



Cooper ISD Technology Plan

2004 - 2007

It is the mission of Cooper ISD to provide technology opportunities to students, teachers, parents, and community members. This mission shall be accomplished by staying aware of stakeholders' needs, providing current technology equipment, and providing training in the use of technology. With this mission accomplished, all stakeholders will be technology literate.

Cooper ISD

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Introduction

District Information

Name:	Cooper ISD
Address:	P.O. Box 478 Cooper, Texas 75432
County District Number:	060-902
Superintendent Name:	Mr. Lynn Burton
District Email:	crutledge@cooper.esc8.net
ESC Region:	08
Board Members:	
President:	Thomas Darden
Vice-President:	David Shaffer
Secretary:	Allen Beeler
Member:	Anita Freeman
Member:	Gary McCain
Member:	Jeremy Anderson
Member:	Chad Hohenberger

Technology Contact Information

Contact Name:	Mr. Charles Rutledge
Address:	P.O. Box 478
Phone:	(903) 395-0519
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Demographics

District Accountability Rating:	RECOGNIZED
Total Student Enrollment:	927
District Size:	500 – 999
Percent Economically Disadvantaged:	51%
Total budget:	\$5,662,229
Number of campuses:	3
Technology Expenditures:	\$188,593.67 annual \$565,781 three year total
Technology Expenditure Per Pupil:	\$203.45 annual \$610.34 three year total
Technology as Percentage of Budget:	3%
Number of Campuses with Direct Connection to Internet:	3
Percent of Campuses with Direct Connection to Internet:	100%

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Percent of Classrooms with Direct Connection to Internet:	100%
Number of Classrooms	68
Computer/Student Ratio:	1:4
Computer/Teacher Ratio:	1:1
Number of campuses completing Texas Campus STaR Chart:	3
Percent of campuses completing: Texas Campus STaR Chart	100%

Plan Introduction

Years Plan Covers

The goals, objectives, strategies, plan for ongoing evaluation, and budget covers the years listed below and addresses all requirements of No Child Left Behind Title II, Subpart D, ERate, and the state Long-Range Plan for Technology.

- 2004 – 2005
- 2005 – 2006
- 2006 – 2007

Technology Planning Committee Members

Charles Rutledge	District Technology Coordinator
Carol Woodall	District Technology Assistant
Michael Ramsay	Junior High / High School Principal
Delinda Leatherwood	Business / Office Education Teacher / Teacher Technologist
Judy Silman	High School U.S. History / World Geography
Judy Falls	English / Speech Teacher / Teacher Technologist
Susan Andresen	Junior / Senior High School Librarian / Media Specialist
Jane Preas	Junior High Social Studies Teacher / Teacher Technologist
Lisa Landers	Junior High MTA Teacher
Doug Wicks	Elementary Principal
Cindy Slakey	GT Teacher
Dinah Stowers	Elementary Computer Lab Teacher/ Teacher Technologist
Shonda Rutledge	Elementary Teacher 3rd Grade
Marlana Deatherage	Elementary Art Teacher
Gloria Harris	Elementary Teacher Kindergarten

Executive Summary

This Cooper ISD technology plan provides recommendations in the areas of teaching, learning, educator preparation and development, administration and support services, and infrastructure for technology. These areas incorporate a statement of existing conditions, needs assessments, curriculum integration, assessment of current technology and technology request, and budget. We understand that this plan represents areas of dynamic and rapid change, and it will be continually evaluated and revised to meet the needs of the students and patrons of Cooper ISD.

Cooper Independent School District has prepared this Long-Range Technology Plan to articulate a common vision for technology in the district and identify the strategies that will help us use technology to promote student achievement of rigorous curriculum standards and the development of critical thinking skills that are essential for academic and workplace standards.

Vision Statement

It is the vision of Cooper ISD to integrate current technology into the curriculum and instruction of the school program to prepare students to be successful in school and beyond. This integration will come about through the development of partnerships with the community, parents, school board members, educators, and students.

For students to be successful in school and beyond, they must be able to access various resources of information, organize that information, and present it in a manner that is understandable to the audience. Technology can enable the students to find this information either through networked CD's, the Internet, distance education, or other multimedia sources. They can use the technology also to organize their information by using word processing, databases, spreadsheets, or other software tools. The presentation of the information can be in many forms including word processing documents, multimedia presentations, products, or graphics. Technology is simply the tool used by students to enhance their resources and knowledge.

Parents are involved in the use of technology by receiving training offered by the district. Being involved in their child's education through the use of technology also enhances the child's education. Keeping the parents informed of their child's progress, school events, and how expectations are all achieved through the use of technology.

Teachers use technology to enhance lessons, provide resources, organize data, and communicate. By having various types of technology available, teachers can vary their approach to teaching, and can adapt to various learning styles of the students.

Administrators are able to communicate with staff, school board members, and community through the use of technology. The use of technology is vital to the daily operations of the district record keeping and organization. The District Site-Based Decision Making Committee uses technology to brainstorm and prioritize their ideas in developing goals for the district.

Community members have the opportunity to communicate with the district and become aware of the district activities through the use of technology. Opportunities for technology training are also available for members of the community.

To be prepared in the 21st century, students, parents, teachers, administrators, and community members must become technology literate. Just as reading and writing are important for literacy, technology awareness and use will be necessary skills that all students must have to be successful citizens.

Needs Assessment

Process Used

A comprehensive needs assessment was used to assess where CISD is now and help us chart a path for our instructional technology program over the next three years. The goals, objectives, and strategies are the result of comprehensive analysis of the current status of technology in the district. The plan is based on information drawn from many sources including but not limited to the following:

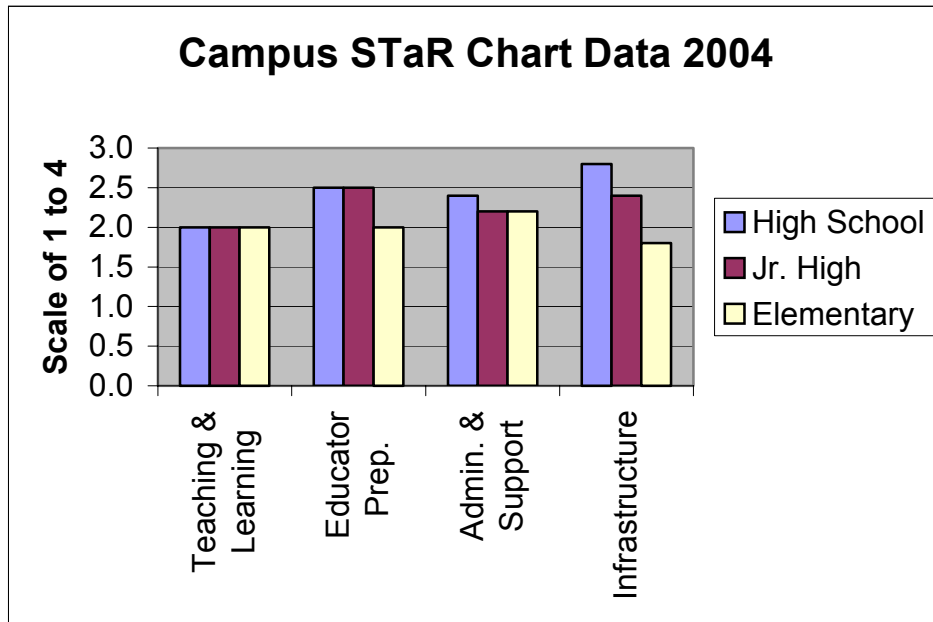
- Review of the literature to identify best practices
- Review of Review Federal and State Requirements:
 - No Child Left Behind
 - E-Rate
 - Required Technology Applications Curriculum
 - Technology Applications Student Standards (TEKS)
 - State Board of Educator Certification Technology Applications Educator Standards
 - Texas Long-Range Plan for Technology, 1996-2010
- The Texas STaR Chart
- Survey of school site hardware and instructional media
- Survey of teachers
- Survey of administrators
- Review of Campus STaR Charts
- Review of technology based curriculum resources
- Review of technology courses offered
- Campus meetings
- Other focus groups
- District Technology Planning meetings
- Previous district technology plans
- Body of knowledge based upon years of experience in managing a technology based instructional program and infrastructure

