

Vicksburg Community Schools

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Technology Plan 7/2006-6/2009

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Member of KRESA consortium

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Section 2 - Introduction

Vicksburg Community Schools Mission Statement

“Building the Future, One Child at a Time, in a Learning Environment Rich in Shared Experiences, and Long on Caring, Respect, and Character.”

District Goals

- All Students Will Develop Essential Life Proficiencies; i.e. Core Curriculum Basic Skills, Knowledge, and Competencies
- All Students Will Develop Work Place Competencies: Use of Resources, Interpersonal, Information, Technology
- All Students will Develop Positive Personal and Social Attitudes and behaviors
- All Students will Extend Beyond the Core Curriculum; i.e. Optimal Development of Multiple Intelligences, Aptitudes, Interests

Major District Strategies

- Core Curriculum Standards, Benchmarks, Objectives
- Student Performance Standards
- Aligned District Assessments and Report Cards
- Student Data Collection and Analysis
- Instructional Best Practice (Research-Based)
- Expanded Information and Instruction Resources
- Parent and Community Involvement/Relations
- Positive Climate
- Positive Behavior Standards and Strategies
- Highly Trained Teachers and Strong Leadership

Vicksburg Community Schools believe that the purpose of education is to facilitate the development of the potential of each child to the fullest “that they may function as happy, well-educated, and productive members of their families, their communities, and of our American society.” This is more than just the philosophy statement of the Vicksburg Community Schools; this is the driving force behind all of our decisions and the reason that the Vicksburg School District has placed such a high priority on student and teacher use of technology. For over 20 years, Vicksburg Community Schools have been committed to acquiring and integrating technology as a learning, teaching and administrative tool. We have gained the reputation in our community, county, and state as a leader in school technology, school curriculum, and school improvement reform. In every aspect of our school reform efforts, we have found an important and often critical role for technology.

As early as 1980, Vicksburg took a bold step by being the first district in the area to create networked computer labs in the High School and Middle School (for teaching basic computer skills and programming) and provide stand-alone computers in each building (to utilize instructional software). In 1990, a Planning Committee was created, which included a community members, to study and assess the District’s needs for future growth. This study resulted in a 21.5 million dollar construction and renovation project for updating and adding to all district school buildings to support future growth and target school improvement. Developing an infrastructure of cable and fiber that would carry Voice, Video, and Data throughout each building was identified as

a top priority for the building program, resulting in the allocation of over two million dollars to install local area networks throughout each building and connectivity between all buildings.

With the infrastructure complete, the District Technology Steering Committee went on to hire a technology consulting and design firm in 1993 and create a 5 year Strategic Technology Plan to increase the efficiency and effectiveness of school operations and support improved students achievement. To this end, the District allocated over \$800,000 of additional bond proceeds in 1994-95, followed by annual allocations of \$250,00 to \$400,000 from the District's General Fund. In 1998, the District upgraded their voice, video and data infrastructure by installing fiber between each building. At the same time fiber was installed between the District and the county ISD to ensure a high-speed connection to outside the District.

Each year, new computers have been upgraded and/or added to offices, labs, libraries, work areas, and classrooms. Older computers are removed and environmentally recycled. Each classroom now has at least two desktop computers, one for the teacher and at least one for the students. Several classrooms have a bank of 4 or 5 computers for student use. Mini-labs consisting of 8 to 10 computers have been installed in each of the school buildings. Each building has between 2 to 5 laptops for teacher/student use. The elementary buildings have one portable wireless network access point that can be used with the laptops to provide both teachers and students, in or out the classroom a wireless, learning environment. At least one application lab is in each of the buildings.

Vicksburg Community Schools has exemplified the commitment to technology in the District due to the status of the technology implementation to date as summarized below:

- Complete Local Area Networks (fiber and copper) throughout and between each District building and the Intermediate School District (KRESA).
- AS400 System for Centralized Data Collection and Management.
- System-wide (all classrooms, labs, offices, libraries, etc.) access to File Servers, AS400, and Internet (filtered).
- System-wide (all classrooms, labs, offices, libraries, etc.) Phone, Voice Messaging, and Homework Hotline.
- Integrated Software for Student Data Management, Financial, Payroll, Personnel, Operations, Food Service, Library, and Instructional Planning (Note: Vicksburg is the development partner and Alpha/Beta site for these systems which are being developed by Integrated Systems Development corporation).
- Computers for every teaching station and office station, plus at least one student computer in every classroom, along with a full classroom capacity computer labs and mini labs for enrichment and remediation in every building.
- Technology support staffing which include 1.0 FTE Director of Technology, 1.0 FTE Network Manager/LAN Tech., 1.0 FTE AS400 Manager/LAN Tech./Information (Data) Manager, and five Building Technology Support located in each of the three Elementary buildings (.75 FTE each), Middle School (1.0 FTE) and High School (1.0 FTE).

The District's School Improvement Plan states "our District will provide technology as a learning tool for all students". Students will use the technology to meet the Vicksburg Technology Curriculum benchmarks that have been aligned with the Michigan Department of Education's Technology Standards. We have included the necessary technology in this Technology Plan to meet the District's School Improvement Plan to implement the instructional strategies and professional development required for our students to attain the technological skills necessary to be

productive members of a technological society. In addition, the use of technology is being articulated to support every building School Improvement Plan goal. Technology is also an integral part of each of the district’s Major Strategies in support of the District Tracking/Learning Goals.

District Profile

- Located in the Village of Vicksburg, a rural community of about 2500 in the southwestern part of Michigan's Lower Peninsula. The town is situated approximately 35 miles north of Indiana/Michigan border, 60 miles east of Lake Michigan, and 15 miles south of the city of Kalamazoo. The village is bordered 5 miles to the west by U.S. 131 and 15 miles to the north by I-94.
- Vicksburg Community Schools is a K-12, class “B” district that serves over 2,800 students in six townships. The District has one High School, one Middle School and three Elementary schools. Vicksburg Community Schools employs over 250 staff members, and encompasses over 110 square miles of rural, suburban, and small town geography.

Building	Address	Grades	Students	Staff
High School	521 East Highway St. Vicksburg, MI 49097	9 – 12	875	71 – staff 3 – administrators
Middle School	301 E. Prairie St. Vicksburg, MI 49097	6 – 8	680	47 – staff 2 – administrators
Sunset Lake Elem.	201 N. Boulevard St. Vicksburg, MI 49097	K – 5	450	45 – staff 1 – administrator
Tobey Elem.	8551 E. Long Lake Dr. Scotts, MI 49088	K – 5	400	36 – staff 1 – administrator
Indian Lake Elem.	11901 South 30th St Vicksburg, MI 49097	K – 5	400	34 – staff 1 – administrator

Section 3 – Vision and Goals

Technology Vision Statement

Vicksburg Community Schools is dedicated and committed that all learners (students, staff, and community) will acquire the skills necessary to live, work, and learn in a society which relies on technology.

Technology Mission Statement

The mission of the Vicksburg Community Schools technology program is to create, maintain, and perpetuate an environment in which students, teachers, administrators and the community use technology as a tool for learning to help increase efficiency at school, work and home. To this end, Vicksburg Community Schools will provide an environment that supports connectivity to all available technology resources.

Technology Goals and Objectives

1. **Increased Integration of Technology into Instruction and Curriculum:** 1) Improve the quality of instruction; 2) Improve the consistency of the curriculum
 - a. Review and update the K-12 technology curriculum
 - b. Develop and implement a plan to integrate technology into all areas of the curriculum.
 - c. Use technology to promote the development of effective reading, writing and communication skills; to help develop problem-solving skills and higher order thinking skills; and to enhance readiness, remediation, reinforcement and enrichment.
 - d. Identify curricular and instructional needs that can be enhanced by technology.
 - e. Develop and implement an Instructional Staff Technology Training Plan that includes the use of technology, ways to integrate technology into the curriculum, and the use of management software required for attendance, grades, email, etc.
 - f. Utilize, where appropriate, technology as a primary delivery system of curriculum, with teacher support.

2. **Improved District Management:** Increase efficiency of operations.
 - a. Provide an integrated data management system for administration, secretarial, library, class management and instruction.
 - Student Data
 - Attendance, schedules, grades, lockers, medical, health, discipline, activities, progress reports, IEP's & 504 plans, family data, emergency & sitter data, achievement data, interventions, service
 - Instructional Planning
 - Curriculum SBO's, performance standards, assessments, teaching resources, lesson and unit planning, grading and record keeping
 - Financials and Payrolls
 - Purchasing & inventory, accounts payable & receivable, budget development & management, payroll & withholdings, retirement & social security
 - Personnel – Human Resources
 - Hiring, credentials, assignments, layoff & recall, workers compensation, unemployment, leaves, evaluations, seniority, job descriptions, contracts, records checks
 - General Operations

- o Inventory & distribution, food service, work orders, transportation, on-line purchasing capabilities, policies and guidelines
 - Library Systems
 - o Card catalogue, checkout & return, on-line data & information services, CD ROM & multi-media
 - b. Provide each building with adequate and continuing technical support.
 - c. Provide on-going maintenance, repair and upgrades of hardware and software.
 - d. Continue developing policies, guidelines and procedures for all users related to the ethics and responsibilities associated with the use of technology.
3. **Improved Student Assessment:** 1) Monitor and analyze student achievement; 2) Strengthen student assessment
- a. Provide data management tools to track student performance on outcome assessments, standardized test scores and other test data.
 - b. Provide teachers with District outcome assessments.
4. **Increase Technology Resources:** 1) Expand instructional and non-instructional resources; 2) Increase student access to learning resources.
- a. Provide a Wide Area Network connecting Vicksburg Community Schools to county schools and beyond.
 - Fiber &/or leased lines
 - Internet access to all with Internet filtering to students
 - Distance Learning
 - Shared resources
 - Coordinated services
 - b. Provide a Local Area Network to all buildings
 - Fiber optics connecting all buildings with cooper cable or fiber optics connecting all rooms, offices, libraries, etc. in each building.
 - System-wide access to file servers, switches, hubs, routers, etc. with an Ethernet platform using Novell with anti-virus protection software.
 - AS400 for centralized data management.
 - Video Distribution System and sub-channel return that provides closed circuit and cable access to each classroom. TV's, VCR's, DVD's, etc. in each classroom.
 - System-wide phone system with phones in each room & office, and voice mail to all staff.
 - Computers (desktops, laptops, PDA's, etc.) to staff members
 - Labs, and Mini-labs in each building
 - Banks of computers in each classroom connected to the network with Internet access and software applications installed.
 - c) Provide suites of network and internet-based learning and assessment software available to students via the LAN
5. **Enhance District Communications:** Improve communications
- a. Provide and support the communications system for staff and students within and between buildings that makes use of voice, data and video.
6. **Interface With Community:** Provide the community with the benefits of technology

- a. Provide community activities, in-services, classes, etc. involving technology.
 - b. Communicate with parents of the technology being used with students.
 - c. Explore potential uses for community, parents, and businesses
 - d. Explore possible partnerships with community businesses for sharing of the Districts Technology assets.
7. **Expend Funding Sources:** Provide appropriate funding to accomplish the goals of the Technology Plan.
- a. General Fund
 - b. Pursue grants
 - c. Explore a variety of funding avenues to provide for adequate District funding.
8. **Evaluate Progress:** Review and evaluate the progress of the Technology Plan.
- a. Provide ongoing needs assessment and systemic annual evaluation to ensure continued relevance of the District's Technology Plan and to consider new technologies.
 - b. Develop and implement a staff survey to determine training progress, staff needs and continued proficiency in the use of technology.
 - c. Annual review with the Building Improvement Committee to access changes necessary to meet School Improvement Plan Goals.

Section 4 – Curriculum Integration

Technology has become and will continue to be an integral tool of the instructional program. Its use will continue to be infused into all aspects of the curriculum and the instructional process. All Vicksburg Community School staff will continue to be encouraged to enhance the curriculum through the use of technology. Teachers will include technology benchmarks in their lessons when appropriate, use classroom computers, the computer application lab or the portable computer labs. This integration will also include using technology to promote the development of effective reading, writing and communication skills; develop problem-solving skills and higher order thinking skills; and will enhance readiness, remediation, reinforcement and enrichment.

District Technology Curriculum Goals

The primary impetus for the integration of technology into the curriculum at Vicksburg Community Schools has been and will continue to be to use technology as a means to enhance learning and support re-teaching and enrichment opportunities for all students.

1. Identify curricular and instructional needs that can be enhanced by technology. (This is an on-going process.)
2. Re-align the current benchmarks and standards to reference ISTE and the State of Michigan technology benchmarks.
3. Continue to provide a technology-rich learning environment that includes:
 - a. An Infrastructure for supporting access to data, products, and information
 - b. Connections that support enhanced communication between teachers, parents, administrators, and the community
 - c. Continuing professional development in technology skills and how to integrate technology into the classroom
4. Investigate additional software learning products, and projects that can help improve learning.
5. Use technology to collect and analyze student learning data to support district data driven decisions.
 - a. Technology can be leveraged to help collect and analyze student learning data. From simple spreadsheet grade programs to web-based student portfolio management to Personal Digital Assistants used for cataloging student learning information, technology removes barriers to allow instant analysis of individual student progress and performance. This information can then be used for timely changes in instructional design to maximize student learning.

Student Curriculum Goals

Vicksburg Community Schools has aligned our technology goals and strategies with the National Educational Technology Standards created by the International Society for Technology in Education (ISTE). The technology foundation standards for students are divided into six broad categories. 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.

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

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

Teacher & Staff Technology Goals:

1. To become and remain proficient in the use of technology in order to improve student learning.
2. To maintain consistency of implementation, instruction and assessment across the system.
3. To be accountable for teaching and assessing designated technology skills and standards within their curriculum area.
4. To differentiate expectations based on student learning differences.

Parents and Community Technology Goals:

1. To encourage the use of technology as a method of communication.
2. To utilize business partners to provide real-world examples of technology use.
3. To continue financial support for technology through the Vicksburg Community Schools Foundation and other programs.
4. To model appropriate use of technology and information resources.

Strategies to Integrate Technology into the Curricula and Instruction

Strategy 1:

Integrating technology is a process, not a destination. The process is one of continuous change, learning, and improvement. Developing a culture that embraces technology is important to its

successful integration. Sending messages by email, encouraging staff to use electronic calendars to schedule meetings, taking attendance, posting student attendance, reporting student behavior and broadcasting live meetings fosters a culture that accepts technology as “natural” to the business of school and work. Strategy 1 will be for the District to continue to look for ways to integrate technology into school and work.

Strategy 2:

Major goals for technology will be developed for students, teachers, administrators and other staff members. Minimum competencies will be established, and efforts will be made to guarantee that opportunities are being provided to all. Specific competencies for students will be incorporated into a curriculum guides for each course and subject area taught within the school district. In order to promote effective integration of technology into the curriculum, grade level and subject area teachers will be involved in the development of model technology integrated lessons. Teachers, grouped into teams, will be organized to develop grade level and subject area lessons, utilize those lessons into their own classroom and then work with and train other teachers as they implement those technology integrated lessons. A database of the lessons will be developed and available to all teachers on the District network.

