COOPER ISD
Technology Plan

2013 - 2016

Denicia Hohenberger

SUPERINTENDENT

DISTRICT PROFILE

ESC Region	8
City, State Zip	COOPER, TX 75432
Phone	(903) 395-2111
Fax	(903) 395-2117
County District Number	060902

Number of Campuses	3
Total Student Enrollment	783
District Size	500 - 999
Percent Econ. Disadvantaged	69.00%

Technology Expenditures		$483,726.00
Technology budgets reported in plan by category	Teaching and Learning Budget	$34,392.00
	Educator Preparation and Development Budget	$18,459.00
	Leadership, Administration and Support Budget	$22,050.00
	Infrastructure for Technology Budget	$408,825.00
	Total:	**$483,726.00**
Technology Expenditure Per Pupil	$617.79	
Number of Campuses with Direct Connection to Internet	3	
Percentage of Campuses with Direct Connection to Internet	100.00%	
Number of Classrooms with Direct Connection to Internet	68	
Percentage of Classrooms with Direct Connection to Internet	100.00%	
Computer/Student Ratio	3 student(s) for every computer	
Computer/Teacher Ratio	1 teacher(s) for every computer	
Number of campuses that need to complete the Texas Campus STaR Chart	3	
Percentage of campuses that have completed the Texas Campus STaR Chart	100.00 %	
CIPA Compliance	CIPA compliance was certified by the district on 09/24/2012. The Board of Trustees or Governing Board for COOPER ISD held a public hearing on its Internet Safety Policy on Monday, June 18, 2012 and adopted its policy on Monday, June 18, 2012. The public hearing was publicized according to district or school policies and the adoption of the policy is reflected in the minutes of the board of trustees or governing board.	

Plan Introduction

Plan Last Edited 01/15/2013

Plan status:	not submitted
Years Included in the Plan:	2013 - 2016
Number of years covered by the plan:	3

Does the district file E-Rate? yes
The district had a "written" plan before E-Rate Form 470 was filed on .

Technology Planning Committee
Technology Planning Committee Members

Charles Rutledge - Technology Director
David McCarley - BCIS Teacher
Jane Preas - JH Computer Teacher
Chris Kiser- High School Principal
Delinda Leatherwood - Business/Office Education Teacher
Dr. Cathy Severns- Elementary Principal
Dinah Stowers - Elementary Computer Lab Teacher
Shonda Rutledge - 3rd Grade Teacher
Rachael Arthur - Budget / Finance Officer

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 resources, the Internet, distance education, or other multimedia sources. They can use the technology also to organize their information by using word processing, databases, spreadsheets, or other software tools. The presentation of the information can be in many forms including word processing documents, multimedia presentations, products, or graphics. Technology is simply the tool used by students to enhance their resources and knowledge.

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

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

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

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

To be successful 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:

• No Child Left Behind

• E-Rate

• Required Technology Applications Curriculum

• Technology Applications Student Standards (TEKS)

• State Board of Educator Certification Technology Applications Educator Standards

• Texas Long-Range Plan for Technology, 2006-2020

• 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 2012

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. A closer analysis of each indicator for every campus will provide better information for establishing priorities. However, the district average of all indicators for all campuses is 2.4 on a 4.0 scale. This would place the district in the second category of Developing Tech category. The other categories are Early Tech (first category), Advanced Tech (third 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 provided by Trillion Wireless.

•District web servers are in place providing district information and student work.

•Microsoft Exchange Mail Sever is utilized to provide communication to staff, parents, and community members.

•Hosted TxEIS SIS and Tx Grade Book.

•Backup tape library in place to perform backups for servers, client computers, and databases.

•Hosted Off-site backup for district servers and databases.

•Microsoft Windows Storage Server 2003 in place to store staff and student work.

•A Firewall is in place at the High School campus and is utilized by the District.

•Anti-Virus software on each client computer and server.

•Written policies are in place on acceptable use of the Internet, World Wide Web content, network management, and equipment donations.

•District Management Services
•Administrative
•Region 8 ESC TxEIS
•Business
•Financial
•Tx Grade Book
•Tx Connect

•Curriculum and Instruction
•Region 8 LITE Co-op.
•DMAC
•Web based District and Campus planning software.
•Online Curriculum Developer (C-Scope)

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

•Telecommunications Services

•Currently, all student and staff members in the school district have access to the Internet, through a direct connection (as cited above in the Statement of Existing Conditions). Campuses are connected via Fiber Optic.

•Local and Long Distance Service is provided to all staff members.

•Web Based Parent notification system is utilized.

•Inventory
The latest inventory of computers for student use in Cooper ISD as of November 2012 is a 1:3 ratio. This number includes only current, non-obsolete Pentium III speed or better; at least 256 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 from NTRETN provided by Trillion Wireless for the entire district.

.There is a SonicWall NSA 3500 Firewall in place.

•There are seven network drops are in every classroom.

•There is one wireless mobile lab.

•There are two networked computer labs with full time teaching.

•Each classroom has an interactive whiteboard, document camera, and data projector.

•Courses offered for graduation credit requirements include: BCIS I, BCIS II, Communications Graphics, Computer Science I, Computer Science II, Video Technology, and Desktop Publishing.

•Infrastructure consists of fiber backbone, two Ethernet-to-the-desktop connected computer labs, one file server for advanced technology classes.

•The library has a Web based card catalog, Internet access, Digital Knowledge (DKC) – online resources, and automated checkout in the library.

•The Student population is 229.

Junior High School

•There is a direct connection to Internet via a wireless leased high speed connection.

•There is a SonicWall NSA 3500 Firewall in place.

•There are seven network drops in every classroom.

.There are two networked computer labs, one with full-time teaching to aid the staff in technology implementation and training.

•There is a fiber-backbone with Ethernet-to-the-desktop connected to two computer labs with one file server for classes.

•Each classroom has an interactive whiteboard, document camera, and data projector.

•In the library there is a Web based 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 184.

Junior and Senior High School Shared Library Services

•Online Library Services
• Encyclopedia Britannica
• EBSCO – Full text & bibliographic database
• Novel Study Guides
• World Book – Encyclopedia, Dictionary, and Atlas
• Testmaker - Creates a variety of test
• Quick References – Twelve sources with quick answers.
• AR Book Search
• Bridges – Career information, employment trends
• Class Projects – Web sites for current research units.
• NetTrekker - Search engine with pre selected web sites.
• Book Talk
• Puzzlemakers – Crosswords, word searches
• Librarians' Index to the Internet
• Bibliography – help creating the correct citations for your research paper.

• Automated Library Management and online catalog
•Discovery Education Streaming– includes streaming video correlated to TEKS
•Participates Region VIII LITE Co-op

Elementary School

•There is a direct connection to the Internet via fiber optic connection from the High School.

•There is a SonicWall NSA 3500 Firewall in place.

•There is a file server in place for networked software applications.

•There are seven network drops in every classroom.

•Each classroom has a interactive white board, document camera, and data projector.

•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:
•Discover Education Streaming
•Digital Knowledge Central
•Encyclopedia Britannica
•EBSCO
•Participates Region VIII LITE Co-op

•The student population is 370

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 wireless and handheld devices, Data projectors, Interactive White boards, and Document Cameras.

• Continue with professional development strategies while investigating alternatives to traditional methods of professional development which address 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

GOAL 1: Teaching and Learning

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)

Budget Amount $0.00
LRPT category: Teaching and Learning

E-Rate Correlates: ER01
NCLB Correlates: 01, 02

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
1.1.1:	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. Comments: No budget impact. LEA LRPT Correlates: TL06	State: Original Status: In Progress	2013-2014 2014-2015 2015-2016	Technology Committee, Campus Principal	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

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)

Budget Amount $0.00
LRPT category: Teaching and Learning

E-Rate Correlates: ER01
NCLB Correlates: 01, 02

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
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. Comments: No budget impact. LEA LRPT Correlates: TL05, TL09, TL10	State: Original Status: In Progress	2013-2014 2014-2015 2015-2016	Technology Committee, Technology Director, Campus Principal	Formative: minutes from campus planning meetings Summative: costs for purchase of instructional software will be reduced by 10%

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)

Budget Amount $34,392.00
LRPT category: Teaching and Learning

E-Rate Correlates: ER01
NCLB Correlates: 04a

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 $18,459.00
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 work to achieve mastery of SBEC Teacher Technology Applications, and TEKS. Teachers attend technology workshops, in-service, and are encouraged to utilize curriculum and instruction technologies provided by Region 8 ESC for training. Comments: LITE Coop through Region 8 ESC $3,600 per year. LEA LRPT Correlates: EP04, EP06, EP08	State: Original Status: In Progress	2013-2014 2014-2015 2015-2016	Technology Director, Campus Principals, Technology Committee.	Formative: Certificates/printouts: · once a semester in 2013 – 2014 · once a semester in 2014 – 2015 . once a semester in 2015 - 2016 · Proficient teachers will submit assignments, projects, etc. from students Summative: Teacher portfolio showing formative work.
2.1.2:	Teachers and administrators will be trained and will use technology for classroom management and administrative tasks such as: Web Based TXGrade Book Software, communication to parents, other teacher and administrator (including email, newsletter, teacher made materials, etc.) Comments: TX Grade Book Software - $2,553.00 per year. LEA LRPT Correlates: EP06, EP09, TL14	State: Original Status: In Progress	2013-2014 2014-2015 2015-2016	Technology Director, Campus Principals, Technology Committee.	Formative: Emails, teacher made materials, PDAS observations, 3 weeks Progress reports and 6 weeks grade reporting Summative: TX Grade Book Parent/Student viewer module will be available for Parent / Student use. Teachers and Administrators will have increased access to technologies.
2.1.3:	Checklists will be developed to document teacher proficiency in using new technologies such as smart boards, data projectors, and document cameras. LEA LRPT Correlates: TL16	State: Original Status: In Progress	2013-2014 2014-2015 2015-2016	Technology Director, Campus Principals, Technology Committee.	Formative: Copies of checklist Summative: 100% of teachers using new technologies will demonstrate proficiency.