Statement of Existing Conditions

Cooper ISD complies with CIPA, COPPA requirements and has an Acceptable Use Policy. See Appendix 7.4 for policies. A comprehensive needs assessment utilizing teacher/student surveys, interviews, inventories, and the Texas STaR Chart was conducted to analyze the current status of technology in the district and determine future needs. Items analyzed included: infrastructure, hardware, software, programs, courses, student achievement, technology resources, staff development, and technical support. Findings were used in developing the plan strategies: Some of those findings from our analysis are as follows:

STaR Chart Information 2004

As required by TEA the Texas Campus STaR chart was used to determine the degree of education technology implementation. There are 22 indicators within four broad categories that are 1) Teaching and Learning, 2) Educator Preparation and Development, 3) Administration and Support, and 4) Infrastructure for Technology. The chart below compares the three campuses based upon a average of all 22 indicators. A closer analysis of each indicator for every campus will provide better information for establishing priorities. However, the district average of all indicators for all campuses is 2.2 on a 4.0 scale. This would place the district in the second category of Developing Tech category. The other categories are Early Tech (first category), Advanced (third category), and Target Tech (fourth category). For further study of district STaR Chart data see Appendix.



The STaR Chart contains 22 indicators within four broad categories that are 1) Teaching and Learning, 2) Educator Preparation and Development, 3) Administration and Support, and 4) Infrastructure for Technology and aligned to the Long-Range Plan for Technology. The chart was designed to assist campuses determine where they are in regarding implementation of the standards which were originally approved in 1996 by the State Board of Education. These standards were then modified in 2002. Furthermore, it is anticipated that the standards will be modified in the future as new technologies for education are developed. The target for full implementation of standards is 2010. Please note that these standards should be considered as only benchmarks and not requirements and must be looked at closely in relation to campus needs.

The **Teaching and Learning** component of the STaR Chart focuses on the instructional needs of educators and the learning needs of students in meeting the vision of technology in education. **Educator Preparation** addresses the professional development needs not only of teachers but also of all the members of the professional education community. The indicators for **Administration and Support** address the five areas of planning, technical support, staffing, budget, and funding. Administration and Support is not to be considered an evaluation of district administrators or technology support staff but rather staff, technical support, budget, and the degree of implementation of advanced instructional technology. Finally, **Infrastructure for Technology** focuses on the degree the district has progressed toward reaching STaR Chart “Target Tech” benchmarks that describe the Long-Range Plan for Technology 2010 targets.

District-Wide Technology Infrastructure

- Direct connection to the Internet via T1 leased line to the Northeast Texas Education Telecommunications Network, NTRETN.
- District web servers are in place providing district information and student work. (Attachment *district map*)
- Written policies are in place on acceptable use of the Internet, World Wide Web content, network management, and equipment donations.
- District Management Services
 - Administrative
 - Region VIII ESC RSCCC
 - Business
 - Financial
 - Excelsior Grade book
 - Curriculum and Instruction
 - Region VIII ESC Curriculum Co-operative
 - Fundamental Assessment of Knowledge & Skills (FAKS)
 - ADM for TEKS and AEIS analysis
 - Cimarron Software for District and Campus planning
- Distance Learning is available upon request for students, staff, and community members
- Telecommunications Services
 - Currently, all student and staff members in the school district have access to the Internet, either through a direct connection (as cited above in the Statement of Existing Conditions). One WAN is in place to connect the Elementary campus with the Junior/Senior High Campus.
- Inventory
 - The latest inventory of computers for student use in Cooper ISD as of January 2004 is a 1:4 ratio. This number includes only current, non-obsolete Pentium speed or better; at least 64MB RAM; network-capable student computers. Administrative computers and file servers are not included in this number.

Senior High School

- The High School hosts the direct connection to the Internet via a T1 leased line for the entire district.
- There are seven network drops in every classroom.
- There are two data projectors available for classroom checkout.
- There are two networked computer labs with full-time teaching.
- 10% of teachers master SBEC requirements.
- Courses offered for graduation credit requirements include: Computer Science I, Computer Science II, Web Mastering, and Desktop Publishing, Advanced Word Processing
 - Computer Science is currently provided via video-conferencing in collaboration with the Region VIII Education Service Center and the Northeast Texas Region Telecommunications Network.
- A web server maintained by the students with high school information and projects.
- Infrastructure consists of fiber-backbone, Ethernet-to-the-desktop connected computer labs, one file server for advanced technology classes.
- The library has a network online card catalog, Internet access, Digital Knowledge (DKC) – online resources, and automated checkout in the library.
- The Student population is 274.

Junior High School

- There is a direct connection to Internet via T1 leased line.
- There are seven network drops in every classroom.
- Two data projectors available for classroom checkout.
- A web server maintained by the students with middle school information and projects.
- There is a fiber-backbone with Ethernet-to-the-desktop connected to computer labs with one file server for classes.
- In the library there is a network online card catalog, Internet access, Digital Knowledge (DKC) online resources, and automated checkout.
- Students use technology for cooperative projects in their own classroom.
- Student population of 230.
- 10% of teachers master SBEC requirements.

Junior and Senior High School Shared Library Services

- Online Library Services
 - Encyclopedia Britannica
 - EBSCO – Full text & bibliographic database
 - Gale Databases – Literature, Science, Social Studies
 - World Book – Encyclopedia, Dictionary, and Atlas
 - Litfinder – Search poetry, stories, plays, & Essays
 - Quick References – Twelve sources with quick answers
 - NewsBank – Current world events, News
 - Bridges – Career information, employment trends
 - Class Projects – Web sites for current research units
 - Scirus – Scientific information and latest science news
 - Search Engines – Twelve to choose from
 - Puzzlemakers – Crosswords, word searches
 - Middle & High School Hub – Homework help, games & puzzles, and learning activities
 - Bibliography – help creating the correct citations for your research paper
 - Automate Library Management including classroom access to card catalog
- Participates Region VIII Media – Library Services for
 - Digital Knowledge Central Co-operative
 - Digital Curriculum – includes streaming video correlated to TEKS

Elementary School

- There is a direct connection to the Internet via T1 leased line.
- There are seven network drops in every classroom.
- There are two data projectors available for classroom checkout.
- There is one networked computer lab with a full-time teaching to aid the staff in technology implementation and training.
- The library has a networked online card catalog, Internet access, Digital Knowledge (DKC) – online resources, and automated checkout. Library services include:
 - Digital Curriculum
 - Digital Knowledge Central
 - Encyclopedia Britannica
 - EBSCO
 - NewsBank
- The student population is 423
- 10% of teachers master SBEC requirements.