Strategy 3:

Over the course of this plan (2006-2009) the technology committee, district curriculum committee, and building technology teams will be focusing on the use of technology within our curriculum. Initially, we will focus on the benchmarks and refining the specific grades in which each benchmark should be taught. Once that is completed focus will turn towards the implementation of the curriculum. Strategies and examples will be developed for implementation into the district’s classrooms. Particular focus, in the beginning, will be implementation into the elementary classrooms. At the secondary level, there have been technology activities and exercises in place for years. At the elementary level, the teachers have not had a defined curriculum and have therefore not had any consistent technology activities and exercises. After implementation of Strategy 2, district teachers will have access to a bank of example lessons tied to curricular benchmarks and a solid technology curriculum upon which to build their own lessons.

Strategy 4:

Each VCS building will established its own Building Technology Team and develop its own Building Action Technology Plan in order to meet the District technology curriculum goals. The Building Technology Team will consist of teachers, librarians, Instructional Consultants, administrators of that building, and, when available, community members. One member of each of these Building Technology Teams will also represent the building on the District’s Technology Steering Committee. The Building Action Technology Plan developed will reflect the direction dictated by the participants, note their accomplishments to date, and outline the path for future technological endeavors. The focus of each Building Plan will be the integration of technology in the curriculum. This Plan will ensure K-12 continuity in the District and will allow for any flexibility needed to take advantage of any personnel, facilities and student environments, and give each building the freedom to go above and beyond District goals. The Building Technology Team will oversee the building’s commitment to the staff and student competencies and ensure implementation of the District technology curriculum goals.

This Building Technology Team will:

- Become familiar with the District Technology Plan.

- Develop a Building Action Technology Plan based on the District Plan including methods for implementation.
- Develop a technology integration process, involving grade and department teacher teams.
- Attend the Ameritech Technology Academy.
- Determine building staff development needs.
- Communicate with the Director of Technology.
- determine building hardware/software needs
- Identify and research new technologies and recommend them to the Director of Technology.
- Plan building technology activities
- Promote grants
- Submit written status and evaluation reports including a timeline for the following school year to the Director of Technology.
- Coordinate staff surveys and needs assessments in order to determine priorities.

Strategy 5:

Teacher productivity in technology will be increased through the use of staff development and upgrades to hardware and software. To this end, all teachers and support staff will have initial and ongoing training to develop and enhance their technological skills. Technology will provide lifelong learning for both students and staff.

Strategy 6:

School Improvement Plans at each elementary school have been and continue to be developed to incorporate technology as a necessary tool in accomplishing most of the goals. Results gained in all goal areas will be shared by using a presentation package. School Improvement Plan Goals, and the technology supported strategies to meet them, include the following:

- Writing skill improvement
 - Word processing as an integral component of process writing revision and editing,
 - NCS Mentor software for editing guided practice,
- Reading comprehension gains
 - Interactive instructional software
 - Accelerated Reader
 - SRI
- Math problem solving improvement
 - Geometry and problem-solving software and websites
 - Use of computerized graphing calculators
- Listening skill gains
 - Note taking and graphic organizer software
 - Distance Learning interviews
- Social Studies knowledge and concept growth
 - Simulation software
 - Use of multi-media and Internet research
- Citizenship improvement
 - Use of planners, including electronic personal organizers
 - Internet career search and planning and maintenance of electronic Educational Development Plan
- Improved Health and Wellness
 - computerized Fitness analysis

-Electronic fitness logs

The following information outlines how technology is integrated into the curriculum in Vicksburg Community Schools in grades Kindergarten through 12th grade. The district believes that with this integration model students will be able to work towards the state and national technology standards.

Description of Building, Grade Level and District Technology Integration

Elementary

At the elementary level, there is a heavy emphasis on learning to use hardware and software. All elementary classrooms will visit the computer labs at least weekly. Students will be taught keyboarding skills and technology literacy skills. These literacy skills will be taught in a sequential manner using an online technology integration package. Once learned these skills will be integrated into grade level curricular activities and projects.

Middle School

The middle school curriculum will build on the skills learned at the elementary level. Students will enter the middle school having met the elementary outcomes. At the Middle School, students will further their technological knowledge and skills by completing courses in keyboarding, word processing, multimedia presentations, database, spreadsheets and i-Safe (Internet safety) during each of their 6th, 7th, and 8th grade years. These classes are 6 week courses and are required for all students. At the end of the 6-week computer class, students will take an 8th grade technology literacy test.

Middle school teachers will integrate the technological skills that students have learned in their elementary years across the curriculum in all content areas. In addition, teachers will incorporate word processing skills into their courses. At the end of their 8th grade year, all students will have a greater understanding of the World Wide Web as a pre-existing database and a research tool.

High School

At the High School, Vicksburg Community Schools' goal is to incorporate technology into all areas of curriculum. Word processing, database manipulation, spreadsheet applications, multimedia presentations and basic programming will be integrated into student-required courses. The use of on-line resources will be integrated into curricular areas for the exchange of ideas.

The high school integrated technology curriculum will involve the following components:

1. Technology integration into all content areas.
2. Advanced knowledge in word processing, research, and multimedia through the study of language arts.
3. Programming and spreadsheet applications through the study of mathematics.
4. Spreadsheet and database applications through the study of science.
5. Telecommunications through the study of social studies.

Students will:

1. Produce word-processed documents.
2. Manipulate databases.
3. Understand and use on-line resources.
4. Publish documents on-line.

5. Discuss, and model, ethical, legal, and responsible uses of technology.
6. Use spreadsheet applications.
7. Create multimedia projects.
8. Produce computer programs.
9. Manipulate spreadsheets.
10. Use content-specific software.

At the High School, curriculum technology courses include the following.

Applied Technologies

Manufacturing Technology, Precision Manufacturing, Machine Tool Technology I, Machine Tool Technology II

Drafting Technology

Drafting I, Engineering Drawing II, Engineering Drawing III, Engineering Drawing IV, Architectural Drawing I, Architectural Drawing II, Architectural Drawing III, Architectural Drawing IV

Business Technology

Multi Media Basics, Web Page Development, Web Graphics: An Introduction to Graphic Design Business Management Administration I, Business Management Administration II, Business Management Administration III, Business Management Administration IV

Fine Arts

Media Arts I: Fine Arts Film and Video, TV/Radio Production

In science and physical education, students use hand-held devices to collect and analyze data. Graphing calculators are utilized in mathematics classes. In addition, all High School students maintain an online Educational Development Plan

Classroom Computers

Each classroom has at least two or more desktop computers to be used by students and teachers. The computers are used by the teacher for student management (attendance, retrieval of student information, grades, record/retrieve student behavior), classroom instruction, research through the Internet, general communications with staff and parents.

Classroom computers provide a powerful tool for whole class instruction, as well as independent student activities, enrichment activities and re-teaching activities. Several of our classrooms have a bank of 4 or 5 computers for student use. Additional computers are provided in each room "as available" to be used by students for individual work. Each building has between 2 to 5 laptops for teacher/student use. The elementary buildings have one portable wireless network access point that can be used with the laptops to provide both teachers and students, in or out the classroom a wireless, learning environment.

Computer Labs

Each Elementary building has one computer lab consisting of 30 computers and at least one mini-lab of at least 6 computers. The Middle School has two computer labs of 30 computers and 2 mini-labs consisting of at least 10 computers. The High School is equipped with 8 computer labs.

Three of these High School labs are for teachers to sign out for classroom work. The labs at all levels are used for group instruction or individual practice as follows:

- **Computer Literacy** - Students learn basic skills in keyboarding (typing) as well as the use of the Internet, database technologies, spreadsheets, presentation and publishing software, and Computer Aided Drafting. The creation of multimedia presentations utilizing data, voice and video is also ongoing.
- **Word Processing** - Students use word processing and desktop publishing software to prepare papers and presentations for Language Art and other classes.
- **Curriculum Integration** - An entire class works together using subject-specific software, tool software or pre-identified Internet sites.

Networks

Communication networks allow information to flow from classroom to classroom, from building to building and between the District and the community through electronic mail and controlled data access. Other advantages of networking are as follows:

- **Internet Access** - The network allows students and teachers from every classroom in the district to connect to the Internet and access information on a variety of topics. Via the Internet, students have participated in Internet Quests through Classroom Connect. These field trips provide real-time collaborative projects that correlate to existing curriculum. Teachers can access web sites that correlate to their textbooks to provide additional information, simulations, and supplemental activities on the concepts being taught. On-line software is used to provide learning opportunities that were not possible before. This software is being used for alternative education students and high school credit retrieval. Teachers at all levels have access to educational movies that can be video-streamed into the classroom or downloaded for later viewing. Teachers are also beginning to develop web pages that can be accessed by students both at school and home.
- **Shared Resources** - Library resources within the high school can be accessed from classrooms. Software and data can also be shared where appropriate between classes and buildings. Administrators can consolidate and analyze data from all buildings in order to evaluate the success of instructional initiatives.
- **TV Monitors, DVDs, VCRs and Projectors** - A large screen TV mounted on the wall in each room provides a means for sharing information with the entire class. Output from a computer can be directed through the TV monitor to allow the entire class to share in a particular computer application (for example, an Internet demonstration of plate tectonics, JFK's inaugural address, examples of Impressionist Art, projections of microscope slides and instruction on using new computer software). Instruction via PowerPoint is occurring more frequently as teachers master this technology. With the flip of a switch, the TV can be used to receive instructional TV programs via cable transmission. Switch again and VCRs can be used to project materials on the monitor pertaining to a wide variety of educational interests. Data projectors and computer signal converters are available on a checkout system. These projectors work with VCRs, DVDs and computers, and can project at sizes up to 10' x 10'.
- **Video Distribution** - A Video Distribution Infrastructure has been installed throughout the District. Each building has a central video playback system located in its MDF room. This network allows for cable television and playback with a VCR or DVD on demand for classroom use. One mobile cart is available to "sign out" in the district for live broadcasts of school events from and/or to the classrooms. The Video Distribution Network also has connectivity to the world outside the district with the use of a CODEC.

Examples of Current and Planned Uses of Technology Integration:

1. Reading

School improvement teams in grades K-8 have set a goal of improving performance on informational reading tasks. Instructional software can provide one intervention or avenue for accomplishing this goal. Accelerated Reading software allows students to read books at their own level and their own speed. The computer tests their comprehension and gives them immediate feedback. The District currently owns books and quizzes that include both works of fiction and non-fiction. Research has shown that working with this software program and other similar programs improves reading skills. Northwest Evaluation Association computerized assessments will be used to determine reading levels and progress twice each year.

2. Writing

School improvement teams in grades K-12 have set a goal that students will improve writing skills. This will be assessed through development of an in-house assessment that will be administered twice a year (beginning and end of the year), evaluated and scored by the staff. Comparisons will be made with previous scores.

3. Math

Mathematics programs allow students to expand their math skills beyond the normal classroom curriculum. Software can be used to visually represent math concepts. By allowing students to enter data, make changes and see immediate results, these concepts are easier for students to understand. Web sites have been identified that provide these demonstrations. Teachers are beginning to make use of the Internet in this way.

Software has been purchased for the middle school and high school classrooms to provide practice on math skills that correlate with the district's grade level math outcomes. Improvement in math problem-solving skills has been set as a school improvement goal in grades K-5. Use of the Internet and software can assist with providing practice on these skills. Software and web addresses that can provide this support will be identified.

4. Science

Students can perform experiments through computer simulations that would be impossible in the classroom due to cost or hazard. Science probes can be attached to the computers to measure pH, light, temperature and motion for use in experiments. Middle school and high school teachers are developing Internet resources to support the district's science outcomes. As a district this process is just beginning. Organization and sharing of these activities will occur over the next three years.

5. Social Studies

Simulations permit students to experience historical events "first hand." This permits greater understanding of the relevance of these events in today's world. Using CD reference materials and the Internet, students have access to a vast amount of current information on geography and current events. This information is much timelier than textbooks or other printed materials.

Grade/Course Level Technology Goals

Many of the necessary skills that our students will need in the future are introduced in the elementary schools, practiced in the middle schools, mastered in the high school. By the time students enter high school, they have increased their learning in the areas of keyboarding, word processing, database, spreadsheet applications, desktop publishing, and multimedia.

Kindergarten Student Technology Skills

The student will perform the following:			
1	Understands relative position of keys on the keyboard.	Keyboarding	Students should be practicing keyboarding skills using keyboarding activities at least 15 minutes per week for the entire year.
2	Identifies right & left side of the keyboard.	Keyboarding	
3	Maintains right-hand and left-hand keyboard orientation.	Keyboarding	
4	Can identify and use letter and number keys.	Keyboarding	
5	Can use the space bar with either thumb.	Keyboarding	
6	Can use the backspace key with any right hand finger.	Keyboarding	
7	Can use the shift key and the return/enter key.	Keyboarding	
8	Will be able to access and open a word processing program.	Word Processing Desktop Publishing	
9	Can access and open a word processing file.	Word Processing Desktop Publishing	
10	Will be able to enter text.	Word Processing Desktop Publishing	
11	Will be able to delete text using the backspace key.	Word Processing Desktop Publishing	
12	Will be able to use the space bar.	Word Processing Desktop Publishing	
13	Will be able to save a file on a student directory.	Word Processing Desktop Publishing	
14	Will be able to close an open file.	Word Processing Desktop Publishing	
15	Will be able to exit a word processing program.	Word Processing Desktop Publishing	
16	Will become familiar with the menus.	Word Processing Desktop Publishing	
17	Will be able to print.		
18	Demonstrate care and use of computer equipment: mouse, keyboard, CD handling, insertion, retrieval, storage, CD drive, and monitor.		
19	Turn the computer on and off.		
20	Use the mouse to point, click, double click, and drag to open, close and navigate within programs.		
21	Use designated software.		
22	Become familiar with the Internet.		
23	Understands that files created by others should not be read, copied, or altered without the creator's permission.		

