

# **COOPER ISD Technology Plan**

**2007 - 2010**

**Lynn Burton**

**SUPERINTENDENT**

# DISTRICT PROFILE

**ESC Region** 8  
**City, State Zip** COOPER, TX 75432  
**Phone** (903) 395-2112  
**Fax** (903) 395-2117  
**County District Number** 060902

<b>Number of Campuses</b>	3
<b>Total Student Enrollment</b>	895
<b>District Size</b>	500 - 999
<b>Percent Econ. Disadvantaged</b>	55.20%

<b>Technology Expenditures</b>	<b>\$568,084.00</b>
<b>Technology budgets reported in plan by category</b>	Teaching and Learning Budget \$26,820.00
	Educator Preparation and Development Budget \$13,614.00
	Leadership, Administration and Support Budget \$12,350.00
	Infrastructure for Technology Budget \$515,300.00
	<b>Total: \$568,084.00</b>
<b>Technology Expenditure Per Pupil</b>	\$634.73
<b>Number of Campuses with Direct Connection to Internet</b>	3
<b>Percentage of Campuses with Direct Connection to Internet</b>	100.00%
<b>Number of Classrooms with Direct Connection to Internet</b>	68
<b>Percentage of Classrooms with Direct Connection to Internet</b>	100.00%
<b>Computer/Student Ratio</b>	4 student(s) for every computer
<b>Computer/Teacher Ratio</b>	1 teacher(s) for every computer
<b>Number of campuses that need to complete the Texas Campus STaR Chart</b>	3
<b>Percentage of campuses that have completed the Texas Campus STaR Chart</b>	100.00 %

# Plan Introduction

**Plan Last Edited** 12/14/2006

<b>Plan status:</b>	not submitted
<b>Years Included in the Plan:</b>	2007 - 2010
<b>Number of years covered by the plan:</b>	3

## Technology Planning Committee

Technology Planning Committee Members

Charles Rutledge - District Technology Director  
Stephanie Stewart - Technology Assistant  
Chris Kiser - High School Principal  
Delinda Leatherwood - Business/Office Education Teacher  
Kodi Wright - Junior High Math Teacher  
Marlana Deatherage - Elementary Teacher MTA  
Susan Andresen - Junior/Senior High School Librarian/Media Specialist  
Doug Wicks - Elementary Principal  
Dinah Stowers - Elementary Computer Lab Teacher  
Denicia Hohenberger - Curriculum Director  
Tammy Crutcher - Budget / Finance Officer  
Chad Barnes - Board Member  
Nicki Beeler - Parent

# Executive Summary

## 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 pri-oritize 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

## Assessment Process:

### 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:
  - o No Child Left Behind
  - o E-Rate
  - o Required Technology Applications Curriculum
  - o Technology Applications Student Standards (TEKS)
  - o State Board of Educator Certification Technology Applications Educator Standards
  - o Texas Long-Range Plan for Technology, 1996-2010
- The Texas STaR Chart
- Survey of school site hardware and instructional media
- District Improvement Plan
- Campus Improvement Plans
- 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

## Existing Conditions:

### Statement of Existing Conditions

Cooper ISD complies with CIPA and COPPA requirements as indicated in district adopted Acceptable Use Policy. 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 2006

As required by TEA the Texas Teacher STaR Charts were used to compile the Texas Campus STaR chart which was used to determine the degree of education technology implementation. There are 24 indicators within four broad categories that are 1) Teaching and Learning, 2) Educator Preparation and Development, 3) Leadership, Administration and Support, and 4) Infrastructure for Technology. The chart below compares the three campuses based upon a average of all 24 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 3.3 on a 4.0 scale. This would place the district in the third category of Advanced Tech category. The other categories are Early Tech (first category), Developing Tech (second category), and Target Tech (forth category).

### District-Wide Technology Infrastructure

- Direct connection to the Internet via wireless high speed connection to the Northeast Texas Education Telecommunications Network, NTRETN.
- District web servers are in place providing district information and student work.
- Microsoft Exchange Sever 2003 is in place to provide communication to staff, parents, and community members.
- Backup tape library in place to perform backups for servers, client computers, and databases.
- Microsoft Windows Storage Server 2003 in place to store staff and student work.
- Firewalls are in place on all campuses.
- Written policies are in place on acceptable use of the Internet, World Wide Web content, network management, and equipment donations.

- District Management Services

- oAdministrative

- Region VIII ESC RSCCC

- Business

- Financial

- Excelsior Grade book

- oCurriculum and Instruction

- Region VIII ESC Curriculum Co-operative

- Fundamental Assessment of Knowledge & Skills (FAKS)

- ADM for TEKS and AEIS analysis

- Cimmaron Software for District and Campus planning

- Online Curriculum Developer

- Distance Learning is available upon request for students, staff, and community members

- Telecommunications Services

- oCurrently, 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

- o The latest inventory of computers for student use in Cooper ISD as of November 2006 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 wireless leased high speed connection for the entire district.
- There is a firewall in place.
- There are seven network drops are in every classroom.
- There are six data projectors available for classroom checkout.
- There is one wireless mobile lab.
- 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
- A web server maintained by the technology department with high school information and projects.
- Infrastructure consists of fiber-backbone, two 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 re-sources, and automated checkout in the library.
- The Student population is 287.

### Junior High School

- There is a direct connection to Internet via a wireless leased high speed connection.
- There is a firewall in place.
- There are seven network drops in every classroom.
- Six data projectors are available for classroom checkout.
- There are two networked computer labs, one with full-time teaching to aid the staff in technology implementation and training.
- A web server maintained by the technology department with middle school information and projects.
- There is a fiber-backbone with Ethernet-to-the-desktop connected to two 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 193.
- 10% of teachers master SBEC requirements.

### Junior and Senior High School Shared Library Services

- Online Library Services
  - o Encyclopedia Britannica
  - o EBSCO – Full text & bibliographic database
  - o Gale Databases – Literature, Science, Social Studies
  - o World Book – Encyclopedia, Dictionary, and Atlas
  - o Testmaker - Creates a variety of test
  - o Quick References – Twelve sources with quick answers
  - o NewsBank – Current world events, News
  - o Bridges – Career information, employment trends

- o Class Projects – Web sites for current research units
- o NetTrekker - Search engine with pre selected web sites
- o Issues and Controversies (facts on file)
- o Puzzlemakers – Crosswords, word searches
- o Middle School Hub - Homework help, games & puzzles, and learning activities
- o Bibliography – help creating the correct citations for your research paper
- o Automated Library Management and online catalog
- Digital Curriculum – includes streaming video correlated to TEKS
- Participates Region VIII Media – Library Services for
- oDigital Knowledge Central Co-operative
- oHigh School Ace - Colleges, Learning resources

#### Elementary School

- There is a direct connection to the Internet via a wireless leased high speed connection
- There is a firewall in place.
- There is a file server in place for networked software applications.
- There are seven network drops in every classroom.
- There are four 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:
  - oDigital Curriculum
  - oDigital Knowledge Central
    - Encyclopedia Britannica
    - EBSCO
    - NewsBank
- The student population is 415
- 10% of teachers master SBEC requirements.

#### **Technology Needs:**

##### 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.

## Goals, Objectives, and Strategies

<b>GOAL 1: Teaching and Learning</b>				
<p><b>OBJECTIVE 1.1:</b> 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”.(N01)</p> <p style="text-align: center;"><i>Budget Amount \$0.00</i> <i>LRPT category: Teaching and Learning</i></p> <p style="text-align: center;">E-Rate Correlates: ER01 NCLB Correlates: 01, 02</p>				
<i>Strategies</i>	<i>State/Status:</i>	<i>Timeline:</i>	<i>Person(s) Responsible:</i>	<i>Evidence:</i>
1.1.1: Maintain computer literacy classes for all 6th and 7th grade students as required by TEKS  LEA LRPT Correlates: TL01	State: Original  Status: In Progress	2007 - 2008 2008 - 2009 2009 - 2010	District Technology Committee, Campus Principal.	Formative: class schedules, lesson plans, student grades Summative: 100% of 6th & 7th grade students take a computer literacy class
1.1.2: Maintain advanced computer literacy class for all 8th grade students to extend learning above the minimum requirement of TEKS  LEA LRPT Correlates: TL01	State: Original  Status: In Progress	2007 - 2008 2008 – 2009 2009 – 2010	District Technology Committee, Campus Principal.	Formative: class schedules, lesson plans, student grades Summative: 100% of 6th & 7th grade students take a computer literacy class
<p><b>OBJECTIVE 1.2:</b> To develop “goals for using advanced technology that are aligned with challenging State academic content and student academic achievement standards to improve student achievement”.(N02)</p> <p style="text-align: center;"><i>Budget Amount \$0.00</i> <i>LRPT category: Teaching and Learning</i></p> <p style="text-align: center;">E-Rate Correlates: ER01 NCLB Correlates: 01, 02</p>				
<i>Strategies</i>	<i>State/Status:</i>	<i>Timeline:</i>	<i>Person(s) Responsible:</i>	<i>Evidence:</i>
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.  LEA LRPT Correlates: TL05, TL09, TL10	State: Original  Status: In Progress	2007 - 2008 2008 - 2009 2009 - 2010	Campus Improvement Committees and District Technology Committee	Formative: minutes from campus planning meetings Summative: costs for purchase of instructional software will be reduced by 10%
<p><b>OBJECTIVE 1.3:</b> 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”. (N04a)</p> <p style="text-align: center;"><i>Budget Amount \$0.00</i> <i>LRPT category: Teaching and Learning</i></p> <p style="text-align: center;">E-Rate Correlates: ER01</p>				