Summary of Identified Needs

Needs identified through this analysis process will guide us to focus on several key areas which include but are not limited to:

- Increase student technology access across the district via computers and other emerging technologies that include both wireless and handheld devices.
- Continue with professional development strategies while investigating alternatives to traditional methods of professional development which address “just in time” professional development.
- More support and staff development for the integration of technology into the curriculum.
- Ongoing technical support
- Ongoing monitoring and adjusting the technology plan by District Technology Committee.

Section 1

Teaching and Learning

Goals – Objectives – Strategies



This section of the plan includes District Goal 1 – Teaching & Learning. Goal 1 addresses and is correlated to the Texas Long Range Plan for Technology, Title II – Subpart D of No Child Left Behind, and Schools & Libraries Division of the Universal Service Fund (E-Rate). These state and federal objectives are found on pages 22 – 25 of this document.

This portion of the plan addresses objectives and strategies that “focus on the instructional needs of teachers and the learning needs of students in meeting the vision of technology in education.”¹

¹ Texas. Texas Education Agency Education Technology Advisory Committee. Long-Range Plan for Technology 1996-2010. 1996, Texas, Austin

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District Goal 1 – Teaching & Learning					
<p>Objective 1.1 (N01) – To develop “strategies for improving academic achievement and teacher effectiveness to the academic achievement, including technology literacy for all students and the capacity of all teachers to integrate technology effectively into curriculum and instruction”.</p> <p>Objective 1.2 (N02) – To develop “goals for using advanced technology that are aligned with challenging State academic content and student academic achievement standards to improve student achievement”.</p> <p>Objective 1.3 (N04a) – To Promote “curricula and teaching strategies that integrate technology – promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research and leading to improvements in student academic achievement”.</p> <p>Objective 1.4 (N07) – To develop “strategies for integration of technology with curricula and instruction including how the applicant will integrate technology (including software and electronically delivered learning materials) into curricula and instruction, and utilize a timeline for this integration”.</p> <p>Objective 1.5 (N08) – To “encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources”.</p> <p>Objective 1.6 (N12) – To provide “supporting resources, such as services, software, other electronically delivered learning materials, and print resources, that will be acquired to ensure successful and effective uses of technology”.</p>					
Strategies		Evidence:	Person(s) Responsible:	Timeline:	
1.1.1.	Maintain computer literacy classes for all 6 th and 7 th grade students as required by TEKS	<p>Formative: class schedules, lesson plans, student grades</p> <p>Summative: 100% of 6th & 7th grade students take a computer literacy class</p>	Principal and Teacher	2004 – 2005 2005 – 2006 2006 – 2007	
Budget: \$ -0- Fund Source: no budget impact			Correlates: N01, ER01, TL1, TL2,		
1.1.2.	Initiate & Maintain advanced computer literacy class for all 8th grade students to extend learning above the minimum requirement of TEKS	<p>Formative: class schedules, lesson plans, student grades</p> <p>Summative: 100% of 6th & 7th grade students take a computer literacy class</p>	Principal and Teacher	2004 – 2005 2005 – 2006 2006 – 2007	
Budget: \$ -0- Fund Source: no budget impact			Correlates: N01, N02, ER01, TL01, TL2		
1.2.1.	In order to improve student academic performance, each campus will annually identify instructional technologies available within the district to increase student academic performance.	<p>Formative: minutes from campus planning meetings</p> <p>Summative: costs for purchase of instructional software will be reduced by 10%</p>	Campus Improvement committees and campus technology committee	2004 – 2005 2005 – 2006 2006 – 2007	
Budget: \$ -0- Fund Source: no budget impact			Correlates: N02, ER01, TL07, TL09		
1.3.1.	Teachers will initiate and maintain technology integration to improve student learning. Teachers will model use of technology in daily work, student products using teachers’ models, student portfolios, student research projects, keyboarding/computer class teaching technology.	<p>Formative: Student products, vertical alignment of technology TEKS, teachers’ lesson plans, teacher/student portfolios</p> <p>Summative: 90% master of TAKS scores at 2% a year, PDAS – All teachers Exemplary by 2007</p>	Principals, Teachers, and District Technology Committee	2004 – 2005 2005 – 2006 2006 – 2007	
Budget: \$ -0- Fund Source: no budget impact			Correlates: N04a, ER01, TL08		

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District Goal 1 – Teaching & Learning (continued)				
Strategies		Evidence:	Person(s) Responsible:	Timeline:
1.3.2.	Teachers will have online access and training in the use of current research and promising practices related to curricula and teaching strategies that integrate technology effectively into instruction.	Formative: Cooper ISD website will include links to research based and promising practices sites. Summative: Based on an opinion survey teachers evaluate these resources as very relevant to their instruction	District Technology Committee	2004 – 2005 2005 – 2006 2006 – 2007
Budget: \$ -0- Fund Source: no budget impact			Correlates: N04a, ER01, TL04	
1.3.3.	Identify and implement strategies to provide teachers incentives to use new effective models, tools, and resources for teaching and learning.	Formative: Survey results, committee recommendations. Implemented an incentive program. Summative: 80% of teachers will agree incentives are appropriate and 50% of staff annually will take advantage of opportunities provided through identified and implemented incentive program.	District Technology Committee,, Campus Administrators, Superintendent, and School Board	2004 – 2005 2005 – 2006 2006 – 2007
Budget: \$ -0- Fund Source: no budget impact			Correlates: N04a, ER01, TL20	
1.4.1.	The district textbook committee will base its K-8 Technology Application TEKS adoption selection upon the degree that the resources provide: 1) models for curriculum integration, 2) web resources, 3) software 4) classroom activities, and 5) are aligned with core curriculum TEKS as well.	Formative: Textbook committee adoption for TA TEKS conforms with this criteria Summative: By August, 2005 100% of all K-8 teachers have access to instructional resources which address the TA TEKS and are integrated with the core content TEKS.	District Textbook Committee	2004 – 2005 2005 – 2006
Budget: \$ -0- Fund Source: no budget impact			Correlates: N07, ER01, TL07, TL08, TL18	
1.4.2.	All K-8 teachers have access to online resources necessary for the integration of K-8 Technology Application TEKS within the core content area, and the necessary training to effectively use these resources in their instruction.	Formative: State TA TEKS adoption is available to all K-8 teachers Summative: 100% of all K-8 core content teachers have access to, are trained, and use these resources for instruction at least a minimum of 2 times per week.	Campus Principal	2005 – 2006 2006 – 2007
Budget: \$ -0- Fund Source: no budget impact			Correlates: N07, ER01, TL03, TL07, TL08, TL18	
1.4.3.	A K-5 continuum containing benchmarks for Technology Application TEKS skills will be established for each grade level. The continuum will include strategies for integration in the core content.	Formative: Copies of the K-5 TA TEKS Benchmarks are provided to all teachers. Summative: By the year 2007 100% of all state resources adoptions will include resources for successfully integration of technology into curricula and instruction.	District Technology Committee and selected teachers	Spring/Summer 2005
Budget: \$ -0- Fund Source: no budget impact			Correlates: N07, ER01, TL02, TL08	