1st Grade Student Technology Skills

The student will perform the following:			
1	Can use informal keyboarding skills to type words.	Keyboarding	Practice weekly for 15 minutes at a time for all year.
2	Can use informal keyboarding skills to type sentences	Keyboarding	
3	Can use the appropriate shift key to type capital letters.	Keyboarding	
4	Utilize the file menu: open, save, print, close	Word Processing Desktop Publishing	
5	Demonstrate delete, backspace, directional keys, space bar, mouse-cursor, scrollbar, toolbar	Word Processing Desktop Publishing	
6	Determine when it is appropriate to us the Enter key.	Word Processing Desktop Publishing	
7	Determine when it is appropriate to use the Shift keys in a document.	Word Processing Desktop Publishing	
8	Demonstrate word processing skills by creating a product.	Word Processing Desktop Publishing	
9	Experience video distribution		
10	Explore Internet browsers		
11	Become familiar with multimedia software		
12	Become familiar with reference software programs		

2nd Grade Student Technology Skills

The student will perform the following:			
1	Demonstrate correct keyboarding techniques (posture, body, arms, feet, and finger positions).	Keyboarding	Practice weekly for 20 minutes at a time for all year.
2	Maintains correct finger positions on HOME ROW keys.	Keyboarding	
3	Will be able to keyboard 5 WPM with 60% accuracy.	Keyboarding	
4	Compose a sentence using the correct fingers.	Word Processing Desktop Publishing	
5	Will be able to appropriately use the punctuation keys.	Word Processing Desktop Publishing	
6	Will be able determine the correct spacing after a word and punctuation.	Word Processing Desktop Publishing	
7	Become familiar with basic computer ethics: the District Acceptable Use Policy, Internet etiquette		
8	Demonstrate internet exploration skills		
9	Become familiar with copyright laws and licensing		
10	Participate in the creation of text and images, and use sound for a multimedia presentation		
11	Draw and paint using appropriate software.		
12	Use reference software programs		
13	Observe usage of an electronic database (Media Center Catalog)		

3rd Grade Student Technology Skills

The student will perform the following:			
1	Uses formal keyboarding skills to keyboard the entire alphabet.	Keyboarding	Practice twice a week for 15 minutes at a time for all year
2	Uses formal keyboarding skills and the appropriate shift key to keyboard the entire alphabet.	Keyboarding	
3	Will be able to keyboard 10 WPM with 80% accuracy.	Keyboarding	
4	Compose a short paragraph.	Word Processing Desktop Publishing	
5	Will be able to highlight text for editing.	Word Processing Desktop Publishing	
6	Will be able to change the font size.	Word Processing Desktop Publishing	
7	Will be able to use the underline, bold and italicize font styles.	Word Processing Desktop Publishing	
8	Will be able to use the Tab Key to indent paragraphs.	Word Processing Desktop Publishing	
9	Will be able to use the Spell Check feature.	Word Processing Desktop Publishing	
10	Will be able to use the Print Preview feature.	Word Processing Desktop Publishing	
11	Will be able to use an insertion point (cursor) and insert text.	Word Processing Desktop Publishing	
12	Will be able to use edit/undo.	Word Processing Desktop Publishing	
13	Log on and off under the user name.		
14	Demonstrate use of right click mouse function.		
15	Introduced to use of multimedia (digital, video, DVD, laser disk, etc.)		
16	Become familiar with copyright laws and licensing, Internet etiquette.		
17	Develop a multimedia presentation using designated software.		
18	Select and use appropriate resources.		
19	Access the Internet: use forward, back buttons, hyperlinks, bookmarks.		
20	Use internet information to produce a product		
21	Use an electronic database such as the media center catalog or an electronic encyclopedia.		
22	Use reference software, demonstrating selection of print, sounds, movie clips, and video.		

4th Grade Student Technology Skills

The student will perform the following:			
1	Will be able to keyboard 15 WPM with 85% accuracy.	Keyboarding	Practice twice a week for 15 minutes at a time for all year
2	Master left/right and Home Row hand positions.	Keyboarding	
3	Will be able to manipulate text using the cut, copy and paste features.	Word Processing Desktop Publishing	
4	Will be able to use the align left, center, and align right features.	Word Processing Desktop Publishing	
5	Will be able to use the Thesaurus feature.	Word Processing Desktop Publishing	
6	Compose a short story/poem/mini-report/class newspaper	Word Processing Desktop Publishing	
7	Learn acceptable use of communication	Tele-communications	
8	Learn to organize and arrange information for multimedia presentation.		
9	Learn how to create and import imagery from a variety of sources.		
10	Learn how to create and import sound.		
11	Use technology in curricular areas: Language Arts, Math, Science, Social Studies, Music, Art, Physical Education		
12	Describe the impact of the Information Age on people's lives.	Social, ethical, and human issues	
13	Use the Internet as a research tool	Research	
14	Type URL in location box	Research	
15	Use appropriate Search Engines	Research	
16	Evaluate the accuracy, relevance, appropriateness and comprehensiveness of electronic information sources.	Research	
17	Demonstrate independent access and use of on-line databases.		
18	Demonstrate independent use of media center technologies.		
19	Develop and present a multimedia program using appropriate software. Organize and arrange information, create and import images, create and record/use sound.		

5th Grade Student Technology Skills

The student will perform the following:			
1	Will be able to keyboard 20 WPM with 90% accuracy.	Keyboarding	Practice twice a week for 15 minutes at a time for all year
2	Set margins and change page orientation	Word Processing Desktop Publishing	
3	Insert clipart	Word Processing Desktop Publishing	
4	Manipulate clipart.	Word Processing Desktop Publishing	
5	Proofread a document.	Word Processing Desktop Publishing	
6	Write a business letter using word processing.	Word Processing Desktop Publishing	
7	Create and name folders.		
8	Create graphs, charts, and tables		
9	Become aware of external devices for computers to collect and input data (probes, electronic microscopes, palm pilots, etc.)		

6th Grade Student Technology Skills

The student will perform the following:			
1	To keyboard 25 WPM with 95% accuracy.	Keyboarding	
2	Use the Header and Footer features.	Word Processing Desktop Publishing	
3	To create columns.	Word Processing Desktop Publishing	
4	To change the line spacing.	Word Processing Desktop Publishing	
5	Take a picture using a digital camera.	Word Processing Desktop Publishing	
6	To save digital images, insert them in a document, crop, resize, and manipulate images.	Word Processing Desktop Publishing	
7	Able to use the scanner.	Word Processing Desktop Publishing	
8	To save scanned images, insert them in a document, crop, resize, and manipulate images.	Word Processing Desktop Publishing	
9	To change the layout from Portrait to Landscape.	Word Processing Desktop Publishing	
10	To create a personal one-page newspaper.	Word Processing Desktop Publishing	
11	Develop a document and/or artwork using the Paint option (advanced application).	Word Processing Desktop Publishing	
12	Demonstrate knowledge of and comply with the Vicksburg Community Schools Acceptable Use Policy.		
13	Use appropriate software		
14	Use the internet and other online resources for research and communication to demonstrate advanced Internet search skills.		
15	Utilize Relevance and Accuracy in online research.		
16	Become familiar with the use of databases.		
17	Discuss the impact of technology on society.		

7th Grade Student Technology Skills

The student will perform the following:			
1	To keyboard 30 WPM with 95% accuracy.	Keyboarding	
2	Develop a multimedia presentation	Word Processing Desktop Publishing	
3		Word Processing Desktop Publishing	
4	Demonstrate knowledge of and comply with: the District's Acceptable use Policy, Copyright and licensing Laws, and follow Internet etiquette.		
5	Model ethical, legal, safe and responsible behavior when using technology.		
6	Use databases to collect research		
7	Use appropriate teacher directed software.		
8	Use content-specific technologies i.e. video production, scientific probes, CAD, calculators, desktop publishing, writing labs, reading labs, music/art technologies, Foreign Language labs, CD ROMs, DVD, still and live video		
9	Write an email		
10	Demonstrate email etiquette		
11			
12			

8th Grade Student Technology Skills

The student will perform the following:			
1	To keyboard 35 WPM with 95% accuracy.	Keyboarding	
2		Word Processing Desktop Publishing	
3			
4	Demonstrate basic file management.		
5	Participate in curriculum based simulations		
6	Use the Internet for research to produce a product including: Develop a search strategy using key words, demonstrate the use of strategies for online searching to aid in the management and movement of data, use online resources (topic appropriate), evaluate information obtained from web sites, organize and analyze information in order to draw conclusions and implications		
7			

High School English Student Technology Skills

The student will perform the following:			
1	Well-written, visually pleasing documents using basic word processing skills.	Word Processing 9-10	Five hours in the first semester to outline expectations.
2	Reports created on a computer with title page, outline, text, works cited and parenthetical referencing:	Word Processing 9-10	
3	Indenting	Word Processing 9-10	
4	Use of a variety of sizes and fonts	Word Processing 9-10	
5	Centering, setting margins	Word Processing 9-10	
6	Spell check	Word Processing 9-10	
7	Thesaurus	Word Processing 9-10	
8	Tabs, tab stops	Word Processing 9-10	
9	Pagination	Word Processing 9-10	
10	Spacing	Word Processing 9-10	
11	Moving blocks of text	Word Processing 11-12	Five hours in the first semester to outline expectations.
12	Deleting blocks of text	Word Processing 11-12	
13	To compose, communicate, illustrate and illuminate their ideas.	Multimedia 9-12	Five hours each semester.
14	To research, interpret and communicate concepts and ideas.	Multimedia 9-12	
15	To compose meaningful images, video and sound.	Multimedia 9-12	
16	To demonstrate an understanding of various techniques used to create a multimedia presentation.	Multimedia 9-12	

High School Math Student Technology Skills

The student will perform the following:			
1	Enter programs and use mathematics to analyze the program.	Programming	One hour; five days each marking period.
2	Design, write and run similar programs to solve mathematical problems.	Programming	
3	Master the use of nested loops, counting techniques, REM and GOTO.	Programming - Algebra	
4	Master the use of the IF-THEN statement to make decisions about which procedures to follow.	Programming - Geometry	
5	Master the use of the DEF FN command.	Programming – Ad. Algebra	
6	Modify programs to achieve desired changes in the program's output.	Programming – Ad. Algebra	
7	Master FOR-NEXT loop with advanced equations, and RND(1) function.	Programming – Trig., Statistics	
8	Master PRINT options to produce output in well organized charts.	Programming – Pre-Calculus	
9	Analyze when programming is an efficient way of problem solving.	Programming – Pre-Calculus	
10	Master formatting of cells and editing and clearing of cells.	Spreadsheet - Algebra	
11	Use formulas to perform calculations	Spreadsheet - Algebra	
12	Enter and correct data in a spreadsheet	Spreadsheet - Algebra	
13	Format cells	Spreadsheet – Algebra	
14	Master formula writing with multiple cells.	Spreadsheet - Geometry	
15	Display answers in a variety of ways	Spreadsheet - Geometry	
16	Master the CUT, COPY and PASTE functions	Spreadsheet - Geometry	
17	Write formulas using many cells.	Spreadsheet - Geometry	
18	Copy formulas using FILL DOWN.	Spreadsheet – Geometry	
19	Master the PMT function to calculate the periodic payments for an installment loan when given the interest rate, number of payments to be made and the amount of the loan.	Spreadsheet – Adv. Algebra	
20	Format cells for dollar amounts.	Spreadsheet – Adv. Algebra	
21	Produce an amortization table displaying interest, principal, and payments.	Spreadsheet – Adv. Algebra	
22	Master graphing functions for the spreadsheet.	Spreadsheet – Trig., Statistics	
23	Create pie charts, line graphs and bar charts to represent data.	Spreadsheet – Trig., Statistics	
24	Master the VLOOKUP function.	Spreadsheet – Pre-Calculus	
25	Create spreadsheets to solve complicated mathematical situations.	Spreadsheet – Pre-Calculus	

High School Science Student Technology Skills

The student will perform the following:			
1	Learn to place actual lab data on a compatible spreadsheet, and use charting and presentation features to produce a presentation level document.	Spreadsheet – Physical Science and Chemistry	One hour, ten days in the first marking period to learn skills. After introduction, use skills to produce lab presentations during the remainder of the year.
2	Use of advanced graphing to produce graphical regressions.	Spreadsheet – Physics and Anatomy	One hour, ten days in the first marking period to learn advanced spreadsheet skills. After introduction, use advanced skills to produce lab presentations during the remainder of the year.
3	Learn to navigate a university-based bulletin board to gain access to current data and information.	Database – General Science	Nine hours in the first semester of the year to teach the use of the database search.
4	Contribute to high school level data gathering services and extract compiled results.	Database – General Science	
5	Learn to navigate a university-based bulletin board to gain access to current data and information.	Database - Biology	Nine hours in the first semester of the year to teach the use of the database search.
6	Contribute to high school level data gathering services and extract compiled results.	Database - Biology	

High School Student Technology Skills

The student will perform the following:			
1	Set tabs and hanging indents.	Word Processing Desktop Publishing	
2	Create a table and manipulate data within a table.	Word Processing Desktop Publishing	
3	Write a research report.	Word Processing Desktop Publishing	
4	Write a personal business letter.	Word Processing Desktop Publishing	
5	Use bullets and numbers.	Word Processing Desktop Publishing	
6	Use the outline feature.	Word Processing Desktop Publishing	
7	Use the Find and Replace feature.	Word Processing Desktop Publishing	
8	Use WordArt.	Word Processing Desktop Publishing	
9	Use the Grammar feature.	Word Processing Desktop Publishing	
10	Create a research report using MLA format.	Word Processing Desktop Publishing	
11	Create a resume and a cover letter.	Word Processing Desktop Publishing	
12	Save graphics from the Internet and insert them into a document.	Word Processing Desktop Publishing	
13	Create, edit, save and print an announcement or flyer using a word processing or desktop publishing program.	Word Processing Desktop Publishing	
14	Create, number, and sort a table using a word processing program.	Word Processing Desktop Publishing	
15	Utilize the wizard functions to create documents.	Word Processing Desktop Publishing	
16	Create, edit, save and print a newsletter.	Word Processing Desktop Publishing	
17	Create, edit, save and print a brochure.	Word Processing Desktop Publishing	
18	Create, edit, save and print a business card.	Word Processing Desktop Publishing	
19	Create, edit, save and print a postcard.	Word Processing Desktop Publishing	
20	Create, edit, save and print a greeting card.	Word Processing Desktop Publishing	
21	Create, edit, save and print an award certificate.	Word Processing Desktop Publishing	
22	Apply backgrounds, borders, colored text, text styles, and insert graphics into documents.	Word Processing Desktop Publishing	
23	Create a letterhead.	Word Processing Desktop Publishing	
24	Create an envelope.	Word Processing Desktop Publishing	
25	Rotate, arrange and group/ungroup text &/or graphics on a document.	Word Processing Desktop Publishing	

High School Social Studies Student Technology Skills

The student will perform the following:			
1	Search for information online.	Research and Telecommunications	Five hours each semester required.
2	Publish documents online.	Research and Telecommunications	
3	Establish online conferences with remote sites.	Research and Telecommunications	
4	Demonstrate legal, ethical and responsible behaviors online.	Research and Telecommunications	
5	Use electronic mail.	Research and Telecommunications	
6	Demonstrate the ability to access and filter information resources.	Research and Telecommunications	

Section 5 – Student Achievement

Vicksburg Community Schools believes that technology is a potentially powerful means for increasing student achievement. Vicksburg Schools also believes that technology should be used as a tool rather than an end in itself. Technology should not be limited to subject/course specific programs and/or games but must expand itself to the use of selecting and applying appropriate technology applications. When students use technology as a tool for learning or communicating, they are in an active role. Students think about how to obtain, generate, manipulate and display information. When technology is used as a tool to support learning, students and teachers are in a better position to define goals, make decisions, and evaluate progress. Giving students experiences in selecting and applying appropriate technology tools such as self-paced learning programs, word processors, spreadsheets, presentation software, hypermedia, and the Internet, prepares them for the world outside of school. Research has found that when students have access to technology they become more engaged in their lessons and their achievement levels go up. When lessons, integrated with technology, come to life through video, sound, and pictures, students become more motivated and involved. Personal expression, collaboration, organization, and other critical skills are also improved. This Technology Plan will ensure that all students will have access to these tools. Students will be introduced to new technologies in the computer labs, and apply their knowledge on computers either in the Application Labs, on banks of classroom computers, or on available laptop computers. In this way, students will have the opportunity to work cooperatively on meaningful, technology-based projects that involve challenging and real-life tasks.