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)

Budget Amount $0.00
LRPT category: Educator Preparation and Development

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

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
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. Comments: No budget impact. LEA LRPT Correlates: EP01, EP02, LAS06	State: Original Status: In Progress	2013-2014 2014-2015 2015-2016	Superintendent, Technology Director, Campus Principals	Formative: Budget, Region VIII ESC Curriculum and Instructional Co-op Contract, Professional Development Transcripts from Curriculum and Instructinal 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 four 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 for curriculum based technology through Region 8 Service Center 4. Teacher/Campus Star Charts Comments: No budget impact. LEA LRPT Correlates: EP03, EP04, EP05, EP06, EP07, EP08, EP09	State: Original Status: In Progress	2013-2014 2014-2015 2015-2016	Superintendent, District Technology Committee, Campus Principals, and Technology Director	Formative: meeting minutes and program outline and documents. Teacher and Campus Star Charts. Summative: All Cooper ISD teachers, librarians, degreed support staff and administrators will work to meet all SBEC standards I-V.
2.2.3:	Teachers will receive training as necessary to integrate new technology effectively into curricula and instruction through the use on online professional development resources Comments: No budget impact. LEA LRPT Correlates: EP03, EP04, EP07	State: Original Status: In Progress	2013-2014 2014-2015 2015-2016	Campus Principals Technology Committee, Curriculum Director, Technology Director	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. Comments: No budget impact. LEA LRPT Correlates: LAS01, LAS02, LAS04, LAS05	State: Original Status: In Progress	2013-2014 2014-2015 2015-2016	Superintendent, Assistant Superintendent, Campus Principals, Technology Director	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 $16,050.00
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 . Professional Learning Community (PLC Meetings) · School Board Presentations · District Advisory committees · District web site which will include school news, and student educational resources including · Information included within student handbook Comments: No budget impact. LEA LRPT Correlates: LAS07, LAS09, TL15	State: Original Status: In Progress	2013-2014 2014-2015 2015-2016	Technology Committee, Technology Director, Campus Principals, Assistant 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 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. Comments: No budget impact. LEA LRPT Correlates: LAS09	State: Original Status: In Progress	2013-2014 2014-2015 2015-2016	School Board, Superintendent, Assistant Superintendent, Technology Director and Technology Committee	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. Comments: No budget impact. LEA LRPT Correlates: TL15	State: Original Status: In Progress	2013-2014 2014-2015 2015-2016	Campus Principals, Technology Director, 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 Tx Connect Student viewer module that is provided with Tx Grade Book. This program will allow for viewing of grades by students and parents. Comments: TX Connect Viewer included with TX Grade Book. No added budget impact. LEA LRPT Correlates: LAS11	State: Revised Status: In Progress	2013-2014 2014-2015 2015-2016	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.
3.2.5:	Maintain District Website and ensure that website is maintained with current information in order to provide students, staff, parents, and community members with up to date information. Comments: $1,100.00 per year for website hosting and support. LEA LRPT Correlates: I08, TL16	State: Original Status: In Progress	2013-2014 2014-2015 2015-2016	Technology Director, Campus Principals, Superintendent	Formative: Website, Invoices. Summative: Up to date information available on district website.
3.2.6:	Maintain e-mail server for communication with peers, parents, and community members. Comments: $2,000.00 per year - Exchange Maintenance and Support Services. LEA LRPT Correlates: I01, I08, TL16	State: Original Status: In Progress	2013-2014 2014-2015 2015-2016	Technology Director, Superintendent	Formative: E-mail, Email Server, Invoices Summative: Will help provide communication with staff and community. Promote parental involvement.
3.2.7:	Maintain web based call parent notification call out system. Comments: $2,250.00 - Local Funds LEA LRPT Correlates: I08	State: Original Status: In Progress	2013-2014 2014-2015 2015-2016	Administration	Invoices

OBJECTIVE 3.3:

To promote “collaboration with adult literacy service providers including a descrip-tion of how the program will be developed, where applicable, in collaboration with adult literacy service providers”. (N10)

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

E-Rate Correlates: ER01

NCLB Correlates: 10

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
3.3.1:	Initiate and maintain collaboration with adult literacy service providers by providing community awareness of available Adult Literacy resources. Comments: No budget impact. LEA LRPT Correlates: LAS13	State: Original Status: In Progress	2013-2014 2014-2015 2015-2016	Superintendent, Assistant Superintendent, Technology Director, 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.

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)

Budget Amount $6,000.00
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: · 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. Comments: No budget impact. LEA LRPT Correlates: LAS08, LAS12, TL04, TL10	State: Original Status: In Progress	2013-2014 2014-2015 2015-2016	Assistant Superintendent, Curriculum Director, Technology Director, Campus Principals	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 10 - 11 will be a baseline 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. Comments: No budget impact. LEA LRPT Correlates: I09, LAS08, TL07, TL12, TL16	State: Original Status: In Progress	2013-2014 2014-2015 2015-2016	Curriculum Director, Campus Principals	Formative: AEIS, TAKS, and PRISM 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. Comments: No budget impact. LEA LRPT Correlates: LAS03	State: Original Status: In Progress	2013-2014 2014-2015 2015-2016	Technology Director, and Campus 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. Comments: No budget impact. LEA LRPT Correlates: LAS02, LAS07	State: Original Status: In Progress	2013-2014 2014-2015 2015-2016	Technology Director, 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 networked software, web based software and wireless devices such as PDA's and or Netbooks in an administrative environment, to access e-mail, contact information, student demographic information, student schedules, PDAS data and to perform teacher appraisals. Comments: PDAS Software Subscription - $2000 per year LEA LRPT Correlates: I05, LAS08	State: Original Status: In Progress	2013-2014 2014-2015 2015-2016	Technology Director, Campus Principals, and Superintendent	Formative: Invoices Summative: Information will be available to campus principals and district administrators. Software and Devices used in an administrative environment.

OBJECTIVE 3.5:

Develop and upgrade technology policy for faculty, staff, and students.

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

E-Rate Correlates: ER01
NCLB Correlates:

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
3.5.1:	Maintain Acceptable Use Policy LEA LRPT Correlates: LAS02, LAS09	State: Original Status: In Progress	2013-2014 2014-2015 2015-2016	Administration	Policy

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 $378,825.00
LRPT category: Infrastructure for Technology

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

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
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 1:3 computer ratio to a 1:2 and then to the state LRPT standard of 1:1 for years 2015 – 2016. 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. Comments: No budget impact. LEA LRPT Correlates: I01, I03, I04, I05, I06, I07	State: Original Status: In Progress	2013-2014 2014-2015 2015-2016	Superintendent, School Board, Technology Committee, Technology Director	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.
4.1.2:	Maintain teacher and administrator ratio of 1:1. Review semiannually the ability of the equipment to meet the changing curriculum requirements, changing teacher and administrator tasks, professional development requirements. Comments: No budget impact. LEA LRPT Correlates: I04	State: Original Status: In Progress	2013-2014 2014-2015 2015-2016	Technology Director, Campus Principals, Superintendent	Formative: Copy of District Technology Accessibility study. Summative: Maintain 1:1 teacher and administrator ratio.
4.1.3:	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. Comments: $25,000 annually to replace obsolete	State: Original Status: In Progress	2013-2014 2014-2015 2015-2016	School Board, Superintendent, Technology Director	Formative: district budget, invoices, work orders, equipment database Summative: District will increase the student to computer ratio from 1:4 to 1:3 by 2016

	equipment. LEA LRPT Correlates: I04, I06, I07				
4.1.4:	Purchase one wireless, portable computer labs to provide 1:1 access for 24 students. Comments: 1 Wireless Lab purchase in 2013-2014 - $30,000 LEA LRPT Correlates: I04, I05, TL09	State: Original Status: In Progress	2013-2014	Superintendent, Technology Director, Campus Principals	Formative: Check out logs, Lesson plans, student work, purchase receipts and inventory Summative: 1:1 Ration of student and computer use in the classroom environment.
4.1.5:	Maintain a client-centered district technical assistance support for the integration of technology into teaching and learning and school operations. Comments: Technology Support Personel, School Tools Support Module includes Technology, Maintenance, and Transportation- Total $67,575 per year. LEA LRPT Correlates: I05, LAS10, TL09, TL16	State: Original Status: In Progress	2013-2014 2014-2015 2015-2016	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 90% satisfaction with technical support.
4.1.6:	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. Comments: Internet Services via NTRETN provided by Trillion Wireless Total $23,000 - $16,100.00 E-Rate Funds - $6,900.00 Local Funds. LEA LRPT Correlates: I02, I06, TL16	State: Original Status: In Progress	2013-2014 2014-2015 2015-2016	District Committee, Technology Director, Superintendent	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.
4.1.7:	Maintain District Firewall Comments: $700 - Local Funds Firewall Subscription Renewal LEA LRPT Correlates: I01, I08, TL09	State: Original Status: In Progress	2013-2014 2014-2015 2015-2016	Technology Director	Invoices. District Firewall in place.

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 $0.00
LRPT category: Infrastructure for Technology

E-Rate Correlates:
NCLB Correlates: 05

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
4.2.1:	Establish standards and review annually 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. Comments: No budget impact. LEA LRPT Correlates: I02, I07	State: Original Status: In Progress	2013-2014 2014-2015 2015-2016	Technology Director, Technolgy Committee	Formative: Copy of standards for hardware and software. Copies of purchase orders that document compliance with district specifications. Summative: Standardized specifications will result in an increased

					capacity to provide teacher training, support, and maintenance. Teacher surveys will indicate increased satisfaction is technology support service.
4.2.2:	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. Comments: No budget impact. LEA LRPT Correlates: l07	State: Original Status: In Progress	2013-2014 2014-2015 2015-2016	Technology Committee, Technology Director	Formative Hardware, Software Inventory, Inventory Logs Summative: 100% of hardware and software inventoried into database. Information will be analyzed and used in the technology planning process.
4.2.3:	Document – map all wiring including hubs and switches in district facilities. Comments: No budget impact. LEA LRPT Correlates: l08	State: Original Status: In Progress	2013 - 2014 2014 - 2015 2015 - 2016	Technology Director, Technology Committee	Formative: Physical map Summative: August 2013 - 2014 update of electronic map and updated annually 2015, 2016
4.2.4:	Seek strategic partnerships with public and private entities which include other districts, higher education, ESC, and industry. Comments: No budget impact. LEA LRPT Correlates: l02, l03, LAS13	State: Original Status: In Progress	2013-2014 2014-2015 2015-2016	Superintendent, Technology Committee, Technology Director, Campus Principals, School Board	Formative: meetings, correspondence, grants, budget, schedules, minutes, etc. Summative CISD will participate in at least two strategic partnerships annually.

OBJECTIVE 4.3:

The district will provide telecommunications service to school personnel.