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District Goal 1 – Teaching & Learning (continued)				
Strategies		Evidence:	Person(s) Responsible:	Timeline:
1.4.4.	A K-8 Student Technology Applications TEKS Portfolio will be defined and implemented. It will be used to document the degree to which all students have mastered the TA TEKS.	Formative: K-8 TA TEKS checklist Summative: By 2007 100% of all students will be able to demonstrated knowledge of K-8 TA TEKS through the use of a TA TEKS personal portfolio.	Campus Principal and District Technology Committee	2005 – 2006 2006 - 2007
Budget: \$ -0- Fund Source: no budget impact			Correlates: N07, ER01, TL02, TL08	
1.5.1.	The high school will investigate and implement innovative distance learning strategies for the delivery of such courses as foreign language, advanced sciences and mathematics, Advanced Placement, Concurrent Enrollment, and courses with low incidence.	Formative: Committee minutes, enrollment Summative: By 2007 at least two courses will be provided students via videoconferencing, or online learning. Currently JAVA Computer Programming is offered via video-conferencing.	Campus Principal, Counselor, Tech Coordinator, and other teachers as appropriate	2004 – 2005 2005 – 2006 2006 – 2007
Budget: \$5,000.00 Fund Source: Local Funds			Correlates: N07, N08, ER01, TL16, TL17	
1.5.2.	The elementary and middle school will evaluate the feasibility of virtual field trips as alternatives to traditional field trips.	Formative: Minutes from campus planning meetings Summative: Annually virtual field trips with will be used by at least two teacher on each of the 3 campuses.	Campus Principal, Counselor, Teachers, District Technology Committee	2004 – 2005 2005 – 2006 2006 – 2007
Budget: \$ -0- Fund Source:			Correlates: N07, ER01, TL16, TL17	
1.6.1.	Teachers, students, and community will have on-demand access to the best available technologies, including digital content in classrooms, libraries, and other appropriate websites. Current online services are listed under library services found in the district needs assessment.	Formative: list of online library services offered on campus websites and curriculum connections available on the district website for access by the community. Budget Summative: Based upon anecdotal information from teachers. Teachers will document perceived increase in quality of projects such as research papers. Students will rate the need for online resources as essential for research and other in depth study.	Librarian and District Technology Committee	2004 – 2005 2005 – 2006 2006 – 2007
Budget: \$ 3,940.00 Fund Source: Local Funds			Correlates: N12, ER03, TL05, TL06, TL09, TL16, TL17	

Section 2

Educator Preparation and Development Goals – Objectives - Strategies



This section of the plan includes District Goal 2 – Educator Preparation and Development. Goal 2 addresses and is correlated to the Texas Long Range Plan for Technology, Title II – Subpart D of No Child Left Behind, and Schools & Libraries Division of the Universal Service Fund (ERate). These state and federal objectives are found on pages 22 – 25 of this document.

This portion of the plan will focus on providing our employees training and support to effectively use technology in their job for administrative and instructional responsibilities. We want our employees to have opportunities to continually learn how to support the curriculum through technology and to impact student achievement within all content areas.

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District Goal 2 – Educator Preparation and Development				
<p>Objective 2.1 (N03) – To “ensure that all students and teachers have increased access to technology and teachers are prepared to integrate technology effectively into curricula and instruction.”</p> <p>Objective 2.2 (N04b) – To “provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center and ...teachers are prepared to integrate technology effectively into curricula and instruction”.</p>				
Strategies		Evidence:	Person(s) Responsible:	Timeline:
2.1.1.	The teacher will achieve 100% mastery of SBEC Teacher Technology Applications, and TEKS. Teachers attend technology workshops, in-service, and are encouraged to utilize Teacher Universe (online professional development) for training.	<p>Formative: Certificates/printouts:</p> <ul style="list-style-type: none"> • once a semester in 2003 – 2004 • twice a semester 2004 – 2005 • Proficient teachers will submit assignments, projects, etc. from students <p>Summative: Teacher portfolio showing formative work; Certificate of 100% Teacher Literacy in 2007</p>	District Technology Committee	2004 – 2005 2005 – 2006 2006 – 2007
<p>Budget: \$2,096 per yr. Fund Source: 30% of Title II</p>			<p>Correlates: N03, N04b, ER01, ER02, EP09, EP11, EP12,</p>	
2.1.2.	Teachers and administrators will be trained and will use technology for classroom management and administrative tasks such as: Grade book program, communication to parents, other teacher and administrator (including email, newsletter, etc.), teacher made overheads, and teacher made worksheets, etc.	<p>Formative: Emails, teacher made materials, PDAS observations, discipline referrals such as 3 weeks Progress reports and 6 weeks grade reporting</p> <p>Summative: Decrease in discipline referrals by 20%; reduce time on administrative tasks by 10%</p>	District Technology Committee	2004 – 2005 2005 – 2006 2006 – 2007
<p>Budget: \$ 4,892 per yr.- Fund Source: Title II, local funds</p>			<p>Correlates: N04b, ER01, ER02, EP07, EP10, TL13</p>	
2.1.3.	Checklists will be developed to document teacher proficiency in using new technologies such as digital cameras and CD burners	<p>Formative: Copies of checklist</p> <p>Summative: 100% of teachers using new technologies will demonstrate proficiency.</p>	District Technology Coordinator	2004 – 2005 2005 – 2006 2006 – 2007
<p>Budget: \$ -0- Fund Source:</p>			<p>Correlates: N04b, ER01, ER02, EP12</p>	
2.2.1.	Allocate essential financial resources necessary to support our technology professional development program. This amount will represent approximately 25 – 30% of available funds/resources.	<p>Formative: Budget, Region VIII ESC E2T2 Co-op Contract, Professional Development Transcripts from E2T2 Co-op.</p> <p>Summative: 25% of Title II D will be designated for professional development. Also, CISD will allocate necessary resources to provide for appropriate professional development for 100% of all new technology initiatives.</p>	School Board, Administration, District Technology Committee	2004 – 2005 2005 – 2006 2006 – 2007
<p>Budget: \$ -0- Fund Source:</p>			<p>Correlates: N04b, EP01, ER02, ER04</p>	

