonstrate technology proficiency in the six performance indicators from the N.E.T.S.-S. **Due Date: Jun 2010. Responsible party: Education Services Staff.**

2. By June 2011, 70% of students in grades 2, 5, and 8, 12 will demonstrate technology proficiency in the six performance indicators from the N.E.T.S.-S. **Due Date: Jun, 15, 2011. Responsible party: Education Services Staff.**
3. By June 2012, 90% of students in grades 2, 5, and 8, 12 will demonstrate technology proficiency in the six performance indicators from the N.E.T.S. –S. **Due Date: Jun, 15, 2012. Responsible party: Education Services Staff.**

**The following goals are in support of our NET-S Goal**

**Implementation Plan for these 6 goals:**

VVUSD Teacher Techs K-12 will work with teachers at their perspective sites to help integrate appropriate activities as listed in NET-S and in the ISTE Scope and Sequence by grade level.

**Activities K-12 for these 6 goals:**

The activities to accomplish this goal are located in Appendix A - The NETS Performance Indicators Table.

**Monitoring Process for these 6 goals:**

Teacher on Special Assignment will Analyze Ed Tech Profile for Students and the information technology Department will modify instruction and teacher training.

**Goal 1 of 6: 70% Students shall demonstrate creative thinking, construct knowledge, and develop innovative products and processes.**

**Benchmarks**

1. By June 2010, 30% Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. **Due Date: June, 01, 2010. Responsible party: Teacher on Special Assignment.**
2. By June 2011, 50% Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. **Due Date: June, 01, 2011. Responsible party: Teacher on Special Assignment.**
3. By June 2012, 70% Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. **Due Date: June, 01, 2012. Responsible party: Teacher on Special Assignment.**

**Goal 2 of 6: 70% Students use digital media and environments to communicate and work collaboratively, including at a distance to support individual learning and contribute to the learning of others**

**Benchmarks:**

1. By June 2010, 30% Students use digital media and environments to communicate and work collaboratively, including at a

- distance to support individual learning and contribute to the learning of others. **Due Date: June, 01, 2010. Responsible party: Teacher on Special Assignment.**
2. By June 2011, 50% Students use digital media and environments to communicate and work collaboratively, including at a distance to support individual learning and contribute to the learning of others. **Due Date: June, 01, 2011. Responsible party: Teacher on Special Assignment.**
  3. By June 2012, 70% Students use digital media and environments to communicate and work collaboratively, including at a distance to support individual learning and contribute to the learning of others. **Due Date: June, 01, 2012. Responsible party: Teacher on Special Assignment.**

**Goal 3 of 6: 70% Students apply digital tools to gather, evaluate, and use information.**

**Benchmarks**

1. By June 2010, 30% Students use digital media and environments to communicate and work collaboratively, including at a distance to support individual learning and contribute to the learning of others. **Due Date: June, 01, 2010. Responsible party: Teacher on Special Assignment.**
2. By June 2011, 50% Students use digital media and environments to communicate and work collaboratively, including at a distance to support individual learning and contribute to the learning of others. **Due Date: June, 01, 2011. Responsible party: Teacher on Special Assignment.**
3. By June 2012, 70% Students use digital media and environments to communicate and work collaboratively, including at a distance to support individual learning and contribute to the learning of others. **Due Date: June, 01, 2012. Responsible party: Teacher on Special Assignment.**

**Goal 4 of 6: 70% Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.**

**Benchmarks**

1. By June 2010, 30% Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. **Due Date: June, 01, 2010. Responsible party: Teacher on Special Assignment.**
2. By June 2011, 50% Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. **Due Date: June, 01, 2011. Responsible party: Teacher on Special Assignment.**

3. By June 2012, 70% Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. **Due Date: June, 01, 2012. Responsible party: Teacher on Special Assignment.**

**Goal 5 of 6: 70% Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.**

**Benchmarks**

1. By June 2010, 30% Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. **Due Date: June, 01, 2010. Responsible party: Teacher on Special Assignment.**
2. By June 2011, 50% Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. **Due Date: June, 01, 2011. Responsible party: Teacher on Special Assignment.**
3. By June 2012, 70% Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. **Due Date: June, 01, 2012. Responsible party: Teacher on Special Assignment.**

**Goal 6 of 6: 70 % Students demonstrate a sound understanding of technology concepts, systems, and operations.**

**Benchmarks**

1. By June 2010, 30% Students demonstrate a sound understanding of technology concepts, systems, and operations. **Due Date: February 01, 2010. Responsible party: Teacher on Special Assignment.**
2. By June 2011, 50% Students demonstrate a sound understanding of technology concepts, systems, and operations. **Due Date: February 01, 2011. Responsible party: Teacher on Special Assignment.**
3. By June 2012, 70% Students demonstrate a sound understanding of technology concepts, systems, and operations. **Due Date: February 01, 2012. Responsible party: Teacher on Special Assignment.**

**Section 3f: Goals for teaching and promoting the appropriate, lawful and ethical use of technology in the classroom**

**Goal 1 of 2: By September of 2011 100 % of all grade levels K-12 will have an Acceptable Use Policy on file.**

**Benchmarks:**

1. By September 2009, all students will have an Acceptable Use Policy completed and on file with the Information Technology Department. **Due Date: September 01, 2009. Responsible party: Teacher on Special Assignment.**
2. By September 2010, all students will have an Acceptable Use Policy completed and on file with the Information Technology Department. **Due Date: September 01, 2010. Responsible party: Teacher on Special Assignment.**

3. By September 2011, all students will have an Acceptable Use Policy completed and on file with the Information Technology Department. **Due Date: September 01, 2011. Responsible party: Teacher on Special Assignment.**

**Goal 2 of 2: By June of 2012, students will have the skills necessary to distinguish copyright laws as it pertains to online downloading, plagiarism and copyrights.**

**Implementation Plan:**

The VVUSD will use a train the trainer's model and will train the teacher technicians in copyright law as it pertains to education and instruction. They will in turn train all teaching staff at the site every year. Students will then receive training necessary to distinguish copyright laws as it pertains to online downloading, plagiarism, copyright.

**Monitoring Process:**

AUP and surveys conducted of staff and students by our teacher techs at each site.

**Benchmarks:**

1. By June 2010, 80% of students K-12 will receive skills necessary to distinguish copyright laws as it pertains to online downloading, plagiarism, and copyright. . **Due Date: June 01, 2010. Responsible party: Teacher on Special Assignment.**
2. By June 2011, 90% of students K-12 will receive skills necessary to distinguish copyright laws as it pertains to online downloading, plagiarism and copyright. . **Due Date: June 01, 2011. Responsible party: Teacher on Special Assignment.**
3. By June 2012, 100% of students K-12 will receive skills necessary to distinguish copyright laws as it pertains to online downloading, plagiarism and copyright. . **Due Date: June 01, 2012. Responsible party: Teacher on Special Assignment.**

**Section 3g: Goals to address internet safety, including how to protect online privacy and avoid online predators. (AB 307)**

**Goal 1 of 1: The students and teachers of the district will learn about Internet Safety.**

**Implementation Plan:**

The students and teachers of VVUSD will attend a student assembly hosted by I-Safe to learn and develop necessary skills and awareness about Internet safety.

**Monitoring Process:**

In the spring of each year, the technology committee will collect data, analyze the results, and make recommendations for program modifications. The data collected will be teacher and student surveys and completion of the I-Safe program at each site.

**Benchmarks:**

1. By June 2010, 80% of all teachers and K-12 students will receive age-appropriate instruction to develop the skills necessary to protect personal information, protect themselves from online cyber-bullying, online predators, and avoiding internet sites that contain inappropriate content. **Due Date: June 01, 2010. Responsible party: Teacher on Special Assignment.**
2. By June 2011, 90% of all teachers and K-12 students will receive age-appropriate instruction to develop the skills necessary to protect personal information, protect themselves from online cyber-bullying, online predators, and avoiding internet sites that contain inappropriate content. **Due Date: June 01, 2011. Responsible party: Teacher on Special Assignment.**
3. By June 2012, 100% of all teachers and K-12 students will receive age-appropriate instruction to develop the skills necessary to protect personal information, protect themselves from online cyber-bullying, online predators, and avoiding internet sites that contain inappropriate content. **Due Date: June 01, 2012. Responsible party: Teacher on Special Assignment.**

**Section 3h: Goals to ensure that technology is available to all students.**

**Goal 1 of 1: VVUSD will make available age appropriate technology to all students to access, process, and communicating information.**

**Implementation Plan**

The Information Technology department will inventory each classroom and lab on a regular basis to insure working technology.

**Monitoring Process**

The summer of every year the IT department will examine inventories and purchases.

**Benchmarks:**

1. By June of 2010, 100 percent of schools will have Internet access and Internet capable computers at a ratio of one computer to eight students by end of year one. **Due Date: June 01, 2010. Responsible party: Information Technology Director.**
2. By June of 2011, 100 percent of schools will have Internet access and Internet capable computers at a ratio of one computer to eight students by end of year two. **Due Date: June 01, 2011. Responsible party: Information Technology Director.**
3. By June of 2012, 100 percent of schools will have Internet access and Internet capable computers at a ratio of one computer to eight students by end of year three. **Due Date: June 01, 2012. Responsible party: Information Technology Director.**

**Section 3i: Goals to utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to**

**meet individual student academic needs.**

**Goal 1 of 2: By June 2012, VVUSD will use Aeries Data to inform instruction.**

**Implementation Plan**

Through training of site administrators (by Education Services), who will then in-service teachers, use of Aeries data and additional modules such as Parent Account Management System (PAMS) will be used to inform instruction.: Teachers will use Aeries modules to set up grade books, track progress on tests, hexad data (6-12), quizzes, and additional project and testing data focused on improving both student and class instruction. Teachers have been trained to run reports to compare class tests from the previous year to compare results to improve learning. Teachers further use the modules to link documents, projects, homework and work samples for Parent/Student use with PAMS.

**Monitoring Process**

District Administrators, Information Technology, Ed Services will meet in the spring to assess progress on this goal.

**Benchmarks**

1. By June 2010, 80% VVUSD teachers will use Aeries Data and additional modules such as PAMS to inform instruction. **Due Date: June 15, 2010. Responsible Party: Director of Assessment.**
2. By June 2011, 90% VVUSD teachers will use Aeries Data and additional modules such as PAMS to inform instruction. **Due Date: June 15, 2010. Responsible Party: Director of Assessment.**
3. By June 2012, 100 % VVUSD teachers will use Aeries Data and additional Modules such as PAMS to inform instruction. **Due Date: June 15, 2010. Responsible Party: Director of Assessment.**

**Goal 2 of 2: By June of 2012 80% of VVUSD will use Personal Response System clickers to inform instruction and enhance record keeping.**

**Implementation Plan:**

There will be training of site teacher techs who will then in-service teachers and site administrators on the use of PSR clickers with Exam View. Teachers and administrators will learn about creating and merging class rosters, creating question slides using the PowerPoint PRS add-in, collecting data, and summarizing results.

**Monitoring Process:**

District Administrators, Information Technology, Ed Services will meet in the spring to assess progress on this goal.

**Benchmarks:**

1. By June 2010, 40% VVUSD Teachers will use Personal Response System clickers to inform instruction and enhance record keeping. **Due Date: June, 15, 2010. Responsible Party: Staff Development Coordinator.**
2. By June 2011 60% VVUSD Teachers will use Personal Response System clickers to inform instruction and enhance record keeping. **Due Date: June, 15, 2011. Responsible Party: Staff Development Coordinator.**
3. By June 2012, 80% VVUSD Teachers will use Personal Response System clickers to inform instruction and enhance record keeping. **Due Date: June, 15, 2012. Responsible Party: Staff Development Coordinator.**

**Section 3j: Goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.**

**The Val Verde Unified School District** uses a variety of methods to expand outreach to students, parents, and community and engage stakeholders in two-way communication. Listed below are some examples and how the projects have been implemented.

Aeries **PAMS** (Parent Account Management System) is the parent module of our student information system. Parents and students have accounts and can access attendance, grades and assignments and even obtain homework documents. Teachers can also be contacted via PAMS by e-mail and or a contact form that is part of the system.

**VVUSD Web Page:** VVUSD acknowledges the need to have strong school to home communication and technology's important role in this communication in order to support the K-12 learner. Information is available on the District's web page, [www.vvusd.edu](http://www.vvusd.edu), to help parents and the public keep informed and to make contact with the right persons. It should be noted that the IT Department has the entire site under reconstruction. Such information includes: district and site maps, bell schedules, links to school websites, testing data, Accountability Assessment and School Report Card, registration procedure and information, adult education, and school board contact information. The web page also includes access to district and teacher email (See School Center below) addresses, school and district phone numbers, teacher and student generated web pages, and an increase in the number of listed curriculum links. All school sites host web pages linked from the main district page with information pertinent to those sites. Teachers are posting curriculum-based web pages with additional resources for student research, school and classroom activities and parent/school communication tools

**School Center:** All school sites for the past three years host web pages linked from the main district page with information pertinent to those sites using School Center. All sites have a contact form in school center and teacher's district e-mail is posted to facilitate two way communication with parents and students. Teachers are posting curriculum-based web pages with additional resources for student research, school and classroom

activities and parent/school communication tools. Teachers are posting curriculum-based web pages with additional resources for student research, school and classroom activities and parent/school communication tools. With this powerful tool, teachers can create a virtual class post announcements, calendars, tasks, grades, blogs and store important curricular documents. Students can access information in their profile from any Internet connected computer and take tests and quizzes, upload electronic documents, view PowerPoint presentations or video clips shared by the teacher. Recognizing the powerful curricular advantages of this tool, VVUSD will promote its use throughout the district.

**School Messenger:** An automated telephone dialing system has greatly increased home/school communication. Additional training for teachers will ensure more thorough integration of this tool to assist in student attendance, homework and field trip reminders, and messages tailored by individual teachers for parents.

**Discovery Streaming, Encyclopedia Britannica Online, Study Island, Brainpop:** Learning tools have been made available to all students via online subscriptions to streaming media and databases available online. All of the subscriptions feature media rich content tied to California state learning standards. Teachers have the capability of interacting with thirty students through Britannica and Discovery streaming. Training for the teacher support of these programs has already taken place.

**Goal 1of 1: By June 2012, VVUSD will improve two-way communication between home and school by the use of various tools such as Aeries PAMS, School Center, online software such as Study Island, Britannica Online, Brain Pop, Encarta and Discovery.**

### **Implementation Plan**

The Information Technology Department Teacher Technicians will have quarterly trainings for teachers at the school sites after school and on in-service days on Aeries SIS and the PAMS Module to help increase two way communication. (See section 3i.)The Information Technology Department will also host trainings at PTO meetings for parents to set up accounts and show them how to access PAMS from home to facilitate two way communications. Information Technology will post step by step materials on the district web portal. VVUSD will also offer parent support via our help line on PAMS use. As for the additional two way communication tools to enhance the goal we will

- Increase teacher website use on School Center to improve information available to students and parents.
- Implement and use PAMS as a way for parents to see student information and allow parents to contact teachers via e-mail.
- Expand student accounts for home/parent use for Brain Pop, Britannica Online, Encarta and Discovery Streaming.  
Teachers can use these programs for improved parent communication.