NCLB Correlates: 04a					
Strategies		State/Status:	Timeline:	Person(s) Responsible:	Evidence:
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.  LEA LRPT Correlates: TL06	State: Original  Status: In Progress	2007 - 2008 2008 - 2009 2009 - 2010	District Technology Committee, Campus Principals.	Formative: Student products, vertical alignment of technology TEKS, teachers' lesson plans, teacher/student portfolios Summative: 90% master of TAKS scores at 2% a year, PDAS – All teachers Exemplary by 2007
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.  LEA LRPT Correlates: TL04, TL08	State: Original  Status: In Progress	2007 - 2008 2008 - 2009 2009 - 2010	District Technology Committee, Technology Director, Curriculum Director	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
1.3.3:	Identify and implement strategies to provide teachers incentives to use new effective models, tools, and resources for teaching and learning.  LEA LRPT Correlates: EP07	State: Original  Status: In Progress	2007 - 2008 2008 - 2009 2009 - 2010	District Technology Committee, Campus Principals, Superintendent, and School Board.	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.
<p><b>OBJECTIVE 1.4:</b> To develop “strategies for integration of technology with curricula and instruction including how the applicant will integrate technology (including software and electronically delivered learn-ing materials) into curricula and instruction, and utilize a timeline for this integration”. (N07)</p> <p style="text-align: center;"><i>Budget Amount \$0.00</i> <i>LRPT category: Teaching and Learning</i></p> <p style="text-align: center;">E-Rate Correlates: ER01 NCLB Correlates: 07</p>					
Strategies		State/Status:	Timeline:	Person(s) Responsible:	Evidence:
1.4.1:	The district textbook committee will base its K-8 Technology Application TEKS adoption selection upon the degree that these resources provide models for curriculum integration, includes web resources, software, and classroom activities, and are aligned to the	State: Original  Status: In Progress	2007 - 2008 2008 - 2009	District Textbook Committee, District Technology Committee.	Formative: Textbook committee adoption for TA TEKS conforms with this criteria Summative: By August, 2008 100% of all K-8 teachers have access to instructional resources which address the TA

	core curriculum TEKS as well.  LEA LRPT Correlates: TL01, TL03, TL06				TEKS and are integrated with the core content TEKS.
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.  LEA LRPT Correlates: TL01, TL08, TL09	State: Original  Status: In Progress	2007 - 2008 2008 - 2009	Campus Principals, Curriculum Director, District Technology Committee.	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.
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.  LEA LRPT Correlates: TL01, TL06	State: Original  Status: In Progress	Spring/Summer 2008 2008 - 2009 2009 - 2010	District Technology Committee, Curriculum Director, and Selected Teachers.	Formative: Copies of the K-5 TA TEKS Benchmarks are provided to all teachers.  Summative: By the year 2008 100% of all state resources adoptions will include resources for successfully integration of technology into curricula and instruction.
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.  LEA LRPT Correlates: TL01, TL04, TL06	State: Original  Status: In Progress	2007 - 2008 2008 - 2009	Campus Principals and District Technology Committee.	Formative: K-8 TA TEKS checklist Summative: By 2009 100% of all students will be able to demonstrated knowledge of K-8 TA TEKS through the use of a TA TEKS personal portfolio.
<p><b>OBJECTIVE 1.5:</b> To “encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through he 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”. (N08)</p> <p><i>Budget Amount \$15,000.00</i> <i>LRPT category: Teaching and Learning</i></p> <p>E-Rate Correlates: ER01 NCLB Correlates: 07, 08</p>					
<i>Strategies</i>		<i>State/Status:</i>	<i>Timeline:</i>	<i>Person(s) Responsible:</i>	<i>Evidence:</i>
1.5.1:	The high school will investigate 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.  LEA LRPT Correlates: LAS15, TL13	State: Original  Status: In Progress	2007 - 2008 2008 - 2009 2009 - 2010	Campus Principal, Counselor, District Technology Committee, Technology Director, and other teachers as appropriate.	Formative: Committee minutes Summative: By 2009 at least two courses will be provided students via videoconferencing, or online learning.

1.5.2:	The elementary and middle school will evaluate the feasibility of virtual field trips as alternatives to traditional field trips.  LEA LRPT Correlates: TL15, TL16	State: Original  Status: In Progress	2007 - 2008 2008 - 2009 2009 - 2010	Campus Principal, Counselor, Teachers, District Technology Committee, and Technology Director.	Formative: Minutes from campus planning meetings Summative: Annually virtual field trips will be used by at least two teachers on each of the 3 campuses.
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**OBJECTIVE 1.6:** 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". (N12)

*Budget Amount \$11,820.00*  
*LRPT category: Teaching and Learning*

E-Rate Correlates: ER01  
NCLB Correlates: 12

Strategies	State/Status:	Timeline:	Person(s) Responsible:	Evidence:	
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.  LEA LRPT Correlates: TL11, TL15, TL16	State: Original  Status: In Progress	2007 - 2008 2008 - 2009 2009 - 2010	Campus Librarian, District Technology Committee, Technology Director.	Formative: list of online library services offered on campus websites and curriculum connections available on the district website for access by the community 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.

**GOAL 2: Educator Preparation and Development**

**OBJECTIVE 2.1:** To "ensure that all students and teachers have increased access to technology and teachers are prepared to integrate technology effectively into curricula and instruction." (N03)

*Budget Amount \$13,614.00*  
*LRPT category: Educator Preparation and Development*

E-Rate Correlates: ER01, ER02  
NCLB Correlates: 03, 04b

Strategies	State/Status:	Timeline:	Person(s) Responsible:	Evidence:	
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 E2T2 provided by Region 8 ESC for training.	State: Original  Status: In Progress	2007 - 2008 2008 - 2009 2009 - 2010	Campus Principals, Curriculum Director and Technology Director.	Formative: Certificates/printouts: · once a semester in 2007 – 2008 · once a semester in 2008 – 2009 · once a semester in 2009 - 2010 · Proficient teachers will submit

	LEA LRPT Correlates: EP04, EP06, EP08				assignments, projects, etc. from students Summative: Teacher portfolio showing formative work; Certificate of 100% Teacher Literacy in 2010.
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.  LEA LRPT Correlates: EP06, EP09, TL14	State: Original  Status: In Progress	2007 - 2008 2008 - 2009 2009 - 2010	District Technology Committee, Campus Principals, Curriculum Director.	Formative: Emails, teacher made materials, PDAS observations, discipline referrals such as 3 weeks Progress reports and 6 weeks grade reporting Summative Decrease in discipline referrals by 20%; reduce time on administrative tasks by 10%
2.1.3:	Checklists will be developed to document teacher proficiency in using new technologies such as digital cameras and CD burners  LEA LRPT Correlates: TL16	State: Original  Status: In Progress	2007 - 2008 2008 - 2009 2009 - 2010	District Technology Committee, Technology Director.	Formative: Copies of checklist Summative: 100% of teachers using new technologies will demonstrate proficiency.
<p><b>OBJECTIVE 2.2:</b> 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”. (N04b)</p> <p><i>Budget Amount \$0.00</i> <i>LRPT category: Educator Preparation and Development</i></p> <p>E-Rate Correlates: ER01, ER02 NCLB Correlates: 04b</p>					
<i>Strategies</i>		<i>State/Status:</i>	<i>Timeline:</i>	<i>Person(s) Responsible:</i>	<i>Evidence:</i>
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.  LEA LRPT Correlates: EP01, EP02, LAS06	State: Original  Status: In Progress	2007 - 2008 2008 - 2009 2009 - 2010	School Board, Administration, District Technology Committee	Formative: Budget, Region VIII ESC E2T2 Co-op Contract, Professional Development Transcripts from E2T2 Co-op. 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
2.2.2:	Develop a three phase/component comprehensive ongoing, sustained professional development program for staff consisting of: 1. Technology Basic Skills (SBEC Standards I-IV) 2. Technology Integration (SBEC Standard V) 3. Ongoing support	State: Original  Status: In Progress	2007 - 2008 2008 - 2009 2009 - 2010	School Board, Superintendent, Campus Principals, District Technology Committee, Technology Director.	Formative: meeting minutes and program outline and documents Summative: By 2010 100% of all Cooper ISD teachers, librarians, degreed support staff and administrators will meet all SBEC stan-dards I-V

	LEA LRPT Correlates: EP03, EP04, EP05, EP06, EP07, EP08, EP09				
2.2.3:	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  LEA LRPT Correlates: EP03, EP04, EP07	State: Original  Status: In Progress	2007 - 2008 2008 - 2009 2009 - 2010	District Technology Committee, School Board, Campus Principals, Curriculum Director, C. Rutledge	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 requirements.

**GOAL 3: Leadership, Administration, and Support**

**OBJECTIVE 3.1:** 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”. (N06)

*Budget Amount \$0.00*  
*LRPT category: Leadership, Administration and Support*

E-Rate Correlates: ER01  
NCLB Correlates: 02, 06

Strategies	State/Status:	Timeline:	Person(s) Responsible:	Evidence:
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.  LEA LRPT Correlates: LAS01, LAS02, LAS04, LAS05	State: Original  Status: In Progress	2007 - 2008 2008 - 2009 2009 - 2010	Superintendent, Campus Principals, Curriculum Director, Technology Director, District Technology Committee.	Formative: meeting minutes, copies of plan that documents coordination of funds including local, state, and federal. Summative: Coordinated funding will provide for a 10% increase fund utilization for staff development, acquisition of instructional resources, and infrastructure.

**OBJECTIVE 3.2:** 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”.(N09)

*Budget Amount \$10,350.00*  
*LRPT category: Leadership, Administration and Support*

E-Rate Correlates: ER01  
NCLB Correlates: 09

Strategies	State/Status:	Timeline:	Person(s) Responsible:	Evidence:
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: · Campus/district community meetings such as PTO · School Board Presentations · District Advisory committees · District	State: Original  Status: In Progress	2007 - 2008 2008 - 2009 2009 - 2010	District Technology Committee, Campus Principals, Superintendent	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. Summative: Based upon parent and community member survey responses an

	web site which will include school news, and student educational resources including · Information included within student handbook  LEA LRPT Correlates: LAS07, LAS09, TL15				awareness of school activities/information and technology practices will increase by 10% over the first two years of this plan.
3.2.2:	Initiate and implement policies regarding parental and community access to personnel and other non-secured data through technology.  LEA LRPT Correlates: LAS09	State: Original  Status: In Progress	2007 - 2008 2008 - 2009 2009 - 2010	School Board, Superintendent, and C. Rutledge	Formative: Board Policies and Student Handbook Summative: Parents and community members will report increased awareness of policies regarding access to secure data.
3.2.3:	Provide parent-training opportunities that include awareness of technology resources and basic computer use.  LEA LRPT Correlates: TL15	State: Original  Status: In Progress	2007 - 2008 2008 - 2009 2009 - 2010	Principals, trainers, and District Technology Committee	Formative: minutes from events such as PTO and School Board meetings where presentations are made staff and students. 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.
3.2.4:	Maintain student viewer module that is provided by Excellisior Grade Book. This program will allow for viewing of grades by students and parents.  LEA LRPT Correlates: LAS11	State: Original  Status: Planned	2007 - 2008 2008 - 2009 2009 - 2010	Technology Director, Superintendent	Formative: Signed contract through Region 8 which includes student viewer module. Summative: Students and Parents use student viewer to monitor student progress.
<p><b>OBJECTIVE 3.3:</b> 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”. (N10)</p> <p><i>Budget Amount \$0.00</i> <i>LRPT category: Leadership, Administration and Support</i></p> <p>E-Rate Correlates: ER01 NCLB Correlates: 10</p>					
<i>Strategies</i>		<i>State/Status:</i>	<i>Timeline:</i>	<i>Person(s) Responsible:</i>	<i>Evidence:</i>
3.3.1:	Initiate and maintain collaboration with adult literacy service providers by providing community awareness of available Adult Literacy resources.  LEA LRPT Correlates: LAS13	State: Original  Status: In Progress	2007 - 2008 2008 - 2009 2009 - 2010	Superintendent and Campus Principals	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  Summative: Based upon parent and community member survey responses awareness will increase by 10% over the first two years of this plan.
<p><b>OBJECTIVE 3.4:</b> 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</p>					

teachers to teach, and enabling students to reach challenging State academic content and student academic achievement standards”(N11)

