

JIM NED CONS ISD Technology Plan for E-Rate Year 12
2007 - 2010

KENT LEFEVRE
SUPERINTENDENT

DISTRICT PROFILE

ESC Region: 14
City, State Zip: TUSCOLA, TX 795620009
Phone: (325) 554-7500
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Number of Campuses: 5
Total Student Enrollment: 1020
District Size: 1,000 - 1,599
Percent Econ. Disadvantaged: 24.00%

Technology Expenditures: \$683,750.00
- Teaching and Learning Budget: \$101,800.00
- Educator Preparation and Development Budget: \$203,950.00
- Leadership, Administration and Support Budget: \$61,500.00
- Infrastructure for Technology Budget: \$316,500.00

Technology Expenditure Per Pupil: \$670.34
Number of Campuses with Direct Connection to Internet: 5
Percentage of Campuses with Direct Connection to Internet: 100.00%
Number of Classrooms with Direct Connection to Internet: 92
Percentage of Classrooms with Direct Connection to Internet: 100.00%
Computer/Student Ratio: 3 student(s) for every computer
Computer/Teacher Ratio: 1 teacher(s) for every computer
Number of campuses that need to complete the Texas Campus STaR Chart: 4
Percentage of campuses that have completed the Texas Campus STaR Chart: 100.00 %

PLAN INTRODUCTION

Plan Last Edited: 10/31/2008

This is an Updated plan. The plan editor entered these comments about the changes since last year's plan: Minor changes were made to student enrollment figures, completion of WAN to wireless, and methods of evaluating technology skills.

Technology Planning Committee:

Linda Cross, Jo Billups, Penny Klostermann, Tina Brown, Misty Shaw, Marja Swart, Dana Keiner, Bobby Easterling, Kent LeFevre, Kay Whitton, Debbie Cook, Glenda Bowden, Mona Mollenhour, John Mayes, Carolyn Atkins, Paula Glover, Paul Lippe, Sheila Lloyd, Suzanne Sharp

EXECUTIVE SUMMARY

Jim Ned Consolidated Independent School District strives to offer our students a meaningful education to prepare them for the future and to support our communities through the use of technology for increased communication, research, and productivity. This three-year plan reflects that in order to meet these demands, we will budget for technology, seek E-rate funding and grants, make the best use of the state technology allotment, develop a visionary plan for sustaining technology purchases and uses, and support our teachers with professional development and infrastructure. It is the purpose of this plan to align with the new Texas Long Range Plan for Technology, the NCLB initiative, the Star Chart goals, and E-Rate requirements. This plan is a work in progress and will be updated annually to keep abreast of changing district needs and emerging technologies.

NEEDS ASSESSMENT

Assessment Process: The Technology Committee determines needs based on reports from site-based committees and/or needs assessment surveys from each campus. Considerations will be given to

requirements of the Texas Long Range Plan for Technology (LRPT), the No Child Left Behind initiative (NCLB), E-Rate, and the Star Chart goals. Annual Needs Assessment Surveys and/or Needs Assessment Workshops will show infrastructure needs as well as training and curriculum issues. Training needs will also be determined by principals based on teacher evaluations, Star Chart reviews, and on electronic profile results. Members of the Technology Committee will communicate by email on a continuing basis to assure that plans are implemented and changed as necessary. Local goals are to work toward Advanced and then Target Levels on each of the four Star Chart categories and to meet the needs of our students and teachers.

Based on the decisions of the Technology Committee, the Technology/Media Specialist will make changes to the online plan annually and the plan will be presented to the board for approval as needed.

Existing Conditions:

Jim Ned CISD consists of four campuses in three different locations— PK-5 at Lawn, K-5 at Buffalo Gap, and both middle school and high school at Tuscola. The board is committed to at least meeting the state technology allotment with local funds to see that district technology remains adequate and equitable.

Based on the most recent Teacher StaR Charts, Jim Ned campuses as a whole are working toward the Advanced Level in Teaching and Learning, Leadership & Support, and in Infrastructure for Technology, and toward the Developing Tech Level in Educator Preparation and Development. We will work toward improvement in each area that is below target, concentrating especially on Professional Development for Online Learning in the Educator Preparation and Development category.

In the first key area, Teaching and Learning, Jim Ned:

- Uses a state-adopted technology curriculum for K-8
- Uses computer labs and libraries (in addition to classrooms) for integrating technology
- Provides online resources for school and home access (ex: EBSCO/Gale databases, Encyclopedia Britannica Online, SIRS Discoverer, UnitedStreaming, NewsBank, etc.)
- Provides a combination of fixed and flexible scheduling in libraries and computer labs
- Promotes students working with peers to problem solve
- Requires electronic grade books
- Provides all teachers with e-mail and web pages
- Provides data projectors in labs and math/science classes and for teacher checkout

In the second key area, Educator Preparation and Development, Jim Ned:

- Recognizes benefits of technology in instruction and offers a minimum of 12 hours of local technology staff development annually in addition to Region 14 workshops and Atomic Learning subscriptions
- Supports training with a budget that is approximately 30% of the total technology budget (including an educational-increment incentive for workshop hours completed)
- Expects teachers to use technology in administrative tasks, enrichment, and remediation
- Provides an on-site technology contact at each campus as well as a District Technology/Media Specialist for mentoring teachers in technology integration
- Has administrators who model use of technology
- Has many teachers who meet SBEC proficiencies (roughly 70%) and 90% of the teachers who returned their Needs Assessment Surveys felt they have sufficient training to be comfortable using technology.