### **Monitoring Process**

In the spring of each year the Teacher on Assignment and Director of Information Technology will review data and make recommendations towards accomplishing this goal.

### **Benchmarks**

1. By June 2010, VVUSD will increase the amount of two-way communication between home and school by 30% by the use of various tools such as Aeries PAMS, School Center, and online software such as Study Island, Britannica Online, Brain Pop, Encarta and Discovery Streaming. **Due date: June 15, 2010. Responsible Party. Teacher on Assignment IT Department**
2. By June 2011, VVUSD will increase the amount of two-way communication between home and school by 60% by the use of various tools such as Aeries PAMS, School Center, and online software such as Study Island, Britannica Online, Brain Pop, Encarta and Discovery Streaming. **Due date: June 15, 2011. Responsible Party. Teacher on Assignment IT Department.**
3. By June 2012, VVUSD will increase of two-way communication between home and school by 90% by the use of various tools such as Aeries PAMS, School Center, and online software such as Study Island, Britannica Online, Brain Pop, Encarta and Discovery Streaming. **Due date: June 15, 2012. Responsible Party. Teacher on Assignment IT Department**

### **Section 3k: Our process to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.**

The process of monitoring is described in each curricular goal and objective. Coordinating the monitoring process will be the responsibility of the Information Technology Director, Education Services Elementary and Secondary Directors. Responsibility of plan implementation and monitoring ultimately resides with the Director of Information Technology. The director will meet at least once yearly with those responsible for monitoring individual components of the Curriculum Component to assess progress and make adjustments as necessary. Roles and responsibilities as well as timetables have been established in each goal as well as in the timetable.

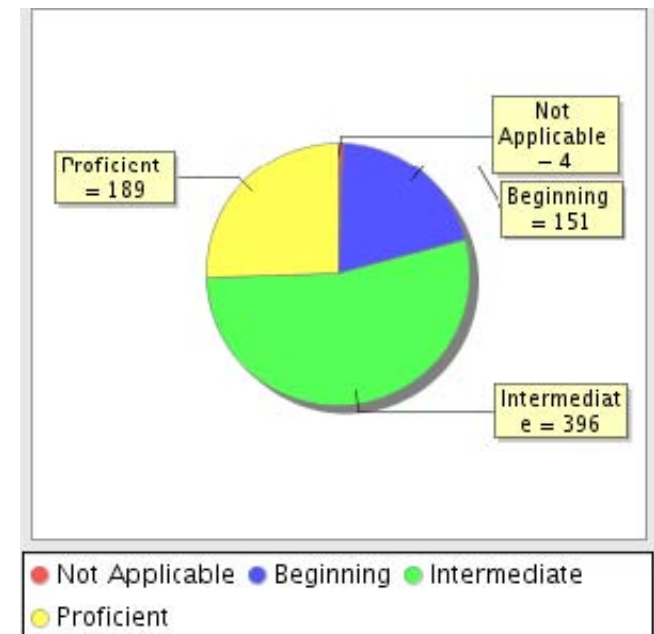
**Section 4a: Our district Administrators’ and Teachers’ technology skills and needs for professional development.**

The Information Technology Department offers a wide variety of training ranging from hardware to software use. The IT Department has a teacher on special assignment that fulfills the role of a tech integration coordinator that assists in training teachers year around. The department also utilizes our Teacher Tech Program that gives us additional trainers to assist at each site on district software roll outs or when new equipment is installed. Training sessions occur weekly on our minimum days that take place usually on Wednesdays by site request. The department offers technology integration classes after school at the IT Center and more advance classes during the summer. If funding or grants allow we will give teacher incentives such as stipends or equipment to attend along with Professional Development hours. The IT Department also holds exclusive small classes for administrators and classified support staff for special needs or request.

Training the Aeries Student Information System users is ongoing and is offered by the data services department at the IT Center. Additional or specialized trainings on our SIS are offered on special request by the school sites and can be customized by the teacher techs or the teacher on special assignment. We also do constant short update trainings to specialized user groups and the community (Parents using PAMS) when needed.

The information Technology Department has had successful partnerships in providing technology integration training to our teachers, administrators and classified staff. Present and past partnerships have included Intel Teach to the Future, NASA for teachers, Chapman University and with RIMS CTAP. These types of partnerships offered us opportunities in reaching out to our teachers and making them more successful in technology integration and specialization.

As part of our District Power Standards we will include research based staff development over time of this plan as an effective model in all of our departmental technology trainings. According to the survey of our teachers nearly 75% are using technology in the classroom with students on a daily basis or at least 2-4 times a week. Over 79% are using e-mail, PAMs or web sites to communicate with parents. Despite these powerful numbers giving us an even stronger base to use and incorporate technology integration with text based materials in the classroom. Data shows they desire even more training and would benefit from even more proficiency. Teachers overwhelmingly prefer by 60% that they have a preference for small group training. Preference for training is during the day or after school but a growing number of over 25% would like to have a just in time online training. IT wonders if Wiki /Blog Podcasting may be an approach we should try for training in the near future. It is clear to the IT Department that the old method of have the “staff in the lab” no longer works.



Despite our decade long efforts at technology integration training the Ed Tech profile data shows that we still have needs across the board for our teaching staff. Over 78% of our teachers surveyed said they needed more not less technology integration training in using it with the curriculum. Another 22% said they still would like basic training in technology use such as PowerPoint and the Microsoft Office set of tools. As we plan trainings the Information Technology Department will take this into account when we plan trainings with the staff development coordinator. We will also make sure to include training in hardware such as Interwrite Pads, PRS clickers, digital and video cameras

Our administrators understand technology is the key to data driven decision making. Our administrators realize that they need to provide leadership in the area of technology integration on campus in the role of instructional leadership. Our administrators meet on a monthly bases with our Director of Technology and the Information Technology staff to have input and gain an understanding of how to leverage learning through technology and apply our various software packages (MMS,EDAMS, Aeries,) to support data driven decision making and to utilize equipment under site management. The IT Department developed a survey using ProfilerPro recommended by TICAL that was used at the administrator's summer retreat. The survey results revealed that 30% of our administrators felt they were advance or proficient users with 60% saying they were intermediate users and 10% saying they were beginners. The retreat survey showed that just like teachers some have certain skill sets that others do not such as some are more comfortable with a certain program or database than another

The IT Department found from the survey conducted at the VVUSD management retreat that over 85% of our principals find our approach to their training needs superior. An additional 90% feel that they need to keep up on all technology trends so that they have a better understanding on how to support staff and allocate resources. The plan reflects in 4b a goal to bring up our administrators to the proficient level. Our training seminars for administrators are held three times a year along with a special summer training day provides principals with a working knowledge of the use of technology and its relationship to school management, accountability, and the delivery and assessment of instruction to students and staff. In addition, principals will understand how to connect to, and navigate through, the vast amount of available instructional resources for classroom and school use. Administrators will also utilize important conferences to further expand their knowledge base such as CUE, Tech-Ed and the Aeries Conference if funding is available.

The goals that follow for staff development were gleaned from data collected from Ed Tech Profile and from district needs as determined by our technology committee. Our goals will reflect our emphasis on Power Standards, increased proficiency of technology integration to enhance teaching and learning and communications.

**Section 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**

All new staff currently receives training in basic Windows, email, and Aeries as part of the hiring process. Data gathering tools and EADMS training are also provided as part of the teacher and administrator on the job training at each site by site administrators and teacher technicians. Each year all teachers are required to take the Ed Tech Profile assessment that allows us to monitor the increase in teachers' facility and use of technology.

**Goal 1 of 11: By June 2012, VVUSD will coordinate Staff Development to align technology integration with our district Power Standards.**

**Implementation Plan**

Determine alignment of course content with standards and refine as needed. The VVUSD Technology Department will coordinate appropriate technology integration training for teachers with Ed Services. The technology integration training will be held on in-service days, minimum days, after school and summer at the IT Center. The integration training will offer a variety of topics, hardware tools and software to enhance learning tied to the district curriculum. It should be noted that we are far along on this goal.

Teachers will be trained in but not limited to the following tools: Microsoft Office Suite, Inspiration, learning software from our textbook adoptions , online resources (Britannica , EBSCO, Encarta), School Center (Web Page Building), Podcasting, Graphic organization tools (Inspiration), Google apps and Aeries Modules.

**Monitoring Process**

Course Training Descriptions, Ed Services Staff Development Coordinator Ed Services, IT Director

**Benchmarks**

1. By June 2010, all staff development will incorporate technology integration to align with our district Power Standards. **Due Date: June, 15, 2006. Responsible Party: Staff Development Coordinator.**
2. By June 2011, all staff development will incorporate technology integration to align with our district Power Standards. **Due Date: June, 15, 2011. Responsible Party: Staff Development Coordinator.**
3. By June 2012, all staff development will incorporate technology integration to align with our district Power Standards. **Due Date: June, 15, 2012. Responsible Party: Staff Development Coordinator.**

**Goal 2 of 11: By June 2012, 100% of district teachers will have received training to use InterWrite Boards or similar hardware for use in**

**the classroom and the computer labs.**

**Implementation Plan**

In-service classes will be scheduled at each site during minimum and/or buy back days to do this training. Training will be done by the IT staff and continuing education credits and professional growth hours will be given.

**Monitoring Process**

Class attendance rosters will be kept to monitor the progress towards this goal. These will be filed in the IT main office and evaluated each year by the technology committee to determine any adjustments needed to reach this goal.

**Benchmarks**

1. By June 2010, 50% of district teachers will have received training to use Interwrite Pads or similar hardware for use in the computer labs. **Due Date: June, 15, 2010. Responsible Party: IT Technology Integration Coordinator.**
2. By June 2011, 70% of district teachers will have received training to use Interwrite Pads or similar hardware for use in the computer labs. **Due Date: June, 15, 2011. Responsible Party: IT Technology Integration Coordinator.**
3. By June 2012, 100% of district teachers will have received training to use Interwrite Pads or similar hardware for use in the computer labs. **Due Date: June, 15, 2012. Responsible Party: IT Technology Integration Coordinator.**

**Goal 3 of 11: By June 2009, 100% of district teachers will have received training to use PRS Clickers with Exam View or similar software to help teach and reinforce district curriculum Power Standards and N.E.T.S.**

**Implementation Plan**

In-service classes will be scheduled at each site during minimum and/or buy back days to do this training. Training will be done by the IT staff and continuing education credits and professional growth hours will be given.

**Monitoring Process**

Class attendance rosters will be kept to monitor the progress towards this goal. These will be filed in the IT main office and evaluated each year by the technology committee to determine any adjustments needed to reach this goal.

**Benchmarks**

1. By June 2010, 50% of district teachers will have received training to use PRS Clickers with Exam View or similar software to help teach and reinforce district curriculum Power Standards and N.E.T.S. **Due Date: June, 15, 2010. Responsible Party: IT Technology Integration Coordinator.**

2. By June 2011, 70% of district teachers will have received training to use PRS Clickers with Exam View or similar software to help teach and reinforce district curriculum Power Standards and N.E.T.S. **Due Date: June, 15, 2011. Responsible Party: IT Technology Integration Coordinator.**
3. By June 2012, 100% of district teachers will have received training to use PRS Clickers with Exam View or similar software to help teach and reinforce district curriculum Power Standards and N.E.T.S. **Due Date: June, 15, 2011. Responsible Party: IT Technology Integration Coordinator.**

**Goal 4 of 11: By June 2012, VVUSD will offer Professional Development that assists certificated staff to achieve Personal and Instructional proficiency in technology.**

#### **Implementation Plan**

Teachers will attend classes for upgrading of skills in the personal proficiency level. Teachers will assess their skills yearly using Ed Tech Profile and initiate a program for improving their knowledge in the use of technology. Teachers will attend classes/training for upgrading of skills in the personal proficiency level. Classes offered will be MS Word, Excel, PowerPoint, and Outlook. VVUSD will continue and expand these activities during the three years of the plan.

#### **Monitoring Process**

Ed tech Profile Survey as monitored by the IT Technology Coordinator/class sign in sheets.

#### **Benchmarks**

1. By June 2010, Increase of 20% over baseline data as of June, 2009, in Personal and Instructional proficiency level as measured by Ed Tech Profile. **Due Date: June, 15, 2010. Responsible Party: IT Technology Integration Coordinator.**
2. By June 2011, 40% Percent over baseline data as of June, 2010, in Personal and Instructional proficiency level as measured by Ed Tech Profile **Due Date: June, 15, 2011. Responsible Party: IT Technology Integration Coordinator.**
3. By June 2012, 50% Percent over baseline data as of June, 2011, in Personal and Instructional proficiency level as measured by Ed TechProfile. **Due Date: June, 15, 2012. Responsible Party: IT Technology Integration Coordinator.**

**Goal 5 of 11: By June 2012 VVUSD will offer Professional Development that assists administrative staff to achieve Personal, Instructional, and Leadership proficiency in technology.**

#### **Implementation Plan**

In-service classes will be scheduled at each site during minimum and/or buy back days to do this training. Training will be done by the IT staff and continuing education credits and professional growth hours will be given.

### **Monitoring Process**

Class attendance rosters will be kept to monitor the progress towards this goal. These will be filed in the IT main office and evaluated each year by the technology committee to determine any adjustments needed to reach this goal.

### **Benchmarks**

1. By June 2010, Increase of 20% over baseline data as of June, 2009. **Due Date: June, 15, 2010. Responsible Party: IT Technology Integration Coordinator.**
2. By June 2011, Increase of 40% over baseline data as of June, 2010. **Due Date: June, 15, 2011. Responsible Party: IT Technology Integration Coordinator.**
3. By June 2012, Increase of 50% over baseline data as of June, 2011. **Due Date: June, 15, 2012. Responsible Party: IT Technology Integration Coordinator.**

**Goal 6 of 11: By June 2012, Information Systems/Technology will expand the use of Aeries software suite to all K-12 classroom teachers**

### **Implementation Plan**

In-service classes will be scheduled at each site during minimum and/or buy back days to do this training. Training will be done by the IT staff and continuing education credits and professional growth hours will be given.

### **Monitoring Process**

Class attendance rosters will be kept to monitor the progress towards this goal. These will be filed in the IT main office and evaluated each year by the technology committee to determine any adjustments needed to reach this goal.