*Budget Amount \$2,000.00*

*LRPT category: Leadership, Administration and Support*

E-Rate Correlates:  
NCLB Correlates: 01

Strategies		State/Status:	Timeline:	Person(s) Responsible:	Evidence:
3.4.1:	Conduct research, develop, and initiate accountability measures that evaluate the extent to which goals, objectives, and activities are effective in: <ul style="list-style-type: none"> <li>Integrating technology into curricula and instruction.</li> <li>Increasing the ability of teachers to teach.</li> <li>Enabling students to reach challenging State academic content and student academic achievement standards.</li> </ul> LEA LRPT Correlates: LAS08, LAS12, TL04, TL10	State: Original  Status: In Progress	Semi-Annually 2007 - 2008 2008 - 2009 2009 - 2010	Curriculum Director, Campus Principals, District Technology Committee	Formative: Copies of surveys, checklists, lessons plans, revised PDAS evaluations, and annual reports to school board  Summative: Program evaluation strategies will be consistent and will include surveys, observations, anecdotal, and objective measures. Year 04-05 will be a base-line year. Future evaluations will document an increase in objective measures of 10% annually.
3.4.2:	Utilize student performance data and curriculum materials that are provided and managed electronically in instructional planning.  LEA LRPT Correlates: I09, LAS08, TL07, TL12, TL16	State: Original  Status: In Progress	2007 - 2008 2008 - 2009 2009 - 2010	Curriculum Director, Campus Principals	Formative: AEIS, TAKS, and ADM data is available Summative: All appropriate, objective student achievement data is used in the development and refinement of instructional programs.
3.4.3:	Administer Teacher and Campus STaR Charts annually in order to establish targets for improvement in the four key areas of the LRPT.  LEA LRPT Correlates: LAS03	State: Original  Status: In Progress	2007 - 2008 2008 - 2009 2009 - 2010	District Technology Committee and Principals	Formative: STaR chart will be administered annually. Summative: 100% of the staff complete and return STaR chart provide input into district and campus planning.
3.4.4:	Include at least one parent, one student, and one other community member on the District Technology Committee.  LEA LRPT Correlates: LAS02, LAS07	State: Original  Status: In Progress	2007 - 2008 2008 - 2009 2009 - 2010	Superintendent, District Technology Committee	Formative: List of committee members Summative: Community members will participate in at least 1 technology planning meeting annually
3.4.5:	Incorporate the use of PDA's in a Administrative environment, to house e-mails, contact information, student demographic information, student schedules  LEA LRPT Correlates: LAS08	State: Original  Status: Planned	2007 - 2008 2008 - 2009 2009 - 2010	Technology Director, Principals	Formative: Invoices Summative: PDA's will be used by Administration

**GOAL 4: Infrastructure and Technology**

**OBJECTIVE 4.1:** Develop strategies for “taking necessary steps to increase accessibility to ensure that all students and

teachers have increased access to technology”.(N03)

*Budget Amount \$3,300.00*  
*LRPT category: Infrastructure for Technology*

E-Rate Correlates: ER01  
 NCLB Correlates: 03, 05, 11

Strategies	State/Status:	Timeline:	Person(s) Responsible:	Evidence:
<p>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 included 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 2006 – 2010. This planning process will include an analysis of district’s ability to: · 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.</p> <p>LEA LRPT Correlates: I01, I03, I04, I05, I06, I07</p>	<p>State: Original</p> <p>Status: Planned</p>	<p>Fall 2007                      Followed semi-annually 2008 – 2009                      2006 – 2007</p>	<p>District Administration, School Board, District Technology Committee, Technology Director</p>	<p>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.</p>
<p>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.</p> <p>LEA LRPT Correlates: I04</p>	<p>State: Original</p> <p>Status: Planned</p>	<p>Fall - 2007                      2008 - 2009</p>	<p>District Administration, School Board, District Technology Committee</p>	<p>Formative: Copy of District Technology Accessibility study.                      Summative: Maintain 1:1 teacher and administrator ratio.</p>
<p>4.1.3: Ensure that website is maintained with current information in order to provide students, staff, parents, and community members with up to date information.</p> <p>LEA LRPT Correlates: I08, TL16</p>	<p>State: Original</p> <p>Status: Planned</p>	<p>2007 - 2008                      2008 - 2009                      2009 - 2010</p>	<p>Superintenedent, C. Rutledge</p>	<p>Formative: Website, Invoices.                      Summative: Up to date information available on district website.</p>

**OBJECTIVE 4.2:**

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”. (N05)

*Budget Amount \$512,000.00*  
*LRPT category: Infrastructure for Technology*

E-Rate Correlates: NCLB Correlates: 05					
Strategies		State/Status:	Timeline:	Person(s) Responsible:	Evidence:
4.2.1:	<p>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.</p> <p>LEA LRPT Correlates: I02, I07</p>	<p>State: Original</p> <p>Status: In Progress</p>	<p>2007 - 2008</p> <p>2008 - 2009</p> <p>2009 - 2010</p>	District Technology Committee, Technology Director	<p>Formative: Copy of standards for hardware and software. Copies of purchase orders that document compliance with district specifications.</p> <p>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.</p>
4.2.2:	<p>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.</p> <p>LEA LRPT Correlates: I04, I06, I07</p>	<p>State: Original</p> <p>Status: In Progress</p>	<p>2007 - 2008</p> <p>2008 - 2009</p> <p>2009 - 2010</p>	School Board, Superintendent, Technology Director	<p>Formative: district budget, invoices, work orders, equipment database</p> <p>Summative: District will increase the student to computer ratio from 1:4 to 1:3 by 2010</p>
4.2.3:	<p>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.</p> <p>LEA LRPT Correlates: I07</p>	<p>State: Original</p> <p>Status: In Progress</p>	<p>Develop 2007 - 2008</p> <p>Maintain 2008 - 2009</p> <p>2009 - 2010</p>	District Technology Committee, Technology Director	<p>Formative Hardware, Software Inventory, Inventory Logs</p> <p>Summative: 100% of hardware and software inventoried into database. Information will be analyzed and used in the technology planning process.</p>
4.2.4:	<p>Document – map all wiring including hubs and switches in district facilities.</p> <p>LEA LRPT Correlates: I08</p>	<p>State: Original</p> <p>Status: In Progress</p>	<p>2007 - 2008</p> <p>2008 - 2009</p> <p>2009 - 2010</p>	Technology Director	<p>Formative: physical map</p> <p>Summative: August 2007 update of electronic map and updated annually June 07, 08, 09.</p>
4.2.5:	<p>Purchase two wireless, portable computer labs. One for Elementary Campus and One for Junior High Campus.</p> <p>LEA LRPT Correlates: I04, I05, TL09</p>	<p>State: Original</p> <p>Status: In Progress</p>	<p>2007 - 2008</p> <p>2008 - 2009</p> <p>2009 - 2010</p>	School Board, Superintendent, Technology Director	<p>Formative: Check out logs, Lesson plans, student work, purchase receipts and inventory</p> <p>Summative: 1:1 Ration of student and computer use in the</p>

					class-room environment.
4.2.6:	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.  LEA LRPT Correlates: I02, I06, TL16	State: Original  Status: In Progress	2007 - 2008 2008 - 2009 2009 - 2010	District Technology Committee, Technology Director	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.
4.2.7:	Maintain a client-centered district technical assistance support for the integration of technology into teaching and learning and school operations.  LEA LRPT Correlates: LAS10, TL09, TL16	State: Original  Status: In Progress	2007 - 2008 2008 - 2009 2009 - 2010	Superintendent, School Board, District Technology Committee.	Formative: Budget provides for technical support staff and help desk applications. Summative: Annual survey of staff will support an 80% satisfaction with technical support.
4.2.8:	Seek strategic partnerships with public and private entities which include other districts, higher education, ESC, and industry.  LEA LRPT Correlates: I02, I03, LAS13	State: Original  Status: In Progress	2007 - 2008 2008 - 2009 2009 - 2010	School Board, Superintendent, Curriculum Director, Technology Director, District Technology Committee	Formative: meetings, correspondence, grants, budget, schedules, minutes, etc. Summative CISD will participate in at least two strategic partnerships annually.
4.2.9:	Maintain internal e-mail server for communication with peers, parents, and community members.  LEA LRPT Correlates: I01, I08, TL16	State: Original  Status: In Progress	2007 - 2008 2008 - 2009 2009 - 2010	Technology Director	Formative: E-mail, Email Server, Invoices Summative: Will help provide communication with staff and community. Promote parental involvement.
4.2.10:	Update the LAN/WAN by replacing out dated hubs with switches to provide for faster communications and support.  LEA LRPT Correlates: I01, I08	State: Original  Status: In Progress	2007-2008	Superintendent, Technology Director.	Formative: Invoices Summative: Will keep up with latest technology and provide increased bandwidth for our growing network.