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District Goal 2 – Educator Preparation and Development (continued)				
Strategies		Evidence:	Person(s) Responsible:	Timeline:
2.2.2	Develop and implement a three phase/component comprehensive ongoing, sustained professional development program for staff consisting of: <ol style="list-style-type: none"> 1. Technology Basic Skills (SBEC Standards I-IV) 2. Technology Integration (SBEC Standard V) 3. Ongoing support 	Formative: meeting minutes and program outline and documents Summative: By 2007 100% of all Cooper ISD teachers, librarians, de-greed support staff and administrators will meet all SBEC standards I-V	School Board, Superintendent, District Technology Committee, and District Technology Coordinator	2004 – 2005 2005 – 2006 2006 – 2007
Budget: \$ -0-budget impact Fund Source:			Correlates: N04b, ER02, EP03, EP04, EP05, EP07, EP08, EP09, EP10, EP11, EP12, EP13	
2.2.3	Participate in Region VIII ESC TARGET II Grant for ongoing, sustained professional development. Techniques learned will be used as a model for district implementation. This is a 4 year project	Formative: teacher participation records, lesson plans, student products, etc. Summative: 100% of participants will be technology literate as defined by SBEC Teacher Technology Standards I-V	Campus Principals	2004 – 2005 2005 – 2006 2006 – 2007
Budget: \$24,000 Fund Source: TARGET Grant Funds			Correlates: N04b, ER02, EP03, EP04, EP05, EP07, EP08, EP09, EP10, EP11, EP12, EP13	
2.2.4.	Teachers will receive just in time training as necessary to integrate new technology effectively into curricula and instruction through the use on online professional development resources	Formative: Copies of SBEC Teacher Technology proficiencies checklist in teacher portfolios Summative: 100% of all teachers have access to online professional development to meet their SBEC Teacher Technology Proficiency requirements by August 2004	District Technology Committee, School Board, District Technology Coordinator	2004 – 2005 2005 – 2006 2006 – 2007
Budget: \$ -0- Fund Source:			Correlates: N04b, ER02, EP03, EP04, EP08, EP11,	

Section 3

Administration and Support Services

Goals – Objectives – Strategies



This section of the plan includes District Goal 3 – Administration and Support Services. Goal 3 addresses and is correlated to the Texas Long Range Plan for Technology, Title II – Subpart D of No Child Left Behind, and Schools & Libraries Division of the Universal Service Fund (ERate). These state and federal objectives are found on pages 22 – 25 of this document.

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District Goal 3 – Administration and Support Services				
<p>Objective 3.1 (N06) – To coordinate with other resources – “LEA’s plan for coordinating activities funded through the Ed. Tech program with technology-related activities supported with funds from other sources”.</p> <p>Objective 3.2 (N09) – To promote Parental involvement to “effectively to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology used”.</p> <p>Objective 3.3 (N10) – To promote “collaboration with adult literacy service providers including a description of how the program will be developed, where applicable, in collaboration with adult literacy service providers”.</p> <p>Objective 3.4 (N11) – To develop and implement “process and accountability measures that evaluate the extent to which activities are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging State academic content and student academic achievement standards”</p>				
Strategies		Evidence:	Person(s) Responsible:	Timeline:
3.1.1.	Integrate district and technology planning within the district/campus planning process. An integrated approach to fund utilization will address all fund sources necessary in order to accomplish the goals, objectives, and strategies within this plan and the District Improvement Plan.	<p>Formative: meeting minutes, copies of plan that documents coordination of funds including local, state, and federal.</p> <p>Summative: Coordinated funding will provide for a 10% increase fund utilization for staff development, acquisition of instructional resources, and infrastructure.</p>	Superintendent, Campus Principals, Technology Coordinator	2004 – 2005 2005 – 2006 2006 – 2007
Budget: \$ -0- Fund Source: no budget impact			Correlates: N06, ER01, AS01, I08	
3.2.1.	Identify and communicate best technology practices implemented in the district to the community through a variety of strategies which will include but not limited to: <ul style="list-style-type: none"> • Campus/district community meetings such as PTO • School Board presentations • District Advisory committees • District web site which will include school news, and student educational resources including • Information included within student handbook 	<p>Formative: Sign-in forms for participants and meeting dates. Community member survey. The benchmark community survey will be conducted the first year of the plan and conducted annually.</p> <p>Summative: Based upon parent and community member survey responses an awareness of school activities/information and technology practices will increase by 10% over the first two years of this plan.</p>	District Technology Committee	2004 – 2005 2005 – 2006 2006 – 2007
Budget: \$ -0- Fund Source: no budget impact			Correlates: N09, ER05, TL19, TL21, AS05, I09, I15	
3.2.2.	Initiate and implement policies regarding parental and community access to personnel and other non-secured data through technology.	<p>Formative: Board Policies and Student Handbook</p> <p>Summative: Parents and community members will report increased awareness of policies regarding access to secure data.</p>	School Board, Superintendent, and District Technology Committee	2004 – 2005 2005 – 2006 2006 – 2007
Budget: \$ -0- Fund Source: no budget impact			Correlates: N09, TL21, AS04, I15	

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District Goal 3 – Administration and Support Services (continued)				
Strategies		Evidence:	Person(s) Responsible:	Timeline:
3.2.3.	Provide parent-training opportunities that include awareness of technology resources and basic computer use.	<p>Formative: minutes from events such as PTO and School Board meetings where presentations are made staff and students.</p> <p>Summative: Parent survey results document that at least 75% are aware of laws, policies, and some local technology initiatives. Parents participating in technology training are satisfied.</p>	Principals, trainers, and District Technology Committee	2004 – 2005 2005 – 2006 2006 – 2007
Budget: \$ -0- Fund Source: no budget impact			Correlates: N09, TL21, I09,	
3.3.1.	Initiate and maintain collaboration with adult literacy service providers by providing community awareness of available Adult Literacy resources.	<p>Formative: Minutes with the regional Adult Literacy provider, Paris Jr. College. District web site resources will include links to available PJC Adult Literacy resources and other identified resources</p> <p>Summative: Based upon parent and community member survey responses awareness will increase by 10% over the first two years of this plan.</p>	Superintendent and Principals	2004 – 2005 2005 – 2006 2006 – 2007
Budget: \$ -0- Fund Source: no budget impact			Correlates: N10, AS07	
3.4.1.	<p>Conduct research, develop, and initiate accountability measures that evaluate the extent to which goals, objectives, and activities are effective in:</p> <ul style="list-style-type: none"> Integrating technology into curricula and instruction. Increasing the ability of teachers to teach. Enabling students to reach challenging State academic content and student academic achievement standards. 	<p>Formative: Copies of surveys, checklists, lessons plans, revised PDAS evaluations, and annual reports to school board</p> <p>Summative: Program evaluation strategies will be consistent and will include surveys, observations, anecdotal, and objective measures. Year 04-05 will be a baseline year. Future evaluations will document an increase in objective measures of 10% annually.</p>	District Technology committee, Administrative Staff	Semi-Annually 2004 – 2005 2005 – 2006 2006 – 2007
Budget: \$ -0- Fund Source: no budget impact			Correlates: N11, ER05, TL12, TL14, AS02, I01	
3.4.2.	Utilize student performance data and curriculum materials that are provided and managed electronically in instructional planning. All appropriate staff will be trained in utilization of FAKS, ADM, and Cimarron software	<p>Formative: AEIS, TAKS, and ADM data is available</p> <p>Summative: All appropriate, objective student achievement data is used in the development and refinement of instructional programs. 100% identified staff are able to use ADM, FAKS, and Cimarron software</p>	Principals	2004 – 2005 2005 – 2006 2006 – 2007
Budget: \$ -0- Fund Source: no budget impact			Correlates: N 11, AS02, TL11,	