In the third key area, Administration and Support Services, Jim Ned has:

- A board-approved, working district Technology Plan
- A District Technology/Media Specialist, certified in Instructional Technology and Learning Resources and a Master Technology Teacher
- Technical support onsite provided by a full-time Tech Support Specialist
- Some use of remote management software
- A technology budget supported by local budgets, competitive grants as available, E-Rate discounts, and the state allotment

In the last key area, Infrastructure for Technology, Jim Ned has:

- A student to computer ratio of 3:1 district wide with labs that accommodate full classes to provide a 1:1 ratio for scheduled access; a teacher to computer ratio of 1:1
- A total of 495 computers for 1010 students and approximately 80 teachers.
- At least one computer per classroom (with some classrooms having 1-10 additional computers) and a lab at

each elementary, two labs at middle school, and three labs at high school
·LANs connected with 10/100 Cat 5 wiring and high speed switches at each campus
·Novell servers at each campus; NT server at the administration building and as a gradebook server
·Internet access in all classrooms, libraries, and offices through two T-1 lines
·Automated libraries with Internet-access computers, and online databases at each campus
·V-Tel Distance Learning lab and portable science unit at high school; a Polycom Videoconferencing unit at middle school (to be replaced this year with a RUS II grant unit); portable videoconferencing units at the elementaries
·Access to TVs, VCRs, digital cameras, scanners, and programmable calculators in the classrooms and data projectors available for checkout at each campus. (Needs Assessment Survey reveals a marked need for even more data projectors, color printers, computer-to-TV devices, science probes and CD writers.
·A replacement cycle of 5-7 years
*In line for updating to a wireless WAN during the spring of 2008

Technology Needs:

Needs being addressed this year are: ongoing technology staff development (especially in the areas online teaching and learning, integrating technology into the curriculum, collaborative lessons, and using distance learning equipment and projection devices); upgrades to TAKS practice and higher order thinking skills software and more curriculum software (math, reading, science, language arts, foreign language, accounting, PhotoShop); replacement of outdated labs and classroom computers, adding more data projectors and digital cameras for classroom use; upgrading the middle school distance learning equipment with grant money, adding wireless access to the field house and maintenance barn, and upgrading to a wireless WAN through Region 14. We are adding a mobile lab at middle school, wireless access points, additional laptops, and other emerging technologies in order to keep pace with work-world technologies and provide equal access to all teachers and students. We are updating our Acceptable Use Policy to cover new uses of technology and district web page policies. These needs will be addressed as they fit into improving our current ratings in the four areas of the StaR Chart. We hope to establish a better line of communication with teachers so that they are more aware of the expectations and the needs at each campus.

GOALS, OBJECTIVES, AND STRATEGIES

Goal 1: All students at every grade level will have access to appropriate technologies to acquire technology-related skills for accessing, managing, and evaluating information as well as in producing multimedia products including presentations, reports, web pages or newsletters.

Objective 1.1: In order to increase student achievement, teachers will integrate technology with more student-centered, project-based, collaborative learning--using methods of inquiry to propose, assess, and implement solutions to real world problems with the teacher serving as facilitator, mentor, and co-learner. (TL 07 & 08)

Budget for this objective: \$92,800.00

LRPT Category: Teaching and Learning

E-Rate Correlates: ER01 ER02

NCLB Correlates: 01 02 03 04a 05 06 07 08 10 11 12

Strategy 1.1.1: Every Jim Ned student will have access to multimedia computers, distance-learning activities, the Internet and electronic databases for instruction and productivity. All teachers will be assisted in implementing student-centered project-based collaborative learning into the technology curriculum with staff development, assistance from technology contacts, and professional collections in campus libraries. Teachers will use teacher-created web pages, email, and newsletters (as well as local newspapers) to communicate with parents regarding the education of their children. For privacy and protection, all students, faculty, staff, administrators, and community users will agree to an Acceptable Use Policy based on the TASB guidelines before using school computers and all Internet access will be filtered through our regional WAN. PK-8 classroom and lab teachers will implement the state-adopted technology curriculum under the direction of their principals, the Technology Coordinator, and the Technology Committee. At the high school level, each course instructor will be responsible for integration of technology as appropriate in his/her particular subject matter. Distance learning will be utilized to extend the course offerings at the high school level and to provide opportunities for college credit courses to senior students. Jim Ned will also continue to teach distance learning classes when needs exist and faculty is available. Other distance learning activities such as board training or staff development or community-wide uses will be encouraged. Elementary students will attend lab classes at least twice a week and complete activities related to the technology TEKs. Whenever possible, the teaching of technology and information skills will be coordinated with other

classroom curriculum. Each fourth grade student will receive at least 6 weeks of formal keyboarding instruction for at least 30 minutes a day; and each fifth grade student will be given weekly assignments requiring the use of keyboarding skills for review and skill improvement. Elementary teachers will also use the lab setting, as well as classroom and library computers, with their classes for special projects and for research, skills practice, remediation, and curriculum enrichment. Distance learning activities will be provided when resources are available. At the middle school level, 6th grade students will receive: instruction in online databases and presentation software integrated with a 6th grade science unit, Internet instruction integrated with 6th grade social studies units, and word processing activities throughout the year in language arts classes using AppleWorks or MS Office. Seventh grade students will take one semester of keyboarding (including word processing skills) and one semester of computer applications (desktop publishing, spreadsheets, databases, presentations, web page creation). The following additional opportunities for using technology are scheduled for seventh grade students: research using CD-ROMs or other electronic media in Texas History, completion of a poetry notebook or portfolio, and an author study (or alternate research paper assignment) for language arts classes. Eighth grade students will be offered an elective course covering advanced computer applications. The advanced computer class will publish the school newsletter, design web pages, and create presentations to be shown to social studies and language arts classes during related units of study. Eighth grade students will also use the Internet to research careers in Career Investigation and rocks and minerals in science and also to improve math and algebra skills with the use of spreadsheets and math software. Middle school teachers will continue to add to these activities each year to increase the amount of technology integration at this level. Distance learning activities will be used to provide additional learning experiences for middle school students. High school students will use electronic research tools and word processing software for research papers each year and will also take at least one year of computer applications courses. All students will use Microsoft Office components in addition to online databases, Encyclopedia Britannica School Online, and the Internet. Advanced computer courses will publish the school's web page and the school's newsletter and offer other technology applications as needed to meet the state requirements and student needs. Software for advanced courses will include instruction in PageMaker, PhotoShop, MS Office, and Macromedia Flash and MS FrontPage. Each teacher is asked to integrate student use of technology into at least one unit per semester at the current time; this expectation will be increased each year. The high school will continue to offer at least four of the eight required technology courses. At the current time, we are teaching Web Mastering, Desktop Publishing, Independent Studies in Technology, and Graphics and Animation. All campuses use electronic reading testing software to encourage reading (Accelerated Reader or Reading Counts) and libraries provide opportunities to use searching skills on automated card catalog systems and through online databases. All teachers are required to use electronic grade books so that grade information is always available to teachers, principals, and counselors for providing assistance to students who are having problems. Libraries will use a combination of fixed and flexible scheduling in order to accommodate special project-based learning activities requiring research and access to computers. Librarians and the technology/media specialist will serve as mentors to assist teachers in integrating technology into their curriculum. The high school library, which is located centrally in the district, will be open late at least one night per week to accommodate research for students, teachers, parents, and community members. (NCLB 02, 07 & 08; TL 04, 06, 10, & 16)

State: Revised

Status: In Progress

Timeline: July 1, 2007 - June 30, 2010--Training beginning each summer and/or fall based on identified student needs.