## Budget

Total amount of Title II, Part D formula funds received for the current year of this plan: \$2,038.00

Method of application for formula funds: Local Application

<b>Budget year 2007</b>		
<b>Budget item</b>	<b>Cost</b>	<b>Funding Sources with amount per source</b>
Staff Development	\$4,538.00	\$2,038 Title II D 100% \$2,500 Local Funds
Telecommunications & Internet Access	\$25,000.00	\$19,000 ERate \$6,000 Local Funds
Materials & Supplies	\$0.00	NA
Equipment	\$139,000.00	\$85,000 Local Funds \$54,000 ERate
Maintenance	\$78,490.00	\$78,490 Local Funds
Miscellaneous Expenses	\$5,000.00	\$5,000 Local Funds
<b>Total</b>	<b>\$252,028.00</b>	

<b>Budget year 2008</b>		
<b>Budget item</b>	<b>Cost</b>	<b>Funding Sources with amount per source</b>
Staff Development	\$4,538.00	\$2,038 Title II D 100% \$2,500 Local Funds
Telecommunications & Internet Access	\$25,000.00	\$19,000 ERate \$6,000 Local Funds
Materials & Supplies	\$0.00	NA
Equipment	\$65,000.00	\$65,000 Local Funds
Maintenance	\$78,490.00	\$78,490 Local Funds
Miscellaneous Expenses	\$5,000.00	\$5,000 Local Funds
<b>Total</b>	<b>\$178,028.00</b>	

<b>Budget year 2009</b>		
<b>Budget item</b>	<b>Cost</b>	<b>Funding Sources with amount per source</b>
Staff Development	\$4,538.00	\$2,038 Title II D 100% \$2,500 Local Funds
Telecommunications & Internet Access	\$25,000.00	\$19,000 ERate \$6,000 Local Funds
Materials & Supplies	\$0.00	NA
Equipment	\$25,000.00	\$25,000 Local Funds
Maintenance	\$78,490.00	\$78,490 Local Funds
Miscellaneous Expenses	\$5,000.00	\$5,000 Local Funds
<b>Total</b>	<b>\$138,028.00</b>	

# Evaluation

**Evaluation Process:**

## 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 Method:**

## 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:

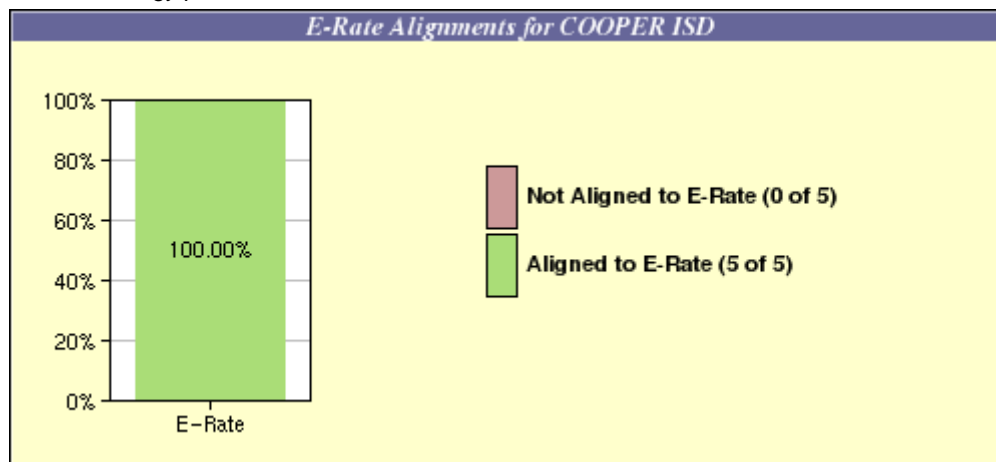
- Surveys of staff conducted annually
- Surveys of community conducted at least once every three years
- Informal interviews conducted once a year by campus Technology Plan Committee representative
- Records of professional development
- Classroom observations
- Website access by community
- Yearly inventory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

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COOPER ISD does not discriminate on the basis of sex, disability, race, color, age, or national origin in its educational programs, activities, or employment as required by Title IX, Section 504 and Title VI.

# E-Rate Alignment Report for COOPER ISD

Your technology plan matched 5 of 5 E-Rate correlates.



Below is a list of E-Rate statements to which you may have aligned your Technology Plan.

Correlate ID	E-Rate Correlate Statement
ER01	<p><b>The plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services.</b></p> <ul style="list-style-type: none"> <li>● Objective 1.1: 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".(N01) <ul style="list-style-type: none"> <li>○ Strategy 1.1.1: Maintain computer literacy classes for all 6th and 7th grade students as required by TEKS</li> <li>○ Strategy 1.1.2: Maintain advanced computer literacy class for all 8th grade students to extend learning above the minimum requirement of TEKS</li> </ul> </li> <li>● Objective 1.2: To develop "goals for using advanced technology that are aligned with challenging State academic content and student academic achievement standards to improve student achievement".(N02) <ul style="list-style-type: none"> <li>○ Strategy 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.</li> </ul> </li> <li>● Objective 1.3: 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".(N04a) <ul style="list-style-type: none"> <li>○ Strategy 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.</li> <li>○ Strategy 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.</li> <li>○ Strategy 1.3.3: Identify and implement strategies to provide teachers incentives to use new effective models, tools, and resources for teaching and learning.</li> </ul> </li> </ul>

- Objective 1.4: 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”. (N07)
  - Strategy 1.4.1: The district textbook committee will base its K-8 Technology Application TEKS adoption selection upon the degree that these resources provide models for curriculum integration, includes web resources, software, and classroom activities, and are aligned to the core curriculum TEKS as well.
  - Strategy 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.
  - Strategy 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.
  - Strategy 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.
- Objective 1.5: 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”. (N08)
  - Strategy 1.5.1: The high school will investigate 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.
  - Strategy 1.5.2: The elementary and middle school will evaluate the feasibility of virtual field trips as alternatives to traditional field trips.
- Objective 1.6: 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”.(N12)
  - Strategy 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.
- Objective 2.1: To “ensure that all students and teachers have increased access to technology and teachers are prepared to integrate technology effectively into curricula and instruction.” (N03)
  - Strategy 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 E2T2 provided by Region 8 ESC for training.
  - Strategy 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.
  - Strategy 2.1.3: Checklists will be developed to document teacher proficiency in using new technologies such as digital cameras and CD burners
- Objective 2.2: 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”. (N04b)
  - Strategy 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.
  - Strategy 2.2.2: Develop a three phase/component comprehensive ongoing, sustained

professional development program for staff consisting of: 1. Technology Basic Skills (SBEC Standards I-IV) 2. Technology Integration (SBEC Standard V) 3. Ongoing support

- Strategy 2.2.3: 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
- Objective 3.1: 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”. (N06)
  - Strategy 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.
- Objective 3.2: 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”.(N09)
  - Strategy 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: · 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
  - Strategy 3.2.2: Initiate and implement policies regarding parental and community access to personnel and other non-secured data through technology.
  - Strategy 3.2.3: Provide parent-training opportunities that include awareness of technology resources and basic computer use.
  - Strategy 3.2.4: Maintain student viewer module that is provided by Excelsior Grade Book. This program will allow for viewing of grades by students and parents.
- Objective 3.3: 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”. (N10)
  - Strategy 3.3.1: Initiate and maintain collaboration with adult literacy service providers by providing community awareness of available Adult Literacy resources.
- Objective 4.1: Develop strategies for “taking necessary steps to increase accessibility to ensure that all students and teachers have increased access to technology”.(N03)
  - Strategy 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 included 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 2006 – 2010. This planning process will include an analysis of district’s ability to: · 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.
  - Strategy 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.
  - Strategy 4.1.3: Ensure that website is maintained with current information in order to provide students, staff, parents, and community members with up to date information.

ER02

**The plan must have a professional development strategy to ensure that staff know how to use these new technologies to improve education or library services.**

- Objective 2.1: To “ensure that all students and teachers have increased access to technology and teachers are prepared to integrate technology effectively into curricula and instruction.” (N03)
  - Strategy 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 E2T2 provided by Region 8 ESC for training.
  - Strategy 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.
  - Strategy 2.1.3: Checklists will be developed to document teacher proficiency in using new technologies such as digital cameras and CD burners
- Objective 2.2: 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”. (N04b)
  - Strategy 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.
  - Strategy 2.2.2: Develop a three phase/component comprehensive ongoing, sustained professional development program for staff consisting of: 1. Technology Basic Skills (SBEC Standards I-IV) 2. Technology Integration (SBEC Standard V) 3. Ongoing support
  - Strategy 2.2.3: 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

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.**

**NEEDS ASSESSMENT INFORMATION**

Assessment Process	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: <ul style="list-style-type: none"> <li>○ No Child Left Behind</li> <li>○ E-Rate</li> <li>○ Required Technology Applications Curriculum</li> <li>○ Technology Applications Student Standards (TEKS)</li> <li>○ State Board of Educator Certification Technology Applications Educator Standards</li> <li>○ Texas Long-Range Plan for Technology, 1996-2010</li> <li>· The Texas STaR Chart</li> <li>· Survey of school site hardware and instructional media</li> <li>· District Improvement Plan</li> <li>· Campus Improvement Plans</li> <li>· Survey of teachers</li> <li>· Survey of administrators</li> <li>· Review of Campus STaR Charts</li> <li>· Review of technology based curriculum resources</li> <li>· Review of technology courses offered</li> <li>· Campus meetings</li> <li>· Other focus groups</li> <li>· District Technology Planning meetings</li> <li>· Previous district technology plans</li> <li>· Body of knowledge based upon years of experience in managing a technology based instructional program and infrastructure</li> </ul>
Existing Conditions	Statement of Existing Conditions Cooper ISD complies with CIPA and COPPA requirements as indicated in district adopted Acceptable Use Policy. 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 2006 As required by TEA the Texas Teacher STaR Charts were used to

compile the Texas Campus STaR chart which was used to determine the degree of education technology implementation. There are 24 indicators within four broad categories that are 1) Teaching and Learning, 2) Educator Preparation and Development, 3) Leadership, Administration and Support, and 4) Infrastructure for Technology. The chart below compares the three campuses based upon a average of all 24 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 3.3 on a 4.0 scale. This would place the district in the third category of Advanced Tech category. The other categories are Early Tech (first category), Developing Tech (second category), and Target Tech (forth category). District-Wide Technology Infrastructure