Budget Amount $30,000.00
LRPT category: Infrastructure for Technology

E-Rate Correlates: ER01
NCLB Correlates:

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
4.3.1:	The district will provide basic and long distance phone service for communication. LEA LRPT Correlates: l01, l08	State: Original Status: In Progress	2013-2014 2014-2015 2015-2016	Administration	Phone Bill

Budget

Total amount of Title II, Part D formula funds received for the current year of this plan: $0.00

Method of application for formula funds: Local Application

Budget year 2013

Budget item	Cost	Funding Sources with amount per source
Staff Development	$3,600.00	$3,600.00 Local Funds
Telecommunications & Internet Access	$33,000.00	$22,100.00 ERate $10,900 Local Funds
Materials & Supplies	$11,464.00	$11,464.00 Local Funds
Equipment	$55,000.00	$55,000.00 Local Funds
Maintenance	$69,575.00	$69,575.00 Local Funds
Miscellaneous Expenses	$8,603.00	$8,603.00 Local Funds
Total	$181,242.00	

Budget year 2014

Budget item	Cost	Funding Sources with amount per source
Staff Development	$3,600.00	$3,600 Local Funds
Telecommunications & Internet Access	$33,000.00	$22,100.00 ERate $10,900 Local Funds
Materials & Supplies	$11,464.00	$11,464.00 Local Funds
Equipment	$25,000.00	$25,000.00 Local Funds
Maintenance	$69,575.00	$69,575.00 Local Funds
Miscellaneous Expenses	$8,603.00	$8,603.00 Local Funds
Total	$151,242.00	

Budget year 2015

Budget item	Cost	Funding Sources with amount per source
Staff Development	$3,600.00	$3,600 Local Funds
Telecommunications & Internet Access	$33,000.00	$22,100.00 ERate $10,900 Local Funds
Materials & Supplies	$11,464.00	$11,464.00 Local Funds
Equipment	$25,000.00	$25,000 Local Funds
Maintenance	$69,575.00	$69,575.00 Local Funds
Miscellaneous Expenses	$8,603.00	$8,603.00 Local Funds
Total	$151,242.00	

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

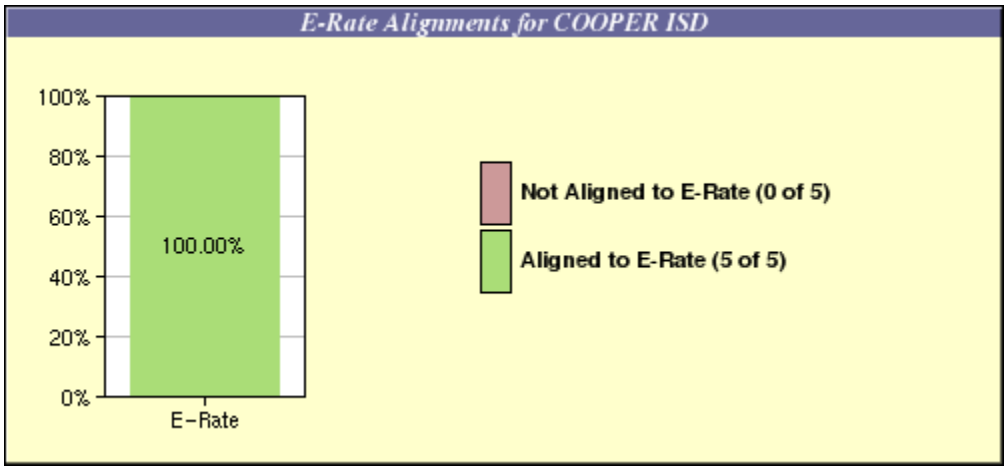
The purpose of evaluation is to assist the district in making informed decisions related to the district's education technology program and how it impacts the learning process for all students. A report will be given to the Superintendent and the Board of Trustees at least once per year.

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

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	**The plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services.** • 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) ○ Strategy 1.1.1: 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. • 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) ○ 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. • 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) ○ Strategy 1.3.1: 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. ○ Strategy 1.3.2: Identify and implement strategies to provide teachers incentives to use new effective models, tools, and resources for teaching and learning. ○ Strategy 1.3.3: Cooper ISD will utilize CScope systemic curriculum model developed by the Texas Education Service Center Curriculum Collaborative (TESCCC). • 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 learn-ing 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 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)
  - 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 work to achieve mastery of SBEC Teacher Technology Applications, and TEKS. Teachers attend technology workshops, in-service, and are encouraged to utilize curriculum and instruction technologies 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: Web Based TXGrade Book Software, communication to parents, other teacher and administrator (including email, newsletter, teacher made materials, etc.)

  - Strategy 2.1.3: Checklists will be developed to document teacher proficiency in using new technologies such as smart boards, data projectors, and document cameras.

- 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 four 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 for curriculum based technology through Region 8 Service Center 4. Teacher/Campus Star Charts

  - Strategy 2.2.3: Teachers will receive 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 . Professional Learning Community (PLC Meetings) · 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 Tx Connect Student viewer module that is provided with Tx Grade Book. This program will allow for viewing of grades by students and parents.
- Strategy 3.2.5: Maintain District Website and ensure that website is maintained with current information in order to provide students, staff, parents, and community members with up to date information.
- Strategy 3.2.6: Maintain e-mail server for communication with peers, parents, and community members.
- Strategy 3.2.7: Maintain web based call parent notification call out system.

- Objective 3.3: To promote “collaboration with adult literacy service providers including a descrip-tion 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 3.5: Develop and upgrade technology policy for faculty, staff, and students.
  - Strategy 3.5.1: Maintain Acceptable Use Policy
- 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 1:3 computer ratio to a 1:2 and then to the state LRPT standard of 1:1 for years 2015 – 2016. 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 semiannually the ability of the equipment to meet the changing curriculum requirements, changing teacher and administrator tasks, professional development requirements.
  - Strategy 4.1.3: 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 4.1.4: Purchase one wireless, portable computer labs to provide 1:1 access for 24 students.
  - Strategy 4.1.5: Maintain a client-centered district technical assistance support for the integration of technology into teaching and learning and school operations.
  - Strategy 4.1.6: 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.
  - Strategy 4.1.7: Maintain District Firewall
- Objective 4.3: The district will provide telecommunications service to school personnel.
  - Strategy 4.3.1: The district will provide basic and long distance phone service for communication.

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 work to achieve mastery of SBEC Teacher Technology Applications, and TEKS. Teachers attend technology workshops, in-service, and are encouraged to utilize curriculum and instruction technologies 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: Web Based TXGrade Book Software, communication to parents, other teacher and administrator (including email, newsletter, teacher made materials, etc.)
	  ○ Strategy 2.1.3: Checklists will be developed to document teacher proficiency in using new technologies such as smart boards, data projectors, and document cameras.
	• 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 four 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 for curriculum based technology through Region 8 Service Center 4. Teacher/Campus Star Charts
	  ○ Strategy 2.2.3: Teachers will receive 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: • No Child Left Behind • E-Rate • Required Technology Applications Curriculum • Technology Applications Student Standards (TEKS) • State Board of Educator Certification Technology Applications Educator Standards • Texas Long-Range Plan for Technology, 2006-2020 • 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 2012 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. A closer analysis of each

indicator for every campus will provide better information for establishing priorities. However, the district average of all indicators for all campuses is 2.4 on a 4.0 scale. This would place the district in the second category of Developing Tech category. The other categories are Early Tech (first category), Advanced Tech (third 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 provided by Trillion Wireless. •District web servers are in place providing district information and student work. •Microsoft Exchange Mail Sever is utilized to provide communication to staff, parents, and community members. •Hosted TxEIS SIS and Tx Grade Book. •Backup tape library in place to perform backups for servers, client computers, and databases. •Hosted Off-site backup for district servers and databases. •Microsoft Windows Storage Server 2003 in place to store staff and student work. •A Firewall is in place at the High School campus and is utilized by the District. •Anti-Virus software on each client computer and server. •Written policies are in place on acceptable use of the Internet, World Wide Web content, network management, and equipment donations. •District Management Services •Administrative •Region 8 ESC TxEIS •Business •Financial •Tx Grade Book •Tx Connect •Curriculum and Instruction •Region 8 LITE Co-op. •DMAC •Web based District and Campus planning software. •Online Curriculum Developer (C-Scope) •Distance Learning is available upon request for students, staff, and community members •Telecommunications Services •Currently, all student and staff members in the school district have access to the Internet, through a direct connection (as cited above in the Statement of Existing Conditions). Campuses are connected via Fiber Optic. •Local and Long Distance Service is provided to all staff members. •Web Based Parent notification system is utilized. •Inventory The latest inventory of computers for student use in Cooper ISD as of November 2012 is a 1:3 ratio. This number includes only current, non-obsolete Pentium III speed or better; at least 256 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 from NTRETN provided by Trillion Wireless for the entire district. .There is a SonicWall NSA 3500 Firewall in place. •There are seven network drops are in every classroom. •There is one wireless mobile lab. •There are two networked computer labs with full time teaching. •Each classroom has an interactive whiteboard, document camera, and data projector. •Courses offered for graduation credit requirements include: BCIS I, BCIS II, Communications Graphics, Computer Science I, Computer Science II, Video Technology, and Desktop Publishing. •Infrastructure consists of fiber backbone, two Ethernet-to-the-desktop connected computer labs, one file server for advanced technology classes. •The library has a Web based card catalog, Internet access, Digital Knowledge (DKC) – online resources, and automated checkout in the library. •The Student population is 229. Junior High School •There is a direct connection to Internet via a wireless leased high speed connection. •There is a SonicWall NSA 3500 Firewall in place. •There are seven network drops in every classroom. .There are two networked computer labs, one with full-time teaching to aid the staff in technology implementation and training. •There is a fiber-backbone with Ethernet-to-the-desktop connected to two computer labs with one file server for classes. •Each classroom has an interactive whiteboard, document camera, and data projector. •In the library there is a Web based 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 184. Junior and Senior High School Shared Library Services •Online Library Services • Encyclopedia Britannica • EBSCO – Full text & bibliographic database • Novel Study Guides • World Book – Encyclopedia, Dictionary, and Atlas • Testmaker - Creates a variety of test • Quick References – Twelve sources with quick answers. • AR Book Search • Bridges – Career information, employment trends • Class Projects – Web sites for current research units. • NetTrekker - Search engine with pre selected web sites. • Book Talk • Puzzlemakers – Crosswords, word searches • Librarians' Index to the Internet • Bibliography – help creating the correct citations for your research paper. • Automated Library Management and online catalog •Discovery Education Streaming– includes streaming video correlated to TEKS •Participates Region VIII LITE Co-op Elementary School •There is a direct connection to the Internet via fiber optic connection from the High School. •There is a SonicWall NSA 3500 Firewall in place. •There is a file server in place for networked software applications. •There are seven network drops in every classroom. •Each classroom has a interactive white board, document camera, and data projector. •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: •Discover Education Streaming •Digital Knowledge Central •Encyclopedia Britannica •EBSCO •Participates Region VIII LITE Co-op •The student population

	is 370
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 wireless and handheld devices, Data projectors, Interactive White boards, and Document Cameras. • Continue with professional development strategies while investigating alternatives to traditional methods of professional development which address 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.