To improve student achievement across grade levels, technology standards and benchmarks will be integrated and applied within District curricular content, which is revised every year in an on-going improvement process. Increased student achievement will be obtained with the development of problem solving strategies that incorporate higher order thinking skills.

KRESA is in the process of researching and implementing a data warehouse to store, measure, and analyze student data and growth. This data will be collected at the classroom, building and district level, and stored in a common format on a server located at KRESA. All staff will be able to access this data and mine the data to develop educational plans that meet the needs of all learners.

Elementary

Currently at the K-5 grades, all three of our elementary schools are working to standardized core content curriculum (Reading, Writing, Math, Science, English Language Arts, and Social Studies). During this process the Technology Department and the Building Technology Teams will work with core content teams to integrate technology where appropriate. Since there are no separate technology classes taught at the elementary level, technology skills will be taught in curricular areas. To assist the teacher in the integration of technology skills, Building Techs and Media Specialists are available at the building level. Grade level teachers will be given training on how to incorporate the technology into the existing curriculum plans that apply to all grade levels.

The Accelerated Reading Program allows students to read books at their own level and speed. Computerized tests check comprehension and give students immediate feedback. Teachers receive bi-monthly reports of student progress.

Secondary

Curriculum writing and improvement is done at the secondary level by content/department teams. Through the process of creating a technology-rich environment at the new high school and middle school, the Vicksburg Community Schools Instruction Department, Technology Department and

Building Technology Teams will work with content teams to incorporate technology skills in support of curriculum. All classrooms have a mounted TV or projector connected to the teacher's computer to help in support of integration of technology into meaningful learning. As the budget allows, additional ceiling mounted data projectors that are connected to a PC and a DVD/VCR are being installed into classrooms where model teachers can demonstrate technology enriched lessons/units.

Middle School – One computer lab is available for teacher directed lessons and student projects. Applications and Integrated Technology Classes are taught at this level.

High School – One computer lab is available for teacher directed instruction or student project work. Two computer labs are used for Business Services Technology classes. A third mini-lab is utilized for the yearbook class. The Yearbook class uses the computer for the layout and design process. Digital photography with photo manipulation software is also used. A NovaNet lab is available (see below). This lab is monitored by a certified teacher. A computer lab is available for CAD work. A Film and Video computer lab is used for creating video.

NovaNet – provides an opportunity for students to take advanced AP level classes, for credit retrieval, or take a class not offered on campus.

Language Classes – All language classes use the Internet and software to enhance the curriculum. CD Rom software helps to improve listening comprehension and to learn more about the areas culture. The Internet provides information on travel, weather, political and cultural events, etc.

The Guidance Department - uses the Internet for searches and communication between schools. Career discovery happens through tools such as MOIS. Scheduling is also done with technology software. Software is also used to help students prepare for the MEAP, PSAT, and ACT tests. Programs for student portfolios are also available.

Special Education – Special Education uses technology for planning IEPC meetings. Inspiration is used to help students organize their writing and for graphs. Speech students use technology to teach voice, pitch and rate of speech.

Physical Education - Software is used in the Middle School and High Schools to test conditioning and body fat. Individual student reports are provided to parents.

Timeline for technology integration into curricula and instruction

2006-2007

- Continue identification of curricular and instructional needs that can be enhanced by technology.
- Continue to identify Internet sites that support district outcomes.
- Develop an evaluation tool to assess technology integration.
- Develop administrator observations of technology integration into the curriculum.
- Develop technology goals for students, teachers, administrators, and other staff members.
- Develop minimum competencies for students, teachers, administrators, and other staff members.
- Develop teams of teachers to develop grade level units/lessons enriched with technology.

- Develop a Building Technology Team at all buildings.
- Develop a Building Action Technology Plan at all buildings.
- Develop School Improvement Plans such that technology will be a necessary tool in accomplishing most of the goals.
- Encourage teachers to use technology to enhance the curriculum through the use of technology.
- Encourage teachers to use technology as a tool for learning to help increase efficiency at school, work and home.
- Determine software needs for all subjects and grade levels.
- Purchase courseware as needed for all subjects and grade levels.

2007 – 2008

- Develop a Professional Development Plan for teachers, administrators, and other staff members.
- Implement administrator observations of technology integration into the curriculum.
- Encourage teachers to use technology to enhance the curriculum through the use of technology.
- Review the current computer literacy outcomes at all levels and revise as necessary.
- Encourage teachers to use technology as a tool for learning to help increase efficiency at school, work and home.
- Determine software needs for all subjects and grade levels.
- Purchase courseware as needed for all subjects and grade levels.
- Evaluate and implement additional uses of NovaNet.
- Evaluate additional testing with NWEA assessments and enhance use of data.

2008 – 2009

- Create a database of units/lessons plans for teachers.
- Encourage teachers to use technology to enhance the curriculum through the use of technology.
- Encourage teachers to use technology as a tool for learning to help increase efficiency at school, work and home.
- Determine software needs for all subjects and grade levels.
- Purchase courseware as needed for all subjects and grade levels.

Section 6 – Technology Delivery

Student and Staff Accounts

Students and staff members of Vicksburg Community Schools have access to their own individual network accounts. These accounts allow for students and staff to save and/or transfer data/files throughout the District using the LAN. In the future, secondary students may be given email accounts as a means to communicate between themselves, their instructors, and the outside world.

Internet

Vicksburg Community Schools provides LAN and Internet access with at least one to two networked computers in every classroom. At the elementary level students also have access to the LAN and the Internet in a 30 station computer lab located in each building. At the middle school and high school students have access to the LAN and Internet through 30 station fixed computer and several computer labs throughout the buildings.

Wireless Computing

Vicksburg Community Schools currently provides a wireless computing access in all of its school buildings. Although limited, there are plans to expand the wireless network in all buildings and purchase more laptops.

United Streaming

KRESA has installing a streaming video server to enhance the use of our United Streaming subscription to deliver instructionally appropriate video. United Streaming is used at all of our elementary buildings, middle school and the high school. Through Professional Develop, teachers learn how to use United Streaming in the context of their lessons and with available technology applications.

NovaNet

NovaNET is a comprehensive, online, standards-based, interactive courseware system designed for grades 6-12. It provides an integrated assessment and a student management system as well as a full curriculum. Although NovaNet can be used on any computer at home or school with access to the internet, Vicksburg Community Schools offers it in a lab situation. A certified teacher oversees the lab and student progress. VCS uses NovaNet for credit recovery in core curriculum areas, credit accrual, state and standardized test preparation, distance learning, advanced placement and for courses not offered at VCS.

Distance Learning

With full implementation of our Video Distribution Network and with Internet accessibility, Vicksburg Community Schools has a distance learning system that allows for learning activities beyond the boundaries of the district. This system will allow for virtual field trips, interactive educational presentations, and teleconferencing activities for staff and students. In addition, Kalamazoo RESA offers a few distance learning opportunities for students and staff. We share this opportunity with Schoolcraft Schools, our partner on our private fiber optics connection.

MOIS – Michigan Occupational Information System

MOIS is a career development program that assists K-12 students and other users plan a career path that's right for their interests. MOIS is used at the Middle School and High School to help students develop and plan their career interests.

Section 7 – Parental Communications & Community Relations

As an integral part of the village of Vicksburg, Vicksburg Schools does not separate itself from the community. The District believes that it has a responsibility to give back to the same community that has given so much support to the schools. The District is continually making efforts to share their technology resources with community members and communicate with the parents of our students. With this in mind Vicksburg Community Schools has made significant steps in providing information to parents and the community that is easily obtainable.

District Web Page

The District has a web page located at www.vicksburg-community-schools.org and is maintained by Vicksburg Community Schools' staff and the High School Web Design class. Basic school and district information is available to the general public through this Internet site. Information such as staff names, phone numbers, school schedules, etc. are all located on each individual building's web page. The web page also contains current school happenings and information such as student handbooks, school calendars, parent organizations, lunch menus, after school programs, transportation, student activities, etc. There is even an area for survey questions where the school can collect valuable information and opinions from the public on important and pertinent issues. A link is also provided to the Parent Link which is mentioned below.

Phone System

A district-wide PBX telephone system has been implemented to make the telephone accessible to all staff. Each classroom and office area in the district now has a telephone available with voice-mail capability. These telephones facilitate efficient internal communications through internal, 4-digit dialing and external communications with patrons through external line access. With this installation every staff member, teacher and administrator has a phone on their desk or in their room/office with voice mail. Vicksburg Schools has the capability, in the case of an emergency, to dial up and communicate with all staff members at the same time. This acquisition has also enhanced communications between staff and community.

Cell Phones

Recently we have given our administrators cell phones in order to improve and to stay in direct and constant communications with the district, community, and our parents. With this ability our administrators can remain in contact with the district in case of emergency or other high priority event. Cell phones are used anytime an administrator is outside the district or away from a LAN line/phone.

Community Groups

Community organizations i.e. the Rotary Club, the Lions Club, etc. have used the School's facilities as well as their technology equipment for presentations, in-services, productions, and fund raisers. The building are also used for local, county and state polling sites for elections, and registration for absentee ballots are conducted at the Administration Building.

PTO – Parent Teacher Organization

A strong collaboration between the PTO and our elementary schools has developed and allowed the PTO to help both financial and individuals to help personally in the expanding of resources and programs within each school.

Parent/Teacher Conferences

Formal Parent/Teacher Conferences are held twice a year at all buildings. Informal Parent/Teacher Conferences are held when needed. These conferences provide awareness and communications between teachers and parents. Emphasis is placed on communicating news and updates about student progress and concerns.

Red & White Newsletter

The majority of our parents have Internet access. However, there are a few families who do not have this resource. For these families and for the rest of the community we produce and provide the Red & White Newsletter 10 times per year. This newsletter is mailed to each home in the district. It contains much of the same information as the District Web Page.

Kids Klub

Kids Klub is an organization sponsored by the VCS Community Education Department. It's a parent funded program that provides child care before and after school hours at the child's school site. This program uses the computers and the academic software installed on the computers in each of the building's computer lab to enhance and enrich the students overall experience in the child care program.

GroupWise – email

Vicksburg Community Schools continue to expand the use of e-mail as a vehicle for teachers, administrators, and other instructional staff to provide effective communication between staff, parents, and community members.

Parent Link

Parent Link is a real time access for parents to view pertinent school information on their child. With a userID and a password, parents can access and view their child's grades, attendance, lunch menu, behavior incidents, etc.

Teacher Made Web Pages

Classroom Web sites allow parents to be more involved beyond the school day and provide students with convenient online access to homework assignments, upcoming events and important documents.

District Technology Planning Committee

The District Technology Planning Committee has teacher representatives as well as representatives from the administration, school board and members from the community. This committee is responsible for the planning, implementation and assessment of the Technology Plan.

Instant Alert

Honeywell Instant Alert is a notification and communication service designed to notify, communicate and alert our parents and guardians. This system delivers a single, clear message to the students' parents or guardians by phone, cell phone, e-mail, pager or PDA. This system can be used for rapid and customized emergency notification or for communication of everyday activities, such as event times and locations, schedule changes and student performance.

Section 8 - Collaboration

Adult and Community Education

The Vicksburg Community Schools Adult and Community Education Department is committed to capitalizing on the unlimited opportunities to address community issues and to meet the challenges of our growing community. They provide a wide variety of services year-round to the community.

- Vicksburg Adult Education offers high school completion opportunities to adults in two 17-week semesters in the fall and spring of each school year. Classes are held at Vicksburg High School from 6:00 to 9:35 p.m. Mondays through Thursdays. Students must obtain a minimum of 18 credits to graduate and each class earns ½ credit per semester.
- NovaNet online learning classes are available allowing students additional credit opportunities that may not be available in our program. Included in the classes offered are several computer and technology related classes.
- Vicksburg Community Education offer a wide variety of classes, programs and services to community members that include; dance, aerobics, karate, before and after school childcare, kindergarten wrap programs, The Hearty Hustle, computer classes, internet classes, etc. They have recently purchased a site scheduling program that will allow building secretaries to schedule building and district sites i.e. rooms, gymnasiums, the auditorium, etc. through this software and the District's network.
- Vicksburg Community Education also offers in-services and Professional Develop classes for Vicksburg Community School staff members.

KRESA

The Kalamazoo RESA also provides professional development for teachers and administrator in technology and technology integration. Staff training in computer use, software applications and integrating technology into the curriculum is available through our membership in the consortium. These classes have also been held in Vicksburg's computer labs.

MEL – Michigan Electronic Library

The Michigan eLibrary is a project of the Library of Michigan, giving access of several databases to the citizens of Michigan through their libraries. Home access is available for some of these databases. These databases include: OCLS FirstSearch; Galegroup Infotrac; SIRS Discoverer Deluxe; Electric Library Elementary.

V-S WAN

A cooperative agreement between Schoolcraft Community Schools and Vicksburg Community Schools to utilize the Fiber Connection built between the two school districts. Through this we are able to provide services to each of our communities as well as to share development and resources between the two districts.

Timeline

2006 – 2009

- Research and develop ways to share more resources and programs with Schoolcraft Community Schools via the V-S WAN.
- Explore/research possibilities with KRESA on sharing resources, programs, Professional Development, etc using the fiber network within the consortium.
- Explore other possibilities of improving and offering more Adult and Community Education classes and programs.

Section 9 – Professional Development

Professional Development is extremely important for implementing and expanding the use and integration of technology into all classrooms to enhance the learning of Vicksburg Community Schools' students. If the district does not provide opportunities for staff to become proficient in strategies and techniques for the implementation of educational technology, it will never be able to effectively utilize that technology to its fullest extent. In an effort to provide a framework to ensure technological competence by students, staff, and administration, standards established by the ISTE (International Society for Technology in Education) will guide the District's professional development initiatives. Staff and administration competencies and standards have already been developed. These standards will be used to help guide professional development for the staff and administration.

While the district's curriculum and school improvement efforts provide the focus for the professional development efforts of the district, teachers will be asked to complete an instructional technology survey created by Vicksburg's Technology Department. The survey will be based upon the ISTE standards and benchmarks. This survey will help provide the district information as to the technology needs of the staff and allow staff members to determine their own levels of competence in using educational technology. Professional Development needs will also be determined by recommendations from the Building Technology Teams, the Technology Steering Committee, the Director of Technology, and upon surveys of teacher needs by the District Choice Professional Development Steering Committee.