- Direct connection to the Internet via wireless high speed connection to the Northeast Texas Education Telecommunications Network, NTRETN.
- District web servers are in place providing district information and student work.
- Microsoft Exchange Sever 2003 is in place to provide communication to staff, parents, and community members.
- Backup tape library in place to perform backups for servers, client computers, and databases.
- Microsoft Windows Storage Server 2003 in place to store staff and student work.
- Firewalls are in place on all campuses.
- Written policies are in place on acceptable use of the Internet, World Wide Web content, network management, and equipment donations.
- District Management Services
  - oAdministrative Region VIII ESC RSCCC
  - Business
  - Financial
  - Excelsior Grade book
  - oCurriculum and Instruction Region VIII ESC Curriculum Co-operative
  - Fundamental Assessment of Knowledge & Skills (FAKS)
  - ADM for TEKS and AEIS analysis
  - Cimmaron Software for District and Campus planning
  - Online Curriculum Developer
  - Distance Learning is available upon request for students, staff, and community members
  - Telecommunications Services
    - oCurrently, 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
      - o The latest inventory of computers for student use in Cooper ISD as of November 2006 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 wireless leased high speed connection for the entire district.
        - There is a firewall in place.
        - There are seven network drops are in every classroom.
        - There are six data projectors available for classroom checkout.
        - There is one wireless mobile lab.
        - 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
        - A web server maintained by the technology department with high school information and projects.
        - Infrastructure consists of fiber-backbone, two 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 287.
        - Junior High School
          - There is a direct connection to Internet via a wireless leased high speed connection.
          - There is a firewall in place.
          - There are seven network drops in every classroom.
          - Six data projectors are available for classroom checkout.
          - There are two networked computer labs, one with full-time teaching to aid the staff in technology implementation and training.
          - A web server maintained by the technology department with middle school information and projects.
          - There is a fiber-backbone with Ethernet-to-the-desktop connected to two 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 193.
          - 10% of teachers master SBEC requirements.
          - Junior and Senior High School Shared Library Services
            - Online Library Services
              - o Encyclopedia Britannica
              - o EBSCO – Full text & bibliographic database
              - o Gale Databases – Literature, Science, Social Studies
              - o World Book – Encyclopedia, Dictionary, and Atlas
              - o Testmaker - Creates a variety of test
              - o Quick References – Twelve sources with quick answers
              - o NewsBank – Current world events, News
              - o Bridges – Career information, employment trends
              - o Class Projects – Web sites for current research units
              - o NetTrekker - Search engine with pre selected web sites
              - o Issues and Controversies (facts on file)
              - o Puzzlemakers – Crosswords, word searches
              - o Middle School Hub - Homework help, games & puzzles, and learning activities
              - o Bibliography – help creating the correct citations for your research paper
              - o Automated Library Management and online catalog
              - Digital Curriculum – includes streaming video correlated to TEKS
              - Participates Region VIII Media – Library Services for
                - oDigital

	<p>Knowledge Central Co-operative oHigh School Ace - Colleges, Learning resources Elementary School •There is a direct connection to the Internet via a wireless leased high speed connection •There is a firewall in place. •There is a file server in place for networked software applications. •There are seven network drops in every classroom. •There are four 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: oDigital Curriculum oDigital Knowledge Central Encyclopedia Britannica EBSCO NewsBank •The student population is 415 •10% of teachers master SBEC requirements.</p>
Needs	<p>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.</p>

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.**

**BUDGET INFORMATION**

Total amount of Title II funds: \$2038.00

Method of application for formula funds: Local Application

<b>Budget Detail for 2007 (Year 1)</b>		
<b>Budget Item</b>	<b>Cost</b>	<b>Funding Sources with %</b>
Staff Development	\$4538.00	\$2,038 Title II D 100% \$2,500 Local Funds
Telecommunications and Internet Access	\$25000.00	\$19,000 ERate \$6,000 Local Funds
Materials and Supplies	\$0.00	NA
Equipment	\$139000.00	\$85,000 Local Funds \$54,000 ERate
Maintenance	\$78490.00	\$78,490 Local Funds
Miscellaneous Expenses	\$5000.00	\$5,000 Local Funds
<b>Total</b>	<b>\$252028.00</b>	

<b>Budget Detail for 2008 (Year 2)</b>		
<b>Budget Item</b>	<b>Cost</b>	<b>Funding Sources with %</b>
Staff Development	\$4538.00	\$2,038 Title II D 100% \$2,500 Local Funds
Telecommunications and Internet Access	\$25000.00	\$19,000 ERate \$6,000 Local Funds
Materials and Supplies	\$0.00	NA
Equipment	\$65000.00	\$65,000 Local Funds
Maintenance	\$78490.00	\$78,490 Local Funds
Miscellaneous Expenses	\$5000.00	\$5,000 Local Funds
<b>Total</b>	<b>\$178028.00</b>	

<b>Budget Detail for 2009 (Year 3)</b>		
<b>Budget Item</b>	<b>Cost</b>	<b>Funding Sources with %</b>

Staff Development	\$4538.00	\$2,038 Title II D 100% \$2,500 Local Funds
Telecommunications and Internet Access	\$25000.00	\$19,000 ERate \$6,000 Local Funds
Materials and Supplies	\$0.00	NA
Equipment	\$25000.00	\$25,000 Local Funds
Maintenance	\$78490.00	\$78,490 Local Funds
Miscellaneous Expenses	\$5000.00	\$5,000 Local Funds
<b>Total</b>	<b>\$138028.00</b>	

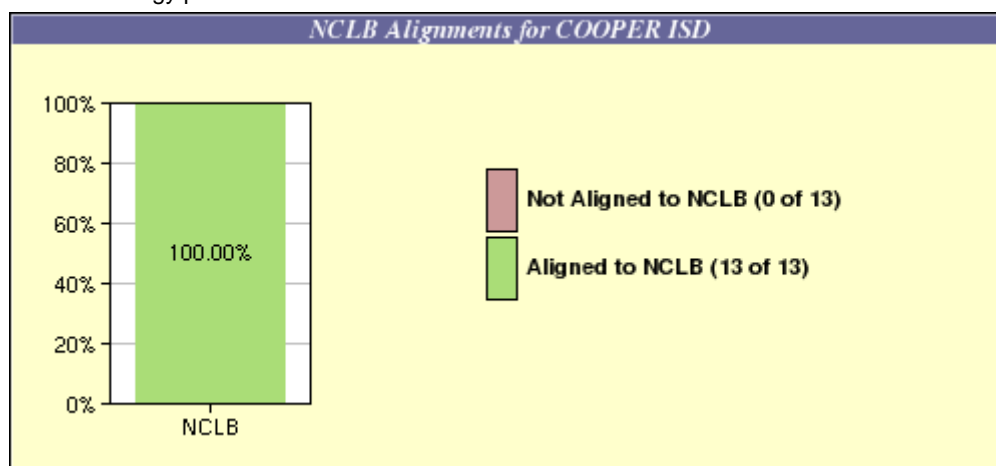
ER05

**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.**

<b>EVALUATION INFORMATION</b>	
Evaluation Process	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 Method	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: <ul style="list-style-type: none"> <li>· Surveys of staff conducted annually</li> <li>· Surveys of community conducted at least once every three years</li> <li>· Informal interviews conducted once a year by campus Technology Plan Commit-tee representative</li> <li>· Records of professional development</li> <li>· Classroom observations</li> <li>· Website access by community</li> <li>· Yearly inventory of hardware and software</li> <li>· Support and maintenance documents</li> <li>· Minutes of Technology Planning Committee meetings</li> </ul>

# No Child Left Behind (NCLB) Alignment Report for COOPER ISD

Your technology plan matched 13 of 13 NCLB correlates.



Below is a list of No Child Left Behind (NCLB) statements to which you may have aligned your Technology Plan.

Correlate ID	NCLB Correlate Statement
1	<p><b>Strategies for improving academic achievement and teacher effectiveness</b></p> <p>To improve:</p> <ul style="list-style-type: none"> <li>• the academic achievement, including technology literacy, of all students.</li> <li>• the capacity of all teachers to integrate technology effectively into curriculum and instruction</li> </ul> <ul style="list-style-type: none"> <li>• Objective 1.1: 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".(N01) <ul style="list-style-type: none"> <li>○ Strategy 1.1.1: Maintain computer literacy classes for all 6th and 7th grade students as required by TEKS</li> <li>○ Strategy 1.1.2: Maintain advanced computer literacy class for all 8th grade students to extend learning above the minimum requirement of TEKS</li> </ul> </li> <li>• Objective 1.2: To develop "goals for using advanced technology that are aligned with challenging State academic content and student academic achievement standards to improve student achievement".(N02) <ul style="list-style-type: none"> <li>○ Strategy 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.</li> </ul> </li> <li>• Objective 3.4: 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"(N11) <ul style="list-style-type: none"> <li>○ Strategy 3.4.1: Conduct research, develop, and initiate accountability measures that evaluate the extent to which goals, objectives, and activities are effective in: <ul style="list-style-type: none"> <li>· Integrating technology into curricula and instruction.</li> <li>· Increasing the ability of teachers to teach.</li> <li>· Enabling students to reach challenging State academic content and student academic achievement standards.</li> </ul> </li> <li>○ Strategy 3.4.2: Utilize student performance data and curriculum materials that are provided and managed electronically in instructional planning.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Strategy 3.4.3: Administer Teacher and Campus STaR Charts annually in order to establish targets for improvement in the four key areas of the LRPT.</li> <li>○ Strategy 3.4.4: Include at least one parent, one student, and one other community member on the District Technology Committee.</li> <li>○ Strategy 3.4.5: Incorporate the use of PDA's in a Administrative environment, to house e-mails, contact information, student demographic information, student schedules</li> </ul>
2	<p><b>Goals for using advanced technology</b></p> <ul style="list-style-type: none"> <li>• aligned with challenging State academic content and student academic achievement standards</li> <li>• to improve student academic achievement</li> </ul> <ul style="list-style-type: none"> <li>● Objective 1.1: 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”.(N01) <ul style="list-style-type: none"> <li>○ Strategy 1.1.1: Maintain computer literacy classes for all 6th and 7th grade students as required by TEKS</li> <li>○ Strategy 1.1.2: Maintain advanced computer literacy class for all 8th grade students to extend learning above the minimum requirement of TEKS</li> </ul> </li> <li>● Objective 1.2: To develop “goals for using advanced technology that are aligned with challenging State academic content and student academic achievement standards to improve student achievement”.(N02) <ul style="list-style-type: none"> <li>○ Strategy 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.</li> </ul> </li> <li>● Objective 3.1: 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”. (N06) <ul style="list-style-type: none"> <li>○ Strategy 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.</li> </ul> </li> </ul>
3	<p><b>Steps to increase accessibility</b></p> <p>To ensure that:</p> <ul style="list-style-type: none"> <li>• all students and teachers have increased access to technology</li> <li>• Students in high-poverty and high-needs schools, or schools identified for improvement or corrective action, have access to technology</li> <li>• teachers are prepared to integrate technology effectively into curricula and instruction</li> </ul> <ul style="list-style-type: none"> <li>● Objective 2.1: To “ensure that all students and teachers have increased access to technology and teachers are prepared to integrate technology effectively into curricula and instruction.” (N03) <ul style="list-style-type: none"> <li>○ Strategy 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 E2T2 provided by Region 8 ESC for training.</li> <li>○ Strategy 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.</li> <li>○ Strategy 2.1.3: Checklists will be developed to document teacher proficiency in using new technologies such as digital cameras and CD burners</li> </ul> </li> <li>● Objective 4.1: Develop strategies for “taking necessary steps to increase accessibility to ensure that all students and teachers have increased access to technology”.(N03) <ul style="list-style-type: none"> <li>○ Strategy 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</li> </ul> </li> </ul>