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: $0.00
Method of application for formula funds: Local Application

Budget Detail for 2013 (Year 1)		
Budget Item	**Cost**	**Funding Sources with %**
Staff Development	$3600.00	$3,600.00 Local Funds
Telecommunications and Internet Access	$33000.00	$22,100.00 ERate $10,900 Local Funds
Materials and Supplies	$11464.00	$11,464.00 Local Funds
Equipment	$55000.00	$55,000.00 Local Funds
Maintenance	$69575.00	$69,575.00 Local Funds
Miscellaneous Expenses	$8603.00	$8,603.00 Local Funds
Total	$181242.00	

Budget Detail for 2014 (Year 2)		
Budget Item	**Cost**	**Funding Sources with %**
Staff Development	$3600.00	$3,600 Local Funds
Telecommunications and Internet Access	$33000.00	$22,100.00 ERate $10,900 Local Funds
Materials and Supplies	$11464.00	$11,464.00 Local Funds
Equipment	$25000.00	$25,000.00 Local Funds
Maintenance	$69575.00	$69,575.00 Local Funds
Miscellaneous Expenses	$8603.00	$8,603.00 Local Funds
Total	$151242.00	

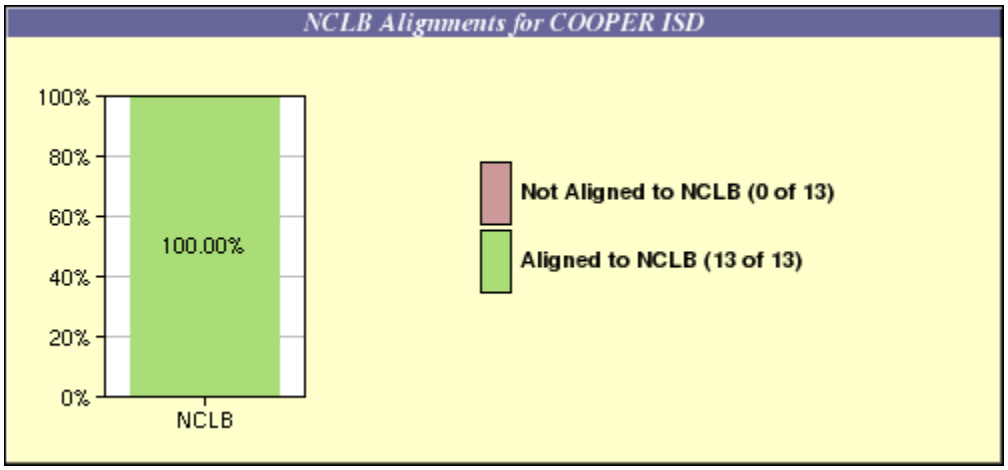
Budget Detail for 2015 (Year 3)		
Budget Item	**Cost**	**Funding Sources with %**
Staff Development	$3600.00	$3,600 Local Funds
Telecommunications and Internet Access	$33000.00	$22,100.00 ERate $10,900 Local Funds
Materials and Supplies	$11464.00	$11,464.00 Local Funds
Equipment	$25000.00	$25,000 Local Funds
Maintenance	$69575.00	$69,575.00 Local Funds
Miscellaneous Expenses	$8603.00	$8,603.00 Local Funds
Total	$151242.00	

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.**

EVALUATION INFORMATION	
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

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

Your technology plan matched 13 of 13 NCLB correlates.

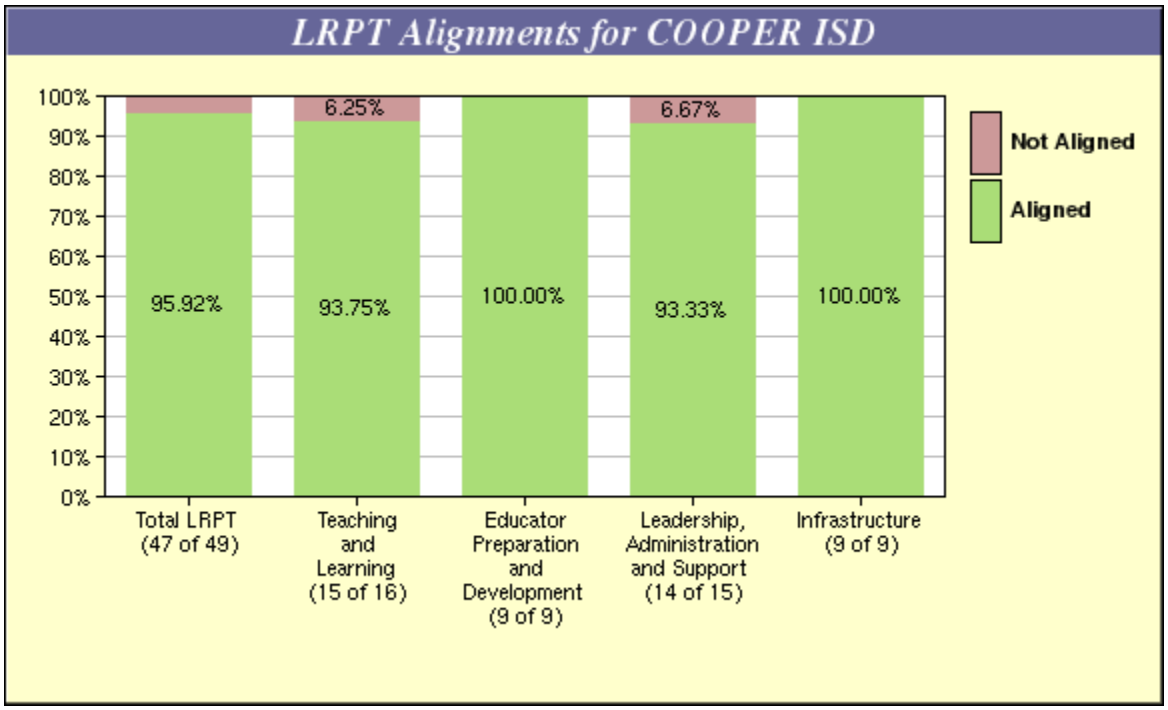


Below is a list of No Child Left Behind (NCLB) statements to which you may have aligned your Technology Plan.

Correlate ID	NCLB Correlate Statement
1	**Strategies for improving academic achievement and teacher effectiveness** To improve: • the academic achievement, including technology literacy, of all students. • the capacity of all teachers to integrate technology effectively into curriculum and instruction ● 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) ○ Strategy 1.1.1: 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. ● 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) ○ 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. ● 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) ○ Strategy 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. ○ Strategy 3.4.2: Utilize student performance data and curriculum materials that are provided and managed electronically in instructional planning. ○ 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. ○ Strategy 3.4.4: Include at least one parent, one student, and one other community member on the District Technology Committee. ○ Strategy 3.4.5: Incorporate the use of networked software, web based software and wireless devices such as PDA's and or Netbooks in an administrative environment, to access e-mail, contact information, student demographic information, student schedules, PDAS data and to perform teacher appraisals.

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.

Educator Preparation and Development	
Correlate ID	LRPT Statement
EP01	**Provide professional development for teaching and integrating Technology Applications into the foundation and enrichment TEKS through multiple delivery methods.** • 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.
EP02	**Provide professional development for Technology Applications courses as identified in Technology Applications Educator Standards VI - XI.** • 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.
EP03	**Provide training on the use of electronic tools and information to support sound, data-driven decision-making.** • 2.2.2: Develop a four 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 for curriculum based technology through Region 8 Service Center 4. Teacher/Campus Star Charts • 2.2.3: Teachers will receive training as necessary to integrate new technology effectively into curricula and instruction through the use on online professional development resources

EP04	**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 development becomes available.** • 2.1.1: The teacher will work to achieve mastery of SBEC Teacher Technology Applications, and TEKS. Teachers attend technology workshops, in-service, and are encouraged to utilize curriculum and instruction technologies provided by Region 8 ESC for training. • 2.2.2: Develop a four 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 for curriculum based technology through Region 8 Service Center 4. Teacher/Campus Star Charts • 2.2.3: Teachers will receive training as necessary to integrate new technology effectively into curricula and instruction through the use on online professional development resources
EP05	**Document progress of teachers towards mastery of Technology Applications Educator Standards I — V using the Texas STaR Chart.** • 2.2.2: Develop a four 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 for curriculum based technology through Region 8 Service Center 4. Teacher/Campus Star Charts
EP06	**Encourage participation in statewide, technology professional development opportunities.** • 2.1.1: The teacher will work to achieve mastery of SBEC Teacher Technology Applications, and TEKS. Teachers attend technology workshops, in-service, and are encouraged to utilize curriculum and instruction technologies provided by Region 8 ESC for training. • 2.1.2: Teachers and administrators will be trained and will use technology for classroom management and administrative tasks such as: Web Based TXGrade Book Software, communication to parents, other teacher and administrator (including email, newsletter, teacher made materials, etc.) • 2.2.2: Develop a four 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 for curriculum based technology through Region 8 Service Center 4. Teacher/Campus Star Charts
EP07	**Encourage educator participation in the Master Technology Teacher program.** • 1.3.2: Identify and implement strategies to provide teachers incentives to use new effective models, tools, and resources for teaching and learning. • 2.2.2: Develop a four 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 for curriculum based technology through Region 8 Service Center 4. Teacher/Campus Star Charts • 2.2.3: Teachers will receive training as necessary to integrate new technology effectively into curricula and instruction through the use on online professional development resources
EP08	**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 persona learning needs of all educators.** • 2.1.1: The teacher will work to achieve mastery of SBEC Teacher Technology Applications, and TEKS. Teachers attend technology workshops, in-service, and are encouraged to utilize curriculum and instruction technologies provided by Region 8 ESC for training. • 2.2.2: Develop a four 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 for curriculum based technology through Region 8 Service Center 4. Teacher/Campus Star Charts

CAMPUS CHART

School Technology and Readiness
A Teacher Tool for Planning and Self-Assessing
aligned with the
Long-Range Plan for Technology, 2006-2020

Instructional Materials and Educational Technology Division
Texas Education Agency

Texas Campus STaR Chart

Table of Contents

www.tea.state.tx.us/starchart

Researchers, technology planning teams, and interested citizens may now review Texas STaR Chart summary data at www.tea.state.tx.us/starchart/search

To: Administrator Addressed
From: Anita Givens, Senior Director of Instructional Materials and Educational Technology
Subject: The Texas Campus STaR Chart
Date: Fall 2006

The Texas Education Agency Educational Technology Advisory Committee (ETAC) developed the Texas **School Technology and Readiness (STaR) Chart**, an online resource tool for self-assessment of your campus' and district's efforts to effectively integrate technology across the curriculum. This rubric serves as the standard for assessing technology preparedness in Texas K-12 schools. This chart has been updated to align with the new *Long-Range Plan for Technology, 2006-2020*.