Resources for providing professional development to the staff come from several sources. The Atom Learning, through MACUL, has an online service for providing district staff training in a multitude of subjects, ranging from basic use of an application such as Microsoft Word to technical network training in Microsoft NT. Staff members can also take advantage of the various technology offerings for Professional Development through Vicksburg Schools. Staff, including members from Tech. Support, can choose up to 12 hours of technology based Professional Development courses per year. These Professional Development classes are offered after school hours and on Saturdays during the school year and during the day, 8:00 am – 4:00 pm, through the summer months when school is not in session. The technology base Professional Development sessions are continually being evaluated and are based on the needs of the District's staff. Surveys (mentioned above) are given each year to the teachers and other staff members to determine these needs. Staff members have input to the type of Professional Development courses to be offered. Professional Development course evaluations/surveys are also used after each PD session to assess whether the Professional Development course is meeting the requirements of the staff members. . In the last several years, over 98% of Vicksburg teachers have chosen to participate in a multitude of district Choice Professional Development Classes, including (or will include):

Windows Basic, Intermediate, & Advanced, Working with Your E-mail, NewGen Basics (Student Management i.e. Taking Attendance with NewGen, Entering Grades in NewGen, Finding Student Information, etc.), Excel Basic, Intermediate, & Advanced, PowerPoint Basic, Intermediate, & Advanced, Kid Pix, Microsoft Publisher, Search the Internet, Integrating Technology into the Classroom, Managing Your Class with Technology, Web Page Design, FileMaker Pro Basic, Intermediate, & Advanced, Network Basics (logging on & off, saving files, getting around the network, etc.)

To build upon the basic teacher training and Profession Development that is already in place and to assist teachers in developing lessons which utilize best teaching and learning applications for technology, it is recommended that Vicksburg Community Schools establishing a dedicated training facility for Vicksburg staff. This facility could provide ongoing professional development classes and workshops before, during, and after the school day, over weekends, and throughout the summer. The Professional Development classes/in-services would provide extensive training and opportunity for: 1) the utilization of technology to facilitate new ways of teaching, learning, and assessment within the classroom setting; 2) the integration of technology through the curriculum; 3) brain-storming and planning sessions that would help ensure school reform within the classroom; 4) acquisition of skills and strategies for accessing more challenging content through the Internet; and 5) locating and integrating information from the Internet into existing curriculum in order to support the Michigan Curriculum Frameworks and the Teaching an Learning standards contained therein. Through this training facility, the traditional teacher-centered classroom will give way to a more learner-centered, interactive environment. The focus will be on the student and the learning process. Teachers will learn to utilize the computer both as a facilitator of learning and a tool for managing the learning process and providing students with consistent and frequent feedback on their progress in meeting the Essential Performance Standards of the District curriculum.

The Intermediate School District, Kalamazoo Regional Educational Support Agency (KRESA) is yet another source for Professional Development. KRESA offers several technology classes, integration of technology, and other in-services that the District's staff can take. Other professional development opportunities are provided by various district staff members who have demonstrated a competence with a particular application or tool

Timetable

For the first year of this plan, the District will continue to focus its professional development efforts on providing opportunities for staff to receive on-going training in the use of current software and equipment and become proficient with computers in order to use them on a daily basis for tasks such as attendance, student management, grade reporting and communication.

In the last two years, attention will be directed upon the utilization of the learned concepts to enhance classroom instruction; developing and implementing lesson plans that use the multimedia resources existing in their classrooms (e.g., scanners, sound cards, video, projectors); and training to integrate existing unit plans with technology. As teachers become more comfortable with technology and learn how to use the technology, more and more classrooms will become technology rich educational environments.

Timeline

2006 – 2007

- The District will continue to focus its professional development efforts on providing opportunities for staff to receive on-going training in the use of current software and equipment and become proficient with computers in order to use them on a daily basis for tasks such as attendance, student management, grade reporting and communication.
- District training plan implementation continues.
- Lab Support Technicians participate in professional development.
- Consider additional professional development opportunities.

2007 – 2008

- Provide opportunities for staff to receive training to enhance classroom instruction; develop and implement lesson plans that use the multimedia resources that exist in their classrooms (e.g., scanners, sound cards, video, projectors); and training to integrate existing unit plans with technology.
- Continue to provide opportunities for staff to receive on-going training in the use of current software and equipment and become proficient with computers in order to use them on a daily basis for tasks such as attendance, student management, grade reporting and communication.
- District training plan implementation continues.
- Consider additional professional development opportunities.

2008 – 2009

- Provide more opportunities for staff to receive training to enhance classroom instruction; develop and implement lesson plans that use the multimedia resources that exist in their classrooms (e.g., scanners, sound cards, video, projectors); and training to integrate existing unit plans with technology.
- Continue to provide opportunities for staff to receive on-going training in the use of current software and equipment and become proficient with computers in order to use them on a daily basis for tasks such as attendance, student management, grade reporting and communication.
- District training plan implementation continues.
- Consider additional professional development opportunities.
- Build a dedicated training facility for Vicksburg staff.

Section 10 – Supporting Resources

Vicksburg Community Schools' personnel have an enormous amount of informational resources available to them to assist in every aspect of technology.

Policies and Guidelines

The Board of Education has adopted formal policies and guidelines regarding technology. The use of technology is a privilege that is extended to students, staff and the community and with this privilege comes rights and responsibilities. Students receive these guidelines, rules and user responsibility statements regarding computer, network and internet usage at the beginning of each school year. This information is also included in student and staff handbooks. In addition, the Board of Education has adopted numerous policies to ensure student protection and compliance with such regulations as the Children's Internet Protection Act (CIPA).

Intranet

Vicksburg Schools maintains an intranet whereas the District and each school building preserves a presence. Basic school and district information is available to the staff through this Intranet. The District is looking at expanding and utilizing this resource to interact more efficiently with all staff. Use of the Intranet has allowed common access too many topics which allow for standardized communication within the district. Items include GroupWise, curriculum, technology support, policy and guidelines.

Internet

Internet access is available in all classrooms and labs and is used for development, learning and research for students as well as the entire staff.

Manuals and Printed Materials

Training materials, quick reference guides and software support are also provided by the Technology Department and through the Intranet.

Online subscription services

- United Streaming provides educational movies for downloading or live video services. This is available to both students and staff.
- Atom Learning provides Professional Development over a wide range of topics.
- NovaNet – curriculum
- MEL – Michigan Electronic Library provides a gateway to Access Michigan. This is an electronic library that provides access to databases containing full text magazine and newspaper articles archived as far back as 1986.
- South Western Michigan Library Consortium – offers interlibrary book loan, continuing Education Classes and environmental recycling of technology hardware.
- District Web Page – The district has a web site located at www.vicksburgcommunityschools.org. Basic school and district information is available to the general public through this internet site.
- School Dude Work Order System – Our custodial and maintenance departments utilize this on-line work order system to post, maintain and track work orders throughout the District.

Management Software

Vicksburg is the development partner and alpha site for NewGen software which is being developed by Integrated Systems Developers Corporation. This partnership is developing an

integrated software package for schools that include; student management (attendance, behavior, locker, student information, grades, report cards, eligibility), financial (human resources, accounts payable, accounts receivable), curriculum, food service, transportation, library system, purchase order system,

Blood Bourne Pathogens

Blood Bourne Pathogens testing is done on-line and is mandated by the State. This testing is used as an online learning tool. All staff is required to enroll and complete this program.

Other Resources

Resources are also available through KRESA, Kalamazoo Valley Community College, and Western Michigan University to assist district personnel with instruction and technology support. These resources include video lending library, instructional material, technology classes and in-services as well as human support.

Resources available to all staff via the computer

The District provides a standard set of instructional software for all students and teachers. Providing a standard set of application software on all district computers will ensure an equitable and consistent experience for all users. In addition, it ensures a more efficient tech support, more effective training, and a greater degree of staff collaboration and sharing of instructional ideas and methods.

Software/Applications

- a) Microsoft Office Professional – Word, Excel, PowerPoint, Access, Publisher
- b) FileMaker Pro 5
- c) Student Management for attendance, report cards, behavior, eligibility, student information, etc.
- d) E-mail – GroupWise
- e) Internet Access

Auxiliary Peripherals

- a) Network Laser Printers
- b) Network Drafting Plotters
- c) Desktop Scanners
- d) Color inkjet printer
- e) Digital Video Camera
- f) VCR/DVD
- g) PC/TV Scan/Converter
- h) Projectors

Maintenance

The Maintenance department uses School Dude for all work orders and additional software to manage the heating and air conditioning and diagnose HR systems.

Food Service

Vicksburg Community Schools Food Service uses software and the District's network to track free and reduce lunches, meals that students eat, and each student's lunch money. This Food Service Module is part of our "Integrated Database" being developed with our partners ISD.

Library

The library in each of our buildings will be part of our “integrated database” and be assessable anywhere on our network. In the meantime, Surpass is used throughout the district. Data is stored on our network and the card catalog feature of Surpass is accessible from the network on networked computers.

Athletics

Athletics is using a program called Schedule Star to input its schedule on the network. The Athletic Director and Transportation Director are able to get to this schedule via the network. Schedule Star prints reports for all school sponsored athletic teams. These reports include schedules; win/lose record, time bus leaves on away games, officials, team rosters, etc.

Transportation

The Transportation Department has installed a module from NewGen (described above) and Bustops that will aid in bus routing, bus schedules, bus maintenance, and communication with parents, etc.

Security

Security is a major area where we utilize technology to provide services to our stakeholders. Each school building is equipped with a security server and cameras. The district recently applied for and was accepted to receive \$50,000 through the SOS Grant to upgrade our security at the High School, Middle School and Sunset Lake Elementary School. This money will be used to upgrade servers, cameras and to purchase and install keyless entries at those buildings.

Community Education

Vicksburg Community Education offer a wide variety of classes, programs and services to community members that include; dance, aerobics, karate, before and after school childcare, kindergarten wrap programs, The Hearty Hustle, computer classes, internet classes, etc. They have recently purchased a site scheduling program that will allow building secretaries to schedule building and district sites i.e. rooms, gymnasiums, the auditorium, etc. through this software and the District’s network.

Vicksburg Community Education also offers in-services and Professional Develop classes for Vicksburg Community School staff members.

Section 11 – Infrastructure Needs/Technical Specification, and Design

District - WAN

Vicksburg Community Schools' Local Area Network (LAN) runs Novell Netware 6, Windows 2003, and Microsoft Remote Access and supports ten file servers all located in the Main Distribution Frame (MDF) at the High School. All district computers have access to each of these servers. The "Apps2" server contains course/grade specific software programs such as keyboarding, math, reading, foreign language, business, special education, career awareness, K-5 software from The Learning Company, Scholastic Reading Inventory and Accelerated Reader. Depending on the grade level served, computers can access part or all of these programs. The "GRPWISE1" server contains GroupWise 6.5 that gives an e-mail account to all staff and is capable of sending and receiving email inside and outside the District. "Student1" server contains all student directories and data. The "Staff1" server contains all teacher and staff directories and data. The Border Manager server provides Internet access to all computers in the District at 100 meg speeds. This server filters inappropriate web sites and information on the Internet. To help monitor the district's Acceptable Use Policy for staff and students, the District runs weekly reports on staff and student Internet sites visited and checks for any inappropriate sites. In addition, the Technology staff monitors files that are saved on the network and checks for any inappropriate files. The AS400 server holds the Integrated Software for Student Data Management, Financial, Payroll, Personnel, Operations, Food Service, Library, Curriculum, and Instructional Planning. Vicksburg is the development partner and alpha site for these systems which are being developed by Integrated Systems Developers Corporation. The "FileMaker Pro" server has FileMaker Pro installed and gives K-5 teachers access to their report cards via TCP/IP from any networked computer in the District. Electronic hardware such as switches in the MDF and IDF rooms are all Cisco products. With these switches and the fiber, the District's network is capable of gigabit connection between buildings and the IDF's and 100 megabit speed to the classrooms.

Elementary Schools

A fiber optic cable runs to the each building connecting each of the three schools to the District's LAN. A fiber optic backbone is used inside all three elementary schools. This fiber is used to connect each classroom to the building's LAN. Once inside the classroom the fiber is converted to CAT 5e and then connects to a "switch". This "switch" can accommodate up to 8 networked computers. There is currently an average of two Internet ready multi-media computers in each elementary classroom. These computers are used by students as learning centers and by teachers for student management and productivity tools. All of these computers are equipped with Microsoft Windows XP, Microsoft Office 2003, and FileMaker Pro 5.0. These computers are also connected to the District's file servers via the network which enables them to access course/grade specific software programs and additional software applications (see above). Each elementary building has a computer lab consisting of 30 computers. Teachers are able to use these labs for whole classroom instructional purposes to work on challenging, long-term, technology based, authentic assignments, individualized instructional courseware or broad student access to the Internet and other on-line resources. Two of the three elementary schools have a mini-lab with approximately five to six network computers installed in the room. Each elementary school also has several laptop computers, maintained in the school library, available to teachers or students for check-out. All the laptops include Wireless adapters which when used in conjunction with the Cisco Access Point connects to the network via wireless.

Middle School

At the Middle School, a fiber optic backbone runs to the building connecting the Middle School with the LAN. Once inside, fiber connects the MDF (Main Distribution Frame) with three Intermediate Distribution Frames (IDF). From the IDF, CAT 5e cable run throughout the building connecting the classrooms to the building's LAN. The Middle School has three networked computer labs. In one of the computer labs, students learn typing skills, word processing, desktop publishing, multimedia presentation and other skills to enhance proficiency in the areas of math, language arts, social studies, history, and other Middle School courses. Teachers are able to use the second computer lab as an applications lab for whole classroom instructional purposes (to work on challenging, long-term, technology based and authentic assignments); individualized instructional courseware; or broad student access to the Internet and other on-line resources. Foreign Language also has a mini-lab consisting of ten networked computers used to teach French and Spanish. The Enrichment Lab, Library Media Center and Academic Skills classroom have mini-labs of nine, twelve, and five computers, respectively. Each classroom has one Internet ready multi-media Pentium IV computer that accesses the World Wide Web at 10meg speeds. Many classrooms have one other computer that acts as a stand-alone. From these networked workstations, students and staff have access to instructional software, productivity tools (i.e. Microsoft Office 2003), the Internet, and any software applications located on the server (see District Infrastructure).