### **Benchmarks**

1. By June 2010, 25% of district staff will receive training in the use of Learning.com or similar software for online professional development in Microsoft Office Skills. **Due Date: Jun, 15, 2010. Responsible Party: IT Technology Integration Coordinator.**
2. By June 2011, 50% of district staff will receive training in the use of Learning.com or similar software for online professional development in Microsoft Office Skills. **Due Date: Jun, 15, 2011. Responsible Party: IT Technology Integration Coordinator.**
3. By June 2012, 75% of district staff will receive training in the use of Learning.com or similar software for online professional development in Microsoft Office Skills. **Due Date: Jun, 15, 2012. Responsible Party: IT Technology Integration Coordinator.**

**Goal 7 of 11: By May 2012, 100% of classroom teachers and administrators will receive advanced training in School Center.**

**Implementation Plan**

In-service classes will be scheduled at each site during minimum and/or buy back days to do this training. Training will be done by the IT staff and continuing education credits and professional growth hours will be given. Teachers will learn how to set up classroom web pages and blogs, post links and classroom documents and photos. They will also receive training in how to use the online software with students to create projects.

**Monitoring Process**

Class attendance rosters will be kept to monitor the progress towards this goal. These will be filed in the IT main office and evaluated each year by the technology committee to determine any adjustments needed to reach this goal.

**Benchmarks**

1. By May 2010, 40% of classroom teachers and administrators will receive advanced training in School Center. **Due Date: May, 15, 2010. Responsible Party: IT Technology Integration Coordinator.**
2. By May 2011, 75% of classroom teachers and administrators will receive advanced training in School Center. **Due Date: May, 15, 2011. Responsible Party: IT Technology Integration Coordinator.**
3. By May 2012, 100% of classroom teachers and administrators will receive advanced training in School Center. **Due Date: May, 15, 2012. Responsible Party: IT Technology Integration Coordinator.**

**Goal 8 of 11: VVUSD will offer Professional Development that assists administrators to achieve Personal, Instructional, and Leadership proficiency in technology.**

**Implementation Plan:**

Information Technology Department will continue to determine the current skills of administrators based on formal and informal assessments. Within existing training vehicles (i.e. administrator retreat, summer workshops, monthly meetings with the IT Director.), administrators will initiate a program for improving their knowledge in the use of technology. Using TICAL and, administrators will increase their ability to make data driven decisions in the areas of Curriculum Integration, Financial Planning, Operations and Maintenance, Professional Development, and Technology Planning.

**Monitoring Process:**

Profile pro database. Director of Technology will analyze surveys and usage logs, determine specific administrator needs, adjust outreach and class schedule as necessary.

**Benchmarks:**

1. By June 2010, there will be an increase of 10% over baseline data as of June, 2008, in Personal and Instructional, and Leadership proficiency. **Due Date: June 15, 2010. Responsible Party: I.T. Director.**
2. By June 2011, there will be an increase of 15% over baseline data as of June, 2008, in Personal and Instructional, and Leadership proficiency. **Due Date: June 15, 2011. Responsible Party: I.T. Director.**
3. By June 2012, there will be an increase of 20% over baseline data as of June, 2008, in Personal and Instructional, and Leadership proficiency. **Due Date: June 15, 2012. Responsible Party: I.T. Director.**

**Goal 9 of 11: By May 2012, 100% of classroom teachers will receive training in how to use podcasting.**

**Implementation Plan**

In-service classes will be scheduled at each site during minimum and/or buy back days to do this training. Training will be done by the IT staff and the site Teacher Techs. Teachers will be trained in podcasting techniques for instruction and incorporation into the curriculum to improve learning. Teachers will learn about free and effective online tools to use in creating a podcast that can be published to School Center web pages or the Internet. Teachers will learn about the best practices in using this method with students to do projects.

**Monitoring Process**

Class attendance rosters will be kept to monitor the progress towards this goal. These will be filed in the IT main office and evaluated each year by the technology committee to determine any adjustments needed to reach this goal.

**Benchmarks**

1. By May 2010, 40% of classroom teachers **will receive training in how to use podcasting. Due Date: May, 15, 2010. Responsible Party: IT Technology Integration Coordinator.**
2. By May 2011, 75% of classroom teachers **will receive training in how to use podcasting. Due Date: May, 15, 2011. Responsible Party: IT Technology Integration Coordinator.**
3. By May 2012, 100% of classroom teachers **will receive training in how to use podcasting. Due Date: May, 15, 2012. Responsible Party: IT Technology Integration Coordinator.**

**Goal 10 of 11: By May 2012, 100% of classroom teachers will receive training in how to integrate online resources with students.**

### **Implementation Plan**

In-service classes will be scheduled at each site during minimum and/or buy back days to do this training. Training will be done by the IT staff and the site Teacher Techs. The training will include but not limited to the following resources Encatrta Online , Encyclopedia Britannica , Houghton Mifflin Online, Edsitement , Brain Pop and additional sites as needed.

### **Monitoring Process**

Class attendance rosters will be kept to monitor the progress towards this goal. These will be filed in the IT main office and evaluated each year by the technology committee to determine any adjustments needed to reach this goal.

### **Benchmarks**

1. By May 2010, 40% of classroom teachers **will receive training in how to integrate online resources with students. Due Date: May, 15, 2010. Responsible Party: IT Technology Integration Coordinator.**
2. By May 2011, 70% of classroom teachers **will receive training in how to integrate online resources with students. Due Date: May, 15, 2010. Responsible Party: IT Technology Integration Coordinator.**
3. By May 2012, 100% of classroom teachers **will receive training in how to integrate online resources with students. Due Date: May, 15, 2010. Responsible Party: IT Technology Integration Coordinator.**

**Goal 11 of 11: By May 2012, 100% of classroom teachers will receive training in how to integrate online resources with students.**

### **Implementation Plan**

In-service classes will be scheduled at each site during minimum and/or buy back days to do this training. Training will be done by the IT staff and the site Teacher Techs. The training will include but not limited to the following resources Encarta Online , Encyclopedia Britannica , Houghton Mifflin Online, Edsitement , Brain Pop and additional sites and resources as needed.

### **Monitoring Process**

Class attendance rosters will be kept to monitor the progress towards this goal. These will be filed in the IT main office and evaluated each year by the technology committee to determine any adjustments needed to reach this goal.

### **Benchmarks**

1. By May 2010, 40% of classroom teachers **will receive training in how to integrate online resources with students. Due Date: May, 15, 2010. Responsible Party: IT Technology Integration Coordinator.**

2. By May 2011, 70% of classroom teachers **will receive training in how to integrate online resources with students. Due Date: May, 15, 2010. Responsible Party: IT Technology Integration Coordinator.**
3. By May 2012, 100% of classroom teachers **will receive training in how to integrate online resources with students. Due Date: May, 15, 2010. Responsible Party: IT Technology Integration Coordinator.**

#### **Section 4c: Process to Monitor Professional Development**

The process of monitoring is described in each goal and objective. The specific roles of each person responsible are articulated in each monitoring section. Coordinating the monitoring process will be the responsibility of District Technology Director, and monitoring ultimately resides with the Technology Coordinator who is an acting teacher on assignment. The director will meet at least once yearly with those responsible for monitoring individual components of the Professional Development Component to assess progress and make adjustments as necessary. Roles and responsibilities as well as timetables have been established in each goal that we have established. Modification recommendations will come from the District Technology Committee who will look at professional development records and teacher/administrator data.

**Section 5a. The following hardware, infrastructure, networking, e-learning resources, technical support and physical plant are already owned by the district and available for use to fulfill the goals of this plan:**

**Hardware**

1. Computers: Minimum of a Pentium III class 1 GHz processor with 512 MB of RAM, CD-RW/DVD player, 100 MB Ethernet card, keyboard, mouse and at least a 15" monitor. All computers are Dell.
  - a. One for each teacher and office staff.
  - b. Student computers at a ratio of 14 to 1.
2. Multimedia: At least a 1200 lumen video projector, VCR/DVD player and sound system in 55% of classrooms. Teacher computers and VCR/DVD player project on the video projector.
3. Servers: Configuration varies depending on the software installed and the function of the server. All current production servers meet the minimum specifications needed for this plan. All servers are Dell.
4. Network - IDF: Cisco Catalyst 3500 series Switches. Cat-6 patch panels.
5. Network - MDF: Cisco 3640 or 3745 core routers and Cisco Catalyst 6509 layer 3 core switches with gigabit module. Cat-6 patch panels.
6. Printers: Workgroup printers, (Xerox or HP) placed as needed throughout each site.

**Infrastructure**

1. 100 MB Cat-6 connection from the computer to the edge switches.
2. 802.11b and 802.11g wireless access points where needed.
3. Gigabit backbone from the core switch to the edge switches.
4. Fiber wide area network (Verizon TLS) 100 mb circuits connecting each site to the district office.
5. Internet connection via dedicated DS-3 connected to the CENIC node at the Riverside County of Education.

**Networking**

1. Server platform: Windows 2003 server running Active Directory
2. Desktop OS: Windows XP professional
3. Web Browser: Microsoft Internet Explorer
4. Email: Microsoft Exchange 2003
5. Database platform: Microsoft SQL 2003
6. Terminal Services platform : Citrix
7. Firewall: PIX box
8. Anti-virus software: ESET nod32
9. Internet use monitoring, filtering and spam control software

### **E-learning Resources**

Installed on every computer:

1. Microsoft Office 2007
2. The latest versions of Adobe Acrobat, QuickTime, Windows Media, and Real Media Player
3. EBSCO – On-line journals, newspapers and other resources.

Installed on every teacher computer:

1. EADMS (Web based Student Standardized Testing Assessment Software)
2. School Center (Web page authoring tool)
3. Type to Learn (keyboarding software)
4. Aeries browser interface grade book, grading and attendance software
5. Custom grade book and assessment software (elementary only)
6. Micrograms lab applications (elementary only)

Miscellaneous applications (installed where licensed)

1. Accelerated reader/math
2. Read Naturally (secondary remedial reading software)
3. IEP creation software (web-based)
4. Inspiration/Kidspiration (graphic organization tools)

### **Technical Support**

1. Centralized general computer help desk with 1 technician for every 1000 computers
2. Centralized database, student information and student assessment help desk with one (1) technician for every 450 teachers
3. Site-based support by Teacher technicians
  - a. High schools: 1 full-time teacher
  - b. Middle schools: 2 @ 5 hours weekly (paid by stipend)
  - c. Elementary schools: 1 @ 5 hours weekly (paid by stipend)

**Plant modifications: none needed.**

**Section 5b. The following hardware, infrastructure, networking, e-learning resources, technical support and physical plant are necessary to support this technology plan:**

The VVUSD is well equipped to meet the needs of this plan. Much of the above necessary resources are already in place. However, to meet the needs of this plan we will need to acquire the following.

**Hardware**

1. Student computers (to meet the state recommended ratio)
2. We need to replace hardware as it becomes obsolete
3. Interwrite Pads (or similar technology) for all classrooms.
4. Multimedia hardware (video projectors, amplifiers, speakers) for all classrooms.
5. Reserve/replacement computers to minimize down time.

**Infrastructure**

1. We need to replace wiring, routers and switches as they become obsolete.

**Networking**

1. MS Windows Server 2008 upgrade

**E-learning Resources**

1. Learning.com (or similar software) for all sites
2. Digital Curriculum (or similar software) for all sites
3. Annual licenses and support for all district installed software

**Technical Support**

1. To hire 2 network technicians to keep tech to computer ratio.

**Section 5c: Goals for obtaining the hardware, infrastructure, learning resources and technical support required to support the plan.**

**Goal 1 of 15: By June 2012, to increase the student to computer ratio to 8:1 for all schools.**

**Benchmarks**

1. By June 2010, to increase the Student: Computer ratio to 12:1 for all schools. **Due Date: Jun 15, 2010. Responsible Party: Director of IT. Cost: \$600,000.**

2. By June 2011, to increase the Student: Computer ratio to 10:1 for all schools. **Due Date: Jun 15, 2011. Responsible Party: Director of IT. Cost: \$700,000.**
3. By June 2012, to increase the Student: Computer ratio to 8:1 for all schools. **Due Date: Jun 15, 2012. Responsible Party: Director of IT. Cost: \$700,000.**

**Goal 2 of 15: To replace computers that are broken or obsolete. Benchmarks**

**Benchmarks**

1. By January 2010, to replace computers that are broken or obsolete. **Due Date: Jan 15, 2010. Responsible Party: Director of IT. Cost: \$100,000.**
2. By January 2011, to replace computers that are broken or obsolete. **Due Date: Jan 15, 2011. Responsible Party: Director of IT. Cost: \$200,000.**
3. By January 2012, to replace computers that are broken or obsolete. **Due Date: Jan 15, 2012. Responsible Party: Director of IT. Cost: \$200,000.**

**Goal 3 of 15: By April 2011, to equip all classrooms with Multi-media projectors and related components capable of displaying Internet resources.**

**Benchmarks**

1. By April 2009, to equip all secondary classrooms with Multi-media projectors and related components capable of displaying Internet resources. **Due Date: Apr 15, 2009. Responsible Party: Director of IT. Cost: \$518,000.**
2. By April 2010, to equip all elementary classrooms with Multi-media projectors and related components capable of displaying Internet resources. **Due Date: Apr 15, 2010. Responsible Party: Director of IT. Cost: \$798,000.**

**Goal 4 of 15: To upgrade or replace infrastructure that is obsolete or broken.**

**Benchmarks**

1. By April 2010, to upgrade or replace infrastructure that is obsolete or broken. **Due Date: Apr 15, 2010. Responsible Party: Director of IT. Cost: \$50,000.**
2. By April 2011, to upgrade or replace infrastructure that is obsolete or broken. **Due Date: Apr 15, 2011. Responsible Party: Director of IT. Cost: \$80,000.**
3. By April 2012, to upgrade or replace infrastructure that is obsolete or broken. **Due Date: Apr 15, 2012. Responsible Party: Director of IT. Cost: \$50,000.**

**Goal 5 of 15: To renew district-owned software and licenses.**

**Benchmarks**

1. By September 2010, to renew district-owned software and licenses. **Due Date: Sep 15, 2010. Responsible Party: Director of IT. Cost: \$200,000.**
2. By September 2011, to renew district-owned software and licenses. **Due Date: Sep 15, 2011. Responsible Party: Director of IT. Cost: \$225,000.**
3. By September 2012, to renew district-owned software and licenses. **Due Date: Sep 15, 2012. Responsible Party: Director of IT. Cost: \$225,000**

**Goal 6 of 15: To purchase Server 2008 for all servers.**

**Benchmarks**

1. By September 2010, to purchase Server Software for all sites. **Due Date: Sep 15, 2010. Responsible Party: Director of IT. Cost: \$20,000.**

**Goal 7 of 15: To purchase E-learning resources for all sites.**

**Benchmarks**

1. By September 2011, to purchase E-learning resources for all sites. **Due Date: Sep 15, 2011. Responsible Party: Director of IT. Cost: \$225,000.**