Person(s) Responsible: Technology/Media Specialist, Principals, Teachers

Evidence: Texas Star Chart reports (TL 14 & 15). Inventories of classrooms and labs evidence availability and accessibility to technology. Subscriptions to online databases provide evidence of research resources (NCLB 11 & 12). Acceptable Use Policies on file at each campus will document this strategy. Policies of WTTC consortium will be evidence of filters provided for all Internet use. An adopted technology curriculum will be in place to support vertical alignment of technology TEKS. Principals will keep documentation of lesson plans integrating technology. Lab schedules will document use by all classes for integration into core curriculum as well as technology skills taught. Transcripts and schedules will evidence middle and high school technology courses taught. Student mastery of technology skills at each exit level of Technology TEKS will be evidence of the success of this plan.

Comments:

LRPT Correlates: EP02, EP03, EP04, EP05, EP09, I01, I09, LAS03, TL01, TL02, TL03, TL04, TL05, TL06, TL07, TL08, TL09, TL10, TL11, TL12, TL13, TL14, TL15, TL16

Strategy 1.1.2: Provide instruction and appropriate academic software and hardware to meet student needs correlated to TEKS/TAKS--for example: Accelerated Reader, Scholastic Reading Counts, Lexia, Study Island, A+, Kidspiration, Inspiration, graphing calculators, distance learning, computers, assistive devices,

interactive whiteboards, Elmos, cameras and other emerging technologies. (NCLB 05, 06, & 12; TL 01, 02, 16, & 18)

State: Revised

Status: In Progress

Timeline: 2007-2010--annually during each school year

Person(s) Responsible: Campus Principals and teachers

Evidence: Evidence of this strategy being utilized will be purchase orders, installation logs, inventories, records of distance learning sessions, Accelerated Reader / Scholastic Reading Counts summary logs, and lesson plans describing student use of technology

Comments:

LRPT Correlates: TL01, TL05, TL15

Strategy 1.1.3: Provide incentives for using new effective models, tools, and resources for teaching and learning. For example, principals might recognize those teachers who are communicating effectively with parents using their webpages by providing more digital cameras and computers in their classroom. (TL 20)

State: Revised

Status: In Progress

Timeline: Offer incentives each year from 2007 through 2010

Person(s) Responsible: Superintendent and Campus Principals

Evidence: Copy of incentive program/plan for district staff. Evaluations will document what teachers have done to earn these incentives.

Comments:

LRPT Correlates: EP04, I09, TL08, TL09, TL15

Objective 1.2: Enrich the quality of teaching and learning to promote increased student performance. (ER 01)

Budget for this objective: \$6,000.00

LRPT Category: Teaching and Learning

E-Rate Correlates: ER01

NCLB Correlates: 01 04a

Strategy 1.2.1: Assess students' academic performance (utilizing test scores, local assessment tools such as teacher-made tests or student projects or portfolios, and other data provided and managed electronically in instructional planning). Align the district technology plan with student expectations for No Child Left Behind to ensure that technology resources are actually promoting student achievement. Add tools (such as TechPoints) which monitor student progress at certain levels (such as 5th grade and 8th grade)--in addition to students being required to take 7th grade technology applications and high school technology courses.

State: Revised

Status: In Progress

Timeline: 2007-2010 (annually, upon receipt of student performance data)

Person(s) Responsible: Campus principals and teachers

Evidence: Standardized test results and local assessment tools will provide evidence of increased student achievement.

Comments:

LRPT Correlates: EP05, EP06, LAS01, LAS05, TL05, TL06, TL09, TL10, TL11, TL12

Strategy 1.2.2: Assess the students' technology skills in all areas utilizing instruments such as student surveys, portfolios, teacher-made or online tests. (NCLB 01)

State: Revised

Status: In Progress

Timeline: 2007-2010 Annually by March 15

Person(s) Responsible: Campus Principals and teachers

Evidence: Any combination of the following may serve as evidence of this strategy: Texas Star Chart (TL 14 & 15), student surveys of technology proficiencies, pilot models that assessed the extent to which students met the technology proficiencies in the TEKS (TL 12), student portfolios/logs, commercial assessments such as Simple Assessment and Atomic Learning, local assessment tools such as teacher-made tests/projects correlated to learner objectives (NCLB 11)

Comments:

LRPT Correlates: TL01, TL05, TL12, TL13

Objective 1.3: Enrich the quality of teaching and learning for parents, teachers, and community members

Budget for this objective: \$3,000.00

LRPT Category: Teaching and Learning
E-Rate Correlates:
NCLB Correlates: 0909

Strategy 1.3.1: Provide increased parent, teacher, and community member access to infrastructure for educational resources (TL 17,19 & 21; ER 03)
State: Revised
Status: In Progress
Timeline: 2007-2010 Throughout each year
Person(s) Responsible: Superintendent, Campus Principals, and Librarian(s)
Evidence: Records of policies, statements, or agreements that define community access to the district's educational technology resources, Texas Star Chart reports, grants such as RUS Grants (TL 14, 15 & 17)
Comments:
LRPT Correlates: TL10, TL11, TL16

Strategy 1.3.2: Provide (through the district web site) links to information for community members concerning adult literacy service providers. (NCLB 10)
State: Revised
Status: Completed
Timeline: 2007 continuously through 2010
Person(s) Responsible: Technology / Media Specialist, Reading Specialists
Evidence: Links to adult literacy providers from district website
Comments:
LRPT Correlates: I02

Goal 2: Each faculty member will meet or exceed the minimum requirements for technology skills set by SBEC and promote technology-integrated student-centered learning practices to improve teaching and learning.