The *No Child Left Behind Act of 2001*, emphasizes student achievement and assessment of fundamental knowledge and skills. In addition, No Child Left Behind requires that students be technology literate by the end of the eighth grade. The required Texas Technology Applications curriculum supports these requirements by focusing on teaching, learning, and integration of digital technology skills across the curriculum at all grade levels. In order to assess progress toward meeting these standards, teachers must complete the Texas Teacher STaR Chart. Campuses and districts must complete the Texas Campus STaR Chart online each year and use the profiles to gauge their progress annually in order to comply with federal and state requirements.

The **Texas Campus STaR Chart** is a tool designed for use in technology planning, budgeting for resources, and evaluation of progress in local technology projects. All applications for state funded technology grants require a completed campus or district Texas STaR Chart profile to be filed with the application as an indicator of current status and progress and as a formative and/or summative evaluation tool. Campuses must retain documentation of supporting data used to complete the chart. The online assessment may be used as a basis for dialogue with staff, administrators, technology directors, school board members and community leaders to plan for future growth. Statewide reports are used to report on progress toward fulfilling the requirements in *No Child Left Behind, Title II, Part D* that all teachers should be technology literate and integrate technology across the curriculum. The legislation also requires that all students should be technology literate by the time they leave the eighth grade.

The **Texas Campus STaR Chart** produces a profile of your campus' status toward reaching the goals of the Long Range Plan for Technology (LRPT) and No Child Left Behind. The profile indicators place your campus at one of four levels of progress in each key area of the LRPT: Early Tech, Developing Tech, Advanced Tech, or Target Tech.

The **Texas Public STaR Chart** is an online tool to allow all stakeholders to view the technology readiness of all campuses across the state. The search features enable a variety of reports such as all campuses that are Early or Target Tech in one or more focus areas. Reports may be organized by district, ESC region, legislative district, or campus type. Data is currently available from the Texas Campus STaR Charts completed in 2004, 2005 and 2006. The public site is available at http://www.tea.state.tx.us/starchart/search.

The **Texas Teacher STaR Chart** to be completed by individual teachers models and correlates with the Texas Campus STaR Chart and draws measures from a variety of national and state technology guidelines. It establishes a clear framework for measuring how well teachers are prepared to equip students with the knowledge and skills they need to thrive in today's information and communication technologies (ICT) economy. The Teacher STaR Chart has been voluntary since its introduction and over 172,000 teachers completed it in the 2004-2005 school year and more than 175,000 in the 2005-2006 school year. Beginning with the 2006-2007 school year, all Texas teachers are required to complete the online version of the Texas Teacher STaR Chart annually due to new federal reporting requirements in the Annual Mandatory Collection of Elementary and Secondary Education Data for the Education Data Exchange Network.

Please use the data entered by teachers in the Teacher STaR Chart to complete the Campus STaR Chart survey located at http://www.tea.state.tx.us/starchart. Use the printed charts, graphs and information as well as reports from the public site to compare your campus' progress to like-sized campuses and to the statewide profile. Your data will be compiled with those of other Texas campuses to provide an overall picture of the state of technology preparedness and implementation in Texas and reported to federal and state policymakers.

The printed version of the Texas Campus STaR Chart materials is provided for your reference.

Texas Campus STaR Chart:
A Tool for Planning and Assessing
School Technology and Readiness

The Texas Campus STaR Chart has been developed around the four key areas of the *Long-Range Plan for Technology, 2006-2020*: Teaching and Learning; Educator Preparation and Development; Leadership, Administration and Instructional Support; and Infrastructure for Technology. The Texas Campus STaR Chart is designed to help campuses and districts determine their progress toward meeting the goals of the Long-Range Plan for Technology, as well as meeting the goals of their district. The Texas Campus STaR Chart will also assist in the measurement of the impact of federal, state, and local efforts to improve student learning through the use of technology. Data from the chart is used to report progress toward the requirements in *No Child Left Behind, Title II, Part D.*

The Texas Campus STaR Chart Will Help Campuses and Districts Answer Critical Questions

1) What are your campus' and district's current educational technology profiles?

2) What evidence can be provided to demonstrate their progress is meeting the goals of the Long Range Plan for Technology?

3) What areas should your campus and district focus on to improve the level of technology integration to ensure the best possible teaching and learning for all students?

The Texas Campus STaR Chart Can Be Used:

- ✯ To create and/or update the district's technology plan.
- ✯ To help conceptualize your campus or district vision of technology.
- ✯ To set benchmarks and goals. Campuses and districts may use the chart to identify current education technology profiles, establish goals, and monitor progress.
- ✯ To measure student and teacher proficiencies with regard to the integration of technology into all content areas.
- ✯ By the campus and district to document progress toward meeting *No Child Left Behind, Title II, Part D* requirements for technology literacy for students and teachers as well as technology integration across the curriculum. Our state's definition of technology literate is proficiency in the Technology Applications TEKS for students and the SBEC Technology Applications Standards for teachers.
- ✯ To apply for grants. The Texas Campus STaR Chart will help schools identify their educational technology needs as they apply for grants.
- ✯ To determine funding priorities. Education administrators and policymakers can use the Texas Campus STaR Chart to determine where to allocate funds.
- ✯ To track progress on use of *No Child Left Behind Title II, Part D* formula and discretionary funds.

Texas campuses must complete the survey online and use the profile annually to gauge their progress in integrating technology into the school and aligning with national and state standards. The progress data can be reported to school boards, community groups, campus and district planning committees. Statewide summary data is reported to state and federal policymakers.

Instructions for Completing the Texas Campus STaR Chart Profile

The printed Texas Campus STaR Chart may be used for discussion and collection of data. This chart should be completed online by each campus in the district. The online Texas Campus STaR Chart provides campus and district reports that include charts and graphs. Use the instructions below and those online at the Web site http://www.tea.state.tx.us/starchart to develop Campus STaR Chart profiles.

1. Coordinate the completion of your Texas Campus STaR Chart with your district's director of technology and technology leadership team. The campus principal should be identified as the contact person and should enter the campus data and ensure that campus teachers complete the Teacher STaR Chart.

2. The Teacher STaR Chart and Campus STaR Chart are both divided into the four Key Areas of the Long-Range Plan for Technology: Teaching and Learning; Educator Preparation and Development; Leadership, Administration and Instructional Support; and Infrastructure for Technology.

3. Each Key Area is divided into six Focus Areas. Within each Focus Area, indicators are provided for assessing the campus' Level of Progress. It is possible that the campus may have indicators in more than one Level of Progress. Select the one Level of Progress that best describes your campus readiness.

4. The Texas Teacher STaR Chart provides supporting data for the campus chart. The first two areas automatically feed the electronic version of the campus chart. This feature provides valuable information to the campus principal when completing the campus chart. The summary data from the last two areas will also be available to campus administrators and aggregated at the state level but reported separately.

5. After you have filled out the Campus STaR Chart Summary on page 9, register to enter the scores on this summary online at http://www.tea.state.tx.us/starchart. Once you have completed the online form you will be able to view and generate summary charts and graphs.

State Board for Educator Certification (SBEC)

Technology Applications Standards for All Teachers

Standard I. All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.

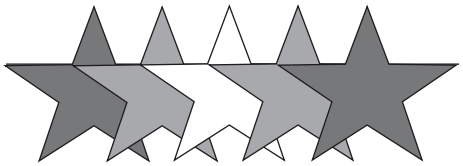
Standard II. All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

Standard III. All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

Standard IV. All teachers communicate information in different formats and for diverse audiences.

Standard V. All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

THE TEXAS CHALLENGE



In order to continue improvements in teaching and learning in Texas, educators must assure that the knowledge and skills students learn match the knowledge and skills needed to live and work in the 21st Century. Accelerating technological change, rapidly accumulating knowledge, increasing global competition, and rising workforce capabilities around the world make the integration of relevant knowledge and skills essential to our students.

The world is different, and never in our history has success of the State and its citizens been so tightly linked to ongoing learning. If the economic, technological, informational, demographic, and political opportunities are to be shared by all Texans, our citizens—and especially our young citizens—must be guaranteed an excellent 21st Century education.

Texas' Long-Range Plan for Technology organizes recommendations for effective integration of technology in schools within four key areas with clear challenges in each area. The areas include: Teaching and Learning, Educator Preparation and Development, Leadership, Administration and Instructional Support, and Infrastructure for Technology.

Challenges in Teaching and Learning

The traditional model of schooling with the teacher choosing what is to be learned and then serving as the source of knowledge as the student acts as the receiver of that knowledge is not adequate for 21st Century, world-class education. Roles of teacher and learner must continue to change. In the Digital Age the sheer volume of information means that Texas students cannot be passive recipients of instruction; rather, Texas students must become active participants in the learning process. It is vitally important that students know how to be sure their sources are credible. It is important that students gain skills for collaboratively constructing, using, and communicating the knowledge they need for a chosen task, project, or other learning pursuit. Learning and teaching must focus on connecting to students' lives and reflect what research reveals about how people learn.

Information and communications technologies (ICT) empower learners to undertake authentic projects for learning and productivity even in early grades. These technologies make possible collaboration of diverse work and learning groups and provide access to rich resources and expertise previously unavailable. Indeed, these technologies enable us to envision learning and student productivity that extend far beyond the walls of the classroom and far beyond the rigidity of traditional school schedules. Our challenge in teaching and learning is to move from the traditional teacher-led learning model to a student-centered collaborative model in order to empower our young citizens to succeed in a global and digital world of information. This transformation is not a simple undertaking, but it is one that must occur if we are to prepare young Texans for their future lives.