High School

Vicksburg High School, like the Middle School, has fiber optic cable running to the building and also within the building connecting the MDF with six IDFs. CAT 5e cable runs from the Distribution Frames to the classrooms connecting the computers to the LAN. Classrooms are wired to connect up to five networked computers. Each classroom has one or two Internet ready multi-media Pentium IV computers that access the World Wide Web at 10meg speeds. From these networked workstations, students and staff have access to instructional software, productivity tools (i.e. Microsoft Office 2003), the Internet, and any software applications located on the server (see District Infrastructure). There are currently four networked computer labs. Two of these labs are used for students learning keyboarding, word processing, desktop publishing, spreadsheet development, database concepts, web design, business applications, and computer programming. The other two labs are used as application labs for teachers to use for whole classroom instructional purposes, to work on challenging, long-term, technology based, authentic assignments; individualized instructional courseware; or broad student access to the Internet and other on-line resources. The High School also has a drafting lab that consists of 30-networked computers. Each of these computers has CAD software installed and is Internet ready.

Media Centers

The Media Center in each building is running a networked on-line card catalogue and circulation system. The High School is running the library module from NEWGEN and all other buildings are running Surpass. All libraries have CD-ROM access to reference material and Internet access. The Middle School and High School libraries each have at least ten network computers with Internet access. The Elementary Schools have at least five networked computers. Also, resident on the middle school and high school library computers and/or the file server is SIRS Researcher, ProQuest Periodicals, World Almanac, Encyclopedias, and Dictionaries.

TV and Media

TV and Media production facilities are located at Vicksburg High School where students produce educational, information, and/or sports multimedia projects and videos.

Guidance

Guidance offices at the each elementary school, middle school and high school have desktop systems to access student records, career information systems, financial aid software, word processing and spreadsheet applications, and the Internet. Report cards, interim reports and other bulk student scheduling and attendance information is generated centrally by the district's student management system (NEWGEN) on the AS400. One hundred percent of our District offices and guidance offices are connected to our wide area network and have Internet and e-mail access.

Network Security

- Access to the network is controlled through network login.
- Firewalls are in place to control access to the network from outside the district.
- A Border Manager proxy server with installed filtering software (Linkwall) controls Internet access.
- Desktop security is controlled through Novell Policy Manager using Zenworks.
- All of these software items are purchased through a SLA (School Licensing Agreement).

Safety

A security server controlling interior and exterior cameras is in place at each of the schools. Each elementary building has nine cameras – 4 exterior and 5 interior. The Middle School has 16 cameras – 5 exterior and 11 interior. The High School has 2 security servers each controlling 16 cameras for a total of 32 cameras – 16 exterior and 16 interior. Servers at Indian Lake Elementary, the Middle School and the High School can be viewed from the Internet provided there is access and a high speed connection. Each server provides approximately 7 days of recorded viewing and search capabilities.

Video Distribution

A wall mounted 27 inch monitor or a ceiling mounted projector for the delivery of video instruction is in place in every classroom. This monitor/projector is capable of receiving all building feeds such as cable TV, satellite TV, with the ability for in house broadcasting, and has access to video sources such as laser disk players, CD players, and digital video floppy cameras. A VCR/DVD is mounted in each building with a video monitor and is capable of transmitting it's signal to the individual building or entire network.

Data projectors are available in each building to checkout for showing large format displays for instructional and or large group meetings.

Camcorders are used and shared among staff. A small broadcast cart is located in the Middle School and will allow student and staff prepared broadcasts which can be pushed out between the Middle and High School.

Phone System

A district-wide PBX telephone system has been implemented to make the telephone accessible to all staff. Each classroom and office area in the district has a telephone available with voice-mail capability. These telephones facilitate efficient internal communications through internal, 4-digit dialing and external communications with patrons through external line access.

Network Diagram

See appendix A

Infrastructure Needs and Upgrading

To fully "...create, maintain, perpetuate and integrate technology into an environment in which students, teachers, administrators and the community use technology as a tool for learning and to help increase efficiency at school, work and home", the District must provide and continually assess 1) sufficient bandwidth to accommodate Internet technologies that include data, voice and video, 2) network infrastructure and backbone, and 3) sufficient storage and processing power to all district users. In addition there are several critical elements to the infrastructure that must be added in this next Technology Plan.

1. Four-year replacement cycle for computers.

A four-year replacement cycle for computers must be implemented. The useful life cycle of computers is three to five years. A four-year replacement plan for computers and other hardware will be put into effect. At the same time, arrangements will be made for the Technology Department to address the maintenance needs of not only computers, but also, printers, cabling and all other technology related equipment for each building.

Computers will be rotated back into the system whereby the areas requiring the most advanced machines will receive the newest computers and the older machines will be sent to those areas requiring the more moderate and lesser needs. This rotation system will also be used in the labs where use and access priorities will be established. When a computer has outlived its usefulness, it will be discarded. When possible, these computers and related technologies will be sold or given to members of the community who are most in need and are involved in adult education programs within the district.

2. AS400 Student Data Management System

The AS400 student management system has provided the means to place all the tools for curriculum and instructional management on-line and at the fingertips of every teacher. This system will need to be developed with more management modules for the staff. The modules already developed need refinement and fine-tuning. Teachers will need intensive training to move from past experience, where all these professional resources are in hard copy and cumbersome to use, to where they are on-line, organized for easy access, and cross-referenced with tools for student assessment and achievement reporting.

Timeline – 2006-2009

- Develop and implement curriculum module
- Develop and implement gradebook
- Refine and fine-tune all developed modules
- Train appropriate staff on the use of the above modules

3. The AS400 Operating Data Management System

The AS400 operating data management system has provided the means to place all the tools for finance, payroll, human resources, and transportation on-line and at the fingertips of the respective user. This system will need to be developed with more management modules for the involved staff. The modules already developed need refinement and fine-tuning. Users will need intensive training to move from past experience and in-grained routines and procedures, to where they are on-line, organized for easy access, and cross-referenced with tools and other resources.

Timeline 2006-2009

- Develop and implement budget module
- Develop and implement budget forecast module
- Develop and implement a graphical user interface (GUI) for Accounts Payable
- Develop and implement a graphical user interface (GUI) Accounts Receivable
- Develop and implement a graphical user interface (GUI) Payroll
- Develop and implement Human Resources
- Develop and implement Transportation

4. **Model/Demonstration Classrooms,**

We must create demonstration classrooms where technology is fully integrated into day-to-day instruction and students are thriving educationally from the opportunities for individualized learning and active engagement. This can be accomplished; 1) by providing sets of laptop computers which can be moved into the classroom to support small group student projects; 2) by equipping designated demonstration classrooms with banks of three to five or more networked computes; 3) by supplying classroom sets of handheld computers/PDA's connected to the Internet to support student learning and projects; 4) by outfitting classrooms with the latest technologies i.e. projectors, document digital visual presenters, audio equipment, video and audio switches, etc.; and 4) by creating more application labs in the each building. Classrooms equipped with banks of three to five networked computers will be created over a three-year plan. With the addition of more application labs, computers will be available, not only for students to apply their knowledge of utility software, but also for classroom instructional purposes to work on challenging, long-term, technology based, authentic assignments or individualized instructional course ware.

Teachers identified through the staff-training programs will apply the technology integration strategies learned in their training to the delivery of instruction within their classrooms with an emphasis on high degrees of student engagement through on-line resources, courseware, utility tools, and engaged student projects. Through the Internet and other on-line resources, students will be able to access massive "digital libraries" and real world primary sources, such as the Library of Congress or the National Gallery of Art, right from their classroom. They will be able to download text, photos or any multi-media information at any time of the day.

In the next three years, we will design teacher-training modules and establish demonstration classrooms where technology is utilized to create this student centered learning environment.

Timeline 2006-2009

- Continue to install banks of computers in classrooms.
- Purchase more laptop computers for each building.
- Install model classrooms with projectors, Elmos, audio systems, video/audio switches

5. **Wireless Network**

We must enhance the District's LAN/WAN by incorporating a wireless network. Adding wireless technology to an existing wired system in the District provides the school, it's

teachers and students, with added benefits and the ability to access hundreds of applications and resources in new places throughout each building and in each classroom.

A wireless network enables:

- Flexible teaching options and fast Internet access to enhance the education of students. Teachers will be able to teach and demonstrate curriculum in a variety of new methods and students are able to learn in places in and outside the classroom.
- The use of the Internet in settings outside of the classroom and will help captivate students through the use of different applications.
- Convenience, flexibility and combine hands-on learning with current, real world issues.
- Students to have “anytime-anywhere” computing and be connected to the network and Internet no matter where they are in the building. They will be able to access curriculum-specific applications assigned by their teachers.

As the cost of wireless networking goes down, Vicksburg Community Schools will look into the possibilities and the potential of a wireless network esp. in 1) classrooms that have a limited number of network drops or that need the mobility of laptop computers, 2) buildings that need a LAN upgrade, and 3) buildings that have no network capability and may be too costly to run fiber i.e. the Outdoor Education Center.

6. Handheld Computers/PDAs

We need to provide hand held computers/PDAs to administrators, teachers, and students. Handheld computers can improve classroom teaching practices and aid in student learning. They can help with student assessment and evaluation. Handheld computers should not be viewed as a replacement for desktop computers, but as a supplement to them. Teachers will be trained to integrate them with other technologies, and use them at the site of instruction – outside the classroom or traditional school setting. Instead of relocating the classroom to the computer lab, outdoors or on a field trip, handhelds can be utilized by students to beam an assignment to an infrared port on a printer, or to a networked computer. By using handheld computers along with sensors, students can perform experiments and collect data, then transfer the data to another computer for analysis. When students are equipped with handheld computers, only one desktop or laptop computer is needed in the classroom as students download their assignments from their individual handheld to the computer via an infrared beam.

Using handheld computers in the classroom can be a benefit to teachers for classroom management. Software for student assessment, taking attendance and reporting student behavior problems are available for handheld computers. Additionally, the transmission of assignments electronically between teacher and students can drastically reduce the amount of paperwork inherent in the life of the traditional classroom.

Building Administrators can use the handheld computer for behavior, student identification, searching the location of a student, etc. when they are not sitting at their desktop computers.

7. IP Telephones

One day, IP Telephony systems will offer significant cost and performance advantages over maintaining separate voice, video, and data networks. At that point, Vicksburg Community Schools will look at replacing their PBX system. It is hoped that the cost of a converged

network will run 40-60 percent less than the total cost of ownership of separate voice, video, and data networks. Managing a single, unified network will generally be easier, less expensive, and require fewer resources. Management and administration costs will be reduced as well.

8. Cell Phones

Recently we have given our administrators cell phones in order to improve and to stay in direct and constant communications with the district, community, and our parents. With this ability our administrators can remain in contact with the district in case of emergency or other high priority event. Cell phones are used anytime an administrator is outside the district or away from a LAN line/phone.

9. Laptops

The most important benefits of a laptop program is the increase in 21st century skills. "Developing the ability to learn independently, collaborate with peers to accomplish work, and communicate the conclusions of your work are the core of 21st century skills, and a highly valued set of competencies in the world outside of school. These accomplishments are seen in many laptop programs, especially those that permit students to take their computer home in the evening." (Rockman, 2003)

10. Video Distribution

With full implementation of our Video Distribution Network and with Internet accessibility, Vicksburg Community Schools will have a distance learning system that allows for learning activities beyond the boundaries of the district. This system will allow for virtual field trips, interactive educational presentations, and teleconferencing activities for staff and students.

11. VAB Learning Center

We must build upon the basic teacher training already in place by developing a professional development curriculum which identifies the best teaching and learning applications for technology and assist teachers in developing lessons which utilize those practices. Establishing a dedicated training facility for Vicksburg staff would provide ongoing professional development classes and workshops before, during, and after the school day. These classes/in-services would provide extensive training and opportunity for: 1) the utilization of technology to facilitate new ways of teaching, learning, and assessment within the classroom setting; 2) the integration of technology through the curriculum; 3) brain-storming and planning sessions that would help ensure school reform within the classroom; 4) acquisition of skills and strategies for accessing more challenging content through the Internet; and 5) locating and integrating information from the Internet into existing curriculum in order to support the Michigan Curriculum Frameworks and the Teaching and Learning standards contained therein.

Through this training facility, the traditional teacher-centered classroom will give way to a more learner-centered, interactive environment. The focus will be on the student and the learning process. Teachers will learn to utilize the computer both as a facilitator of learning and a tool for managing the learning process and providing students with consistent and frequent feedback on their progress in meeting the Essential Performance Standards of the District curriculum.

12. Security

Safety and security of our students and teachers is a major concern at Vicksburg Community Schools. There is a significant need for providing and improving our basic security and crisis preparedness measures in the school environment. We will continually evaluate and assess our safety and security equipment (servers, cameras, etc.) and our policies/guidelines to ensure a safe environment for our students, staff and community members. In addition, we will work with the local safety and security experts to provide top-quality assessments that focus on crisis preparedness, physical security, security staffing and operations, special event security management, security policies and procedures, community coordination with emergency service providers and broader school community, transportation security and, personnel security.

Vicksburg Community Schools we continue to improve and upgrade their limited security system already in place by taking the following steps.

- Annually assess current equipment and policies
- Research current technology and availability of the “up to date” equipment
- Purchase and install top-quality safety and security equipment
 - Cameras, keyless entry, servers, sensors, cable or wireless equipment, etc.

13. Other

In order to fully implement Vicksburg’s Technology Plan, the following resources must also be provided:

1. District and building offices with the most current management hardware and software/tools.
2. Courseware for all subjects and grades
3. Curricular specific technology as determined by curriculum departments. Some examples are:
 - mobile word processing labs or carts
 - probes in science
 - calculators for science and math
 - computerized microscopes
 - Technology Labs in Industrial Arts
 - graphic arts labs
 - computer sensors
 - document cameras
 - recording capabilities in music, video, film
 - laptops with network access for traveling staff
 - laptops for checkout
 - DVD reader/writers
 - digital monitor/DVD or equivalent in each classroom
 - LCD/DLP video projector in each computer lab
 - multi-media teaching cart including a laptop, LCD/DLP video projector, and a document camera: a minimum of one per five teachers
 - one color laser per lab
 - learning/research center subscriptions to databases
 - wireless sound system for each classroom and PE/school activities

- scanners
 - digital cameras
4. Other technologies that may be considered in the future are:
- Interactive student workstations replacing traditional student desks

14. Parental Communications & Community Relations

Vicksburg Community Schools needs to develop a plan to involve others within the community to aid in accomplishing our vision for technology. The community connection is necessary to take advantage of the resources available in the community and to gain community support. We are in the process of developing more partnerships with community members, agencies, and businesses. More partnerships need to be formed with the business community, in order to obtain a better sense of how the world of work is changing, and to understand how a business is organized to solve problems and create products. Visits will be made to businesses that serve the community and employ our graduates to develop a better understanding of the skills our students will need in the future. Also, cooperative ventures in the future are needed to train both school staff and business staff in the use of new technologies.