	<p>will included 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 2006 – 2010. This planning process will include an analysis of district's ability to:</p> <ul style="list-style-type: none"> <li>· Purchase and replace equipment on a regular basis.</li> <li>· Provide adequate infrastructure to support a 1:1 ratio.</li> <li>· Provide support including training and maintenance.</li> <li>· Ensure access to appropriately configured workstations for all students and staff in compliance with ADA.</li> <li>· 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.</li> <li>· Investigate multiple financial arrangements for securing and maintaining hardware and software.</li> <li>· Maintain the ability to replace or reposition obsolete technology and infrastructure on a scheduled basis to ensure maximum efficiency and use.</li> <li>· Seek external funding for technology infrastructure.</li> </ul> <ul style="list-style-type: none"> <li>○ Strategy 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.</li> <li>○ Strategy 4.1.3: Ensure that website is maintained with current information in order to provide students, staff, parents, and community members with up to date information.</li> </ul>
4a	<p><b>Promotion of curricula and teaching strategies that integrate technology</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Objective 1.3: 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”. (N04a) <ul style="list-style-type: none"> <li>○ Strategy 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.</li> <li>○ Strategy 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.</li> <li>○ Strategy 1.3.3: Identify and implement strategies to provide teachers incentives to use new effective models, tools, and resources for teaching and learning.</li> </ul> </li> </ul>
4b	<p><b>Professional development</b> Provide ongoing, sustained, high quality professional development for:</p> <ul style="list-style-type: none"> <li>• teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center</li> <li>• including, if applicable, a list of the entities that will be partners with the district involved in providing the ongoing, sustained professional development</li> <li>• Objective 2.1: To “ensure that all students and teachers have increased access to technology and teachers are prepared to integrate technology effectively into curricula and instruction.” (N03) <ul style="list-style-type: none"> <li>○ Strategy 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 E2T2 provided by Region 8 ESC for training.</li> <li>○ Strategy 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.</li> <li>○ Strategy 2.1.3: Checklists will be developed to document teacher proficiency in using new technologies such as digital cameras and CD burners</li> </ul> </li> <li>• Objective 2.2: To “provide ongoing, sustained professional development for teachers, principals,</li> </ul>

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". (N04b)

- Strategy 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.
- Strategy 2.2.2: Develop a three phase/component comprehensive ongoing, sustained professional development program for staff consisting of: 1. Technology Basic Skills (SBEC Standards I-IV) 2. Technology Integration (SBEC Standard V) 3. Ongoing support
- Strategy 2.2.3: 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

5

#### 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
  - Objective 4.1: Develop strategies for “taking necessary steps to increase accessibility to ensure that all students and teachers have increased access to technology”.(N03)
    - Strategy 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 included 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 2006 – 2010. This planning process will include an analysis of district’s ability to:
      - 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.
    - Strategy 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.
    - Strategy 4.1.3: Ensure that website is maintained with current information in order to provide students, staff, parents, and community members with up to date information.
  - Objective 4.2: 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”. (N05)
    - Strategy 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.
    - Strategy 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.
    - Strategy 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.
    - Strategy 4.2.4: Document – map all wiring including hubs and switches in district facilities.
    - Strategy 4.2.5: Purchase two wireless, portable computer labs. One for Elementary Campus and One for Junior High Campus.

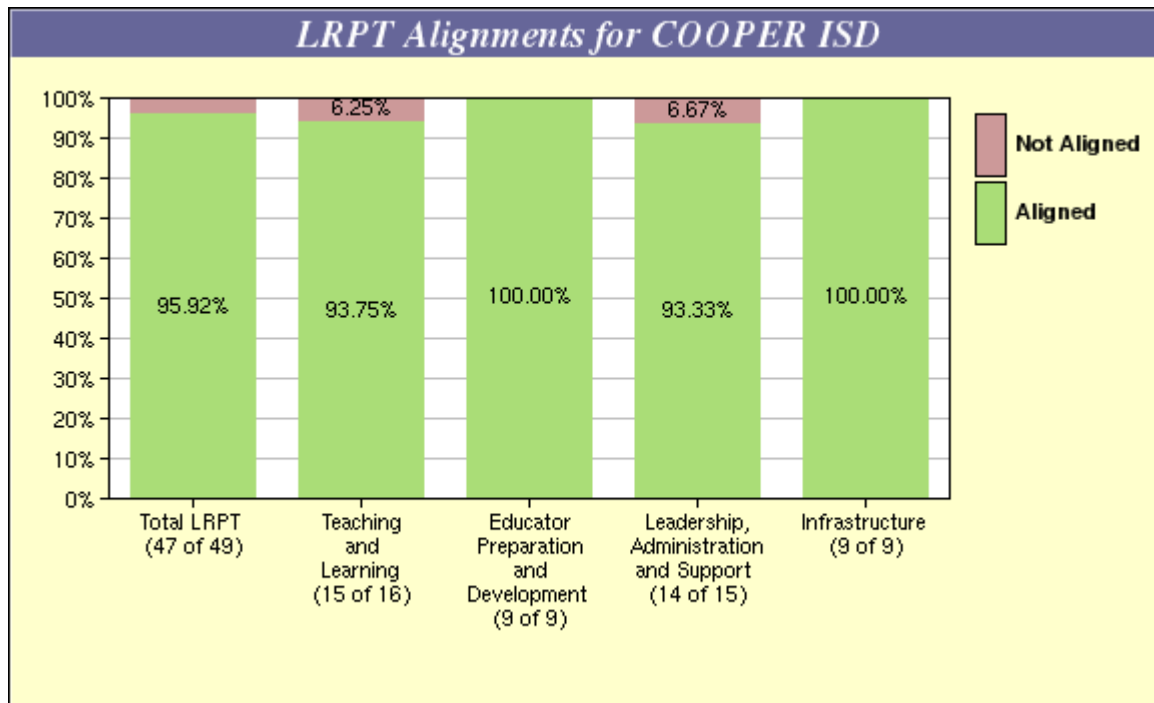
	<ul style="list-style-type: none"> <li>○ Strategy 4.2.6: Ensure the availability of high-speed access to the Internet for students and staff that is essential for the support of the core curriculum, the technology applications TEKS, and administrative operations.</li> <li>○ Strategy 4.2.7: Maintain a client-centered district technical assistance support for the integration of technology into teaching and learning and school operations.</li> <li>○ Strategy 4.2.8: Seek strategic partnerships with public and private entities which include other districts, higher education, ESC, and industry.</li> <li>○ Strategy 4.2.9: Maintain internal e-mail server for communication with peers, parents, and community members.</li> <li>○ Strategy 4.2.10: Update the LAN/WAN by replacing out dated hubs with switches to provide for faster communications and support.</li> </ul>
6	<p><b>Coordination with other resources</b></p> <ul style="list-style-type: none"> <li>• District's plan for coordinating activities funded through the Ed Tech program with technology-related activities supported with funds from other Federal, State, and local sources</li> <li>• Objective 3.1: 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”. (N06) <ul style="list-style-type: none"> <li>○ Strategy 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.</li> </ul> </li> </ul>
7	<p><b>Integration of technology with curricula and instruction</b></p> <p>How the applicant will:</p> <ul style="list-style-type: none"> <li>• integrate technology (including software and electronically delivered learning materials) into curricula and instruction, and</li> <li>• utilize a timeline for this integration</li> <li>• Objective 1.4: 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”. (N07) <ul style="list-style-type: none"> <li>○ Strategy 1.4.1: The district textbook committee will base its K-8 Technology Application TEKS adoption selection upon the degree that these resources provide models for curriculum integration, includes web resources, software, and classroom activities, and are aligned to the core curriculum TEKS as well.</li> <li>○ Strategy 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.</li> <li>○ Strategy 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.</li> <li>○ Strategy 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.</li> </ul> </li> <li>• Objective 1.5: 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”. (N08) <ul style="list-style-type: none"> <li>○ Strategy 1.5.1: The high school will investigate 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.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Strategy 1.5.2: The elementary and middle school will evaluate the feasibility of virtual field trips as alternatives to traditional field trips.</li> </ul>
8	<p><b>Innovative delivery strategies</b> Will encourage:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Objective 1.5: 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”. (N08) <ul style="list-style-type: none"> <li>○ Strategy 1.5.1: The high school will investigate 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.</li> <li>○ Strategy 1.5.2: The elementary and middle school will evaluate the feasibility of virtual field trips as alternatives to traditional field trips.</li> </ul> </li> </ul>
9	<p><b>Parental involvement</b> Will use technology effectively to:</p> <ul style="list-style-type: none"> <li>• promote parental involvement</li> <li>• increase communication with parents, including a description of how parents will be informed of the technology being applied in the child's education</li> <li>• Objective 3.2: 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”.(N09) <ul style="list-style-type: none"> <li>○ Strategy 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: · 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</li> <li>○ Strategy 3.2.2: Initiate and implement policies regarding parental and community access to personnel and other non-secured data through technology.</li> <li>○ Strategy 3.2.3: Provide parent-training opportunities that include awareness of technology resources and basic computer use.</li> <li>○ Strategy 3.2.4: Maintain student viewer module that is provided by Excelsior Grade Book. This program will allow for viewing of grades by students and parents.</li> </ul> </li> </ul>
10	<p><b>Collaboration with adult literacy service providers</b></p> <ul style="list-style-type: none"> <li>• Description of how the program will be developed, where applicable, in collaboration with adult literacy service providers</li> <li>• Objective 3.3: 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”. (N10) <ul style="list-style-type: none"> <li>○ Strategy 3.3.1: Initiate and maintain collaboration with adult literacy service providers by providing community awareness of available Adult Literacy resources.</li> </ul> </li> </ul>
11	<p><b>Accountability measures</b> Process and accountability measures that evaluate the extent to which activities are effective in:</p> <ul style="list-style-type: none"> <li>• integrating technology into curricula and instruction</li> <li>• increasing the ability of teachers to teach</li> <li>• enabling students to reach challenging State academic content and student academic achievement standards</li> </ul>

	<ul style="list-style-type: none"> <li>● Objective 4.1: Develop strategies for “taking necessary steps to increase accessibility to ensure that all students and teachers have increased access to technology”.(N03) <ul style="list-style-type: none"> <li>○ Strategy 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 2006 – 2010. This planning process will include an analysis of district’s ability to: <ul style="list-style-type: none"> <li>· Purchase and replace equipment on a regular basis.</li> <li>· Provide adequate infrastructure to support a 1:1 ratio.</li> <li>· Provide support including training and maintenance.</li> <li>· Ensure access to appropriately configured workstations for all students and staff in compliance with ADA.</li> <li>· 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.</li> <li>· Investigate multiple financial arrangements for securing and maintaining hardware and software.</li> <li>· Maintain the ability to replace or reposition obsolete technology and infrastructure on a scheduled basis to ensure maximum efficiency and use.</li> <li>· Seek external funding for technology infrastructure.</li> </ul> </li> <li>○ Strategy 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.</li> <li>○ Strategy 4.1.3: Ensure that website is maintained with current information in order to provide students, staff, parents, and community members with up to date information.</li> </ul> </li> </ul>
12	<p><b>Supporting resources</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● Objective 1.6: 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”.(N12) <ul style="list-style-type: none"> <li>○ Strategy 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.</li> </ul> </li> </ul>

# LRPT Alignment Report for COOPER ISD

Strategies from your technology plan matched 47 of the 49 LEA-related LRPT correlates.