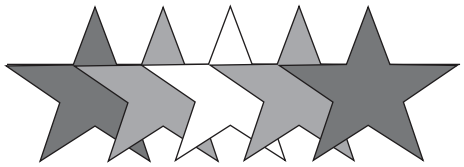
"...we must also prepare teachers far differently for significantly different roles, different students, and different tools..."

The landmark *No Child Left Behind, Title II, Part D (NCLB)* Education Technology Program addresses these challenges by setting national goals to improve student academic achievement through the use of technology, ensure that all students become technologically literate by the end of the eighth grade, promote the effective integration of technology into on-going professional development and advance research-based instruction through technology integrated curriculum development.

Challenges in Preparation and Development of Educators

Preparing teachers and administrators to effectively facilitate and manage 21st Century learning in technology and information-rich settings involves radical retooling of the existing professional core of the educational system. Securing time, resources, and effective models for educator professional development presents a tremendous challenge to our state and to the entire nation. Professional development carries the urgent charge of supporting—indeed of catalyzing—the move from traditional schooling to 21st Century education.

As the "baby boom" educators move into retirement, it will be our systems of teacher and administrator preparation that fuel the education of young Texans with qualified and skilled personnel. The number of new teachers and administrators needed within the next decade based on student growth and projected retirement rates is alarming. We must also prepare teachers for significantly different roles, different students, different tools and resources, and different methods of instructing students beyond the face-to-face classroom. This realization presents the PK-12 community and teacher preparation institutions with the greatest challenges in their history.



"Providing essential leadership and instructional support is critical."

Challenges in Leadership, Administration and Instructional Support

The process of integrating technology in schools, in itself, promotes school reform. It is complex school-wide innovation, and, as such, vision-building, administrator commitment, and skilled leadership play pivotal roles in success. Texas faces a significant challenge in providing visionary school leadership with the necessary background requisite skills to lead and nurture the changes technology brings.

Rapid changes on many fronts make it virtually impossible for any individual within a school system to maintain the necessary knowledge to represent all facets of planning for and implementing technology. For this reason, collaborative and on-going planning consistent with the Long-Range Plan for Technology and articulated with campus and district plans is necessary if schools are to see improved student learning based on data-driven decisions. Fulfilling the vision of technology requires district, campus, and teacher leaders who articulate and advocate a vision of what technology can do for teaching and learning as well as school operations.

Providing the essential leadership and instructional support is critical. Leaders must model the effective use of technologies as well as articulate clear expectations for their faculty and staff. Time for ongoing, sustained professional development must be provided in order to maximize educational benefits from our investment in technology. School decision makers are challenged to budget real costs of technology, both initial and ongoing, and to secure funding to support that budget.

No Child Left Behind, Title II, Part D (NCLB) supports local challenges with a focus on strategic national, state, and local technology planning. Only through data-driven strategic planning process may key success elements such as intensive, sustained, high quality professional development, enhancement of existing technologies and comprehensive data analysis, and communication through technology become reality for each Texas campus.

Challenges in Infrastructure for Technology

Texas has made tremendous strides during the last decade in connecting schools to each other, to external resources, and to the Internet. Texas schools have been fortunate to have the support of the Texas legislature and the federal government in building the technology infrastructure that will allow students and teachers to make use of technology tools that are basic and necessary for education today and in the future. Challenges clearly remain. Not all districts, campuses, and classrooms have the robust connectivity and tools needed to integrate technology into the teaching and learning process or to deliver online learning experiences to meet individual student needs. Work remains to ensure that connectivity reaches all instructional and professional work areas. Infrastructure capacity must support promising practices in teaching and learning, professional development, school leadership, instructional management, and operations. School infrastructure is aging and requires regular refresh cycles and incorporation of new and emerging technologies to increase effectiveness and efficiency.

Issues of support and maintenance for existing and evolving technologies will test our true commitment to connect schools. Maintaining appropriate funding levels, securing and retaining qualified staff, maintaining the infrastructure, providing upgrades, and greater bandwidth all provide significant challenges for schools.

The infrastructure of a school is the critical element of support for all areas: teaching and learning, educator preparation and development, leadership, administration and instructional support and infrastructure for technology. While school connectivity presents tremendous challenges, implementing that connectivity offers new and exciting opportunities for transforming the institution of schooling.

Summary

Learning for the 21st Century requires new skills, new tools, new online assessments, new knowledge, and new opportunities for when, where, and how learning takes place. Students today must learn different ways to work with tools, different ways to work with information and different ways to work with people. Our students will function in ever-changing and richly workgroups that often cross national boundaries. One of the greatest challenges our schools face is ensuring that each student is equipped to flourish within a wide array of learning and work communities. Today's world demands this environment, and technology facilitates it. Schools must also foster flexibility; for the 21st Century demands that its citizens are able to deal with continuous and significant change. Finally, precisely because of on-going change, Texas students must learn to learn. They must develop skills and habits of learning that will serve them for a lifetime.

"Learning and teaching must be different."

Glossary

AEIS

Academic Excellence Indicator System; this state data collection system pulls together a wide range of information on the performance of students at each Texas school and district.

Anytime, Anywhere Learning

When learning can occur independent of location or time of day.

Applets

An applet is a small program that extends the capability of an application, particularly a web browser. An applet cannot run by itself; it needs to run within the application program like a browser. Examples include a popup calculator or a popup instant messenger program.

Assistive Technology Device

Any item, piece of equipment or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain or improve the functional capabilities of children with disabilities.

Bandwidth

The capacity of a network or data connection to transmit data.

Blended Technologies

The combination of two or more different technologies (i.e. Internet, satellite, videoconferencing, and emerging technologies) for effective, interactive communications.

Collaborative Learning

Instructional strategy in which several students and/or teachers work together on an assignment with individuals sharing responsibility for various tasks in an interactive process of ongoing dialogue.

Community of Inquiry

All terms are used interchangeably to identify a group of persons engaged in ongoing dialogue about questions of shared interest or mutual concern for the purpose of generating workable, productive solutions to meaningful problems or adding enhancement to an existing knowledge base related to common interests.

Complex Thinking Strategies

Includes problem solving, decision-making, investigation, and reflective thinking.

Computer

A device that runs programs to display and manipulate text, graphics, symbols, audio, video, and numbers.

Dial-up Connectivity

Computers cabled to a telephone port for Internet connectivity; somewhat slower than a direct connection to the Internet.

Digital Content

Digitized multimedia materials requiring students to manipulate information creatively; may include video, software, websites, simulations, streamed discussion, databases, and audio files.

Direct Connection to the Internet

Computers are connected to the Internet via a telephone line usually leased from the telephone company. At many Texas schools, the connection goes to the Education Service Center and then out to the Internet.

Distance Learning

An educational process delivered and supported by technology in which the teacher and student are in different locations. (Internet, satellite, videoconferencing, and emerging technologies, etc.)

District Information System

A database of district-wide information, which may include student, financial, or other administrative information necessary for local, state, and federal reporting requirements.

Diverse Learning Needs

Learners are unique and learn in different ways; all students must have opportunities to learn in their distinctive styles.

Easy Internet Access

Ready access to a computer connected to the Internet for educator or students' use.

Educator

Professional employee who holds a valid certificate or permit in order to deliver instruction to students; these employees may include classroom teachers, librarians, principals, counselors, or paraprofessionals delivering instruction under the direction of a certified teacher.

Emerging Technologies

Newer, developing technologies; ever changing digital equipment; convergence of technologies.

Higher Level Thinking

Thinking that takes place in the higher levels of the hierarchy of cognitive processing on a continuum from knowledge level to evaluation level (e.g., Bloom's Taxonomy); may include problem solving, decision making, investigation, and reflective thinking.

Inquiry-based Learning

Children learn by generating new hypotheses, by taking risks and by reflecting on their accomplishments and miscues. Children engage in inquiry when they investigate questions or issues they find compelling. These questions or issues may be related to a class theme or concept.

Instructional Setting

Location where teaching and learning takes place.

Integrated/Integration

Use of technology by students and teachers to enhance teaching and learning and to support curricular objectives.

Interactive Communications

Two-way communications that may be synchronous or asynchronous and that are distinguished by mutually active responses. In online learning, interactive communications refers to a learning environment that includes a significant amount of discussion and other forms of communications between teachers and students that are enabled by technology. Examples include an Internet-based listserv, class newsgroups, discussion boards, or chat features.

Internet

Global network of networks that connects worldwide computers through digital systems.

Internet Connected, Multimedia Computer

A computer capable of presenting combinations of text, graphics, animation and streaming audio or video; the computer also should be connected to the Internet.

LAN (Local Area Network)

A network that connects computers in the same building.

Learning Communities

Schools, parents, and community collaborate to meet needs by pooling resources.

Librarians

Campus librarians are included in the term "teacher" used throughout the Texas Teacher STaR Chart.

Local Funding

Funds derived from local budgets, district fees, bond issues, and other local initiatives.

LRPT (Long-Range Plan for Technology)

Texas plan for integrating technology into the school system. Four key areas are: Teaching and Learning, Educator Preparation and Development, Leadership, Administration and Instructional Support, and Infrastructure for Technology.

Multimedia

Combining text, graphics, full-motion video, sound and/or combining movies, music, lighting, CD-ROMs, DVDs, and the Internet and/or combining television, radio, print, and the Internet.

Networked Connectivity

Computers are cabled to a data port for sharing files, storing files, printing, and Internet connectivity.

On-Demand Access

Immediate access to technology tools as needed in all campus instructional settings.

Online Databases

Internet accessible databases providing resources such as encyclopedias, periodicals, biographies, timelines, maps and atlases, almanacs, audio clips, video clips, and student and teacher resources.

Online Learning

Sometimes referred to as web-based learning, virtual learning or e-learning, Online learning is a highly interactive form of distance learning that is primarily delivered via the Internet. Content and resources are accessed via the web. Communication, learning activities, and instruction from a teacher take place in a virtual (web-based) environment.

Portable Technologies

Technologies that are lightweight and small enough to carry such as laptop computers, hand-held devices, and PDAs (Personal Digital Assistant).

Print/File Sharing Access

Both files and printers are available from the school or district network.

Problem-Solving Strategies

Process by which learners identify goals and obstacles, identify/research alternative ways to solve the problem, select an alternative based on evaluation criteria, test the alternative, and finally evaluate results.