Objective 2.1: Each faculty member will be expected through either formal training or self-teaching to exhibit the following skills and knowledge: basic E-mail, use of search engines, basic computer skills (input, storage, backups, printing, minor troubleshooting, basic software applications skills (word processing, databases, spreadsheets, presentations), ethical and legal issues (including copyright laws and acceptable use policy), technology integration, electronic grade books, Web 2.0 technologies, and web page administration.

Budget for this objective: \$82,000.00
LRPT Category: Educator Preparation and Development
E-Rate Correlates: ER01 ER02
NCLB Correlates: 01 02 03 04a 04b 06 07 08 09 11 12

Strategy 2.1.1: Annually assess staff in terms of SBEC standards via online profilers and/or the Texas Star Chart report. (TL 14 & 15) Based on 2006 data, two of our four campuses are at the Developing Level on Educator Preparation and Development. In order to raise this level to at least Advanced, Jim Ned CISD will need to allot a larger portion of the technology budget for staff development and offer teachers, administrators, and staff a variety of options. All teachers and administrators have year-round access to technology workshops provided by our Region 14 Educational Service Center. Teachers will be allowed to attend these sessions during the summer or during the school year in lieu of 6-12 hours of local technology staff development each year. A second option for technology staff development is locally provided workshops, either as part of the school's official staff development days or as an after-school workshop taught by the technology/media specialist, master technology teacher, or another faculty member or administrator. E-mail and grade book instruction will be available each fall for new teachers and staff. Basic computer skills, Mac OS, Windows, word processing, spreadsheets, curriculum integration, presentation software, electronic grade books, Internet searches, and database instruction will also be offered locally. A third option for staff development is online courses and tutorials. Subscriptions will be continued to Classroom Connect, Atomic Learning or similar online coursework if principals deem the expected use to warrant full subscriptions. Free tutorials will be located as well for teacher access online. (Encyclopedia Britannica and United Streaming both provide online tutorials as part of the services provided with their subscriptions.) Teachers will also have the option to use classroom budgets to purchase coursework in their respective curriculum areas. Jim Ned CISD gives a stipend for teachers who use their own time for workshops, and teachers will have this incentive to attend workshops or to work on the online courses of their choice. The administration has approved educational increment credit for online courses completed--teachers must log their after-school hours and provide copies of certificates or other certification of

completion. A fourth option for staff development is specialized training given to employees who perform specific tasks. Aides who use technology for school attendance, grades, ESL and migrant aide online reporting, school lunch reports, etc. will be provided training as needed for their specific software—either at the Education Service Center or locally by technology staff. Secretaries who enter PEIMS data and counselors and principals who use RSCCC or other administrative software will receive instruction as needed, whether individually or in groups. Finally, each campus will provide at least one campus technology contact with knowledge of basic trouble-shooting techniques who will be available at scheduled times during the school week to mentor and assist personnel as needed. This is made available through TifTech trained staff. Local trained staff will also act as mentors to new teachers or those needing assistance in technology integration or productivity. Teachers will be encouraged to attain certification in Technology Applications as well as Master Technology Teacher. We currently have 2 teachers with TA certification and one Master Technology Teacher.

State: Revised

Status: In Progress

Timeline: July 1, 2007 - June 30, 2010 Assess after yearly input of Star Chart data when window is open for editing and updating.

Person(s) Responsible: Technology/Media Specialist, Technology Integration Assistant, Principals, Superintendent

Evidence: Budget amounts will document greater percentage of technology budget spent for professional development. Logs of attendance and certificates of completion on file with the superintendent and principals will document types and amounts of professional development by each teacher. Written logs of hours spent working on online courses and certificates of completion will document this professional development involving technology. The superintendent will keep a database of all workshops and college courses completed by faculty, including technology-related hours, for which they request educational increment stipends. The accounting system will keep totals of these professional development stipends. Texas Star Chart results will be available online. (TL 14 & 15)

Comments:

LRPT Correlates: EP01, EP02, EP03, EP04, EP05, EP06, EP07, EP08, EP09, I06, I08, LAS03, LAS10, LAS12, TL02, TL04, TL06, TL08, TL09, TL11, TL12, TL14, TL15, TL16

Strategy 2.1.2: Provide professional development training for teachers, librarians, administrators and other staff focused on integrating technology into the curriculum and collaboration in the use of technology (NCLB 01 & EP 02 & 08) Ongoing, sustained professional development based on a review of relevant research will be administered by the Technology/Media Specialist or taught through TifTech trained campus personnel, self-directed electronic training (CD or online courseware such as Atomic Learning), education service center trainers, distance learning opportunities, and other trainers/mentors. (NCLB 4B; ER 02) The training will identify and promote curricula and teaching strategies that will lead to improvement in student academic achievement. (NCLB 4a & EP10; TL 05) At least 30% of the Technology Budget will be allotted to Professional Development (either through locally administered training or by use of educational increments paid to faculty for workshops attended on their own time).

State: Revised

Status: In Progress

Timeline: Training will be provided in Aug. and throughout each year 2007, 2008, 2009, 2010 based on a needs assessment

Person(s) Responsible: Superintendent, Campus Principals, Technology/Media Specialist, TifTech Trained Campus Personnel, Technology Integration Assistant

Evidence: Any combination of the following may be used as evidence: post training evaluations of teacher instruction and student activities (including summative conferences); documentation of student and/or teacher use of technology, student and teacher portfolios, products resulting from training sessions (EP 04), teacher lesson plans, attendance records/certificates; evaluation of training sessions. (NCLB 11)

Comments: Job descriptions for technology applications teachers and/or aides on each campus will include mentoring teachers in technology integration skills and SBEC requirements.

LRPT Correlates: EP01, EP02, EP03, EP04, EP07, EP08, EP09, I08, LAS06, TL02, TL04, TL06, TL07, TL09, TL14

Objective 2.2: All teachers will be expected to integrate the Technology Application TEKS into the core curriculum TEKS. (ER 01)

Budget for this objective: \$82,000.00

LRPT Category: Educator Preparation and Development

E-Rate Correlates: ER01

NCLB Correlates: 01 02 04a 04b 07

Strategy 2.2.1: Needs for technology-related professional development will be assessed yearly and integrated with all classroom, library, campus and district plans--including site based committees which support community involvement in technology planning.