Below is a list of Long Range Plan for Technology (LRPT) statements. Strategies from your Technology Plan are listed beneath those LRPT statements with which they aligned.

<b><i>Educator Preparation and Development</i></b>	
Correlate ID	LRPT Statement
EP01	<p><b>Provide professional development for teaching and integrating Technology Applications into the foundation and enrichment TEKS through multiple delivery methods.</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
EP02	<p><b>Provide professional development for Technology Applications courses as identified in Technology Applications Educator Standards VI - XI.</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
EP03	<p><b>Provide training on the use of electronic tools and information to support sound, data-driven decision-making.</b></p> <ul style="list-style-type: none"> <li>2.2.2: Develop a three phase/component comprehensive ongoing, sustained professional development program for staff consisting of: 1. Technology Basic Skills (SBEC Standards I-IV) 2. Technology Integration (SBEC Standard V) 3. Ongoing support</li> <li>2.2.3: 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</li> </ul>
EP04	<p><b>Develop strategies for all educators, including campus administrators and librarians, to master the Technology Applications Educator Standards I - V as access to technology and professional</b></p>

	<p><b>development becomes available.</b></p> <ul style="list-style-type: none"> <li>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 E2T2 provided by Region 8 ESC for training.</li> <li>2.2.2: Develop a three phase/component comprehensive ongoing, sustained professional development program for staff consisting of: 1. Technology Basic Skills (SBEC Standards I-IV) 2. Technology Integration (SBEC Standard V) 3. Ongoing support</li> <li>2.2.3: 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</li> </ul>
EP05	<p><b>Document progress of teachers towards mastery of Technology Applications Educator Standards I - V using the Texas STaR Chart.</b></p> <ul style="list-style-type: none"> <li>2.2.2: Develop a three phase/component comprehensive ongoing, sustained professional development program for staff consisting of: 1. Technology Basic Skills (SBEC Standards I-IV) 2. Technology Integration (SBEC Standard V) 3. Ongoing support</li> </ul>
EP06	<p><b>Encourage participation in statewide, technology professional development opportunities.</b></p> <ul style="list-style-type: none"> <li>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 E2T2 provided by Region 8 ESC for training.</li> <li>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.</li> <li>2.2.2: Develop a three phase/component comprehensive ongoing, sustained professional development program for staff consisting of: 1. Technology Basic Skills (SBEC Standards I-IV) 2. Technology Integration (SBEC Standard V) 3. Ongoing support</li> </ul>
EP07	<p><b>Encourage educator participation in the Master Technology Teacher program.</b></p> <ul style="list-style-type: none"> <li>1.3.3: Identify and implement strategies to provide teachers incentives to use new effective models, tools, and resources for teaching and learning.</li> <li>2.2.2: Develop a three phase/component comprehensive ongoing, sustained professional development program for staff consisting of: 1. Technology Basic Skills (SBEC Standards I-IV) 2. Technology Integration (SBEC Standard V) 3. Ongoing support</li> <li>2.2.3: 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</li> </ul>
EP08	<p><b>Utilize innovative strategies for the 24/7 delivery of ongoing professional development through the use of technology, including online and other distance learning and digital content services to meet the diverse and personal learning needs of all educators.</b></p> <ul style="list-style-type: none"> <li>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 E2T2 provided by Region 8 ESC for training.</li> <li>2.2.2: Develop a three phase/component comprehensive ongoing, sustained professional development program for staff consisting of: 1. Technology Basic Skills (SBEC Standards I-IV) 2. Technology Integration (SBEC Standard V) 3. Ongoing support</li> </ul>
EP09	<p><b>Provide instructional coaches and mentors to support classroom efforts in using technology to improve learning in core curriculum areas.</b></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.
- 2.2.2: Develop a three phase/component comprehensive ongoing, sustained professional development program for staff consisting of: 1. Technology Basic Skills (SBEC Standards I-IV) 2. Technology Integration (SBEC Standard V) 3. Ongoing support

### **Infrastructure for Technology**

Correlate ID	LRPT Statement
101	<p><b>Design, install and maintain a technology and telecommunications infrastructure for communications and services that ensures equitable access.</b></p> <ul style="list-style-type: none"> <li>• 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 included 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 2006 – 2010. This planning process will include an analysis of district's ability to:               <ul style="list-style-type: none"> <li>· Purchase and replace equipment on a regular basis.</li> <li>· Provide adequate infrastructure to support a 1:1 ratio.</li> <li>· Provide support including training and maintenance.</li> <li>· Ensure access to appropriately configured workstations for all students and staff in compliance with ADA.</li> <li>· 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.</li> <li>· Investigate multiple financial arrangements for securing and maintaining hardware and software.</li> <li>· Maintain the ability to replace or reposition obsolete technology and infrastructure on a scheduled basis to ensure maximum efficiency and use.</li> <li>· Seek external funding for technology infrastructure.</li> </ul> </li> <li>• 4.2.9: Maintain internal e-mail server for communication with peers, parents, and community members.</li> <li>• 4.2.10: Update the LAN/WAN by replacing out dated hubs with switches to provide for faster communications and support.</li> </ul>
102	<p><b>Develop innovative funding and collaboration strategies with both public and private sectors to ensure all students have equitable and anytime, anywhere access to broadband communications.</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 4.2.6: 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.</li> <li>• 4.2.8: Seek strategic partnerships with public and private entities which include other districts, higher education, ESC, and industry.</li> </ul>
103	<p><b>Build community support for anytime, anywhere Internet access through collaborative planning, education, public information and other means.</b></p> <ul style="list-style-type: none"> <li>• 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 included 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 2006 – 2010. This planning process will include an analysis of district's ability to:               <ul style="list-style-type: none"> <li>· Purchase and replace equipment on a regular basis.</li> <li>· Provide adequate infrastructure to support a 1:1 ratio.</li> <li>· Provide support including training and maintenance.</li> <li>· Ensure access to appropriately configured workstations for all students and staff in compliance with ADA.</li> <li>· 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.</li> <li>· Investigate multiple financial arrangements for securing and maintaining hardware and software.</li> <li>· Maintain the ability to replace or reposition obsolete technology and infrastructure on a scheduled basis to ensure maximum efficiency and use.</li> <li>· Seek external funding for technology infrastructure.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>4.2.8: Seek strategic partnerships with public and private entities which include other districts, higher education, ESC, and industry.</li> </ul>
104	<p><b>Strive to achieve and maintain a personal computing device ratio of 1:1 for both students and professional educators.</b></p> <ul style="list-style-type: none"> <li>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 included 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 2006 – 2010. This planning process will include an analysis of district's ability to: <ul style="list-style-type: none"> <li>Purchase and replace equipment on a regular basis.</li> <li>Provide adequate infrastructure to support a 1:1 ratio.</li> <li>Provide support including training and maintenance.</li> <li>Ensure access to appropriately configured workstations for all students and staff in compliance with ADA.</li> <li>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.</li> <li>Investigate multiple financial arrangements for securing and maintaining hardware and software.</li> <li>Maintain the ability to replace or reposition obsolete technology and infrastructure on a scheduled basis to ensure maximum efficiency and use.</li> <li>Seek external funding for technology infrastructure.</li> </ul> </li> <li>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.</li> <li>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.</li> <li>4.2.5: Purchase two wireless, portable computer labs. One for Elementary Campus and One for Junior High Campus.</li> </ul>
105	<p><b>Provide on-demand access to appropriately configured technology for all students and staff, including those with disabilities, in libraries, school offices, and other work areas.</b></p> <ul style="list-style-type: none"> <li>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 included 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 2006 – 2010. This planning process will include an analysis of district's ability to: <ul style="list-style-type: none"> <li>Purchase and replace equipment on a regular basis.</li> <li>Provide adequate infrastructure to support a 1:1 ratio.</li> <li>Provide support including training and maintenance.</li> <li>Ensure access to appropriately configured workstations for all students and staff in compliance with ADA.</li> <li>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.</li> <li>Investigate multiple financial arrangements for securing and maintaining hardware and software.</li> <li>Maintain the ability to replace or reposition obsolete technology and infrastructure on a scheduled basis to ensure maximum efficiency and use.</li> <li>Seek external funding for technology infrastructure.</li> </ul> </li> <li>4.2.5: Purchase two wireless, portable computer labs. One for Elementary Campus and One for Junior High Campus.</li> </ul>
106	<p><b>Strive to participate in the high-speed, high-capacity statewide telecommunications network.</b></p> <ul style="list-style-type: none"> <li>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 included 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 2006 – 2010. This planning process will include an analysis of district's ability to: <ul style="list-style-type: none"> <li>Purchase and replace equipment on a regular basis.</li> <li>Provide adequate infrastructure to support a 1:1 ratio.</li> <li>Provide support including training and maintenance.</li> <li>Ensure access to appropriately configured workstations for all students and staff in compliance with ADA.</li> <li>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.</li> <li>Investigate multiple financial arrangements for securing and maintaining hardware and software.</li> <li>Maintain the ability to replace or reposition obsolete technology and infrastructure on a scheduled basis to ensure maximum efficiency and use.</li> <li>Seek external funding for technology infrastructure.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>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.</li> <li>4.2.6: 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.</li> </ul>
107	<p><b>Maintain an obsolescence policy to ensure maximum efficiency and use of technology and infrastructure by all students and staff.</b></p> <ul style="list-style-type: none"> <li>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 included 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 2006 – 2010. This planning process will include an analysis of district's ability to: · 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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>
108	<p><b>Provide and maintain an infrastructure for communications with parents and community members, including year-round access to school news, educational resources, data and personnel.</b></p> <ul style="list-style-type: none"> <li>4.1.3: Ensure that website is maintained with current information in order to provide students, staff, parents, and community members with up to date information.</li> <li>4.2.4: Document – map all wiring including hubs and switches in district facilities.</li> <li>4.2.9: Maintain internal e-mail server for communication with peers, parents, and community members.</li> <li>4.2.10: Update the LAN/WAN by replacing out dated hubs with switches to provide for faster communications and support.</li> </ul>
109	<p><b>Provide access to digital instructional tools that meet interoperability and data accessibility standards for instruction.</b></p> <ul style="list-style-type: none"> <li>3.4.2: Utilize student performance data and curriculum materials that are provided and managed electronically in instructional planning.</li> </ul>
<b>Leadership, Administration and Support</b>	
Correlate ID	LRPT Statement
LAS01	<p><b>Incorporate ongoing technology planning in classroom, library, campus, and district improvement plans.</b></p> <ul style="list-style-type: none"> <li>3.1.1: Integrate district and technology planning within the district/campus planning process. An</li> </ul>