Professional Development

Also referred to as staff development or in-service training. Includes the National Staff Development Council's major models of professional development: training, observation/assessment, involvement in a development/improvement process, study groups, inquiry/action research, individually guided activities, and mentoring.

Replacement Cycle

School policy for purchase, replacement and upgrade cycle of technology equipment and software.

Rich media

Digital information that includes advanced capabilities such as streaming video, applets, and animation which require more bandwidth and storage than normal text.

SBEC

State Board for Educator Certification.

Seamless Technology Integration

Using technology as a natural tool; used routinely becomes the way work is done.

Software

The programs, routines and symbolic language that control the functioning of a hardware system and especially a computer system, sometimes referred to as a computer program.

State and Federal Funds

State funds such as, but not limited to, the Technology Allotment; federal funds such as, but not limited to, No Child Left Behind and E-Rate.

Streaming Video

Moving images that are sent in a continuous stream and played as it arrives; the web user does not have to wait to download a large file before seeing the video or hearing the sound.

Supplement not Supplant

Additional funds used to provide activities, but not used to replace local, state or federal funds already in place.

Supplemental Applications

Software that adds to or enhances instruction, but may not be required.

Technology Applications / Technology Applications TEKS

Technology Applications is the curriculum area that defines what all students should know and be able to do with technology K-12. Technology Applications Texas Essential Knowledge and Skills are available for Grades K-12.

Technology

Examples: computer workstations, laptop computers, wireless computers, handheld computers, digital cameras, probes, scanners, digital video cameras, analog video cameras, televisions, telephones, VCRs, digital projectors, programmable calculators, interactive white boards.

Technology Accommodation

Ergonomic, accessible office furniture and computer workstation accessories such as keyboards, Braille readers, pointing devices, screen readers, and speech recognition for all learners.

Technology Allotment

State funds provided to Texas school districts to support the goals of the Long Range Plan for Technology. The current level of funding is $30 per student per year.

Technology Literacy

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century. The Technology Applications curriculum defines the technology literacy requirements for students and teachers specified in NCLB Title II, Part D.

Videoconferencing

One method by which distance learning may be delivered. Entails real time (synchronous) instruction via telecommunication lines which enable two-way audio and video interaction between two or more sites, using specialized equipment in a videoconference room or portable videoconference unit.

Video Streaming

Video delivered to the computer desktop; video that can be viewed from the Web in real time.

WAN (Wide Area Network)

A network in which two or more buildings are connected, such as campuses in a district or districts in a region.

Web-based Learning

See Online learning.

Wireless Connectivity

Computers with wireless capabilities to connect to the Internet when located near access points which are connected to the data ports. The computers are not cabled to the data port.

Related Websites

http://www.cosn.org
The Consortium for School Networking promotes the use of telecommunications to improve K-12 Learning. Taking Total Cost of Ownership to the Classroom is one of the many resources available for schools at this site.

http://www.ed.gov
The U. S. Department of Education provides information selected especially for parents, teachers, students and administrators as well as press releases, photos, audio clips and video all in one place—Press Room.

http://www.ed.gov/nclb
The *No Child Left Behind Act of 2001* is a landmark in education reform designed to improve student achievement and change the culture of America's schools. With passage of No Child Left Behind, Congress reauthorized the *Elementary and Secondary Education Act (ESEA)*—the principal federal law affecting education from kindergarten through high school. In amending *ESEA*, the new law represents a sweeping overhaul of federal efforts to support elementary and secondary education in the United States.

http://glef.org
The George Lucas Education Foundation documents and disseminates the stories of exemplary practices in K-12 public education. Over 70 online documentaries showcase imagination and innovation in public schools. Free teaching modules created by professional development experts and education faculty are available at the website.

http://www.iste.org
The International Society for Technology in Education provides major resources for educators who strive to integrate technology with teaching and learning. Standards are available for both students and teachers at this site. The ISTE professional journals detail excellent examples of the integration of technology into the curriculum. Both individual and district memberships are available.

http://www.sbec.state.tx.us
The State Board of Educator Certification site assists educators in planning for quality technology applications professional development programs as well as providing information on certifications for all professional educators.

http://www.nacol.org
The North American Council for Online Learning (NACOL) is dedicated to fostering a learning landscape that promotes student success and lifelong learning. NACOL increases educational opportunities and enhances learning by providing collegial expertise and leadership in K-12 online teaching and learning.

http://www.21stcenturyskills.org/Route21
A collection of web-based tools designed to support and promote achievement of Information and Communication Technologies (ICT) literacy and 21st century skills. It presents a dynamic look at highlighted examples, resources, recommendations, tools and recommended goals in each of nine key areas that support a coherent framework for 21st century education.

http://www.sbec.state.tx.us
The State Board of Educator Certification site assists educators in planning for quality technology applications professional development programs as well as providing information on certifications for all professional educators.

http://www.sedl.org
The Southwest Educational Development Laboratory (SEDL) solves significant problems facing educational systems and communities to ensure a quality education for all learners. The SEDL work focuses on an integrated program of applied research and development, professional development, assistance and services. SEDL refines work based on new finding from on-going research.

http://www.setda.org
Founded in the fall of 2001, the State Educational Technology Directors Association (SETDA) is the principal association representing the state directors for educational technology. SETDA's goal is to improve student achievement through technology.

http://www.sreb.org/program/EdTech/edtechindex.asp
The Southern Regional Education Board (SREB) Educational Technology Cooperative, comprised of state higher education and K-12 coordinating and governing boards, represents more than 3,300 school districts and nearly 800 colleges and universities in the 13 SREB states, including Texas. It monitors and reports on a wide array of educational technology topics and works with states to use technology wisely.

http://www.tasanet.org
The mission of the Texas Association of School Administrators is to promote, provide, and develop leadership that champions educational excellence.

http://www.tcea.org
The Texas Computer Education Association supports educators in learning about technology and using it in the classroom. As the sponsor of the largest Texas conference focusing on educational technology, the organization's website provides online registration, program information and student and teacher contest information.

http://www.tea.state.tx.us
The Texas Education Agency website provides immediate information needed daily in schools related to a variety of topics, including assessment, curriculum, teacher resources and grant information. Quick links to Education Service Centers and the State Board for Educator Certification are also provided.

http://www.techappsnetwork.org
The Technology Applications Teacher Network is a collaborative project between the 20 Texas Education Service Centers and the Texas Education Agency and is designed to provide Texas teachers with resources to implement the Technology Applications Texas Essential Knowledge and Skills in the K-12 classroom and meet *No Child Left Behind, Title II, Part D* requirements.

http://tpesc.esc12.net
The Technology Planning & E-Rate Support Center (TPESC) provides assistance and support to Texas public and charter schools in meeting the requirements for participation in the federal Schools and Libraries Universal Service Support Program, better known as E-Rate and in meeting *No Child Left Behind, Title II, Part D* requirements. TPESC also provides assistance in submission of the online Texas ePlan and the Texas Campus STaR Chart.

The Texas Campus School Technology and Readiness (STaR) Chart

KEY AREA:	TEACHING & LEARNING					
Focus Area: / Levels of Progress:	**TL 1**	**TL 2**	**TL 3**	**TL 4**	**TL 5**	**TL 6**
	Patterns of Classroom Use	**Frequency/ Design of Instructional Setting Using Digital Content**	**Content Area Connections**	**Technology Applications (TA) TEKS Implementation (TAC Chapter 126)**	**Student Mastery of Technology Applications (TA) TEKS**	**Online Learning**
Early Tech	Teachers primarily use technology to supplement instruction, streamline management functions, and present teacher-centered lectures Students use software for skill reinforcement	Most teachers occasionally use technology to supplement or reinforce instruction in classroom, library, or lab	Most teachers use technology for basic skills with little or no connections with content objectives	**K-8 Campuses:** Teachers are aware of the TA TEKS and the adopted TA instructional materials **9-12 Campuses:** At least 4 high school TA courses are offered	**K-8 Campuses:** Within each grade level cluster (K-2, 3-5, 6-8), TA TEKS are mastered by up to 25% of the students **9-12 Campuses:** TA TEKS are mastered by up to 25% of the students as measured by integration in core classrooms and TA courses	Most teachers use a few web-based learning activities
Developing Tech	Teachers primarily use technology to direct instruction, improve productivity, model technology skills, and direct students in the use of productivity applications for technology integration Students use technology to access, communicate and present information	Most teachers have regular weekly access and use of technology and digital resources for curriculum activities in the classroom, library, or lab	Most teachers use technology to support content objectives	**K-8 Campuses:** Teachers are aware of the TA TEKS appropriate to content areas and regularly include technology skills in planning and implementing instruction; use adopted TA materials **9-12 Campuses:** At least 4 high school TA courses offered and at least 2 taught	**K-8 Campuses:** Within each grade level cluster (K-2, 3-5, 6-8), TA TEKS are mastered by 26 to 50% of the students **9-12 Campuses:** TA TEKS are mastered by 26 to 50% of the students as measured by integration in core classrooms and TA courses	Most teachers customize several web-based lessons which include online TEKS-based content, resources, learning activities and interactive communication that support learning objectives
Advanced Tech	Teachers primarily use technology in teacher-led and some student-centered learning experiences to develop higher-order thinking skills and provide opportunities for collaboration with content experts, peers, parents, and community Students evaluate and analyze data to solve problems	Most teachers have regular weekly access and use of technology and digital resources in various instructional settings such as in classroom, library, lab, or through mobile technology	Most teachers incorporate technology in their subject area TEKS, and classroom applications of technology support the development of higher-order thinking skills and encourage collaboration	**K-8 Campuses:** Teachers are knowledgeable and consistently use the TA TEKS as appropriate for content area and grade level **9-12 Campuses:** At least 4 high school TA courses offered and at least 4 taught	**K-8 Campuses:** Within each grade level cluster (K-2, 3-5, 6-8), TA TEKS are mastered by 51 to 85% of the students **9-12 Campuses:** TA TEKS are mastered by 51 to 85% of the students as measured by integration in core classrooms and TA courses	Most teachers create web-based lessons which include online TEKS-based content, resources, learning activities, and interactive communications that support learning objectives
Target Tech	Teachers seamlessly integrate technology in a student-centered learning environment where technology is used to solve real world problems in collaboration with business, industry, and higher education Learning is transformed as students propose, assess, and implement solutions to problems	Most teachers and students have on-demand access to appropriate technology and digital resources anytime/anywhere for technology integrated curriculum activities on the campus, in the district, at home, or key locations in the community	Most teachers and students seamlessly apply technology across all subject areas to provide learning opportunities beyond the classroom that are not possible without the technology	**K-8 Campuses:** Teachers are knowledgeable of and seamlessly integrate the TA TEKS as appropriate for content area and grade level **9-12 Campuses:** At least 4 high school TA courses offered and at least 4 taught or included as new courses developed as independent study or innovative courses	**K-8 Campuses:** Within each grade level cluster (K-2, 3-5, 6-8), TA TEKS are mastered by 86 to 100% of the students **9-12 Campuses:** TA TEKS are mastered by 86 to 100% of the students as measured by integration in core classrooms and TA courses	Most teachers create and integrate web-based lessons which include online TEKS-based content, resources, learning activities, and interactive communications that support learning objectives throughout the curriculum
Correlation to Teacher STaR Chart	**Patterns of Classroom Use**	**Frequency/ Design of Instructional Setting Using Digital Content**	**Content Area Connections**	**Technology Applications (TA) TEKS Implementation (TAC Chapter 126)**	**Student Mastery of Technology Applications (TA) TEKS**	**Online Learning**