State: Revised

Status: In Progress

Timeline: By May 2007 and throughout each year 2008, 2009 & 2010 using informal assessments as needed

Person(s) Responsible: Superintendent and Campus Principals

Evidence: Assessment document, collected data & prioritized needs for professional development at the campus level; all district planning documents; list of participants in planning sessions

Comments:

LRPT Correlates: EP03, EP07, I08, I09, TL02, TL06, TL11

Strategy 2.2.2: Workshops conducted by Technology/Media Specialist or Technology Integration Assistant and/or study groups by campus, grade level, or curriculum area will be offered locally as a requirement of the Technology Competency Program. (TL 05, EP 01, 03, 05, 09, & 12).

State: Revised

Status: In Progress

Timeline: Workshops and/or study groups will be hosted throughout each year 2007, 2008, 2009 and 2010.

Person(s) Responsible: Superintendent and Campus Principals, District Technology/Media Specialists

Evidence: Records of group activities, sign-in sheets, group products, salaries of Technology/Media Specialists

Comments:

LRPT Correlates: EP03, EP04, EP05, TL02, TL06, TL09

Strategy 2.2.3: Provide incentives for teachers mastering the SBEC standards and for developing model practices in the integration of technology for improved teaching and learning.

State: Revised

Status: Planned

Timeline: Each year following formative and summative evaluations of teacher competencies and integration strategies in 2007, 2008, 2009, 2010.

Person(s) Responsible: Campus Principals

Evidence: Copy of incentive program for district staff, copy of profiles showing technology skills, teacher formative and summative evaluations, purchase orders reflecting purchases of technology incentives based on model classroom practices

Comments:

LRPT Correlates: EP05, EP07, EP08, EP09, TL02, TL04, TL05, TL07, TL09, TL14

Objective 2.3: All teachers will transform educational practices to include collaborative environments and other authentic, real-world learning.

Budget for this objective: \$9,750.00

LRPT Category: Educator Preparation and Development

E-Rate Correlates: ER01

NCLB Correlates: 01 02 08 12

Strategy 2.3.1: Distance Learning opportunities are encouraged whenever possible, including connections between campuses, districts, and other sites. We will participate in opportunities scheduled through Region 14 as well as state and national distance learning activities. (EP 11)

State: Revised

Status: In Progress

Timeline: Throughout each year 2007-2010

Person(s) Responsible: Campus Principals

Evidence: Distance Learning usage forms and distance learning agreements with other entities

Comments:

LRPT Correlates: EP09, I02, I09, TL07, TL08, TL15, TL16

Strategy 2.3.2: Teachers and librarians are encouraged to: (1) use emerging technologies such as Pocket Pcs (2) support flexible (at point of need) access to technology resources such as the library and labs (3) use evolving technologies for greater levels of collaboration, inquiry, analysis, creativity and content production (For example: add DVD players and data projectors to meet the needs of teachers wanting to implement these technologies (NCLB 2; EP 06 & TL 05)

State: Revised

Status: In Progress

Timeline: Throughout the school year 2007-2010.

Person(s) Responsible: Campus Principals and Technology/Media Specialists, Librarians

Evidence: Teacher lesson plans, records of purchases of emerging technologies (budget for these shown under Infrastructure), videos of students using emerging technologies, records of teachers and librarians using evolving technologies for greater levels of collaboration, inquiry, analysis, creativity, and content production.

Comments:

LRPT Correlates: EP05, EP09, TL07

Objective 2.4: To improve the capacity of all teachers to integrate technology effectively into curriculum and instruction.

Budget for this objective: \$30,200.00

LRPT Category: Educator Preparation and Development

E-Rate Correlates: ER02

NCLB Correlates: 01 03 04a 11

Strategy 2.4.1: Annual needs assessment surveys will be taken to determine teachers' current teaching strategies for integrating technology as well as equipment and software needed by teachers to integrate technology effectively into curricula and instruction at all grade levels.

State: Revised

Status: In Progress

Timeline: Starting spring of 2007 and continuing annually through 2010.

Person(s) Responsible: Technology/Media Specialists, Campus Principals

Evidence: Completed surveys and modifications made to staff development strategies based on surveys. Comparison of surveys from year to year to show needs being met.

Comments:

LRPT Correlates: EP03, EP07, TL02, TL06

Strategy 2.4.2: District Technology/Media Specialist will mentor campus technology trainers and lab staff in technology integration strategies on an ongoing basis through face-to-face meetings, email, telephone conversations, and forwarded web sites containing curricular projects and model lesson plans.

State: Revised

Status: In Progress

Timeline: Ongoing throughout 2007, 2008, 2009, 2010

Person(s) Responsible: District Technology/Media Specialists

Evidence: Travel logs, bookmarked sites for technology integration, email printouts on file by Tech/Media Specialist, updated materials available from web pages provided by technology specialists

Comments:

LRPT Correlates: EP01, EP05, TL06, TL07

Goal 3: Administrators and support staff will: model technology use, use data-driven decision making processes for planning, and maintain and enhance services and communication to support the following: technology acquisitions, technology use by school and community, technology maintenance, budgeting for technology, and technology staffing.

Objective 3.1: Administrators will use technology for planning and administration, support the technology committee, encourage technology use in the community, and budget for and hire support staff sufficient to maintain infrastructure and provide leadership in instructional technology integration and professional development.

Budget for this objective: \$46,500.00

LRPT Category: Leadership, Administration and Support

E-Rate Correlates: ER01 ER02

NCLB Correlates: 01 02 03 04a 04b 06 07 11 12

Strategy 3.1.1: All four Jim Ned campuses are in the Developing stage in the area of Administration and Support Services. Visionary school leadership and continuing technical support services will be necessary to bring about the improvement in technology set forth in this plan. Administrators should model the use of technology in their environments as well as participate in training that will provide insight for technological changes and improvements. Administrators should provide and participate in collaborative planning consistent with the Texas LRPT and the results of the district's StaR Chart ratings. Technology committees should be given adequate time during the school year for discussing ways to improve the district plans and