Year one of this technology plan will concentrate on reviewing current and potential opportunities for collaborating with community agencies and businesses. Opportunities to provide further technology training or assistance will also be explored. The final two years of this plan will be devoted to exploring and establishing possible collaborations with community adult service providers and continuing to pursue opportunities for collaborating with community agencies and businesses. Issues regarding the opening of the school's computer labs for staff and community members and providing evening and summer training opportunities will be reviewed and considered as well. Vicksburg Community Schools will continue to provide and explore a variety of means for the use of technology by the community members, agencies and businesses through all three years of this plan. VCS will continue to explore ways to inform and communicate with parents of the technology being used with students. Possible strategies could include, Technology Fairs, Technology Camps, Technology Open Houses classroom, building, or District newsletters, media, or the District Web Page. These are only a few ideas. VCS will continue to get input and ideas from its staff, parents and community members.

Technical Support

Technology support is provided by a full time District Director of Technology Services, a full time Network Manager and a full time AS400 Manager/Informational Data Manager. The Network Manager and the AS400 Manager both are LAN technicians when needed. All five school buildings in the district have one building technician assigned to provide maintenance help and to ensure maximum operational condition of the building's technology assets. The three elementary schools all have a part-time building technician that works approximately 6 hours a day. The high school and middle school has a full time building technician. These technicians not only provide general operational maintenance of the technology but also offer basic expertise in the use of specific applications. Generally, the technicians are responsible for assisting the building staff in accomplishing their school improvement, NCA and individual goals. Both the Network and AS400 managers are assigned and are responsible for over-see each building within the district. They are expected to visit each building one to two times a week and deal with any problems or questions that the Building Technicians can't handle. Professional development opportunities are provided to the technicians to ensure an appropriate level of expertise. As a part of their job, all

the technicians perform regular technical inspections on the equipment and material as a part of the assessment process.

Building Technicians

As mentioned above, all five school buildings have a resident Building Technician whose responsibility is to maintain all of its technology assets. These technicians provide both technical and instructional support to the staff in assisting them in utilizing technology to the maximum extent possible. They have all necessary resources to maintain the district's technology assets to include printed documentation, the District's technology personnel, and online resources. These Building Technicians attend the same technology Professional Development sessions as the rest of the District's staff. In addition, these Building Technicians, along with the entire technology staff, attend other technology based in-services, conferences, and classes provided by either Vicksburg Schools, KRESA, MACUL, WMU, KVCC or other technology based institutions.

Some of the responsibilities of the Building Support Technician are the following.

1. Maintaining the building's computer lab.
2. Reports to district Technology Director
3. Providing an annual inspection or assessment of all building technology assets and performing routine maintenance as needed.
 - a. Participates in appropriate professional development and training opportunities in order to meet the building's maintenance requirements.
 - b. Contacts external sources whenever the repair is beyond the capability of the technician.
 - c. Accomplishes emergency and routine repairs in a prompt manner.
 - d. Records and documents repair and maintenance of equipment.
4. Maintaining an up-to-date inventory of the building's educational technology resources.
 - a. Includes software, hardware, printed information, and resource materials in the building's inventory.
 - b. Ensures that all technology materials and equipment are classified, cataloged and processed at the time of their acquisition. This also may include assisting the building media specialist in the case of software.
 - c. Ensures that all technology materials and equipment are marked and documented according to building.
 - d. Cleans all technology equipment once a year.
5. Installing software at the building level that is appropriate for the school improvement, NCA process, and individual professional goals of the staff.
 - a. Ensures that the installed software is operating properly and does not conflict with the operating system.
 - b. Immediately addresses conflict issues with existing software applications and takes corrective action.
 - c. Ensures that there are no legal limitations or copyright violations involved with the installed software.
6. Providing appropriate technical assistance to building staff regarding the use of hardware and software applications.
 - a. Becomes personally familiar with the operation of building hardware and software assets to offer support to staff as requested.
 - b. Participates in professional development and training activities to increase their level of proficiency in the operation of building technology resources.

Media Specialists

Vicksburg Schools has employed three media specialists. Media specialists are assigned to the middle and high schools, respectively, and one is dedicated to serve part time at all three of the district's elementary schools. Each building has a full time media paraprofessional. Media specialists need to support all levels in the implementation of educational technology. The District needs to work on restructuring the job descriptions of these media specialists to include integrating technology in all aspects of the media and instructional programs. As a result of this restructuring, media specialists will provide technical assistance and support with educational technology issues to the building staff. The role of the media specialist, then, is as:

- A teacher who teaches all users information retrieval skills using technology and more traditional resources. In this role, the media specialist also promotes reading and the development of reading skills.
- An instructional partner who works with the teachers in the development of curriculum, units and lessons, ensuring that a wide variety of resources are included.
- An information specialist who provides the leadership and expertise in acquiring and evaluating all forms of resources. In this role, the media specialist serves on the Building Technology Team and is a leader in the integration of all resources. The media staff should also be represented on The Learning Council (curriculum committee) and the District Technology Steering Committee.
- A program administrator who manages all aspects of the media center, ensuring that district material selection policies, copyright law/licensing are followed.

Staff Experts

In addition to the technicians and media specialists, there are other staff members at each building who have become proficient in various technology uses. While there is no current formal organization of proficiencies available as resources, these staff members do provide a valuable foundation for future formal integration of instructional technology. The District has and will continue to encourage these staff members to share their knowledge with others. This has been done informally and formally with Professional Development and short in-services.

Help Desk

A Help Desk is available to all Vicksburg personnel through the District's email. Whenever, a staff member needs assistance or has a question, they email the Building Technician. If Building Techs don't know the answer, can't fix the problem, or can't find a solution, they forward the email to the LAN technicians.

Contracted Services

- Maintenance contract for phone service supplied by CTS and Altronics is maintained.
- Support contract is maintained for data networking services through IBM and Secant Technologies.
- Maintenance contract for our fiber is supplied by Consumers Energy and Link Telecom.

Timetable

Year 1 (2006-2007):

- Assess District hardware to determine necessary upgrades.
- Infrastructure
 - Provide sufficient storage and processing power to all District users
 - Follow rotation and replacement plan for hardware.
 - Replace/upgrade existing network servers if needed
 - Review potential use of wireless network.
 - Evaluate remote access to the LAN from home.
 - Assess infrastructure operability
- Computer purchases
 - Follow rotation plan for computers
- Computer movement
 - Move older computers to classrooms.
- Video Distribution System
 - Install the Video Distribution System
 - Purchase a mobile video cart for the High School and Middle School
 - Purchase TV's, VCR's, and DVD's for all classrooms in the Middle School and High School.
 - Purchase scan/converters to connect a computer to a TV in the Middle School and High School.
 - Train staff on the use of the Video Distribution System
 - Staff will begin to explore ways of using the Video Distribution System in their curriculum and in their classrooms.
 - The District provides ways for teachers and staff members to use the Video Distribution System.
- VAB Learning Center
 - Develop a plan to create a Learning Center at the Administration Building
 - Possible Uses
 - Professional Develop
 - Computer Training, Internet research/training
 - Curriculum Work
- Software
 - Review software requirements and assess software needs
 - Purchase K – 5 grade level specific software
 - Develop technology literacy skills
 - Develop Math skills as remedial and enrichment activities
 - Purchase 6 – 8 grade level specific software
 - Purchase 9 – 12 grade level specific software
- NEWGEN - Integrated Software Developers
 - Develop and implement budget module
 - Develop and implement budget forecast module
 - Develop and implement a graphical user interface (GUI) for Accounts Payable
 - Develop and implement a graphical user interface (GUI) Accounts Receivable
 - Develop and implement a graphical user interface (GUI) Payroll
 - Develop and implement Human Resources

- Develop and implement Transportation
- Develop and implement Curriculum module
- Develop and implement Gradebook
- Refine the Parent Link module
- Refine the Behavior module
- Refine and fine tune all developed modules
- Train appropriate staff on the use of the above modules
- Technology Support
 - Explore opportunities to provide further technology training or assistance.
 - Survey staff to collect needs/wish list for hardware
 - Survey staff for Professional Development needs/wish list for training.
- Funding
 - Seek out alternative funding sources for software, hardware and professional development.
 - Technology budget is evaluated and adjusted as needed.
 - Application for USF funds is submitted.
- Building Technology Teams
 - Develop Building Technology Teams at Indian Lake and the Middle School
 - Write Building Technology Plans at Indian Lake
- Security
 - Upgrade security servers at Sunset and Tobey
 - Install keyless entries at the Middle School, High School, Sunset and VAB.
 - Install addition server and cameras at the High School
 - Install addition lighting at the High School
- Technology Integration
 - Assess technology integration and revise curriculum K-12 as needed.
 - Develop 8th grade technology literacy test
 - Continue identification of curricular and instructional needs that can be enhanced by technology.
 - Continue identification of Internet sites that support district outcomes.
 - Develop a plan for administrative observations of technology integration into the curriculum.
 - Install model classrooms with projectors, Elmos, audio systems, video/audio switches
 - Develop a plan for a learning lab at the VAB
- District Web Page
 - Web Page structure and content is evaluated and revised if necessary.
- Preventive Maintenance
 - Develop a plan and schedule for preventive maintenance
- IP Telephony
 - Research possible installation
- Community
 - Review current and potential opportunities for collaborating with community agencies and businesses.
 - Offer more technology training and classes for parents and community members.
 - Schedule Continuing Ed classes.
- Cell Phones
 - Assess current structure and look for possible upgrades

Year 2 (2007 – 2008):

- Assess District hardware to determine necessary upgrades.
- Infrastructure
 - Provide sufficient storage and processing power to all District users
 - Follow rotation plan for hardware.
 - Replace/upgrade existing network servers if needed
 - Continue to review potential use of wireless network.
 - Implement remote access from home to files on the District servers.
 - Assess infrastructure operability
- Computer purchases
 - Follow rotation plan for computers
- Computer movement
 - Move older computers to classrooms.
- Video Distribution System
 - Purchase a mobile video cart for one Elementary building
 - Purchase/replace TV's, VCR's, and DVD's for classrooms in need.
 - Purchase/replace scan/converters for classrooms in need.
 - Continue to train staff on the use of the Video Distribution System
 - Staff will continue to explore ways of using the Video Distribution System in their curriculum and in their classrooms.
 - The District will continue to provide ways for teachers and staff members to use the Video Distribution System.
 - Train staff on integrating Distance Learning in their curriculum.
 - Explore potential use of Distance Learning
- VAB Learning Center
 - Implement Learning Center plan
 - Begin using the facility
- Software
 - Review software requirements and assess software needs
 - Purchase K – 5 grade level specific software
 - Purchase 6 – 8 grade level specific software
 - Purchase 9 – 12 grade level specific software
 - Continue work on K – 12 technology literacy
- NEWGEN - Integrated Software Developers
 - Refine and fine tune all developed modules
 - Train appropriate staff on the use of NEWGEN
 - Continue to develop and implement the modules mentioned in year 1
- Technology Support
 - Develop and implement a preventative maintenance schedule.
 - Train Building Technology Support Technicians.
 - Explore opportunities to provide further technology training or assistance.
 - Survey staff to collect needs/wish list for hardware
 - Survey staff for Professional Development needs/wish list for training.
- Funding
 - Seek out alternative funding sources for software, hardware and professional development.
 - Technology budget is evaluated and adjusted as needed.
 - Submit application for USF funds.

- Building Technology Teams
 - Develop Building Technology Teams at all buildings.
 - Write Building Technology Plans at all buildings.
- Restructure Media Specialists job description.
- Security
 - Upgrade security servers at Sunset and Tobey
 - Install keyless entries at the Middle School, High School, Sunset and VAB.
 - Install addition server and cameras at the High School
 - Install addition lighting at the High School
- Technology Integration
 - Assess technology integration and revise curriculum K-12 as needed.
 - Develop 8th grade technology literacy test
 - Continue identification of curricular and instructional needs that can be enhanced by technology.
 - Continue identification of Internet sites that support district outcomes.
 - Develop a plan for administrative observations of technology integration into the curriculum.
 - Install model classrooms with projectors, Elmos, audio systems, video/audio switches
 - Develop a plan for a learning lab at the VAB
- District Web Page
 - Web Page structure and content is evaluated and revised if necessary.
- Preventive Maintenance
 - Develop a plan and schedule for preventive maintenance
- IP Telephony
 - Research possible installation
- Community
 - Explore and establish possible collaborations with community adult service providers and continue to pursue opportunities for collaborating with community agencies and businesses.
 - Review the possibilities of opening up the school's computer labs for staff & community members.
 - Offer more technology training and classes for parents and community members.
 - Schedule Continuing Ed classes.
- Cell Phones
 - Assess current structure and look for possible upgrades

Year 3 (2008 – 2009):

- Assess District hardware to determine necessary upgrades.
- Infrastructure
 - Provide sufficient storage and processing power to all District users
 - Follow rotation plan for hardware.
 - Replace/upgrade existing network servers if needed
 - Continue to review potential use of wireless network.
 - Implement remote access from home to files on the District servers.
 - Assess infrastructure operability
- Computer purchases
 - Follow rotation plan for computers

- Computer movement
 - Move older computers to classrooms.
- Video Distribution System
 - Purchase a mobile video cart for one Elementary building
 - Purchase/replace TV's, VCR's, and DVD's for classrooms in need.
 - Purchase/replace scan/converters for classrooms in need.
 - Continue to train staff on the use of the Video Distribution System
 - Staff will continue to explore ways of using the Video Distribution System in their curriculum and in their classrooms.
 - The District will continue to provide ways for teachers and staff members to use the Video Distribution System.
 - Train staff on integrating Distance Learning in their curriculum.
 - Explore potential use of Distance Learning
- VAB Learning Center
 - Implement Learning Center plan
 - Begin using the facility
- Software
 - Review software requirements and assess software needs
 - Purchase K – 5 grade level specific software
 - Purchase 6 – 8 grade level specific software
 - Purchase 9 – 12 grade level specific software
 - Continue work on K – 12 technology literacy
- NEWGEN - Integrated Software Developers
 - Refine and fine tune all developed modules
 - Train appropriate staff on the use of NEWGEN
 - Continue to develop and implement the modules mentioned in year 1
- Technology Support
 - Develop and implement a preventative maintenance schedule.
 - Train Building Technology Support Technicians.
 - Explore opportunities to provide further technology training or assistance.
 - Survey staff to collect needs/wish list for hardware
 - Survey staff for Professional Development needs/wish list for training.
- Funding
 - Seek out alternative funding sources for software, hardware and professional development.
 - Technology budget is evaluated and adjusted as needed.
 - Submit application for USF funds.
- Building Technology Teams
 - Develop Building Technology Teams at all buildings.
 - Write Building Technology Plans at all buildings.
- Restructure Media Specialists job description.
- Security
 - Upgrade security servers at Sunset and Tobey
 - Install keyless entries at the Middle School, High School, Sunset and VAB.
 - Install addition server and cameras at the High School
 - Install addition lighting at the High School
- Technology Integration
 - Assess technology integration and revise curriculum K-12 as needed.