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District Goal 3 – Administration and Support Services (continued)				
Strategies		Evidence:	Person(s) Responsible:	Timeline:
3.4.3.	Administer STaR Chart annually in order to establish targets for improvement in the four key areas of the LRPT.	Formative: STaR chart will be administered annually. Summative: 100% of the staff complete and return STaR chart provide input into district and campus planning.	District Technology Committee and Principals	2004 – 2005 2005 – 2006 2006 – 2007
Budget: \$ -0- Fund Source: no budget impact			Correlates: N11, TL15	
3.4.4.	Include at least one parent, one student, and one other community member on the District Technology Committee.	Formative: List of committee members Summative: Community members will participate in at least 1 technology planning meeting annually	Superintendent District Technology Committee	2004 – 2005 2005 – 2006 2006 – 2007
Budget: \$ -0- Fund Source: no budget impact			Correlates: N11, EP14	
3.4.5.	Incorporate the use of PDA's in a Administrative environment, to house e-mails, contact information, student demo information, student schedules.	Formative: Invoices Summative: PDA's will be used by Administration.	Technology Director	2004 – 2005
Budget: \$2,000 Fund Source: Local Funds			Correlates: AS03	

Section 4

Infrastructure and Technology Goals – Objectives – Strategies



This section of the plan includes District Goal 4 – Infrastructure and Technology. Goal 4 addresses the objectives laid out in the Infrastructure and Technology of LRPT and is correlated with Title II – Subpart D of No Child Left Behind, and the Schools and Libraries Division of the federal Universal Service Fund. This fund is commonly known as ERate. These state and federal objectives are found on pages 22 – 25 of this document.

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District Goal 4 – Infrastructure and Technology			
Objective 4.1 (N03) – Develop strategies for “taking necessary steps to increase accessibility to ensure that all students and teachers have increased access to technology”.			
Objective 4.2 (N05) – Identify and “technology type(s) and costs of technology to be acquired with Ed. Tech. Funds, including provisions for interoperability of components of such technologies”.			
Strategies	Evidence:	Person(s) Responsible:	Timeline:
4.1.1 Develop timeline and plan to increase access to technology and submit to Board for planning purposes and setting district technology priorities. This semi-annual review process will include an assessment regarding the feasibility of moving from the current 1:4 computer ratio to a 1:3 and then to the state LRPT standard of 1:1 for years 2003 – 2010. This planning process will include an analysis of district’s ability to: <ul style="list-style-type: none"> • Purchase and replace equipment on a regular basis. • Provide adequate infrastructure to support a 1:1 ratio. • Provide support including training and maintenance. • Ensure access to appropriately configured workstations for all students and staff in compliance with ADA. • Determine the appropriateness of a 1:1 ratio base upon an analysis of other technologies appropriate to support the curriculum (TEKS), and other student needs. • Investigate multiple financial arrangements for securing and maintaining hardware and software. • Maintain the ability to replace or reposition obsolete technology and infrastructure on a scheduled basis to ensure maximum efficiency and use. • Seek external funding for technology infrastructure. 	Formative: Copy of District Technology Accessibility study. Summative: Increased access to technologies determined to be appropriate to support the curriculum and student needs. Upon completion of accessibility study the School Board will establish annual benchmarks for increasing student accessibility.	District Administration, School Board, District Technology Committee	Fall 2004 Followed semi-annually 2005 – 2006 2006 – 2007
Budget: \$ -0- Fund Source: no budget impact		Correlates: N03, N05, N11, ER01, TL10, I03, I06, I07, I12, I14	
4.1.2 Maintain teacher and administrator ratio of 1:1. Review semi-annually the ability of the equipment to meet the changing curriculum requirements, changing teacher and administrator tasks, professional development requirements.	Formative: Copy of District Technology Accessibility study. Summative: Maintain 1:1 teacher and administrator ratio.	District Administration, School Board, District Technology Committee	Fall 2004 Followed semi-annually 2005 – 2006 2006 – 2007
Budget: \$ -0- Fund Source: no budget impact		Correlates: N03, N05, N11, ER01, I06	

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District Goal 4 – Infrastructure and Technology (continued)				
Objective 4.1 (N03) – Develop strategies for “taking necessary steps to increase accessibility to ensure that all students and teachers have increased access to technology”.				
Objective 4.2 (N05) – Identify and technology ” type(s) and costs of technology to be acquired with Ed. Tech. Funds, including provisions for interoperability of components of such technologies”.				
Strategies		Evidence:	Person(s) Responsible:	Timeline:
4.2.1.	Establish standards for technology purchases that will include estimated costs for purchase and maintenance of hardware and software. Standards will also comply with ADA standards and ensure equitable access by all.	Formative: Copy of standards for hardware and software. Copies of purchase orders that document compliance with district specifications. Summative: Standardized specifications will result in an increased capacity to provide teacher training, support, and maintenance. Teacher surveys will indicate increased satisfaction is technology support service.	District Technology Committee	2004 – 2005 2005 – 2006 2006 – 2007
Budget: \$ -0- Fund Source: no budget impact			Correlates: N05, ER01, I02, I07	
4.2.2.	Provide for the annually replacement of obsolete equipment, upgrade where appropriate, and repurpose when appropriate equipment to increase student: to computer and teacher to computer ratio and ensure functionality of all equipment for the purpose of instruction and administration.	Formative: district budget, invoices, work orders, equipment database Summative: District will increase the student to computer ratio from 1:4 to 1:3 by 2007	School Board, Administration, Technology Coordinator	2004 – 2005 2005 – 2006 2006 – 2007
Budget: \$25,000 Fund Source: State Tech Allotment and local funds			Correlates: N02, N01, N05, ER04, I06	
4.2.3.	Develop and maintain a database of hardware and software to include operating systems, cards, RAM, HD information. This data will be used to collect information required for Texas StaR Chart.	Formative Hardware, Software Inventory, Inventory Logs Summative: 100% of hardware and software inventoried into database. Information will be analyzed and used in the technology planning process.	District Technology Committee	Develop 2004 – 2005 Maintain 2005 – 2006 2006 – 2007
Budget: \$ -0- Fund Source: no budget impact			Correlates: N05, ER01, I14	
4.2.4.	Document – map all wiring including hubs and switches in district facilities.	Formative: physical map Summative: August 2004 update of electronic map and updated annually June 05, 06, 07.	District Technology Committee	2004 – 2005 2005 – 2006 2006 – 2007
Budget: \$ -0- Fund Source: no budget impact			Correlates: N05, ER01, AS08, I02,	
4.2.5.	Acquire and install one CD burner per classroom	Formative: Collection of student work on CD's Summative: Provide multimedia computers for student use per TIF specs. Receipts and inventory	District Technology Coordinator	2004 – 2005
Budget: \$5,000 Fund Source: State Tech Allotment and local funds			Correlates: N03, ER03, I02	