for setting goals. Systems of technical support are necessary if schools are to see improved student learning, increased productivity, and more efficient operations. Administration should seek to maximize educational benefits from our investment in technology by providing appropriate technical support services and by proposing and supporting adequate technology budgets. Based on guidelines in the StaR Chart, districts should have one full-time technician for every 500 computers. We currently have 495 computers and one full-time technician assisted by one part-time employee. In addition to a technician, each campus should also have a designated technology contact person who can take care of minimal repairs within an 8-hour time period. Also, based on StaR Chart guidelines, we should have a full-time technology coordinator for our approximately 1,000 students--we now have an additional high school teacher with 2 class periods a day to help with integration as well as a Technology/Media Specialist who is a half-time technology coordinator. We also have a certified teacher in the elementary labs and an elementary lab aide. The district will maintain a standing Technology Committee consisting of representatives from each campus, from faculty and administration, and from the community. The Technology Committee, under the direction of the Technology/Media Specialist, will maintain a district-wide technology plan that is equitable, measurable, innovative, and comprehensive in support of the district's goals to prepare students for the 21st century. The plan will be approved by the board, supported by the superintendent, and updated regularly. The district technology budget must be sufficient to cover hardware, software, professional development, adequate staffing support, and ongoing costs such as T1 leases. The Jim Ned Board is committed to at least matching the \$30 per student State Technology Allotment during most school years. The budget should always be supplemented through local tax dollars and should utilize other funds such as TIF grants, other competitive grants, State Technology Allotments, and E-Rate discounts.

State: Revised

Status: In Progress

Timeline: Beginning in 2007 and continuing through 2010.

Person(s) Responsible: Superintendent, Principals, Technology/Media Specialists

Evidence: Documentation of administrator training, STAAR Charts, payroll records to show tech support, technology budgets, district budgets, Technology Committee reports and recommendations, Technology Plan, Needs Assessment Surveys, grant applications

Comments:

LRPT Correlates: EP01, EP03, EP04, EP05, EP06, EP07, EP08, EP09, I01, I09, LAS01, LAS02, LAS03, LAS04, LAS07, LAS08, LAS09, LAS11, LAS13, LAS15, TL02, TL11, TL15, TL16

Strategy 3.1.2: Provide ongoing collaborative planning in compliance with the Children's Internet Protection Act (CIPA, Form 479 on file) and consistent with state and local plans which: (1) implement use of data-driven decision making and focus on student success (TL 11; EP 7); (2) integrate technology planning and include community members in all classroom, library, campus, and district planning--including the district Acceptable Use Policy (NCLB 4a; I 01; TL 09; EP 13 & 14); (3) integrate technology into instructional management & administration (TL11, 13 & 14); (4) expand community access to school information through technology (all teachers have an Academic Planet web page for use in parent & community information distribution) (TL 21); (5) coordinate school & community resources for technology (I 09); (6) establish policies to encourage expanded use of school facilities, including the libraries; (7) initiate & implement policies regarding parental & community access to personnel & other non-secured data through technology (such as teachers providing email addresses in parent letters distributed at the beginning of the school year); (8) sustainability (for local, state, & federal funding, grants, and E-rate discounts); (9) legal issues; and (10) disaster recovery planning. (NCLB 9, AS01, 02, 03, 04, 05, 06, 07, 08)

State: Revised

Status: In Progress

Timeline: Ongoing collaborations with school and community members throughout the year (2007-2010)

Person(s) Responsible: Superintendent & Campus Principals

Evidence: Minutes of meetings, Technology Plans, Acceptable Use Policies and student handbooks, Form 479 on file, site-based campus plans, AESIT data, STAR chart data, appraisals, school web sites with downloadable documents and information, email communication and Region 14's signed Email Acceptable Use Policy, grants submitted by district and community partners, records of new/modified policies regarding community access to personnel through technology, documented activities involving legal issues, copy of disaster recovery plan

Comments:

LRPT Correlates: EP05, EP06, EP09, I01, I02, I03, I09

Objective 3.2: Maintain and enhance administration and support services through training and collaboration. (ER 01)

Budget for this objective: \$15,000.00

LRPT Category: Leadership, Administration and Support

E-Rate Correlates: ER01
NCLB Correlates: 04b

Strategy 3.2.1: Provide opportunities for administrators to participate in training regarding school reform, vision-building, collaboration, and skilled leadership. (ER 01 & 02; NCLB 4a)
State: Revised
Status: In Progress
Timeline: Each year 2007-2010--attend training such as TASA Leadership Academy and other leadership training as offered
Person(s) Responsible: Superintendent, Campus Principals, Counselors, Master Teachers
Evidence: Certificates from training; products resulting from training sessions; evaluations of administrative personnel; changes in staffing patterns, budgeting, requirements, & technical support
Comments:
LRPT Correlates: LAS03, LAS13

Objective 3.3: Investment in communications technology is maximized.
Budget for this objective: \$15,500.00
LRPT Category: Infrastructure for Technology
E-Rate Correlates: ER01
NCLB Correlates: 03 05 06 09 12

Strategy 3.3.1: The district will provide appropriate communication technologies to support parental and community communication including telephone, email accounts, web-page hosting, cellular, pager services as needed. (AS 03-04, AS 07, EP 13, I 01-03, I 08, I 10-12, I15, TL 21)
State: Revised
Status: In Progress
Timeline: Annually 2007-2010 as needed
Person(s) Responsible: Superintendent
Evidence: Need assessments completed annually will evidence communication needs being met.
Comments:
LRPT Correlates: I01, I02, I03, I08

Goal 4: The district will maintain and upgrade the district's hardware and LAN/WAN infrastructure, including Internet connectivity, to meet the changing needs with emerging technologies.

Objective 4.1: The district will plan for, install, and maintain hardware and infrastructure to support telecommunications and service and to ensure equitable access to computers and information for all students, all campuses and the community. Now that our district has wireless WAN access, we will continue to upgrade campus-to-campus connectivity for shared data (such as grades, antivirus software, reading programs, etc.). A NAS box storage solution and off-site backups of Windows servers have been added to improve data backup capability for technology applications, student records, financial and personnel data, and instructional materials. (I 10)
Budget for this objective: \$161,500.00
LRPT Category: Infrastructure for Technology
E-Rate Correlates: ER01 ER02
NCLB Correlates: 01 02 03 04a 04b 05 06 07 11 12

Strategy 4.1.1: The district will maintain or enhance the LAN/WAN speed/bandwidth between sites and on each site. JNCISD participated in an upgrade to a wireless WAN through our Region 14 and WTCC memberships. All of our campuses are at the Advanced level in infrastructure. Our goal is to reach the Target Level at all campuses by 2009. In order to make these improvements, it will take the combined efforts of board, administration, faculty, staff, and community. The technology/media specialist will use surveys or meet with each administrator and campus technology person at least once during each spring semester to identify the technology needs for each campus before the Technology Committee meets. The campus principals and/or the superintendent may use questionnaires or parent-teacher or faculty meetings to poll faculty, staff, and community as to current needs. The Technology Committee will make recommendations annually to make sure that the administration and board are kept up to date on current needs. The district will need to maintain the current level of connectivity by attending to any repairs as needed, replacing outdated routers, adding switches as necessary, and maintaining leases of T-1 lines within our district. Currently, campuses are remotely connected through T-1 lines in order to do Internet research, telecommunications, and administrative tasks in RSCCC. We will investigate the need to upgrade to T-3 connections. Each campus has a LAN for file and print sharing, Internet access, and networked applications.