**Goal 8 of 15: To provide stipends for the Teacher trainer Technicians**

**Benchmarks**

1. By June 2010, to provide stipends for the Teacher Technicians. **Due Date: Jun 15, 2010. Responsible Party: Director of IT. Cost: \$48,000.**
2. By June 2011, to provide stipends for the Teacher Technicians. **Due Date: Jun 15, 2011. Responsible Party: Director of IT. Cost: \$50,000.**
3. By June 2012, to provide stipends for the Teacher Technicians. **Due Date: Jun 15, 2012. Responsible Party: Director of IT. Cost: \$58,000.**

**Goal 9 of 15: To provide salaries and benefits for the technical staff needed to support the plan.**

**Benchmarks**

1. By June 2010, to budget salaries and benefits for the technical support staff needed to support the plan. **Due Date: Jun 15, 2010. Responsible Party: Director of IT. Cost: Salaries, \$750,000; Benefits \$78,000.**
2. By June 2011, to budget salaries and benefits for the technical support staff needed to support the plan. **Due Date: Jun 15, 2011. Responsible Party: Director of IT. Cost: Salaries, \$775,000; Benefits \$80,000.**

3. By June 2012, to budget salaries and benefits for the technical support staff needed to support the plan. **Due Date: Jun 15, 2012. Responsible Party: Director of IT. Cost: Salaries, \$795,000; Benefits \$83,000.**

**Goal 10 of 15: To hire 2 more network technicians.**

1. By September 2011, to budget salaries and benefits for the 2 additional technical support staff needed to support the plan. **Due Date: Sep 15, 2011. Responsible Party: Director of IT. Cost: Salaries, \$110,000; Benefits and related costs, \$30,000.**

**Goal 11 of 15: To establish a reserve bank of computers for support of classroom use.**

1. By April 2010, to establish a reserve bank of computers for support of classroom use. **Due Date: Apr 15, 2010. Responsible Party: Director of IT. Cost: \$50,000.**
2. By April 2011 to establish a reserve bank of computers for support of classroom use. **Due Date: Apr 15, 2011. Responsible Party: Director of IT. Cost: \$50,000.**
3. By April 2012, to establish a reserve bank of computers for support of classroom use. **Due Date: Apr 15, 2012. Responsible Party: Director of IT. Cost: \$50,000**

**Goal 12 of 15: To purchase Interwrite Pads with PRS Clickers for every classroom**

1. By April 2010, to purchase and install Interwrite Pads for 50% of our classrooms. **Due Date: Apr 15, 2010. Responsible Party: Director of IT. Cost: \$40,000.**
2. By April 2011, to purchase and install Interwrite Pads for 75% of our classrooms. **Due Date: Apr 15, 2011. Responsible Party: Director of IT. Cost: \$20,000.**
3. By April 2012, to purchase and install Interwrite Pads for 100% of our classrooms. **Due Date: Apr 15, 2012. Responsible Party: Director of IT. Cost: \$20,000.**

**Goal 13 of 15: To maintain Brain Pop online for all sites.**

1. By April 2010, To purchase Brain Pop Online for 50% of sites. **Due Date: Apr 15, 2010. Responsible Party: Director of IT. Cost: \$28,000.**
2. By April 2011, To purchase Brain Pop Online for 75% of sites. **Due Date: Apr 15, 2011. Responsible Party: Director of IT. Cost: \$14,000.**
3. By April 2012, To purchase Brain Pop Online for 100% of sites. **Due Date: Apr 15, 2012. Responsible Party: Director of IT. Cost: \$14,000.**

**Goal 14 of 15: To maintain Discovery Streaming for all sites.**

1. By April 2010, To purchase Discovery Streaming for 50% of our sites. **Due Date: Apr 15, 2010. Responsible Party: Director of IT. Cost: \$20,000.**
2. By April 2011, To purchase Discovery Streaming for 75% of our sites. **Due Date: Apr 15, 2011. Responsible Party: Director of IT. Cost: \$10,000.**
3. By April 2012, To purchase Discovery Streaming for 100% of our sites. **Due Date: Apr 15, 2012. Responsible Party: Director of IT. Cost: \$10,000.**

**Goal 15 of 15: To purchase a Digital Camera for every lab.**

1. By April 2010, To purchase a Digital Camera for 50% of site labs. **Due Date: Apr 15, 2010. Responsible Party: Director of IT. Cost: \$15,000.**
2. By April 2011, To purchase a Digital Camera for 75% of site labs. **Due Date: Apr 15, 2011. Responsible Party: Director of IT. Cost: \$7,500.**
3. By April 2012, To purchase a Digital Camera for 100% of site labs. **Due Date: Apr 15, 2012. Responsible Party: Director of IT. Cost: \$7,500.**

**5d. Assessment: The District Process for monitoring the annual benchmarks for this section.**

The Director of Information Systems will collect data about each particular activity or benchmark. The core committee will review the data on a semi-annual basis and make recommendations for program modification. These recommendations will be shared with stakeholders, and addressed in reports to the Board of Education.

## **Section 6a: Established and Potential Funding Sources and Cost Savings**

### **General Fund**

General Fund supports the plan through salaries of certificated and classified employees, hardware and software purchases and technical support.

### **Measure J –School Bond**

The voters of the Val Verde school district passed a \$43.44 million bond in which some of the funds will be slated for the use of technology such as upgrading all classrooms to have an LCD Projector and to replace or upgrade any computers that fail to meet our current standard.

### **E-Rate**

The Educational Rate, or E-Rate, Program is a program under the auspices of the Federal Communications Commission (FCC), which provides special discounts to K-12 educational entities for the development of networks and classroom connectivity. When approved, discounted rates are applied to telephone service, Internet access, cabling, wiring and certain communications hardware, software and services required providing this connectivity. Educational entities seeking funds are required to apply for funding annually. E-Rate Supplemental Technology Plans will be completed prior to submission of form 470 each year and retained for five years following delivery of services.

California TeleConnect Program Fund. The California TeleConnect program is a California state program which provides discounts to K-12 education similar to the federal E-Rate program. It provides discounted telecommunications services for qualifying schools, libraries, hospitals, and community-based organization.

### **State and Federal Categorical**

Each school site submits a technology use plan in its site plan that defines its staff development, technical support, maintenance, software, and hardware acquisition. All plans must comply with and support the District Technology Plan.

### **EETT Formula Grant Funds -Title II Part D**

Formula funds are reserved to enhance classroom learning through the use of technology. 25% of the total funds are mandated for use in high-quality professional development intergrading technology into state-adopted curriculum.

### **K-12 Voucher Funds**

The vouchers made available through the Settlement Agreement will be used to assist the district with implementing and supporting education technology that fosters effective teaching and promotes student achievement in the eligible schools that serve students in grades kindergarten through twelfth grade. The district will provide ongoing support and services to eligible sites to assist them in achieving their objectives as set forth in the district technology and site technology plans. Support and services will include standards in the proper redemption of eligible products and services, professional development and technical support. Proper disbursement of vouchers will occur in accordance with the

goals and objectives approved by the governing board and the district technology committee. The district technology committee is made up of stakeholders from all school sites as well as community members.

**Other Sources**

VVUSD uses other sources beyond state and federal funding to support our technology program such as corporate donations of funds, training and resources such as the Verizon Foundation Thinkfinity. We have many parents in the district who work for Southern California Edison, Pac Bell, Target and other companies who can have a portion of donations taken out of their checks and sent to their child's school site that can be used for technology. We have in the past utilized mini- grants from Panasonic and Best Buys to purchase technology and will continue to do so.

**Volume Hardware Purchasing Discounts**

VVUSD secures volume discounts through Dell Computers, Inc. and Xerox and other vendors.

**Volume Software Purchasing Discounts**

VVUSD secures volume discounts through Microsoft and Dell and through the services of CalSave and other vendors through long term partnerships.

**Section 6b: Estimate of Implementation costs.**

All costs found in Section 5 are based on either real budget numbers or legitimate estimates. All projected expenditures are based on available funds. We projected what funds provide possible funding for each item.

| <b>Category</b>               | <b>Description</b>                                    | <b>Resource</b>                    | <b>Year 1</b>      | <b>Year 2</b>      | <b>Year 3</b>      | <b>Total</b>       |
|-------------------------------|-------------------------------------------------------|------------------------------------|--------------------|--------------------|--------------------|--------------------|
| <b>Certificated Personnel</b> | Subsidize Teacher Technicians for Pro. Dev.           | Title II-EETT                      | \$48,000           | \$50,000           | \$58,000           | <b>\$156,000</b>   |
| <b>Classified Personnel</b>   | Technical Support Staff                               | General Fund                       | \$750,000          | \$885,000          | \$905,000          | <b>\$2,540,000</b> |
| <b>Employee Benefits</b>      | For Classified Personnel                              | General Fund                       | \$78,000           | \$110,000          | \$113,000          | <b>\$301,000</b>   |
| <b>Hardware</b>               | Digital Cameras                                       | General Fund                       | \$15,000           | \$7,500            | \$7,500            | <b>\$30,000</b>    |
|                               | Multi-Media Projectors                                | Bond Funds (Measure J)             | \$518,000          | \$798,000          | \$0                | <b>\$1,316,000</b> |
|                               | Interwrite Pads                                       | Other Funds (Grants, Awards, etc.) | \$40,000           | \$20,000           | \$20,000           | <b>\$80,000</b>    |
|                               | Computer replacement and reserves                     | Other Funds (Grants, Awards, etc.) | \$150,000          | \$150,000          | \$150,000          | <b>\$450,000</b>   |
|                               | Computers to increase Student/Computer Ratios         | Bond Funds (Measure J)             | \$600,000          | \$700,000          | \$700,000          | <b>\$2,000,000</b> |
|                               | Infrastructure replacement/repair/upgrades            | General Fund                       | \$50,000           | \$80,000           | \$50,000           | <b>\$180,000</b>   |
| <b>Software</b>               | Renew District owned Software and Licenses            | Other Funds (Grants, Awards, etc.) | \$200,000          | \$225,000          | \$225,000          | <b>\$650,000</b>   |
|                               | Upgrade for Server Software                           | General Fund                       | \$20,000           | \$0                | \$0                | <b>\$20,000</b>    |
|                               | E-Learning Resources                                  | Other Funds (Grants, Awards, etc.) | \$0                | \$225,000          | \$0                | <b>\$225,000</b>   |
|                               | Other Software (Brain Pop, Discovery Streaming, etc.) |                                    | \$48,000           | \$24,000           | \$24,000           | <b>\$96,000</b>    |
|                               |                                                       | <b>Grand Totals</b>                | <b>\$2,517,000</b> | <b>\$3,274,500</b> | <b>\$2,252,500</b> | <b>\$8,044,000</b> |
|                               |                                                       |                                    | <b>Year 1</b>      | <b>Year 2</b>      | <b>Year 3</b>      | <b>Total</b>       |

**Section 6c: Description of district's replacement policy.**

We have set a benchmark for computers and infrastructure that enables us to determine when to replace equipment (see section 5). We purchase only Dell computers and Cisco infrastructure and always purchase the most current and robust configurations. We plan for a 5 year life cycle for all our equipment. We will not repair equipment that is no longer valuable to our network because it would not be cost efficient. If during the life-cycle we change our benchmark we upgrade existing computers that fall short of the benchmark. Each year we host a meeting with vendors, educators and technologist to help us plan for future challenges so that we can implement change more effectively for our department and the organization we serve. (See both appendix B and Section 5). Included in Section 5 are goals to replace equipment that completes its life cycle and includes upgrades to our network.

**Section 6d: Description of district's process to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.**

We have 3 processes that coordinate to monitor this plan:

1. The technology committee. This committee meets monthly during the school year to monitor technology use and to discuss issues relating to classroom use of technology. They are the first level of feedback and will be apprised of the technology plan.
2. Collaboration between Education Services and Business Services. The IT director meets quarterly with the leaders of Business and Education services to monitor and update funding decisions as well as to determine how technology is working to improve student achievement.
3. Annual Report. The IT Director makes an annual report as part the Business Services Annual Report to the Superintendent that includes department goals and whether they are being met.

Section 7a and 7b:

The Director of Information Systems/Technology, Network Administrator, System Administrator and the Teachers on Assignment for Secondary and Elementary levels will meet quarterly and review instructional issues and the progress of the adopted Technology Plan and call in other stakeholders on an as needed basis to ensure that the plan is being appropriately carried out.

Inventories of equipment and hardware will be used to guarantee adequate distribution of resources to provide equity of access and equipment for all students and staff. Curriculum alignment will require the collection and analysis of data from state assessment and student products to refine the use of technology in curriculum alignment with standards and have the greatest effect on student achievement. Tracking of trends in Technology Service Requests by the help desk and discussions with vendors will facilitate timely technical support. Tracking of purchase orders and budget documents will assist in future budgeting and priorities.

**Benchmark Timelines for fiscal Year 2009**

- April By April 2009, to equip all secondary classrooms with Multi-media projectors and related components capable of displaying Internet resources. Due Date: Apr 15, 2009. Responsible Party: Director of IT. Cost: \$518,000.
- September By September 2009, all students will have an Acceptable Use Policy completed and on file with the Information Technology Department. Due Date: September 01, 2009. Responsible party: Teacher on Special Assignment.

**Benchmark Timelines for fiscal Year 2010**

- February By February 2010, 50% of all students will be scheduled weekly to use educational software on district computers to supplement the mastery of district curricular goals and academic standards. Due Date: February, 01, 2010. Responsible party: Education Services Staff.
- February By February 2010, 70% of all teachers will regularly use technology in their classroom to supplement the mastery of district curricular goals and academic standards. Due Date: February, 01, 2010. Responsible party: Education Services Staff.
- January By January 2010, to replace computers that are broken or obsolete. Due Date: Jan 15, 2010. Responsible Party: Director of IT. Cost: \$100,000.
- April By April 2010, To purchase a Digital Camera for 50% of site labs. Due Date: Apr 15, 2010. Responsible Party: Director of IT. Cost: \$15,000.
- April By April 2010, To purchase Discovery Streaming for 50% of our sites. Due Date: Apr 15, 2010. Responsible Party: Director of IT. Cost: \$20,000.
- April By April 2010, To purchase Brain Pop Online for 50% of sites. Due Date: Apr 15, 2010. Responsible Party: Director of IT. Cost: \$28,000.