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District Goal 4 – Infrastructure and Technology (continued)				
Strategies		Evidence:	Person(s) Responsible:	Timeline:
4.2.6.	Purchase 200 programmable calculators to be assigned to each High school student	Formative: Inventory and receipts of purchase Summative: Calculators are provided for 100% of High School students that take TAKS test.	District Technology Committee	2004 – 2005
Budget: \$22,500 Fund Source: State Tech. Allotment and local funds			Correlates: N03, ER03, I02, TL07	
4.2.7.	Purchase 3 wireless, portable computer labs, one for each campus. One will be purchased each year	Formative: Check out logs, Lesson plans, student work, purchase receipts and inventory Summative: 1:1 Ration of student and computer use in the classroom environment.	District Administration and District Technology Coordinator	2004 – 2005 2005 – 2006 2006 – 2007
Budget: \$ 40,000 Fund Source: Local Funds			Correlates: N03, ER03, I02	
4.2.8.	Acquire 15 Digital Cameras with Video Capabilities. 5 cameras per campus	Formative: Check out logs, Lesson Plans, Display of Student work, purchase receipts Summative: Improved student use of integration of technology in the classroom by 33% each year.	District Technology Coordinator	2004 – 2005
Budget: \$5,300.00 Fund Source: State Tech. Allotment and local funds			Correlates: N03, ER01, 3I02	
4.2.9.	Ensure the availability of high-speed access to the Internet for students and staff that is essential for the support of the core curriculum, the technology applications TEKS, and administrative operations.	Formative: Invoices Summative: Annual employee technology survey indicates satisfaction with service provides the service is capable of delivering multiple services including data, audio, and video.	District Technology Committee	2004 – 2005 2005 – 2006 2006 – 2007
Budget: \$23,400 Fund Source: \$18,018 E-Rate \$7,722 Local @77% Discount			Correlates: N12, ER01, I10	
4.2.10.	Maintain a client-centered district technical assistance support for the integration of technology into teaching and learning and school operations	Formative: Budget provides for technical support staff Summative: Annual survey of staff will support an 80% satisfaction with technical support.	District Technology Committee	2004 – 2005 2005 – 2006 2006 – 2007
Budget: \$53,000 Fund Source: State Tech Allotment and Local funds			Correlates: N12, ER04, ER05, AS08	
4.2.11.	Seek strategic partnerships with public and private entities which include other districts, higher education, ESC, and industry	Formative: meetings, correspondence, grants, budget, schedules, minutes, etc. Summative: CISD will participate in at least two strategic partnerships annually.	Administration, Technology Coordinator, District Technology Committee	2004 – 2005 2005 – 2006 2006 – 2007
Budget: \$ -0- Fund Source: no budget impact			Correlates: N06, N12, I11	
4.2.12.	Acquire and maintain internal e-mail and web server.	Formative: E-mail, Web server, Invoices. Summative: Will help provide communication with staff and community. Promote parental involvement.	Technology Coordinator.	2004 – 2005
Budget: \$5,000 Fund Source: Local Funds			Correlates: I02, I15, N03, N09	
4.2.13.	Update the network by replacing outdated hubs with new switches.	Formative: Invoices Summative: Will keep up with latest technology and provide increased bandwidth for our growing network.	Technology Coordinator.	2005 – 2006
Budget: \$30,000 Fund Source: E-rate and Local funds			Correlates: I02, I15, N03, N09	

Budget Summary

Budget Detail – 2004 2005 (Year 1)

Budget Area	Costs	Funding Sources
Salary		Local, State Tech, Other State or Federal, and NCLB - Title II
Staff Development	\$14,988	\$2,096 Title II D 30%\$8,000 Title II D TARGET Grant \$4,892 Local Funds
Telecommunications and Internet Access	\$27,340	\$18,018 E-Rate, \$9,322 Local Funds
Materials and Supplies	\$-0-	
Equipment	\$104,800	Local Funds
Maintenance	\$53,000	Local Funds
Miscellaneous Expenses	\$5,000	Local Funds
Total	\$205,128	

Budget Detail – 2005 2006 (Year 2)

Budget Area	Costs	Funding Sources
Salary		Local, State Tech, Other State or Federal, and NCLB - Title II
Staff Development	\$14,988	\$2,096 Title II D 30%\$8,000 Title II D TARGET Grant \$4,892 Local Funds
Telecommunications and Internet Access	\$27,340	\$18,018 E-Rate, \$9,322 Local Funds
Materials and Supplies	\$-0-	
Equipment	\$95,000	Local Funds
Maintenance	\$53,000	Local Funds
Miscellaneous Expenses	\$5,000	Local Funds
Total	\$195,328	

Budget Detail – 2006 2007 (Year 3)

Budget Area	Costs	Funding Sources
Salary		Local, State Tech, Other State or Federal, and NCLB - Title II
Staff Development	\$14,988	\$2,096 Title II D 30%\$8,000 Title II D TARGET Grant \$4,892 Local Funds
Telecommunications and Internet Access	\$27,340	\$18,018 E-Rate, \$9,322 Local Funds
Materials and Supplies	\$-0-	
Equipment	\$65,000	Local Funds
Maintenance	\$53,000	Local Funds
Miscellaneous Expenses	\$5,000	Local Funds
Total	\$165,328	

EVALUATION

Evaluation Process

The on going evaluation of the strategies for the implementation of the four technology goals stated within this plan and the accompanying state and federal objectives is the responsibility of the District Technology Planning Committee. All aspects of this plan will be reviewed a minimum of twice per year.

Evaluation Methods

The purpose of evaluation is to assist the district in making informed decisions related to the district's education technology program and how it impacts the learning process for all students. A report will be given to the Superintendent and the Board of Trustees at least once per year.

The Texas STaR Chart results for each campus will be used to help assess progress made toward meeting the goals of the Long Range Plan for Technology, NCLB, and ERate. Additionally, other methods may include:

- Surveys of staff conducted annually
- Surveys of community conducted at least once every three years
- Informal interviews conducted once a year by campus Technology Plan Committee representative
- Records of professional development
- Classroom observations
- Website access by community
- Yearly inventory of hardware and software
- Support and maintenance documents
- Minutes of Technology Planning Committee meetings

Technology Plan Requirements

NCLB (No Child Left Behind) Requirements

- N01 **Strategies for improving academic achievement and teacher effectiveness**
To improve:
- the academic achievement, including technology literacy, of all students.
 - the capacity of all teachers to integrate technology effectively into curriculum and instruction.
- N02 **Goals for using advanced technology**
- aligned with challenging State academic content and student academic achievement standards
 - to improve student academic achievement
- N03 **Steps to increase accessibility**
To ensure that:
- all students and teachers have increased access to technology.
 - teachers are prepared to integrate technology effectively into curricula and instruction.
- N04a **Promotion of curricula and teaching strategies that integrate technology**
- Will identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research and leading to improvements in student academic achievement.
- N04b **Professional development**
Provide ongoing, sustained and intensive, high quality professional development for:
- teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
- N05 **Technology type and costs**
- Description of type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components of such technologies.
- N06 **Coordination with other resources**
- LEA's plan for coordinating activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
- N07 **Integration of technology with curricula and instruction**
How the applicant will:
- integrate technology (including software and electronically delivered learning materials) into curricula and instruction, and utilize a timeline for this integration.
- N08 **Innovative delivery strategies**
Will encourage:
- the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
- N09 **Parental involvement**
Will use technology effectively to:
- promote parental involvement.
 - increase communication with parents, including a description of how parents will be informed of the technology used.
- N10 **Collaboration with adult literacy service providers**
- Description of how the program will be developed, where applicable, in collaboration with adult literacy service providers.