The district currently has T-1 access to all campuses and every classroom is connected to the LAN and the Internet. The Tuscola buildings are connected with fiber, giving these sites the ability to transfer voice, video, and data. Each campus uses a high-speed switch directly attached to the main server. All campus main servers have raid array capability and are backed up to a storage server. Smaller switches are positioned in classrooms and labs as needed. The high school campus has a full distance-learning lab and other campuses have mobile video-conferencing systems. At high school, our most immediate needs currently are to standardize word processing software (due to students needing to work on research papers at various locations), and to continue to update 6-7 year-old teacher computers. One laser printer added to each wing of classrooms would increase efficiency and make classroom printing easier for teachers who now must print to the library lasers. As the number of computer classes increase and the number of students taking them increases, we need to look at expanding our lab space. One mobile lab has been ordered for high school for the fall of 2007. The middle school's most immediate needs are: upgrading curriculum software, DVD players, and adding at least one networked laser printer for classroom printing needs. Both elementary campuses are in need of additional student computers in the classrooms for running newer networked versions of Reading Counts and Accelerated Reader Software. Both campuses need additional curriculum software for integrating TEKS and practicing TAKS skills. Both campuses need upgraded computers in the G/T rooms and assistive devices for special ed classrooms (as needed based on ARD committees). Other ongoing internal needs are annual replacement of 4-to-5-year-old systems, addition of switches as needed to increase speed and extend the networks, continually adding data projectors for increased teacher use, and replacing ink jet printers with laser printers for each department or wing for economic savings. Interactive whiteboards, ceiling-mounted data projectors, document cameras, and wireless pads will be installed in approximately 25 classrooms during the fall of 2007.

State: Revised

Status: In Progress

Timeline: 2007-2010--Upgrade routers and T1 access as needed, implement wireless WAN as part of Region 14 and WTTC, replace one high school server and RSCCC server, add one laser printer at high school, add wireless technologies and portable carts as needed, upgrade special needs computers and assistive devices at elementaries, upgrade elementary labs and curriculum software at elementaries and middle school, replace 4-5 year-old teacher computers each year

Person(s) Responsible: Technology/Media Specialist, Tech Support Specialist, Business Manager, Principals

Evidence: All technology will be in working order and sufficient to do the tasks for which it is needed. Downtime will be kept to a minimum. Invoices and purchase orders will document purchases of new equipment and repairs. The Technology Committee will check off needs that were given top priority and whether they were filled. Students with special needs will be accommodated in labs and classrooms. Repair and maintenance bills will reflect smaller expenditures due to replacement of obsolete equipment. All campuses will be moving toward the Advanced level in infrastructure by 2007 and Target level by 2009.

Comments:

LRPT Correlates: I01, I02, I03, I04, I05, I06, I07, I08, I09, TL16

Strategy 4.1.2: The district will work to secure external grant/funding resources to enhance infrastructure and seek strategic partnerships with public and private entities. State and national educational contract pricing will be considered for any major purchases. Coordinate funding sources such as Title II D and state and local funds will be used when possible. (NCLB 6; I 03, 11 & 12)

State: Revised

Status: In Progress

Timeline: Apply when grants become available in years 2007-2010

Person(s) Responsible: Superintendent, Campus Principals, Business Manager, & Technology/Media Specialist

Evidence: Submission of E-Rate Application; grant applications and awards

Comments:

LRPT Correlates: I03, I09

Strategy 4.1.3: The district will maintain interactive web-based services with both Internet and intranet components and will commit to participate in regional and state technology systems and maintain an infrastructure of communications with parents and community members. (I 13 & 15)

State: Revised

Status: In Progress

Timeline: Continuously 2007-2010.

Person(s) Responsible: Superintendent, Campus Principals

Evidence: Invoices to subscribed services, district and campus web pages

Comments:

LRPT Correlates: I02, TL16

Objective 4.2: Maintain and enhance administration and support services through investment in technology.

Budget for this objective: \$103,000.00

LRPT Category: Infrastructure for Technology

E-Rate Correlates: ER01

NCLB Correlates: 02 03 05 06 12

Strategy 4.2.1: Investment in internal connections technology is maximized. The district will implement additional wireless access points, managed switches, routers, file servers and UPSs throughout each location infrastructure as needed and appropriate. If at any time the district reaches appropriate levels to be eligible for erate on internal connections, we will add these to our erate applications.(NCLB 2,3,5,6,12; I 05, 07, 08 & 14; TL 10; ER 03)

State: Revised

Status: In Progress

Timeline: Annually 2007-2010

Person(s) Responsible: Superintendent & Campus Principals

Evidence: Technology is provided based on identified priorities and critical equipment is replaced every 5 years (maximum replacement schedule)

Comments:

LRPT Correlates: I03, I05, I06, I07, I08

Strategy 4.2.2: Provide access to appropriately configured workstations and computers for all students and staff in libraries, school offices, classrooms, and in other work areas, ensuring accessibility for disabled students and staff as required by the ADA

State: Revised

Status: In Progress

Timeline: Continuously 2007-2010

Person(s) Responsible: Superintendent, Principals, IEP/ARD Committees

Evidence: Invoices and inventory showing purchases of assistive technologies, IEP's for students with diverse needs, library technology inventories

Comments:

LRPT Correlates: I01, I05, I07

Strategy 4.2.3: The district will add disaster recovery planning as a priority in all district plans--including offsite backups of critical technology applications, student data, financial and personnel records, and instructional materials.