	<p>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>
LAS02	<p><b>Promote a comprehensive planning process to ensure technology plans include clear goals, realistic strategies, and critical components such as compliance with state and federal regulations, needs assessment, budget and evaluation. Identify budget and secure funding to support technology identified in classroom, library, campus, and district planning efforts.</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>3.4.4: Include at least one parent, one student, and one other community member on the District Technology Committee.</li> </ul>
LAS03	<p><b>Include professional development on the integration of technology in all classroom, library, campus, and district improvement plans and measure their effectiveness using the Texas STaR Chart.</b></p> <ul style="list-style-type: none"> <li>3.4.3: Administer Teacher and Campus STaR Charts annually in order to establish targets for improvement in the four key areas of the LRPT.</li> </ul>
LAS04	<p><b>Ensure a viable technology plan is written and approved prior to applying for the federal E-Rate discount program.</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
LAS05	<p><b>Utilize the district technology plan to ensure technology resources promote student achievement in accordance with No Child Left Behind.</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
LAS06	<p><b>Allocate at least 30 percent of technology allotment budget for professional development.</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
LAS07	<p><b>Include community input into the planning and support for the integration of technology into teaching and learning.</b></p> <ul style="list-style-type: none"> <li>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: · 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</li> <li>3.4.4: Include at least one parent, one student, and one other community member on the District Technology Committee.</li> </ul>
LAS08	<p><b>Coordinate the use of electronic data in district planning to support research-based decision-making focused on student success.</b></p> <ul style="list-style-type: none"> <li>3.4.1: Conduct research, develop, and initiate accountability measures that evaluate the extent to which goals, objectives, and 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.</li> <li>3.4.2: Utilize student performance data and curriculum materials that are provided and managed electronically in instructional planning.</li> </ul>

	<ul style="list-style-type: none"> <li>3.4.5: Incorporate the use of PDA's in a Administrative environment, to house e-mails, contact information, student demographic information, student schedules</li> </ul>
LAS09	<p><b>Initiate and implement policies to expand parental and community access to school facilities, library resources, and non-secured data through technology.</b></p> <ul style="list-style-type: none"> <li>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: · 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</li> <li>3.2.2: Initiate and implement policies regarding parental and community access to personnel and other non-secured data through technology.</li> </ul>
LAS10	<p><b>Provide instructional assistance for the effective integration of technology into teaching and learning in all school and district operations.</b></p> <ul style="list-style-type: none"> <li>4.2.7: Maintain a client-centered district technical assistance support for the integration of technology into teaching and learning and school operations.</li> </ul>
LAS11	<p><b>Provide parents secure electronic access to student information.</b></p> <ul style="list-style-type: none"> <li>3.2.4: Maintain student viewer module that is provided by Excelsior Grade Book. This program will allow for viewing of grades by students and parents.</li> </ul>
LAS12	<p><b>Incorporate mastery of SBEC Technology Applications Educator Standards into local educator appraisal systems.</b></p> <ul style="list-style-type: none"> <li>3.4.1: Conduct research, develop, and initiate accountability measures that evaluate the extent to which goals, objectives, and 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.</li> </ul>
LAS13	<p><b>Participate in collaboration with representatives from PreK-12, higher education, parents, businesses and community to share resources and services.</b></p> <ul style="list-style-type: none"> <li>3.3.1: Initiate and maintain collaboration with adult literacy service providers by providing community awareness of available Adult Literacy resources.</li> <li>4.2.8: Seek strategic partnerships with public and private entities which include other districts, higher education, ESC, and industry.</li> </ul>
LAS14	<p><b>Create business continuity plans that ensure critical technology applications can be recovered in a timely manner including electronic student records, instructional materials, financial and personnel records, and communication systems such as email and web pages.</b></p>
LAS15	<p><b>Budget for, offer, and support expanded curricular and instructional opportunities to students via online and other distance learning.</b></p> <ul style="list-style-type: none"> <li>1.5.1: The high school will investigate 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.</li> </ul>
<b><i>Teaching and Learning</i></b>	
Correlate ID	LRPT Statement
TL01	<p><b>Integrate the Technology Applications TEKS within the foundation curriculum at each grade level and provide specialized courses in Technology Applications.</b></p> <ul style="list-style-type: none"> <li>1.1.1: Maintain computer literacy classes for all 6th and 7th grade students as required by TEKS</li> </ul>

	<ul style="list-style-type: none"> <li>1.1.2: Maintain advanced computer literacy class for all 8th grade students to extend learning above the minimum requirement of TEKS</li> <li>1.4.1: The district textbook committee will base its K-8 Technology Application TEKS adoption selection upon the degree that these resources provide models for curriculum integration, includes web resources, software, and classroom activities, and are aligned to the core curriculum TEKS as well.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>
TL02	<b>Offer and provide the Technology Applications high school courses to meet the curriculum and graduation requirements specified in 19 TAC Chapter 74.</b>
TL03	<b>Use the Technology Applications adopted instructional materials at all grade levels.</b> <ul style="list-style-type: none"> <li>1.4.1: The district textbook committee will base its K-8 Technology Application TEKS adoption selection upon the degree that these resources provide models for curriculum integration, includes web resources, software, and classroom activities, and are aligned to the core curriculum TEKS as well.</li> </ul>
TL04	<b>Use digital diagnostic tools for formative evaluation to monitor progress toward the mastery of instructional objectives.</b> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3.4.1: Conduct research, develop, and initiate accountability measures that evaluate the extent to which goals, objectives, and activities are effective in: <ul style="list-style-type: none"> <li>Integrating technology into curricula and instruction.</li> <li>Increasing the ability of teachers to teach.</li> <li>Enabling students to reach challenging State academic content and student academic achievement standards.</li> </ul> </li> </ul>
TL05	<b>Implement research-based strategies to improve the academic achievement, including technology literacy, of all students.</b> <ul style="list-style-type: none"> <li>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.</li> </ul>
TL06	<b>Develop strategies to monitor and document progress of integration of technology into curricula and instruction and to monitor and report student mastery of the Technology Applications TEKS to TEA.</b> <ul style="list-style-type: none"> <li>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.</li> <li>1.4.1: The district textbook committee will base its K-8 Technology Application TEKS adoption selection upon the degree that these resources provide models for curriculum integration, includes web resources, software, and classroom activities, and are aligned to the core curriculum TEKS as well.</li> <li>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.</li> </ul>

	<ul style="list-style-type: none"> <li>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.</li> </ul>
TL07	<p><b>Integrate student performance data from district/state assessment instruments with electronic curriculum resources to inform and differentiate instruction for every child.</b></p> <ul style="list-style-type: none"> <li>3.4.2: Utilize student performance data and curriculum materials that are provided and managed electronically in instructional planning.</li> </ul>
TL08	<p><b>Support the use of emerging technologies aligned with state standards for developing greater levels of collaboration, inquiry, analysis, creativity and content production.</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
TL09	<p><b>Ensure anytime/anywhere access to technology-based learning for all students by providing appropriate devices, services, and support.</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>4.2.5: Purchase two wireless, portable computer labs. One for Elementary Campus and One for Junior High Campus.</li> <li>4.2.7: Maintain a client-centered district technical assistance support for the integration of technology into teaching and learning and school operations.</li> </ul>
TL10	<p><b>Ensure that school libraries have the latest technology and online resources for student research and curriculum integration.</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>3.4.1: Conduct research, develop, and initiate accountability measures that evaluate the extent to which goals, objectives, and activities are effective in: <ul style="list-style-type: none"> <li>Integrating technology into curricula and instruction.</li> <li>Increasing the ability of teachers to teach.</li> <li>Enabling students to reach challenging State academic content and student academic achievement standards.</li> </ul> </li> </ul>
TL11	<p><b>Support school library programs and use library standards to ensure that school libraries assist classroom teachers in teaching students, information literacy and Technology Applications knowledge and skills.</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
TL12	<p><b>Support the use of technology to promote student-centered learning across geographic and cultural boundaries that includes business and industry.</b></p> <ul style="list-style-type: none"> <li>3.4.2: Utilize student performance data and curriculum materials that are provided and managed electronically in instructional planning.</li> </ul>
TL13	<p><b>Utilize innovative strategies for the 24/7 delivery of specialized or rigorous courses and expanded curricular and instructional offerings through the use of technology, including online and other</b></p>

	<p><b>distance learning and digital content services to meet the diverse and personal learning needs of all students.</b></p> <ul style="list-style-type: none"> <li>1.5.1: The high school will investigate 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.</li> </ul>
TL14	<p><b>Provide curriculum to ensure personal safety for students in a digital world and Acceptable Use Policies that specify expectations and rules for students, parents, and teachers.</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
TL15	<p><b>Implement innovative programs that promote parental involvement, increased communication with parents and community members, and community access to educational resources.</b></p> <ul style="list-style-type: none"> <li>1.5.2: The elementary and middle school will evaluate the feasibility of virtual field trips as alternatives to traditional field trips.</li> <li>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.</li> <li>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: · 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</li> <li>3.2.3: Provide parent-training opportunities that include awareness of technology resources and basic computer use.</li> </ul>
TL16	<p><b>Support teachers in developing classroom websites and online resources to share lessons, monitor student progress, and establish regular communications with parents and students.</b></p> <ul style="list-style-type: none"> <li>1.5.2: The elementary and middle school will evaluate the feasibility of virtual field trips as alternatives to traditional field trips.</li> <li>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.</li> <li>2.1.3: Checklists will be developed to document teacher proficiency in using new technologies such as digital cameras and CD burners</li> <li>3.4.2: Utilize student performance data and curriculum materials that are provided and managed electronically in instructional planning.</li> <li>4.1.3: Ensure that website is maintained with current information in order to provide students, staff, parents, and community members with up to date information.</li> <li>4.2.6: 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.</li> <li>4.2.7: Maintain a client-centered district technical assistance support for the integration of technology into teaching and learning and school operations.</li> <li>4.2.9: Maintain internal e-mail server for communication with peers, parents, and community members.</li> </ul>