- April By April 2010, to purchase and install Interwrite Pads for 50% of our classrooms. Due Date: Apr 15, 2010. Responsible Party: Director of IT. Cost: \$40,000.
- April By April 2010, to establish a reserve bank of computers for support of classroom use. Due Date: Apr 15, 2010. Responsible Party: Director of IT. Cost: \$50,000.
- April By April 2010, to upgrade or replace infrastructure that is obsolete or broken. Due Date: Apr 15, 2010. Responsible Party: Director of IT. Cost: \$50,000.
- April By April 2010, to equip all elementary classrooms with Multi-media projectors and related components capable of displaying Internet resources. Due Date: Apr 15, 2010. Responsible Party: Director of IT. Cost: \$798,000.
- May By May 2010, 40% of classroom teachers and administrators will receive advanced training in School Center. Due Date: May, 15, 2010. Responsible Party: IT Technology Integration Coordinator.
- May By May 2010, 40% of classroom teachers will receive training in how to integrate online resources with students. Due Date: May, 15, 2010. Responsible Party: IT Technology Integration Coordinator.
- May By May 2010, 40% of classroom teachers will receive training in how to integrate online resources with students. Due Date: May, 15, 2010. Responsible Party: IT Technology Integration Coordinator.
- May By May 2010, 40% of classroom teachers will receive training in how to use podcasting. Due Date: May, 15, 2010. Responsible Party: IT Technology Integration Coordinator.
- June By June 2010, to provide stipends for the Teacher Technicians. Due Date: Jun 15, 2010. Responsible Party: Director of IT. Cost: \$48,000.
- June By June 2010, to increase the Student: Computer ratio to 12:1 for all schools. Due Date: Jun 15, 2010. Responsible Party: Director of IT. Cost: \$600,000.
- June By June 2010, to budget salaries and benefits for the technical support staff needed to support the plan. Due Date: Jun 15, 2010. Responsible Party: Director of IT. Cost: Salaries, \$750,000; Benefits \$78,000.
- June By June 2010, 25% of district staff will receive training in the use of Learning.com or similar software for online professional development in Microsoft Office Skills. Due Date: Jun, 15, 2010. Responsible Party: IT Technology Integration Coordinator.
- June By June 2010, 25% of twelfth grade students will improve reading comprehension as measured by the district constructed Hexad Test. Due Date: June, 15, 2010. Responsible Party: Staff Development Coordinator.
- June By June 2010, 30% Students demonstrate a sound understanding of technology concepts, systems, and operations. Due Date: February 01, 2010. Responsible party: Teacher on Special Assignment.
- June By June 2010, 30% Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Due Date: June, 01, 2010. Responsible party: Teacher on Special Assignment.
- June By June 2010, 30% Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Due Date: June, 01, 2010. Responsible party: Teacher on Special Assignment.

- June By June 2010, 30% Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Due Date: June, 01, 2010. Responsible party: Teacher on Special Assignment.
- June By June 2010, 30% Students use digital media and environments to communicate and work collaboratively, including at a distance to support individual learning and contribute to the learning of others. Due Date: June, 01, 2010. Responsible party: Teacher on Special Assignment.
- June By June 2010, 30% Students use digital media and environments to communicate and work collaboratively, including at a distance to support individual learning and contribute to the learning of others. Due Date: June, 01, 2010. Responsible party: Teacher on Special Assignment.
- June By June 2010, 40% VVUSD Teachers will use Personal Response System clickers to inform instruction and enhance record keeping. Due Date: June, 15, 2010. Responsible Party: Staff Development Coordinator.
- June By June 2010, 50 % of fifth grade students will read and understand grade-level-appropriate material (comprehension and analysis, and expository critique) as measured by the District Reading Assessment. Due Date: June, 15, 2010. Responsible Party: Staff Development Coordinator, Site Administrators.
- June By June 2010, 50% of district teachers will have received training to use Interwrite Pads or similar hardware for use in the computer labs. Due Date: June, 15, 2010. Responsible Party: IT Technology Integration Coordinator.
- June By June 2010, 50% of district teachers will have received training to use PRS Clickers with Exam View or similar software to help teach and reinforce district curriculum Power Standards and N.E.T.S. Due Date: June, 15, 2010. Responsible Party: IT Technology Integration Coordinator.
- June By June 2010, 50% of twelfth grade students will create and present research projects in the classroom, as per VVUSD Power Standards. Due Date: June, 15, 2010. Responsible Party: Staff Development Coordinator.
- June By June 2010, 50% of fifth grade students will be able to write clear, coherent, and focused essays as measured by the District Writing Assessment . Due Date: June, 15, 2010. Responsible Party: Staff Development Coordinator.
- June By June 2010, 80% of all teachers and K-12 students will receive age-appropriate instruction to develop the skills necessary to protect personal information, protect themselves from online cyber-bullying, online predators, and avoiding internet sites that contain inappropriate content. Due Date: June 01, 2010. Responsible party: Teacher on Special Assignment.
- June By June 2010, 80% of students K-12 will receive skills necessary to distinguish copyright laws as it pertains to online downloading, plagiarism, and copyright. . Due Date: June 01, 2010. Responsible party: Teacher on Special Assignment.
- June By June 2010, 80% VVUSD teachers will use Aeries Data and additional modules such as PAMS to inform instruction. Due Date: June 15, 2010. Responsible Party: Director of Assessment.
- June By June 2010, all staff development will incorporate technology integration to align with our district Power Standards. Due Date: June, 15, 2006. Responsible Party: Staff Development Coordinator.

---

|           |                                                                                                                                                                                                                                                                                                                                                               |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| June      | By June 2010, Increase of 20% over baseline data as of June, 2009, in Personal and Instructional proficiency level as measured by Ed Tech Profile. Due Date: June, 15, 2010. Responsible Party: IT Technology Integration Coordinator.                                                                                                                        |
| June      | By June 2010, Increase of 20% over baseline data as of June, 2009. Due Date: June, 15, 2010. Responsible Party: IT Technology Integration Coordinator.                                                                                                                                                                                                        |
| June      | By June 2010, the percentage of eighth grade students scoring at or above the 50th percentile in Total Reading (by grade level) will increase by one percentage point over the June 2009 baseline scores, as measured by the SAT 9 standardized tests Due Date: June, 15, 2010. Responsible Party: Staff Development Coordinator.                             |
| June      | By June 2010, the percentage of second grade students scoring at or above the 50th percentile in California Standards Test English Language Arts (by grade level) will increase by one percentage point over the June 2009 baseline scores, as measured by standardized tests. Due Date: June, 01, 2010. Responsible party: Education Services Staff.         |
| June      | By June 2010, the percentage of eighth grade students scoring at or above the mastery level on the district-wide writing assessment will increase by one percentage point of the June 2009 baseline scores, as measured by the district writing rubric. Due Date: June, 15, 2010. Responsible Party: Staff Development Coordinator.                           |
| June      | By June 2010, the percentage of students scoring at or above the mastery level on the district-wide writing assessment will increase by one percentage point of the June 2005 baseline scores, as measured by the district writing rubric. Due Date: June, 01, 2010. Responsible party: Education Services Staff.                                             |
| June      | By June 2010, there will be an increase of 10% over baseline data as of June, 2008, in Personal and Instructional, and Leadership proficiency. Due Date: June 15, 2010. Responsible Party: I.T. Director.                                                                                                                                                     |
| June      | By June 2010, VVUSD will increase the amount of two-way communication between home and school by 30% by the use of various tools such as Aeries PAMS, School Center, and online software such as Study Island, Britannica Online, Brain Pop, Encarta and Discovery Streaming. Due date: June 15, 2010. Responsible Party. Teacher on Assignment IT Department |
| June      | By June 2010, 100 percent of schools will have Internet access and Internet capable computers at a ratio of one computer to eight students by end of year one. Due Date: June 01, 2010. Responsible party: Information Technology Director.                                                                                                                   |
| September | By September 2010, to purchase Server Software for all sites. Due Date: Sep 15, 2010. Responsible Party: Director of IT. Cost: \$20,000.                                                                                                                                                                                                                      |
| September | By September 2010, to renew district-owned software and licenses. Due Date: Sep 15, 2010. Responsible Party: Director of IT. Cost: \$200,000.                                                                                                                                                                                                                 |
| September | By September 2010, all students will have an Acceptable Use Policy completed and on file with the Information Technology Department. Due Date: September 01, 2010. Responsible party: Teacher on Special Assignment.                                                                                                                                          |

**Benchmark Timelines for fiscal Year 2011**

|         |                                                                                                                                                |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------|
| January | By January 2011, to replace computers that are broken or obsolete. Due Date: Jan 15, 2011. Responsible Party: Director of IT. Cost: \$200,000. |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------|

- February By February 2011, 70% of all students will be scheduled weekly to use educational software on district computers to supplement the mastery of district curricular goals and academic standards. Due Date: February, 01, 2011. Responsible party: Education Services Staff.
- February By February 2011, 80% of all teachers will regularly use technology in their classroom to supplement the mastery of district curricular goals and academic standards. Due Date: February, 01, 2011. Responsible party: Education Services Staff.
- April By April 2011, To purchase a Digital Camera for 75% of site labs. Due Date: Apr 15, 2011. Responsible Party: Director of IT. Cost: \$7,500.
- April By April 2011, To purchase Discovery Streaming for 75% of our sites. Due Date: Apr 15, 2011. Responsible Party: Director of IT. Cost: \$10,000.
- April By April 2011, To purchase Brain Pop Online for 75% of sites. Due Date: Apr 15, 2011. Responsible Party: Director of IT. Cost: \$14,000.
- April By April 2011, to purchase and install Interwrite Pads for 75% of our classrooms. Due Date: Apr 15, 2011. Responsible Party: Director of IT. Cost: \$20,000.
- April By April 2011, to establish a reserve bank of computers for support of classroom use. Due Date: Apr 15, 2011. Responsible Party: Director of IT. Cost: \$50,000.
- April By April 2011, to upgrade or replace infrastructure that is obsolete or broken. Due Date: Apr 15, 2011. Responsible Party: Director of IT. Cost: \$80,000.
- May By May 2011, 70% of classroom teachers will receive training in how to integrate online resources with students. Due Date: May, 15, 2010. Responsible Party: IT Technology Integration Coordinator.
- May By May 2011, 70% of classroom teachers will receive training in how to integrate online resources with students. Due Date: May, 15, 2010. Responsible Party: IT Technology Integration Coordinator.
- May By May 2011, 75% of classroom teachers and administrators will receive advanced training in School Center. Due Date: May, 15, 2011. Responsible Party: IT Technology Integration Coordinator.
- May By May 2011, 75% of classroom teachers will receive training in how to use podcasting. Due Date: May, 15, 2011. Responsible Party: IT Technology Integration Coordinator.
- June By June 2011, to provide stipends for the Teacher Technicians. Due Date: Jun 15, 2011. Responsible Party: Director of IT. Cost: \$50,000.
- June By June 2011, to increase the Student: Computer ratio to 10:1 for all schools. Due Date: Jun 15, 2011. Responsible Party: Director of IT. Cost: \$700,000.
- June By June 2011, to budget salaries and benefits for the technical support staff needed to support the plan. Due Date: Jun 15, 2011. Responsible Party: Director of IT. Cost: Salaries, \$775,000; Benefits \$80,000.
- June By June 2011, 70% of students in grades 2, 5, and 8, 12 will demonstrate technology proficiency in the six performance indicators from the N.E.T.S.-S. Due Date: Jun, 15, 2011. Responsible party: Education Services Staff.

- 
- June By June 2011, 60% VVUSD Teachers will use Personal Response System clickers to inform instruction and enhance record keeping. Due Date: June, 15, 2011. Responsible Party: Staff Development Coordinator.
- June By June 2011, 40% Percent over baseline data as of June, 2010, in Personal and Instructional proficiency level as measured by Ed Tech Profile Due Date: June, 15, 2011. Responsible Party: IT Technology Integration Coordinator.
- June By June 2011, 50% of district staff will receive training in the use of Learning.com or similar software for online professional development in Microsoft Office Skills. Due Date: Jun, 15, 2011. Responsible Party: IT Technology Integration Coordinator.
- June By June 2011, 50% of twelfth grade students will improve reading comprehension as measured by the district constructed Hexad Test. Due Date: June, 15, 2011. Responsible Party: Staff Development Coordinator.
- June By June 2011, 50% Students demonstrate a sound understanding of technology concepts, systems, and operations. Due Date: February 01, 2011. Responsible party: Teacher on Special Assignment.
- June By June 2011, 50% Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Due Date: June, 01, 2011. Responsible party: Teacher on Special Assignment.
- June By June 2011, 50% Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Due Date: June, 01, 2011. Responsible party: Teacher on Special Assignment.
- June By June 2011, 50% Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Due Date: June, 01, 2011. Responsible party: Teacher on Special Assignment.
- June By June 2011, 50% Students use digital media and environments to communicate and work collaboratively, including at a distance to support individual learning and contribute to the learning of others. Due Date: June, 01, 2011. Responsible party: Teacher on Special Assignment.
- June By June 2011, 50% Students use digital media and environments to communicate and work collaboratively, including at a distance to support individual learning and contribute to the learning of others. Due Date: June, 01, 2011. Responsible party: Teacher on Special Assignment.
- June By June 2011, 70 % of fifth grade students will read and understand grade-level-appropriate material (comprehension and analysis, and expository critique) as measured by the District Reading Assessment. Due Date: June, 15, 2011. Responsible Party: Staff Development Coordinator.
- June By June 2011, 70% of district teachers will have received training to use Interwrite Pads or similar hardware for use in the computer labs. Due Date: June, 15, 2011. Responsible Party: IT Technology Integration Coordinator.
- June By June 2011, 70% of district teachers will have received training to use PRS Clickers with Exam View or similar software to help teach and reinforce district curriculum Power Standards and N.E.T.S. Due Date: June, 15, 2011. Responsible Party: IT Technology Integration Coordinator.
- June By June 2011, 70% of fifth grade students will be able to write clear, coherent, and focused essays as measured by the District Writing Assessment . Due Date: June, 15, 2011. Responsible Party: Staff Development Coordinator.