- Develop 8th grade technology literacy test
- Continue identification of curricular and instructional needs that can be enhanced by technology.
- Continue identification of Internet sites that support district outcomes.
- Develop a plan for administrative observations of technology integration into the curriculum.
- Install model classrooms with projectors, Elmos, audio systems, video/audio switches
- Develop a plan for a learning lab at the VAB
- District Web Page
 - Web Page structure and content is evaluated and revised if necessary.
- Preventive Maintenance
 - Develop a plan and schedule for preventive maintenance
- IP Telephony
 - Research possible installation
- Cell Phones
 - Assess current structure and look for possible upgrades
- Technology Plan
 - Revise the technology plan and submit to the Michigan department of Education for approval.
- Community
 - Continue to explore and establish possible collaborations with community adult service providers and continuing to pursue opportunities for collaborating with community agencies and businesses.
 - Continue to review the possibilities of opening up the school's computer labs for staff and community members and providing evening and summer training opportunities as well.
 - Provide and explore a variety of means for the use of technology by the community members, agencies and businesses through all three years of this plan
 - Offer more technology training and classes for parents and community members.
 - Schedule Continuing Ed classes.

Section 12 – Increase Access

Using data from yearly inventory of classroom and building access and needs, the District will make technology purchases to ensure that all teachers and students have increased and equitable access to technology. Special attention will be given to older buildings and to high-needs schools and classrooms to ensure that their electrical and data cabling infrastructure is robust enough to support the demands of increased classroom use of educational technology.

Special Needs Students

When needs that are specifically requested by an IEPC, assistive technologies are made available for all special needs students. KRESA and Portage Community Schools both serve as the organizational center of operations for schools within our consortium as a resource for this technology, both in the area of hardware requisition and training for staff. In addition, Vicksburg Community Schools offers hardware, software and online services for any special needs not requested by an IEPC.

Remote Access

Teachers and Administrators are able to access, on a limited base, the district's network and their personal files from home or anywhere they can access the Internet. During this technology plan, Vicksburg Community Schools will be working on developing and implementing a plan for teachers and administrators to access the district's network easier and more readily. The plan will allow users greater ease of transferring files back-and forth between home and work and will increase production and efficiency.

Section 13 – Budget and Timetable

The technology budget is part of the general operating budget for the district. The funding source for the general operation fund is predominantly the Per Pupil Foundation Grant by the State of Michigan. For the most part budgets are allocated to various areas based upon the district's priorities but is limited by the ability to fund the many needs of the district.

	FTE	2006-2007	2007-2008	2008-2009
TECH. DEPARTMENT:				
Salaries, Benefits				
CONTRACTED SERVICES:		10,000	11,000	12,000
Secant				
Network Hardware Maintenance (Secant)				
Internet (KRESA)				
IBM (AS400)				
COMMUNICATIONS:		15,000	15,000	15,000
Telephones				
Cell Phones				
SECURITY:				
Cameras, Servers, Keyless entry		5,000	5,000	5,000
LICENSES:		25,000	25,000	25,000
Linkwall (Internet Filter)				
Email Defender (Email Filter)				
Novell				
NovaNet				
SOFTWARE:		6,000	7,000	8,000
Productivity Upgrades				
New Productivity Software				
Curriculum Support				
CAPITAL OUTLAY:		50,000	55,000	60,000
Replacement Hardware				
New Hardware				
SUPPLIES, PARTS, REPAIRS:		25,000	25,000	25,000
VIDEO DISTRIBUTION:		6,000	7,000	8,000
TV's, VCR's, DVD's				
Portable Carts for Distance Learning				
WAN/LAN:		10,000	10,000	10,000
PROFESSIONAL DEVELOPMENT:		2,000	3,000	3,000

Section 14 – Coordination of Resources

Various sources are needed in order to fully implement this Technology Plan and future technology needs. The District has and will continue to pool resources from various funding sources to purchase technology and provide training. Sources used in the past include:

- Technology funds
- Curriculum funds
- Title I funds
- Title II funds
- Special Education funds
- Staff Development funds
- Building budgets
- Specially passed bonds including funds for technology
- Eisenhower funds
- Durant funds
- At-risk funds
- Grants
- Universal Service Funds – E-Rate
- Donations

General Fund

While district funding provides the vast majority of financial support for technology at Vicksburg other sources have also been used. Limited funds are received from Universal Service Fund for telephone service, long distance cost and Internet service. According to the districts poverty level as determined by the free and reduced lunch percentages, USF funds approximately 40% of the charges incurred in the district. This amounts to approximately \$18,000 per year. However, the District will continue to apply annually and look for areas that USF funds can be used.

KRESA

KRESA provides minimal fiscal support through grants they have received or through various consortiums to which the district belongs. A small amount of funding is also received for vocational education that is used for support of technology.

PTO

Parent Associations and other building fund raising efforts have provided hardware and software for classroom use.

SOS Grant - Secure Our Schools Initiative

Keeping America's children safe has become one of this nation's most successful collaborations, and is a shining example of community policing. Classrooms no longer depend solely on teachers, but on teams of administrators, health care workers, security staff, and law enforcement professionals.

SOS grants help cover the cost of security measures such as the placement and use of metal detectors, locks, lighting, and other deterrent measures; security assessments; security training for students and personnel; coordination with local law enforcement; and other measures that could significantly increase the school's security. Grantees are required to contribute a local match of 50 percent toward the total cost of the approved grant project. SOS gives grantees the opportunity to establish and enhance a variety of school safety equipment and/or programs to continue to improve school safety efforts within their communities. Law enforcement officers are encouraged to

consult with school violence researchers, child psychologists, principals, and other school personnel to develop community policing programs to prevent school violence. These programs are tailored specifically to improve each school's safety efforts.

In 05/06 school year, Vicksburg Community Schools applied for and was awarded approximately \$95,000 to help with high-risk safety areas around our campus.

Vicksburg Community Schools Foundation

In the past few years, we have received small amounts of money to support classroom projects from the Vicksburg Community School Foundation. We will continue to inform the Vicksburg Community School Foundation of our district's technology needs and continue to explore grant possibilities with them.

Vicksburg Community Schools has investigated and will continue to investigate a variety of funding sources to support this plan. It is recognized that traditional methods of funding are inadequate to meet the ongoing technology needs. As a result, it is recommended that:

- The District actively pursues grants, large and small including the Technology Literacy Challenge Fund Grant.
- The District pursues opportunities for collaborating with community agencies and businesses forming community partnerships.
- Alternative methods, such as leasing, are considered by the School District.
- The District actively lobbies appropriate Federal and State officials for increased funding for technology.
- The District look into passing a bond that includes funds for technology.

Section 15 – Evaluation

The impact of implementing technology must be assessed and measured on an ongoing basis. Board members, parents, administrators, staff and students must participate in this assessment as they see and understand the impact. The District Technology Committee will conduct an annual in-depth evaluation as budget recommendations and action plans are developed. Periodically reviewing this Technology Plan document, the following areas will be re-evaluated:

1. Goals and objectives.
2. Technology curriculum student outcomes.
3. Use of technology as an instructional tool by teachers to help students meet the curriculum student outcomes adopted by the Board of Education.
4. Use of technology as an administrative and management tool.
5. Technology procurement/replacement plan.

Finally, the district’s progress in reaching its vision will be assessed annually by the Technology Committee, Technology Department and the Director of Technology. A District needs assessment survey regarding the effective use of technology in education, and classroom/grade level accomplishments in the objectives of the integrated technology literacy curriculum will be developed by the Director of Technology and administered by the Technology Department. District employees will be asked to participate in this survey to generate updated information concerning perceived needs and to evaluate the progress toward the implementation of the technology plan. Survey results will be compared with benchmarks to identify areas of success and areas of concern. This assessment, along with the evaluation, will serve as the basis for making revisions in the recommended long-range plan and the technology plan. These results will be used to determine staff development and District/building needs. Unmet goals will be identified and strategies will be developed to meet METS standards and benchmarks.

Action	Frequency	Outcome	Person Responsible
Staff Survey	annually	Measure progress achieving plan goals	Curriculum Director
Review/Revise Plan	bi-annually	Adjust plan goals based on surveys	Director of Technology Curriculum Director
Progress Report	annually	Approval/Support for revised plan goals	Director of Technology Superintendent

Section 16 – Acceptable Use Policy

District Internet Filtering Statement

Vicksburg Community Schools has had in place since 2000 District filtering devices including a proxy server, Novell BorderManager and Internet Filtering software. While these items do not guarantee 100% protection, they do provide a degree of protection necessary to make accessing inappropriate internet sites less available.

For the purpose of this guideline, “user” will refer to both staff members and students.

Users are encouraged to use the Board’s computers/network and Internet connection for educational purposes. Use of such resources is a privilege, not a right. Users must conduct themselves in a responsible, efficient, ethical, and legal manner. Unauthorized or inappropriate use, including any violation of these guidelines, may result in cancellation of the privilege, disciplinary action consistent with the applicable collective bargaining agreement and Board policy, the Student Handbook, and/or civil or criminal liability. Prior to accessing the Internet at school, users must sign the Staff and Student Network and Internet Acceptable Use and Safety Agreement Form indicating that they have read the guidelines. Parent permission is required for minors.

Smooth operation of the Board’s Network relies upon users adhering to the following guidelines. The guidelines outlined below are provided so that users are aware of their responsibilities.

- A. Users are responsible for their behavior and communication on the Internet.
- B. Users may only access the Internet by using their assigned Internet/E-mail account. Use of another person’s account/address/password is prohibited. Users may not allow other users to utilize their passwords.
- C. Users may not intentionally seek information on, obtain copies of, or modify files, data or passwords belonging to other users, or misrepresent other users on the network.
- D. Users may not use the Internet to engage in “hacking”, gambling or other unlawful activities.
- E. Transmission of any material in violation of any State or Federal law or regulation, or Board policy is prohibited.
- F. Any use of the Internet for commercial purposes, advertising, or political lobbying is prohibited.
- G. Users are expected to abide by the following generally-accepted rules of network etiquette:
 - 1. Be polite, courteous, and respectful in your messages to others. Use language appropriate to school situations in any communications made through the Board’s computers/network. Do not use obscene, profane, vulgar, sexually explicit, defamatory, or abusive language in your messages.
 - 2. Never reveal names, addresses, phone numbers, or passwords of yourself or other users, family members, teachers, administrators, or other staff members while communicating on the Internet.
 - 3. **Students:** Do not transmit pictures or other information that could be used to establish your identity without prior approval of a teacher.
 - 4. **Students:** Never agree to get together with someone you “meet” on-line without prior parental approval.
 - 5. Diligently delete old mail on a regular basis from the personal mail directory to avoid excessive use of the electronic mail disk space.

- H. Use of Internet to access, process, distribute, display or print pornography and other material that are obscene, objectionable, inappropriate and/or harmful to minors is prohibited. As such, the following material is prohibited: material that appeals to a prurient interest in nudity, sex, and excretion; material that depicts, describes or represents in a patently offensive way with respect to what is suitable for minors an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and material that lacks serious literary, artistic, political or scientific value as to minors. Offensive messages and pictures, inappropriate text files, or files dangerous to the integrity of the Board's computers/network (e.g., viruses) are also prohibited.
- I. Malicious use of the Board's computers/network to develop programs that harass other users or infiltrate a computer or computer system and/or damage the software components of a computer or computing system is prohibited. Users may not use the Board's computers/network in such a way that would disrupt their use by others. Users must avoid intentionally wasting limited resources.
- J. All communications and information accessible via the Internet should be assumed to be private property (i.e. copyrighted and/or trademarked). All copyright issues regarding software, information, and attributions of authorship must be respected.
- K. Downloading of non-instructional or job related information (licensed or unlicensed programs, MP3 files, inappropriate material, or other large files) onto the Board's hard drives or network drives is prohibited without proper authorization. If a user transfers files from information services and electronic bulletin board services, the user must check the file with a virus-detection program before opening the file for use. Only public domain software may be downloaded. If a user transfers a file or software program that infects the Network with a virus and causes damage, the user will be liable for any and all repair costs to make the Network once again fully operational.
- L. Students must secure prior approval from a teacher before joining a Listserv (electronic mailing lists) and should not post personal messages on bulletin boards or "Listservs."
- M. Students are prohibited from accessing or participating in online "chat rooms" or other forms of direct electronic communication including e-mail and instant messaging without prior approval from a teacher or Director of Technology. All such authorized communications must comply with these guidelines.
- N. Privacy in communication over the Internet and the Network is not guaranteed. To ensure compliance with these guidelines, the Board reserves the right to monitor, review, and inspect any directories, files and/or messages residing on or sent using the Board's computers/network. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.
- O. Use of the Internet and any information procured from the Internet is at the user's own risk. The Board is not responsible for any damage a user suffers, including loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions. The Board is not responsible for the accuracy of quality or information obtained through its services. Information (including text, graphics, audio, video, etc.) from Internet sources used in student papers, reports, and projects should be cited the same as references to printed materials.
- P. Disclosure, use and/or dissemination of personal identification information of minors via the Internet is prohibited, except as expressly authorized by the minor student's parent/guardian on the "Student Network and Internet Acceptable Use and Safety Agreement Form."

Q. Proprietary rights in the design of web sites hosted on the Board's servers remains at all times with the Board without prior written authorization.

Staff members are reminded that personally identifiable student information is confidential and may not be disclosed without prior written parental permission.

STUDENT NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY AGREEMENT

To access email and/or the Internet at school, students under the age of eighteen (18) must obtain parent permission and must sign and return this form. Students eighteen (18) and over may sign their own forms.

Use of the Internet is a privilege, not a right. The Board's Internet connection is provided for educational purposes only. Unauthorized and inappropriate use will result in a cancellation of this privilege.

The Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The Board also monitors online activity of students in an effort to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. Nevertheless, parents/guardians are advised that determined users may be able to gain access to information, communication and/or services on the Internet which the board of Education has not authorized for educational purposes and/or which they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Parents/Guardians assume this risk by consenting to allow their students to participate in the use of the Internet. Student's accessing the Internet through the school's computers assumes personal responsibility and liability, both civil and criminal, for unauthorized or inappropriate use of the Internet.

The Board has the right to monitor, review and inspect any directories, files and/or messages residing on or sent using the Board's computers/networks. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

Please complete the following information:

Student User's Full name (please print): _____

School: _____ Grade: _____

Parent/Guardian's Name: _____

Parent/Guardian

As the parent/guardian of this student, I have read the Student Network and Internet Acceptable Use and Safety Policy and Guidelines, and have discussed them with my child. I understand that student access to the Internet is designed for educational purposes and that the Board has taken available precautions to restrict and/or control student access to material on the Internet that is obscene, objectionable, inappropriate and/or harmful to minors. However, I recognize that it is impossible for the Board to restrict access to all objectionable and/or controversial materials that may be found on the Internet. I will not hold the Board (or any of its employees, administrators or officers) responsible for materials my child may acquire or come in contact with while on the Internet. Additionally, I accept responsibility for communicating to my child guidance concerning his/her acceptable use of the Internet – i.e., setting and conveying standards for my daughter/son to follow when selecting, sharing and exploring information and resources on the Internet. I further understand that individuals and families may be liable for violations.