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N11 **Accountability measures**

Process and accountability measures that evaluate the extent to which activities are effective in:

- integrating technology into curricula and instruction.
- increasing the ability of teachers to teach.
- enabling students to reach challenging State academic content and student academic achievement standards.

N12 **Supporting resources**

- Supporting resources, such as services, software, other electronically delivered learning materials, and print resources, that will be acquired to ensure successful and effective uses of technology.

E-Rate

- ER01 The plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services.
- ER02 The plan must have a professional development strategy to ensure that staff knows how to use these new technologies to improve education or library services.
- ER03 The plan must include an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services.
- ER04 The plan must provide for a sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development, and other services that will be needed to implement the strategy.
- ER05 The plan must include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

State Long – Range Plan for Technology

Teaching & Learning Objectives

- TL01 Develop strategies for students to improve academic achievement to meet the TEKS
- TL02 Ensure the achievement of students' technology proficiencies according to the benchmarks for Technology Applications TEKS
- TL03 Provide staff development for teachers, librarians, principals, and administrators that aligns with SBEC Technology Applications standards and supports federal legislation
- TL04 Support the transformation of the teaching process by promoting student-centered learning within communities of inquiry to include business and industry
- TL05 Support the teacher's and librarian's use of evolving technologies for greater levels of collaboration, inquiry, analysis, creativity, and content production
- TL06 Provide students with opportunities to work collaboratively in communities of inquiry, to solve problems, and communicate with a variety of audiences
- TL07 Improve academic achievement across the curriculum through technology
- TL08 Integrate technology into teaching and learning in all areas
- TL09 Integrate ongoing planning for technology into all classrooms and libraries on each campus in the district, and encourage participation of the community
- TL10 Ensure accessibility by all students to technology-based instruction and to adaptive/assistive devices, training and support, as appropriate
- TL11 Use student performance data and curriculum materials that are provided and managed electronically in instructional planning
- TL12 Pilot assessment of models for reporting the extent to which students meet the technology proficiencies in the TEKS
- TL13 Incorporate technology use into the teacher and librarian appraisal system, where appropriate

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- TL14 Assess and report the extent to which students meet technology proficiencies in the TEKS in the annual Texas STaR Chart Campus submission
- TL15 Incorporate expectations for educators' and students' technology proficiencies into the Texas STaR Chart, Focus Areas and Levels of Progress. Use the Texas School Library Standards to help students become information literate
- TL16 Use distance learning and digital content services for expanding curricular offerings and meeting the needs of all students
- TL17 Use distance learning and digital content services to provide educational services and information about education to parents and other community members
- TL18 Provide on-demand access by staff and students to the best available technologies, including digital content in classrooms, libraries, and other appropriate sites
- TL19 Identify and communicate the best technology practices to the community
- TL20 Provide incentives for using new effective models, tools, and resources for teaching and learning
- TL21 Provide parents and other community members access to the infrastructure for educational resources

Educator Preparation and Development

- EP01 Allocate at least 30 percent of technology budget for professional development
- EP02 Vertically align the Technology Application Texas Essential Knowledge and Skills (TEKS)
- EP03 Provide professional development for integrating Technology Applications into all other TEKS
- EP04 Include creation of core curriculum, student-centered, multimedia projects in educator professional development content
- EP05 Provide opportunities, incentives, and support for educators to develop model practices in the integration of teaching, learning, and technology
- EP06 Support flexible access to the library so that research skills using technology can be used at point of need
- EP07 Provide training in data examination and analysis through technology to support sound decision-making
- EP08 Provide and assess professional development for integrating technology into teaching and learning, instructional management, and administration
- EP09 Provide professional development using standards set by the State Board of Educator Certification
- EP10 Model administrative leadership in the support of teacher-librarian collaboration and the use of technology tools
- EP11 Offer professional development to educators by distance learning, distributed learning, and through digital content services
- EP12 Use a variety of professional development models including distributed, just-in-time professional development for all educators
- EP13 Integrate technology planning into all classroom, library, campus, and district plan
- EP14 Include communities in the planning for the integration of teaching, learning, and technology

Administration and Support Services

- AS01 Integrate planning for technology into all classroom, library, campus, and district planning
- AS02 Integrate the examination and analysis of data to support sound decision-making focused on student success
- AS03 Integrate technology into instructional management and administration
- AS04 Initiate and implement policies regarding parental and community access to personnel and other non-secured data through technology
- AS05 Expand community access to school information through technology
- AS07 Coordinate school and community resources for technology
- AS08 Maintain client-centered district technical assistance and support for the integration of technology into teaching and learning and school operations

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Infrastructure for Technology

- I01 Integrate planning for technology into all classrooms, libraries, and campus and district planning (TEC 11.252)
- I02 Design, install, and maintain a technology and telecommunications infrastructure for communications and service to ensure equitable access for all campuses and the community
- I03 Investigate multiple financial arrangements for securing and maintaining workstations, infrastructure, and other technologies
- I04 Meet the technology equipment target of a student to workstation ratio of 4: 1
- I05 Meet the technology equipment target of a student to-workstation ratio of 1: 1 to ensure that access is available as appropriate. Provide on-demand access for every student to workstations and/or the best available technologies
- I06 Meet the technology equipment target of all professional educational staff to a workstation ratio of 1:1 to ensure that access is available as appropriate. Provide a dedicated workstation to every educator
- I07 Provide access to appropriately configured workstations and computer workstations to all students and staff in libraries, school offices, and in other work areas, ensuring accessibility for disabled students and staff as required by the ADA
- I08 Integrate planning for technology into all classrooms, libraries, campus and district planning (TEC 11.252)
- I09 Build community support through collaborative planning, education, public information, and other means
- I10 Continue to provide high-speed access to the Internet for students and staff
- I11 Seek strategic partnerships with public and private entities
- I12 Seek external funding for the technology infrastructure
- I13 Commit to participate in the comprehensive state technology system
- I14 Replace or reposition obsolete technology and infrastructure on a scheduled basis to ensure maximum efficiency and use
- I15 Provide and maintain an infrastructure for communications with parents and community members, including access to school news, educational resources, data, and personnel