- June By June 2011, 75% of twelfth grade students will create and present research projects in the classroom, as per VVUSD Power Standards. Due Date: June, 15, 2011. Responsible Party: Staff Development Coordinator.
- June By June 2011, 90% of all teachers and K-12 students will receive age-appropriate instruction to develop the skills necessary to protect personal information, protect themselves from online cyber-bullying, online predators, and avoiding internet sites that contain inappropriate content. Due Date: June 01, 2011. Responsible party: Teacher on Special Assignment.
- June By June 2011, 90% of students K-12 will receive skills necessary to distinguish copyright laws as it pertains to online downloading, plagiarism and copyright. . Due Date: June 01, 2011. Responsible party: Teacher on Special Assignment.
- June By June 2011, 90% VVUSD teachers will use Aeries Data and additional modules such as PAMS to inform instruction. Due Date: June 15, 2010. Responsible Party: Director of Assessment.
- June By June 2011, all staff development will incorporate technology integration to align with our district Power Standards. Due Date: June, 15, 2011. Responsible Party: Staff Development Coordinator.
- June By June 2011, Increase of 40% over baseline data as of June, 2010. Due Date: June, 15, 2011. Responsible Party: IT Technology Integration Coordinator.
- June By June 2011, the percentage of eighth grade students scoring at or above the 50th percentile in Total Reading (by grade level) will increase by one percentage point over the June 2010 baseline scores, as measured by the SAT 9 standardized tests. Due Date: June, 15, 2011. Responsible Party: Staff Development Coordinator.
- June By June 2011, the percentage of eighth grade students scoring at or above the mastery level on the District-wide Writing Assessment will increase by one percentage point over the June 2010 baseline scores, as measured by the District Writing Rubric. Due Date: June, 15, 2011. Responsible Party: Staff Development Coordinator.
- June By June 2011, the percentage of second grade students scoring at or above the 50th percentile in California Standards Test English Language Arts (by grade level) will increase by two percentage points over the June 2009 baseline scores, as measured by standardized tests. Due Date: June, 01, 2011. Responsible party: Education Services Staff.
- June By June 2011, the percentage of students scoring at or above the mastery level on the district-wide writing assessment will increase by two percentage points of the June 2005 baseline scores, as measured by the district writing rubric. Due Date: June, 01, 2011. Responsible party: Education Services Staff.
- June By June 2011, there will be an increase of 15% over baseline data as of June, 2008, in Personal and Instructional, and Leadership proficiency. Due Date: June 15, 2011. Responsible Party: I.T. Director.
- June By June 2011, VVUSD will increase the amount of two-way communication between home and school by 60% by the use of various tools such as Aeries PAMS, School Center, and online software such as Study Island, Britannica Online, Brain Pop, Encarta and Discovery Streaming. Due date: June 15, 2011. Responsible Party. Teacher on Assignment IT Department.
- June By June 2011, 100 percent of schools will have Internet access and Internet capable computers at a ratio of one computer to eight students by end of year two. Due Date: June 01, 2011. Responsible party: Information Technology Director.

- September By September 2011, to purchase E-learning resources for all sites. Due Date: Sep 15, 2011. Responsible Party: Director of IT. Cost: \$225,000.
- September By September 2011, to renew district-owned software and licenses. Due Date: Sep 15, 2011. Responsible Party: Director of IT. Cost: \$225,000.
- September By September 2011, to budget salaries and benefits for the 2 additional technical support staff needed to support the plan. Due Date: Sep 15, 2011. Responsible Party: Director of IT. Cost: Salaries, \$110,000; Benefits and related costs, \$30,000.
- September By September 2011, all students will have an Acceptable Use Policy completed and on file with the Information Technology Department. Due Date: September 01, 2011. Responsible party: Teacher on Special Assignment.

**Benchmark Timelines for fiscal Year 2012**

- January By January 2012, to replace computers that are broken or obsolete. Due Date: Jan 15, 2012. Responsible Party: Director of IT. Cost: \$200,000.
- February By February 2012, 100% of all teachers will regularly use technology in their classroom to supplement the mastery of district curricular goals and academic standards. Due Date: February, 01, 2012. Responsible party: Education Services Staff.
- February By February 2012, 90% of all students will be scheduled weekly to use educational software on district computers to supplement the mastery of district curricular goals and academic standards. Due Date: February, 01, 2012. Responsible party: Education Services Staff.
- April By April 2012, To purchase a Digital Camera for 100% of site labs. Due Date: Apr 15, 2012. Responsible Party: Director of IT. Cost: \$7,500.
- April By April 2012, To purchase Discovery Streaming for 100% of our sites. Due Date: Apr 15, 2012. Responsible Party: Director of IT. Cost: \$10,000.
- April By April 2012, To purchase Brain Pop Online for 100% of sites. Due Date: Apr 15, 2012. Responsible Party: Director of IT. Cost: \$14,000.
- April By April 2012, to purchase and install Interwrite Pads for 100% of our classrooms. Due Date: Apr 15, 2012. Responsible Party: Director of IT. Cost: \$20,000.
- April By April 2012, to establish a reserve bank of computers for support of classroom use. Due Date: Apr 15, 2012. Responsible Party: Director of IT. Cost: \$50,000
- April By April 2012, to upgrade or replace infrastructure that is obsolete or broken. Due Date: Apr 15, 2012. Responsible Party: Director of IT. Cost: \$50,000.
- May By May 2012, 100% of classroom teachers and administrators will receive advanced training in School Center. Due Date: May, 15, 2012. Responsible Party: IT Technology Integration Coordinator.
- May By May 2012, 100% of classroom teachers will receive training in how to integrate online resources with students. Due Date: May, 15, 2010. Responsible Party: IT Technology Integration Coordinator.

- 
- May By May 2012, 100% of classroom teachers will receive training in how to integrate online resources with students. Due Date: May, 15, 2010. Responsible Party: IT Technology Integration Coordinator.
- May By May 2012, 100% of classroom teachers will receive training in how to use podcasting. Due Date: May, 15, 2012. Responsible Party: IT Technology Integration Coordinator.
- June By June 2012, to provide stipends for the Teacher Technicians. Due Date: Jun 15, 2012. Responsible Party: Director of IT. Cost: \$58,000.
- June By June 2012, to increase the Student: Computer ratio to 8:1 for all schools. Due Date: Jun 15, 2012. Responsible Party: Director of IT. Cost: \$700,000.
- June By June 2012, to budget salaries and benefits for the technical support staff needed to support the plan. Due Date: Jun 15, 2012. Responsible Party: Director of IT. Cost: Salaries, \$795,000; Benefits \$83,000.
- June By June 2012, 90% of students in grades 2, 5, and 8, 12 will demonstrate technology proficiency in the six performance indicators from the N.E.T.S. –S .Due Date: Jun, 15, 2012. Responsible party: Education Services Staff.
- June By June 2012, 100 % VVUSD teachers will use Aeries Data and additional Modules such as PAMS to inform instruction. Due Date: June 15, 2010. Responsible Party: Director of Assessment.
- June By June 2012, 100% of all teachers and K-12 students will receive age-appropriate instruction to develop the skills necessary to protect personal information, protect themselves from online cyber-bullying, online predators, and avoiding internet sites that contain inappropriate content. Due Date: June 01, 2012. Responsible party: Teacher on Special Assignment.
- June By June 2012, 100% of district teachers will have received training to use Interwrite Pads or similar hardware for use in the computer labs. Due Date: June, 15, 2012. Responsible Party: IT Technology Integration Coordinator.
- June By June 2012, 100% of district teachers will have received training to use PRS Clickers with Exam View or similar software to help teach and reinforce district curriculum Power Standards and N.E.T.S. Due Date: June, 15, 2011. Responsible Party: IT Technology Integration Coordinator.
- June By June 2012, 100% of students K-12 will receive skills necessary to distinguish copyright laws as it pertains to online downloading, plagiarism and copyright. . Due Date: June 01, 2012. Responsible party: Teacher on Special Assignment.
- June By June 2012, 50% Percent over baseline data as of June, 2011, in Personal and Instructional proficiency level as measured by Ed Tech Profile. Due Date: June, 15, 2012. Responsible Party: IT Technology Integration Coordinator.
- June By June 2012, 70% Students demonstrate a sound understanding of technology concepts, systems, and operations. Due Date: February 01, 2012. Responsible party: Teacher on Special Assignment.
- June By June 2012, 70% Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Due Date: June, 01, 2012. Responsible party: Teacher on Special Assignment.
- June By June 2012, 70% Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Due Date: June, 01, 2012. Responsible party: Teacher on Special Assignment.

- June By June 2012, 70% Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Due Date: June, 01, 2012. Responsible party: Teacher on Special Assignment.
- June By June 2012, 70% Students use digital media and environments to communicate and work collaboratively, including at a distance to support individual learning and contribute to the learning of others. Due Date: June, 01, 2012. Responsible party: Teacher on Special Assignment.
- June By June 2012, 70% Students use digital media and environments to communicate and work collaboratively, including at a distance to support individual learning and contribute to the learning of others. Due Date: June, 01, 2012. Responsible party: Teacher on Special Assignment.
- June By June 2012, 75% of district staff will receive training in the use of Learning.com or similar software for online professional development in Microsoft Office Skills. Due Date: Jun, 15, 2012. Responsible Party: IT Technology Integration Coordinator.
- June By June 2012, 75% of twelfth grade students will improve reading comprehension as measured by the district constructed Hexad Test. Due Date: June, 15, 2012. Responsible Party: Staff Development Coordinator.
- June By June 2012, 80% VVUSD Teachers will use Personal Response System clickers to inform instruction and enhance record keeping. Due Date: June, 15, 2012. Responsible Party: Staff Development Coordinator.
- June By June 2012, 90 % of fifth grade students will read and understand grade-level-appropriate material (comprehension and analysis, and expository critique) as measured by the District Reading Assessment. Due Date: June, 15, 2012. Responsible Party: Staff Development Coordinator.
- June By June 2012, 90% of twelfth grade students will create and present research projects in the classroom, as per VVUSD Power Standards. Due Date: June, 15, 2012. Responsible Party: Staff Development Coordinator.
- June By June 2012, 90% of fifth grade students will be able to write clear, coherent, and focused essays as measured by the District Writing Assessment. Due Date: June, 15, 2012. Responsible Party: Staff Development Coordinator.
- June By June 2012, all staff development will incorporate technology integration to align with our district Power Standards. Due Date: June, 15, 2012. Responsible Party: Staff Development Coordinator.
- June By June 2012, Increase of 50% over baseline data as of June, 2011. Due Date: June, 15, 2012. Responsible Party: IT Technology Integration Coordinator.
- June By June 2012, the percentage of eighth grade students scoring at or above the mastery level on the District-wide Writing Assessment will increase by one percentage point over the June 2011 baseline scores, as measured by the District Writing Rubric. Due Date: June, 15, 2012. Responsible Party: Staff Development Coordinator.
- June By June 2012, the percentage of second grade students scoring at or above the 50th percentile in California Standards Test English Language Arts (by grade level) will increase by three percentage points over the June 2009 baseline scores, as measured by standardized tests. Due Date: June, 01, 2012. Responsible party: Education Services Staff.

June By June 2012, the percentage of students scoring at or above the 50th percentile in Total Reading (by grade level) will increase by one percentage point over the June 2011 baseline scores, as measured by the SAT 9 standardized tests Due Date: June, 15, 2012. Responsible Party: Staff Development Coordinator.

June By June 2012, the percentage of students scoring at or above the mastery level on the district-wide writing assessment will increase by three percentage points of the June 2005 baseline scores, as measured by the district writing rubric. Due Date: June, 01, 2012. Responsible party: Education Services Staff.

June By June 2012, there will be an increase of 20% over baseline data as of June, 2008, in Personal and Instructional, and Leadership proficiency. Due Date: June 15, 2012. Responsible Party: I.T. Director.

June By June 2012, VVUSD will increase of two-way communication between home and school by 90% by the use of various tools such as Aeries PAMS, School Center, and online software such as Study Island, Britannica Online, Brain Pop, Encarta and Discovery Streaming. Due date: June 15, 2012. Responsible Party. Teacher on Assignment IT Department

June By June 2012, 100 percent of schools will have Internet access and Internet capable computers at a ratio of one computer to eight students by end of year three. Due Date: June 01, 2012. Responsible party: Information Technology Director.

September By September 2012, to renew district-owned software and licenses. Due Date: Sep 15, 2012. Responsible Party: Director of IT.  
Cost: \$225,000

7c: Information will be obtained through our system of monitoring and evaluation set up by the plan. The data will then be gathered and organized based on the specific goals for each component in the plan. Yearly comparisons will demonstrate progress and/or need for revision. This information will be reported on a bi-annual basis to the District Technology Committee, the VVUSD Board of Education, and Superintendent's Cabinet. Mid-course modifications will be made with the input of stakeholders as needed. The Technology Planning team meets every June at the IT Center to exam the progress of the plan as a whole. As noted in our plan the teacher techs meet on a monthly basis. This meeting will take place at our end of the year meeting or as warranted.

### **8a Effective Collaborative Strategies with Adult Literacy providers to maximize the use of technology**

#### **Needs:**

According to the October 2007 CBEDs, API data, and free and reduced lunch data, the average adult population in the Moreno Valley/Perris suburbs and the unincorporated area of Mead Valley has graduated from high school and has some College experience. However, there are some populations served by various schools that fall below this average. Several of our schools serve areas where the average adult population education level is far less than the average. The needs of these populations range from economic poverty to the lack of basic English language skills.

#### **Current adult literacy providers:**

The VVUSD, adult literacy needs are unique due to the nature of the district is served through a variety of agencies and programs. Some VVUSD schools provide English classes for adult learners as well as basic computer literacy classes for parents and community members at site labs during after-school hours. Some of our schools have used the PTO to host presentations by the information technology department to inform adults/parents about basic computer use and cyber safety. Riverside County Regional Occupation Program (ROP) offers classes in a variety of job and life skills in collaboration with VVUSD, including technology skills such as basic word processing, home budgeting with spreadsheets, resources on the Internet, and video editing. In addition to both our video and graphics production classes offer bilingual instruction in literacy skills with the programs such as filling out job applications, how to do interviews and where to look for employment. Additional adult literacy services are provided by the Mead Valley Community Center and in collaboration with local religious organizations.

#### **Collaboration:**

Many facilities and labs are used by K-12 students during the traditional school day, and used by ROP courses to utilize technology during after school hours. In addition, VVUSD is committed to pursuing funding and grant opportunities that will enable us to leverage resources and expand our ability to serve the adults in our community at various school sites.

The Val Verde Unified School District is currently committed to building the ability to produce and broadcast television content and is already providing content to the community. We are in a collaborative relationship with Moreno Valley Unified School District and share the 24 hour local cable Channel Sixteen in which we will provide up to 12 hours in programming to the community. The district knows that this will open up new avenues for us to host various literacy instruction programs aimed at adults in the community. The district is considering as a component of our ongoing evaluation and modification procedures, that adult literacy providers will be involved with particular emphasis on expanding the role of existing school resources such as computer labs for use by literacy providers.

## Section 9: Effective Research–Based Methods and Strategies

### 9a: Summary of relevant research which supports curricular and professional development goals

#### Bibliography

Houghton Mifflin Publishing – District adoption for K-5

This publisher has done many forms of research in multiple settings, including urban settings with diverse ethnic populations - Each theme has a technology component which supports VVUSD's technology plan.

McDougal Littell Publishing-District Adoption for 6-8.

This publisher has done many forms of research in multiple settings, including urban settings with diverse ethnic populations - Each theme has a technology component which supports VVUSD's technology plan.

Bailey, M. et al. *The impact of integrating visuals in an elementary creative writing process*. ERIC# ED391492. This paper describes a study that sought to measure the effects of the introduction of computer clip art and graphical presentation software on the writing process. The study examined 25 second-graders who used clip art and icons as aids for mapping sequences and chronologies and as trial-and-error aids in story planning. Evidence supports the conclusion that length and quality of compositions increased, as well as organizational skills.