State: Original

Status: Planned

Timeline: Beginning in 2007 and continuing through 2010

Person(s) Responsible: Superintendent, Business Manager, Tech Coordinator, Tech Support Staff

Evidence: A Disaster Recovery Plan distributed to all pertinent personnel and updated annually.

Comments:

LRPT Correlates: LAS01, LAS14

Objective 4.3: The district will continue to discover and include new and emerging technologies where appropriate, to maximize user potential

Budget for this objective: \$36,500.00

LRPT Category: Infrastructure for Technology

E-Rate Correlates:

NCLB Correlates: 02 03 05 06 08 12

Strategy 4.3.1: A standardized IP telephony system with integrated messaging installed on every campus in the district--beginning with the high school distance learning lab.

State: Revised

Status: In Progress

Timeline: Begun by 2007, updated yearly.

Person(s) Responsible: Superintendent, Campus Principals

Evidence: Purchase orders, installation records, E-rate applications, telephony system up and running

Comments:

LRPT Correlates: I02

Strategy 4.3.2: Increased shared use of emerging specialized technologies such as video conferencing systems, digital cameras, document cameras, scanners, projection devices, and digital video cameras in place on every campus in the district.

State: Revised

Status: In Progress

Timeline: Continuously 2007-2010

Person(s) Responsible: Superintendent, Campus Principals, & Technology Staff

Evidence: Copy of shared equipment inventory and policies concerning the use of such equipment.

Comments:

LRPT Correlates: I02, I03, TL06, TL07, TL08

BUDGET

Total amount of Title II, Part D formula funds received for the current year of this plan: \$849.00

Method of application for formula funds: Application via a Title II, Part D shared services arrangement or cooperative

Budget for year 2007

- Telecom cost: \$18,750.00

- Telecom source: Consortium Erate (70%)

Local 30%

- Materials cost: \$7,000.00

- Materials source: Local 38%

Technology Allotment 62%

- Equipment cost: \$75,000.00

- Equipment source: Future Grant Proposals 52%

Local Technology Budget 31%

State Allotment 23%

- Maintenance cost: \$25,000.00

- Maintenance source: Local 100%

- Staff development cost: \$34,000.00

- Staff development source: Local 90%

Title II, Part D 10%

- Miscellaneous cost: \$50,000.00

- Miscellaneous source: Local (Salaries) 100%

- Total: \$209,750.00

Budget for year 2008

- Telecom cost: \$20,000.00

- Telecom source: Consortium Erate (70%)

Local 30%

- Materials cost: \$8,000.00

- Materials source: Local 100%

- Equipment cost: \$93,000.00

- Equipment source: Future Grant Proposals 60%

Local Technology Budget 20%

Technology Allotment 20%

- Maintenance cost: \$15,000.00

- Maintenance source: Local 100%

- Staff development cost: \$35,000.00

- Staff development source: Local 90%

Title II, Part D 10%

- Miscellaneous cost: \$51,000.00

- Miscellaneous source: Local (Salaries) 100%

- Total: 222,000.00

Budget for year 2009

- Telecom cost: \$25,000.00

- Telecom source: Consortium Erate (70%)
Local 30%

- Materials cost: \$12,000.00
- Materials source: Local 100%
- Equipment cost: \$100,000.00
- Equipment source: Future Grant Proposals 60%
Local Technology Budget 20%
Technology Allotment 20%
- Maintenance cost: \$20,000.00
- Maintenance source: Local 100%
- Staff development cost: \$30,000.00
- Staff development source: Local 90%
Title II, Part D 10%
- Miscellaneous cost: \$65,000.00
- Miscellaneous source: Local (Salaries) 100%
- Total: 252,000.00

EVALUATION

Evaluation Process:

Strategies for evaluating the effectiveness of integration of technology into the curriculum may be chosen from the following resources each year:

- Annual evaluations will be made using commercial services such as Atomic Learning assessments or Simple Assessment and the STaR Chart.
- A needs assessment survey to be completed by teachers and evaluated by principals, superintendent, and technology coordinator will be used as the basis for evaluating our district's technology use each spring.
- *We will consider adding tools for student evaluations (such as Simple ASsessment at grade 8.

Evaluation Method:

Samples of student projects using technology will be kept on file in the office or in the teacher's personal portfolio. These may be electronic files, photos, news articles, or hard copy printouts of multimedia presentations, reports, newsletters, web pages, etc. Our goal is that all teachers use technology seamlessly and frequently as evidenced by observation, portfolios, school-wide displays, and/or news coverage in campus or community newspapers.

Schedules of Internet usage in the libraries will be kept on file to show student use in various subject areas. Data from TAKS will be analyzed department by department and strategies for using technology for improved scores on state tests will be developed annually.

These are our strategies for evaluating the effectiveness of staff development efforts on the teaching/learning process:

- Principals will keep attendance records of technology staff development training and observe technology use and integration efforts during formal observations and casual walkthroughs
- Certificates and logs will be kept on file by the superintendent for staff development hours from Region 14, local workshops, or online courses completed for Educational Increment stipends (such as Atomic Learning or other online providers)
- Principals and/or technology contacts will keep portfolios of student projects and lesson plans integrating technology
- Questionnaires will be distributed at least annually (by email or printed surveys) to solicit input from the staff on the types of training they need (to assure that the needs of each campus are being met through training)

In evaluating the effectiveness of acquisition and installation of technologies and telecommunications services, we will implement the following strategies:


- A technology committee consisting of at least one technology contact from each campus, the district technology coordinator, the principals, the district librarian, and community members from site-based committees will meet review the technology plan and recommend changes. The technology committee will compare the district-wide results of technology use and integration with other districts in the region by participating in Region 14's discussion forum and by e-mail with other districts. The committee will report any

suggested changes to the superintendent and the district site-based management committee. The committee will check the technology plan and assess meeting of timelines and goals annually.

APPENDIX


Attachment item A:

Appendix A -- Staff Development Plan, 2007-10

PDF file: 


Attachment item B:

Appendix B -- Timeline, 2007-10

PDF file: 


Attachment item C:

Appendix C -- Projected Technology Budget, 2007-2010

PDF file: 

Attachment item D:

Approval Letter for Current Technology Plan

PDF file: 

Attachment item E:

Acceptable Use Policy

PDF file: 