**District specific analysis of how the research will be used:** 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 in all content areas. As described in the research, graphic representations are highly effective tools for supporting new concepts and vocabulary.

CEO Forum (2001). *The CEO Forum School Technology and Readiness Report: Key Building Blocks for Student Achievement in the 21st Century*. <http://www.ceoforum.org/downloads/report4.pdf>.

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. State, district, and site policies, programs, and resources must be consistently aligned to meet educational objectives. Technology transforms the learning environment so that it is student-centered, problem and project centered, collaborative, communicative, customized, and productive. Students must acquire 21st century skills in order to thrive in the new knowledge-based economy, including technological and information literacy, inventive thinking, effective communication, and high productivity skills. The Val Verde Unified School

District schools maintain alignment of instruction with state content standards through long-range planning. Research based, proven software will be chosen to align with state standards. Student achievement is monitored through standards-based common assessments. Through ongoing data collection and analysis, the District will continuously monitor its attainment of the goals and objectives of the Technology Plan, and will report results annually. Throughout the Plan, attention is paid to providing equitable access to all students in the community, including students in special populations. The District will implement a plan for staff training and instruction of students in technology skills and information literacy.

The Conference Board, Corporate Voices for Working Families, Partnership for 21st Century Skills & Society for Human Resource Management (2006). *Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Work Force*. [http://www.21stcenturyskills.org/documents/FINAL\\_REPORT\\_PDF09-29-06.pdf](http://www.21stcenturyskills.org/documents/FINAL_REPORT_PDF09-29-06.pdf).

While the “three Rs” are still fundamental to any new workforce entrant’s ability to do the job, employers emphasize that applied skills are “very important” to success at work. Applied skills that employers most value include professionalism/work ethic, oral and written communications, teamwork/collaboration, and critical thinking/problem-solving—which they often find lacking in entry-level employees. The results of this study leave little doubt that improvements are needed in the readiness of new workforce entrants, if “excellence” is the standard for global competitiveness. In accordance with this report, VVUSD will develop and implement a framework for teaching students technology and information literacy skills that will assist with their development of the applied skills most valued by employers. Student use of technology, particularly productivity software, will focus on collaboration, communication, and higher order thinking skills. Marzano, Robert J.; Pickering, Debra J.; and Pollock, Jane E. (2004). *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. Prentice-Hall. This book identifies nine broad teaching strategies that have positive effects on student learning: identifying similarities and differences; summarizing and note-taking; reinforcing effort and providing recognition; homework and practice; nonlinguistic representations; cooperative learning; setting objectives and providing feedback; generating and testing hypotheses; and questions, cues, and advance organizers. Consistent with this research, VVUSD has had an ongoing training program that utilizes this approach. Site administrators will use EDAMS to track subsequent use of Marzano strategies in the classroom.

*Designs for Learning: An Introduction to High Quality Professional Development for Teachers*. The California Department of Education. <http://www.cde.ca.gov/pd/pdf/designsintro.pdf>

This document provides the framework for designing high quality professional development. It is based on three guiding principles: (1) High quality professional development helps teachers to more ably address the learning needs of every student, thereby improving the learning of all students; (2) High quality professional development designs will vary in accordance with the different phases of a teacher’s development; and (3) Administrators who are actively involved in their own learning are better able to create and support conditions that result in high levels of teacher competency and students achievement. Val Verde USD has designed a professional development program consistent with the recommendations

made in this document. The professional development programs address the needs of professionals at their respective levels. The training of administrators is also addressed. All professional development activities will be monitored, evaluated and modified, as described in the plan.

McKenzie, J. (1998). *The WIRED Classroom: Creating Technology Enhanced Student-Centered Learning Environments*. 7(6). Retrieved on December 6, 2001, from <http://www.fno.org/mar98/flotilla.html>

Classroom networking has the potential to dramatically impact the fundamental nature of the classroom environment, but only when the networking is of sufficient magnitude (e.g., adequate numbers of computers and Internet connectivity, teachers and staff are provided adequate professional development, and students have access to problem-solving tools such as spreadsheets, databases word processor programs, and multimedia presentation software.

**District specific analysis of how the research will be used:** As described in the VVUSD Technology Plan, various strategies and acquisition models will be employed to provide adequate networking infrastructure, computer and Internet access, and software tools for students. Additionally, a systematic and media rich professional development program will provide teachers and staff the tools necessary to infuse technology into effective teaching. 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](http://www.crito.uci.edu/tlc/findings/report_7/startpage.html)

*The Study:* This report describes a number of aspects of the professional engagement of American teachers. 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.

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 71 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.

**District specific analysis of how the research will be used:** 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 in all content areas. As

described in the research, the use 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 graphic organizers, the use of simulation software and probeware, and PowerPoint handouts to guide students in note-taking.

Prensky, Marc (2001). "Digital Natives, Digital Immigrants." *On the Horizon* (NCB University Press, Vol. 9 No. 5, October 2001).  
<http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf>;  
<http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives%20Digital%20Immigrants%20-%20Part2.pdf> .

The author believes that, as a result of the ubiquitous digital technology with which they have grown up, today's students think and process information fundamentally differently from their pre-digital age teachers and parents, who are at best digital immigrants. It is likely that today's students' brains have physically changed. They are used to receiving information fast, can parallel process, prefer random access rather than sequential presentation, function best when networked, thrive on instant gratification and frequent rewards, and prefer games to "serious work." The implications for education: "Today's teachers have to learn to communicate in the language and style of their students." Both methodology and content must be reconsidered. Val Verde USD will provide professional development on instructional practices needed with current students and will seek to motivate teachers to adapt their attitudes and methods. The district will encourage investigation, trial, and adoption of new technologies for education as they become available.

Ringstaff, Cathy; Kelley, Loretta. (2002). *The Learning Return on Our Educational Technology Investment. A Review of Findings From Research*. West Ed. [http://www.wested.org/online\\_pubs/learning\\_return.pdf](http://www.wested.org/online_pubs/learning_return.pdf).

This paper summarizes major research findings related to educational technology use and draws out implications for how to make the most of technology resources, focusing on pedagogical and policy issues. The distinctions between learning "from" computers and learning "with" computers are delineated. The findings of the research focus on adequate and appropriate teacher training; changing teacher beliefs about learning and teaching; sufficient and accessible equipment, including adequate computer-to-student ratio; long-term planning; technical and instructional support. Consistent with this research, Val Verde USD's Technology Plan has been designed to address the benefits and rationale for both learning "from" technology (i.e., using computers to assist students in learning skills, etc.) and learning "with" technology (i.e., using technology to assist students with projects and other higher order thinking skills lessons). The Plan also addresses sufficient and accessible equipment, especially as it relates to student-to-computer ratios, and technical and instructional support. Long-term planning and monitoring are built into the Plan.

Sandholtz, J. H., Ringstaff, C., & Dwyer, D. C. (1997). *Teaching with technology: Creating student-centered classrooms*. New York: Teachers College Press. "And in the ACOT study, student engagement remained highest when technology use was integrated into the larger curricular framework, rather than being an "add-on" to an already full curriculum."

***District specific analysis of how the research will be used: The VVUSD finds that success of technology to engage students needs to be used throughout the curriculum to raise student achievement.***

*Critical issue: Using technology to improve student achievement. (1999). Retrieved March 12, 2001, from North Central Regional Educational Laboratory Web site: <http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te800.htm>*

Moreover, using technology within the curriculum framework can enhance important skills that will be valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments."

Strudler, N. (1994). *The Role of School-Based Technology Coordinators As Change Agents in Elementary School Programs: A Follow-up Study. Presented at AERA, New Orleans, LA, April 5, 1994.*

There is a continuing need for the school site presence of a technology coordinator who can serve as a mentor or "translator" of technology applications and instructional integration for teachers. Appropriate technology resource personnel are not only for the early stages of a technology initiative or technology plan. Val Verde USD schools is on the cutting edge of this movement as our Teacher Tech Program has become a vital part of our technology training and support.

We measured professional engagement by (1) the frequency that a teacher had informal substantive communications with other teachers at their school, (2) the frequency and breadth of professional interactions with teachers 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.

*<http://www.valverde.edu/intranet/VVUSDTechnologyPlan.pdf>. In the Technology Plan, professional development is a primary focus.*

The Education Technology Plan is consistent with the research in the following ways: (1) Teachers collaborate with various staff to produce and practice technology integrated instructional activities. (2) Teachers are provided with the opportunity to attend training in basic-to-advanced use of technology; and (3) Our master (technology proficient) teachers are involved in leadership activities such as coaching, facilitating, and modeling the effective use of instructional technology.

72 WestEd Regional Technology in Education Consortium (June, 2002). *The learning return on our educational technology investment*.  
<http://www.wested.org/cs/wew/view/rs/619>

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.

***District specific analysis of how the research will be used:*** 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. Specifically teachers must gain an understanding of how to use technology effectively and how to integrate its use in our district power standards and state frameworks.

#### **9B: District Plans to use Technology to extend or supplement the District's Curriculum**

These issues are addressed within the development of our district technology plan, and we have considered this research addressing the conditions under which technology has the most benefits for student instruction. Specifically, to use technology effectively, teachers must understand how it fits into the larger curricular and instructional framework. In other words what best practices in technology instruction impact student learning and achievement?

***District specific analysis of how the research will be used:*** These resources will be utilized and incorporated as appropriate to ensure that the education technology program in VVUSD is consistent with current scientifically based research regarding technology, teaching, and learning and expand our offerings via technology which would include distance learning, television production and broadcasting, videoconferencing, and web-based courses as dictated by district needs.

VV USD shares a public access channel with Moreno Valley Unified and has established its Automated Master Control Playback System for "VVUSD-TV" channel 16 "GO-TV" Program on Adelphia cable which serves Moreno/Perris/Mead Valley area. The district goal is to provide educational and informational programming to the community, and provide an opportunity for our students to learn and work in a professional "broadcast" environment, and create programs for public viewing, exemplifying their technical and creative skills.

VVUSD teachers are examining a variety of promising and innovative classroom teaching technologies and emerging trends in student learning. Currently student response systems, wireless Interwrite Pads, document cameras and digital classrooms are being evaluated by stakeholders. Information Systems, Purchasing, Professional Development, and classroom teachers are evaluating these systems to determine the value to student engagement and learning, and standardizing on systems that most closely align with district goals. Distance learning of rigorous academic

coursework will be offered with the advent of digital classrooms. As funding becomes available, course recovery via distance learning and videoconferencing will be expanded as needed as well as incorporating NASA and Pitsco “Ask the Expert” distance learning into content specific areas. As further funding comes available as our state pulls out of the economic crisis we hope to pursue online courses for some high school subjects and bring in some virtual field trips offered by museums and other educational organizations.

**Process for incorporating research-based methods and models into ongoing program evaluation and modification:**

Annually, the Curriculum and Instruction Department and the District Technology Committee will examine the studies in the What Works computer database and adopt relevant methods, innovative content delivery, and technologies as supported by the research. The What Works clearinghouse, funded by the US Department of Education, will provide the following easily accessible and searchable online databases:

- 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.
- 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.
- An approaches and policies registry that contains evidence-based research reviews of broader educational approaches and policies.
- 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.

The ISTE National Educational Technology Standards (NETS•S) and Performance Indicators for Students

- 1. Creativity and Innovation.** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
  - a. apply existing knowledge to generate new ideas, products, or processes.
  - b. create original works as a means of personal or group expression.
  - c. use models and simulations to explore complex systems and issues.
  - d. identify trends and forecast possibilities.
- 2. Communication and Collaboration.** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
  - a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
  - b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
  - c. develop cultural understanding and global awareness by engaging with learners of other cultures.
  - d. contribute to project teams to produce original works or solve problems.
- 3. Research and Information Fluency.** Students apply digital tools to gather, evaluate, and use information. Students:
  - a. plan strategies to guide inquiry.
  - b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - d. process data and report results.
- 4. Critical Thinking, Problem Solving, and Decision Making.** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
  - a. identify and define authentic problems and significant questions for investigation.
  - b. plan and manage activities to develop a solution or complete a project.
  - c. collect and analyze data to identify solutions and/or make informed decisions.
  - d. use multiple processes and diverse perspectives to explore alternative solutions.

- 5. Digital Citizenship.** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
- advocate and practice safe, legal, and responsible use of information and technology.
  - exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  - demonstrate personal responsibility for lifelong learning.
  - exhibit leadership for digital citizenship.
- 6. Technology Operations and Concepts.** Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:
- understand and use technology systems.
  - select and use applications effectively and productively.
  - troubleshoot systems and applications.
  - transfer current knowledge to learning of new technologies.

© 2007 International Society for Technology in Education. ISTE® is a registered trademark of the International Society for Technology in Education.

World rights reserved. No part of this book may be reproduced or transmitted in any form or by any means—electronic, mechanical, photocopying, recording, or by any information storage or retrieval system—without prior written permission from the publisher. Contact Permissions Editor, ISTE, 175 West Broadway, Suite 300, Eugene, OR 97401-3003; fax: 1.541.302.3780; e-mail: [permissions@iste.org](mailto:permissions@iste.org) or visit [www.iste.org/permissions/](http://www.iste.org/permissions/).

Appendix A: N.E.T.S. Performance Indicators by grade level:

| Grade Span | Performance Indicators                                                                                                                                                                                                                          | N.E.T.S Standards             |                                   |                               |                                 |                           |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------------------------|-------------------------------|---------------------------------|---------------------------|
|            |                                                                                                                                                                                                                                                 | Basic operations and concepts | Social, ethical, and human issues | Technology productivity tools | Technology communications tools | Technology research tools |
| Grades K-2 |                                                                                                                                                                                                                                                 |                               |                                   |                               |                                 |                           |
|            | 1 <i>Introduce use of</i> input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies.                                        |                               |                                   |                               |                                 |                           |
|            | 2 Use a variety of media and technology resources for directed and independent learning activities illustrating thoughts, ideas, stories, problem solving, and communication skills.                                                            |                               |                                   |                               |                                 |                           |
|            | 3 Communicate about technology using developmentally appropriate and accurate terminology.                                                                                                                                                      |                               |                                   |                               |                                 |                           |
|            | 4 Using and creating developmentally appropriate multimedia resources with support from teachers, family members and student partners (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. |                               |                                   |                               |                                 |                           |
|            | 5 Work cooperatively and collaboratively in gathering information and communicating with peers, family members, and others when using technology. (eg. E-mail, authoring software, telecommunications)                                          |                               |                                   |                               |                                 |                           |
|            | 6 Demonstrate responsible, positive social and ethical behaviors when using technology systems and software.                                                                                                                                    |                               |                                   |                               |                                 |                           |

| Grade Span | Performance Indicators                                                                                                                                                                            | N.E.T.S. Standards            |                                   |                               |                                 |                           |                                                      |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------------------------|-------------------------------|---------------------------------|---------------------------|------------------------------------------------------|
|            |                                                                                                                                                                                                   | Basic operations and concepts | Social, ethical, and human issues | Technology productivity tools | Technology communications tools | Technology research tools | Technology problem-solving and decision-making tools |
| GRADES 3-5 |                                                                                                                                                                                                   |                               |                                   |                               |                                 |                           |                                                      |
|            | 1 Reinforce use of input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. |                               |                                   |                               |                                 |                           |                                                      |
|            | 2 Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.                                                    |                               |                                   |                               |                                 |                           |                                                      |
|            | 3 Communicate about technology using appropriate and accurate terminology.                                                                                                                        |                               |                                   |                               |                                 |                           |                                                      |
|            | 4 Use technology tools to remediate skill deficits, and facilitate learning throughout the curriculum.                                                                                            |                               |                                   |                               |                                 |                           |                                                      |
|            | 5 Use technology resources efficiently to access information, communicate with others to participate in collaborative problem-solving , self-directed, and extended learning activities.          |                               |                                   |                               |                                 |                           |                                                      |
|            | 6 Demonstrate responsible, positive social and ethical behaviors when using technology systems and software.                                                                                      |                               |                                   |                               |                                 |                           |                                                      |

| Grade Span        | Performance Indicators                                                                                                                                                                       | N.E.T.S. Standards                                                    |                               |                                    |                           |                                                         |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-------------------------------|------------------------------------|---------------------------|---------------------------------------------------------|
|                   |                                                                                                                                                                                              | Basic operations and concepts<br>Social, ethical, and human<br>issues | Technology productivity tools | Technology communications<br>tools | Technology research tools | Technology problem-solving<br>and decision-making tools |
| <b>GRADES 6-8</b> |                                                                                                                                                                                              |                                                                       |                               |                                    |                           |                                                         |
| 1                 | Master use of input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. |                                                                       |                               |                                    |                           |                                                         |
| 2                 | Apply strategies for identifying and solving routine software problems that occur during everyday use.                                                                                       |                                                                       |                               |                                    |                           |                                                         |
| 3                 | Continual development of grade level appropriate technological vocabulary.                                                                                                                   |                                                                       |                               |                                    |                           |                                                         |
| 4                 | Select and use content-specific tools and technology resources that support learning and research throughout the curriculum.                                                                 |                                                                       |                               |                                    |                           |                                                         |
| 5                 | Collaborate with peers, experts, and others to design, develop, publish, and present products using technology resources that demonstrate and communicate curriculum concepts.               |                                                                       |                               |                                    |                           |                                                         |
| 6                 | Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.                                |                                                                       |                               |                                    |                           |                                                         |
| 7                 | Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.                                                                               |                                                                       |                               |                                    |                           |                                                         |

| Grade Span  | Performance Indicators                                                                                                                                                                                               | N.E.T.S. Standards            |                                   |                               |                                 |                           |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------------------------|-------------------------------|---------------------------------|---------------------------|
|             |                                                                                                                                                                                                                      | Basic operations and concepts | Social, ethical, and human issues | Technology productivity tools | Technology communications tools | Technology research tools |
| GRADES 9-12 |                                                                                                                                                                                                                      |                               |                                   |                               |                                 |                           |
|             | 1 Mastery of input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies.                          |                               |                                   |                               |                                 |                           |
|             | 2 Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole to make informed choices.                                                             |                               |                                   |                               |                                 |                           |
|             | 3 Continual development of grade level appropriate technological vocabulary.                                                                                                                                         |                               |                                   |                               |                                 |                           |
|             | 4 Use technology tools and resources for managing and communicating information (e.g., finances, schedules, purchases, correspondence, presentations).                                                               |                               |                                   |                               |                                 |                           |
|             | 5 Evaluate technology-based options, including distance and distributed education, for lifelong learning.                                                                                                            |                               |                                   |                               |                                 |                           |
|             | 6 Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity to disseminate information, models, and other creative works. |                               |                                   |                               |                                 |                           |
|             | 7 Select, investigate, and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning.                                                                      |                               |                                   |                               |                                 |                           |
|             | 8 Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information.                                                                       |                               |                                   |                               |                                 |                           |

The following survey was given to the Superintendent's Advisory council which is made up of teachers, parents, and community business and government leaders. Results can be found after at the end of the survey.

### Val Verde USD Community Computer Survey

As a member of the Superintendent's Advisory Council we need your anonymous input as part of the process for developing our district technology plan. Please circle the number that most closely indicates your response. You may use the back of the page for any comments or ideas about how we could use technology more effectively or how the Val Verde community could assist the district in its use of technology. Thank you for your input.

1. Technology use in a school district is very important.

1      2      3      4      5

Strongly Disagree

Strongly Agree

2. The use of email is vital to my work and/or home life.

1      2      3      4      5

Strongly Disagree

Strongly Agree

3. I have visited the Val Verde Website:

0      1      2      3      4 or more times

4. I am familiar with the how the district uses technology to assess and instruct students.

1      2      3      4      5

Strongly Disagree

Strongly Agree

5. I believe that VVUSD has adequate technology resources.

1      2      3      4      5

Strongly Disagree

Strongly Agree

6. Val Verde USD students should learn **computer** skills.

1      2      3      4      5



The survey data also indicated that we need to do a better job in communicating our success in using technology in student achievement.

**Val Verde USD 2008-09 Technology Committee**

|                                    |                                    |
|------------------------------------|------------------------------------|
| Avalon .....                       | Jim Orr, Wendy Numata              |
| Bethune .....                      | Courtney Williams                  |
| Columbia.....                      | Christopher Parson, Maricela Gomez |
| Citrus Hill.....                   | Steve Williams                     |
| El Potrero .....                   | Kevin Ho                           |
| Lakeside .....                     | Jeff Rightmire, Chris Applegate    |
| Lasselle.....                      | Henry Campbell                     |
| Manuel Real .....                  | Amy Clayton                        |
| March Middle.....                  | Crystal La Grange                  |
| May Ranch .....                    | Marlene Stewart, Rachel Wicker     |
| Mead Valley.....                   | Brian Campbell                     |
| Rancho Verde.....                  | Steve Coelho                       |
| Rainbow Ridge.....                 | Mario Perez                        |
| Red Maple .....                    | Susan Stinchfield                  |
| Sierra Vista.....                  | Marlene Schell                     |
| Tomas Rivera .....                 | David Bjorling, Greg McWhorter     |
| Triple Crown.....                  | Brian Pawlowski                    |
| Val Verde Elem.....                | Albert Trudel                      |
| Val Verde High.....                | Harris Vlastos                     |
| Victoriano.....                    | Jeremy Bateman                     |
| Vista Verde .....                  | Linda Anderson, Allison Kennedy    |
| ED Services.....                   | Bill Thompson                      |
| IT Director.....                   | David Bazan                        |
| IT Data Services Manager.....      | Jim Ernst                          |
| IT Network Services Manager .....  | Jake Miller                        |
| Teacher on Special Assignment..... | Phil Harding                       |

**Val Verde USD Technology Planning Committee**

Board of Education  
Superintendent  
Deputy Superintendent of Business Services  
Curriculum and Instruction  
Staff Development  
Fiscal Services  
Deputy Superintendent of Human Resources  
Information Systems/Technology  
Facilities  
Food Services

District Technology Committee\*

VVTA  
CSEA  
Local Business  
Parents  
Government  
Director of Secondary Education  
Director of Elementary Education  
VVTA President  
Classroom Teachers  
Parents  
Coordinator of Staff Development  
Site Principal  
Director of Security  
Director of Food Services  
CSEA President  
Classified Employees

**Infrastructure, Hardware, Software Funding and Budget**

Director of Information Systems/Technology  
Director of Facilities

Community Businesses Representatives  
Classroom Teachers  
Classified Employees  
Interim Superintendent  
Director of Purchasing  
Director of Facilities

**Appendix C - Enhancing Education Through Technology Formula Grant Program**

Criteria for EETT-Funded Education Technology Plans

*In order to be approved, an EETT-funded plan needs to have "Adequately Addressed" each of the following:*

|                                                                                                                                                                                |                              |                                                                                                                                                                                                                                                                      |                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| <b>1. PLAN DURATION CRITERION</b>                                                                                                                                              | <b>Page in District Plan</b> | <b>Example of Adequately Addressed</b>                                                                                                                                                                                                                               | <b>Example of Not Adequately Addressed</b>                                                                             |
| 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) | 1,3,4                        | 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.<br><br>Plan duration is 2008-11.                  |
| <b>2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).</b>                                                                                     | <b>Page in District Plan</b> | <b>Example of Adequately Addressed</b>                                                                                                                                                                                                                               | <b>Not Adequately Addressed</b>                                                                                        |
| Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.                                  | 5,74,75                      | 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. |
| <b>3. CURRICULUM COMPONENT CRITERIA</b><br>Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, 12 (Appx D).                                                                     | <b>Page in District Plan</b> | <b>Example of Adequately Addressed</b>                                                                                                                                                                                                                               | <b>Example of Not Adequately Addressed</b>                                                                             |

|                                                                                                                                                                                                                                                                     |                     |                                                                                                                                                                                                                                       |                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.</b></p>                                                                                                                  | <p><b>6</b></p>     | <p>The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.</p>                                                                                            | <p>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.</p> |
| <p><b>b. Description of the district's current use of hardware and software to support teaching and learning.</b></p>                                                                                                                                               | <p><b>6,7</b></p>   | <p>The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).</p>                                                                                              | <p>The plan cites district policy regarding use of technology, but provides no information about its actual use.</p>                                                                                               |
| <p><b>c. Summary of the district's curricular goals that are supported by this tech plan.</b></p>                                                                                                                                                                   | <p><b>7-10</b></p>  | <p>The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).</p>                                                                                                     | <p>The plan does not summarize district curricular goals.</p>                                                                                                                                                      |
| <p><b>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.</b></p>                                                       | <p><b>11-19</b></p> | <p>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.</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>                                                                    |
| <p><b>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.</b></p> | <p><b>19-22</b></p> | <p>The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.</p>                      | <p>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.</p>                                               |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                     |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students 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)</b></p> | <p><b>23,24</b></p> | <p>The plan describes or delineates clear goals outlining how students will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading (as stated in AB 307).</p> | <p>The plan suggests that students will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.</p>                                                          |
| <p><b>g. 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)</b></p>                                                                                                                                                                                                                                                                       | <p><b>24</b></p>    | <p>The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).</p>                                                                                                                                                                         | <p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.</p>                                                                                                   |
| <p><b>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</b></p>                                                                                                                                                                                                                                                                                                                                 | <p><b>25</b></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> |

|                                                                                                                                                                                                                                                                   |              |                                                                                                                                                                                                         |                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| <b>i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.</b> | <b>26</b>    | The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts. | The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals. |
| <b>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.</b>                                                                                   | <b>27,28</b> | The plan delineates clear goal(s), measurable objective(s), 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. |
| <b>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.</b>                                                   | <b>29</b>    | 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.                              |

| <b>4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA</b><br>Corresponding EETT Requirement(s): 5 and 12 (Appendix D). | <b>Page in District Plan</b> | <b>Example of Adequately Addressed</b> | <b>Example of Not Adequately Addressed</b> |
|--------------------------------------------------------------------------------------------------------------------|------------------------------|----------------------------------------|--------------------------------------------|
|--------------------------------------------------------------------------------------------------------------------|------------------------------|----------------------------------------|--------------------------------------------|

|                                                                                                                                                                                                                                                                                                 |              |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>a. <b>Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.</b></p>                                                                                                                                     | <p>31-31</p> | <p>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 CTC Standard 9 and 16 proficiencies.</p>             | <p>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.</p> |
| <p>b. <b>List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.</b></p> | <p>32-37</p> | <p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.</p> | <p>The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.</p>                                                                                               |
| <p>c. <b>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.</b></p>                                                                         | <p>37</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><b>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA</b><br/>                 Corresponding EETT Requirement(s): 6 and 12 (Appendix D).</p> | <p><b>Page in District Plan</b></p> | <p><b>Example of Adequately Addressed</b></p> | <p><b>Example of Not Adequately Addressed</b></p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------------------------------------|---------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                          |              |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>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 &amp; 4) of the plan.</b></p>                                                                                     | <p>40,41</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>b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.</b></p> | <p>42</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 the implementation of the district's Curriculum and Professional Development Components.</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 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.</p> |
| <p><b>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 as identified in Section 5b.</b></p>                                                                                                                          | <p>42-43</p> | <p>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.</p>                                                                                                                                        | <p>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.</p>                                                                                                                                                                                                                                                                     |

|                                                                                                                                                                     |    |                                                                                         |                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| <b>d. Describe the process that will be used to monitor Section 5b &amp; the annual benchmarks and timeline of activities including roles and responsibilities.</b> | 45 | 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<br>Corresponding EETT Requirement(s): 7 & 13, (Appendix D)                                                                 | Page in District Plan | Example of Adequately Addressed                                                                                                                                                                                                                               | Example of Not Adequately Addressed                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>a. List established and potential funding sources.</b>                                                                                                           | 46-47                 | 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>b. Estimate annual implementation costs for the term of the plan.</b>                                                                                            | 48                    | 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. |
| <b>c. Describe the district's replacement policy for obsolete equipment.</b>                                                                                        | 49                    | Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.                                                                                   | Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.                    |
| <b>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.</b> | 49                    | 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. <b>MONITORING AND EVALUATION COMPONENT CRITERIA</b><br>Corresponding EETT Requirement(s): 11 (Appendix D).  | <b>Page in District Plan</b> | <b>Example of Adequately Addressed</b>                                                                                       | <b>Example of Not Adequately Addressed</b>                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------|------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a. <b>Describe the process for evaluating the plan's overall progress and impact on teaching and learning.</b> | 50-59                        | 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. <b>Schedule for evaluating the effect of plan implementation.</b>                                           | 50-59                        | 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. <b>Describe the process and frequency of communicating evaluation results to tech plan stakeholders.</b>    | 59                           | 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. <b>EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION</b><br>Corresponding EETT Requirement(s): 11 (Appendix D). | <b>Page in District Plan</b> | <b>Example of Adequately Addressed</b> | <b>Example of Not Adequately Addressed</b> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|----------------------------------------|--------------------------------------------|
|                                                                                                                                                                               |                              |                                        |                                            |

|                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>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.)</b></p> | <p>60</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><b>9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA</b><br/>                     Corresponding EETT Requirement(s): 4 and 9 (Appendix D).</p>                                           | <p><b>Page in District Plan</b></p> | <p><b>Example of Adequately Addressed</b></p>                                                                                                                                                                                                                                                                                                            | <p><b>Not Adequately Addressed</b></p>                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <p><b>a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.</b></p>                                                                    | <p>61-66</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>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.</b></p> | <p>66, 67</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 due to geographical distances or insufficient resources).</p> | <p>There is no plan to use technology to extend or supplement the district's curriculum offerings.</p>                        |