The Texas Campus School Technology and Readiness (STaR) Chart

EDUCATOR PREPARATION & DEVELOPMENT					
EP 1	**EP 2**	**EP 3**	**EP 4**	**EP 5**	**EP 6**
Content of Professional Development	**Models of Professional Development**	**Capabilities of Educators**	**Access to Professional Development**	**Levels of Understanding and Patterns of Use**	**Professional Development for Online Learning**
Most teachers have completed professional development in technology literacy skills, including the Internet, district information systems, and basic software applications	Our campus provides large group professional development sessions that focus on skills development and basic technology integration	Most of the teachers on my campus demonstrate one of the SBEC Technology Applications Standards	Less than 9 hours of technology professional development available per school year for all teachers	Most teachers understand technology basics and how to use teacher productivity tools	Most teachers have participated in professional development on the use of online learning
Most teachers have completed professional development on the integration of technology specific to their content area and to increase productivity to accomplish a variety of instruction and management tasks	Our campus provides large group professional development sessions that focus on increasing teacher productivity and building capacity to integrate technology effectively into content areas, and include follow-up to facilitate implementation	Most of the teachers on my campus demonstrate two to three of the SBEC Technology Applications Standards	9-18 hours of technology professional development available per school year for all teachers	Most teachers adapt technology knowledge and skills for content area instruction	Most teachers have participated in professional development on the customization of online courses or content for appropriate subject area
Most teachers have completed professional development on integration of technology and use of proven strategies that facilitate the development of higher order thinking skills and collaboration with experts, peers, and parents	Our campus provides on-going professional development utilizing multiple staff development models including training, observation/assessment study groups and mentoring	Most of the teachers on my campus demonstrate four SBEC Technology Applications Standards	19-29 hours of technology professional development available per school year for all teachers	Most teachers use technology as a tool in and across content areas to enhance higher order thinking skills	Most teachers have participated in professional development to teach online
Most teachers participate in or mentor others in the development of strategies for creating new learning environments that empower students to think critically to solve real-world problems and collaborate with experts across business, industry and higher education	Our campus promotes anytime, anywhere learning available through a variety of delivery systems including individually guided activities, inquiry/action research, and involvement in a developmental/ improvement process	Most teachers on my campus demonstrate all of the SBEC Technology Applications Standards	30 or more hours of technology professional development available per year school year for all teachers	Most teachers create new interactive, collaborative, customized learning environments	Most teachers customize online content and have taught or are teaching content units or courses online
Professional Development Experiences	**Models of Professional Development**	**Capabilities of Educators**	**Technology Professional Development Participation**	**Levels of Understanding and Pattern of Use**	**Capabilities of Educators with Online Learning**

The Texas Campus School Technology and Readiness (STaR) Chart

LEADERSHIP, ADMINISTRATION, & INSTRUCTIONAL SUPPORT					
L 1	**L 2**	**L 3**	**L 4**	**L 5**	**L 6**
Leadership and Vision	**Planning**	**Instructional Support**	**Communication and Collaboration**	**Budget**	**Leadership and Support for Online Learning**
Campus leadership has basic awareness of the potential of technology in education to lead to student achievement	Campus has few technology goals and objectives incorporated in the Campus Improvement Plan	Campus has limited instructional support for the integration and use of technology in content areas	Campus has limited use of technology to communicate with teachers and parents	Campus has limited discretionary funds for implementation of technology strategies to meet goals and objectives outlined in the Campus Improvement Plan	**Grades K-8:** Campus leadership has basic understanding about the use of online learning **Grades 9-12:** Online for-credit courses are not available to students to meet individual learning needs
Campus leadership develops a shared vision and begins to build buy-in for comprehensive integration of technology leading to increased student achievement	Campus has several technology goals and objectives that are incorporated in the Campus Improvement Plan	Campus provides regular access to instructional support for the integration and use of technology in content areas.	Campus uses technology for communication and collaboration among colleagues, staff, parents, students and the larger community	Campus discretionary funds and other resources are allocated to advance implementation of some technology strategies to meet goals and objectives outlined in the Campus Improvement Plan	**Grades K-8:** Campus uses online learning and educators collaborate on the integration of online learning into the curriculum **Grades 9-12:** Online for-credit courses are available to meet individual needs learning needs in a limited number (1-2) of specific circumstances
Campus leadership communicates and implements a shared vision and obtains buy-in for comprehensive integration of technology leading to increased student achievement	Campus has a technology-rich Campus Improvement Plan along with a leadership team that sets annual technology benchmarks based on SBEC Technology Applications standards	Teacher cadres have been established to create and participate in learning communities that stimulate, nurture, and support faculty in using technology to maximize teaching and learning	Current information tools and systems are used at my campus for communication, management of schedules and resources, performance assessment, and professional development	Campus discretionary funds and other resources are allocated to advance implementation of most of the technology strategies to meet the goals and objectives outlined in the Campus Improvement Plan	**Grades K-8:** Online learning is encouraged and supported through professional development; goals for the online learning are being developed for the Campus Improvement Plan **Grades 9-12:** Online for-credit courses are available to students to meet a variety (more than 2) of specific circumstances
Campus leadership promotes a shared vision with policies that encourage continuous innovation with technology leading to increased student achievement	Campus leadership team has a collaborative, technology-rich Campus Improvement Plan that is grounded in research and aligned with the district strategic plan that is focused on student success	Educational leaders and teacher cadres facilitate and support my use of technologies to enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills	Campus uses a variety of media and formats, including telecommunications and the school website to communicate, interact, and collaborate with all education stakeholders	Campus discretionary funds and other resources are allocated to advance implementation of all the technology strategies to meet the goals and objectives outlined in the Campus Improvement Plan	**Grades K-8:** Online learning is facilitated and supported through professional development and integrated into the Campus Improvement Plan **Grades 9-12:** Online for-credit courses are available to students as desired to meet their individual learning needs
Leadership and Vision	**Planning**	**Instructional Support**	**Communication and Collaboration**	**Budget**	**Leadership and Support for Online Learning**

The Texas Campus School Technology and Readiness (STaR) Chart

INFRASTRUCTURE FOR TECHNOLOGY					
INF 1	**INF 2**	**INF 3**	**INF 4**	**INF 5**	**INF 6**
Students per Computers	**Internet Access Connectivity/ Speed**	**Other Classroom Technology**	**Technical Support**	**Local Area Network Wide Area Network**	**Distance Learning Capacity**
Ten or more students per Internet-connected multimedia computers	Connectivity to the Internet available at the campus level in less than 50% of the rooms, including the library	Shared use of technologies such as computers, digital cameras, classroom phones, flash drives, portable digital devices, probes, interactive white boards, projection systems, classroom sets of graphing calculators	One technical staff to more than 750 computers	LAN/WAN provides teachers and students access to print/file sharing and some shared resources	Access to online learning: text-based with still images and audio
Between 5 and 9 students per Internet-connected multimedia computer	Direct connectivity to the Internet available at the campus in at least 50% of the rooms, including the library	Dedicated computer per educator with shared use of technologies such as digital cameras, classroom phones, flash drives, portable digital devices, probes, interactive white boards, projection systems, and classroom sets of graphing calculators	At least one technical staff to 501-750 computers	At least half the rooms connected to the LAN/ WAN with access for teachers and students to print/file sharing, multiple applications and district servers	Scheduled access to online learning with rich media such as streaming video, podcasts, applets, animation, etc.
Four or less students per Internet-connected multimedia computer	Direct connectivity to the Internet available at the campus in at least 75% of the rooms, including the library	Dedicated computer per educator with assigned use of technologies such as digital cameras, classroom phones, flash drives, portable digital devices, probes, interactive white boards, projection systems, and classroom sets of graphing calculators	At least one technical staff to 351-500 computers	Broadband access to the campus with most rooms connected to the LAN/WAN with access for teachers and students to print/file sharing, and district-wide resources on the campus network.	Simultaneous access to online learning with rich media such as streaming video, podcasts, applets, animation, etc.
All students have 1 to 1 access to Internet-connected multimedia computers when needed	Direct connectivity to the Internet available in all rooms with adequate bandwidth	Fully equipped classrooms with readily available technology to enhance student instruction, including all the above as well and emerging technologies	At least one technical staff to 350 or less computers	All rooms connected to a robust LAN/WAN that allows for easy access to multiple district-wide resources for students, teachers, and administrators, such as video streaming, desktop videoconferencing, online assessment and data access	Simultaneous access to online learning with rich media such as streaming video, podcasts, applets, and animation, and sufficient bandwidth and storage to customize online instruction
Students per Classrooom Computers	**Internet Access Connectivity Speed Classroom Technology**	**Classroom Technology**	**Technical Support**	**Local Area Network Wide Area Network**	**Distance Learning Capacity**

Texas Campus STaR Chart Summary

Using the Texas Campus STaR Chart, select the cell in each category that best describes the campus. Enter the corresponding number in the chart below using this scale:

1 = Early Tech 2 = Developing Tech 3 = Advanced Tech 4 = Target Tech

Key Area I: Teaching and Learning

TL1 Patterns of Classroom Use	TL2 Frequency/ Design of Instructional Setting	TL3 Content Area Connections	TL4 Technology Applications (TA) TEKS Implementation	TL5 Student Mastery of Technology Applications	TL6 Online Learning	*Total

Key Area II: Educator Preparation and Development

EP1 Professional Development Experiences	EP2 Models of Professional Development	EP3 Capabilities of Educators	EP4 Access to Professional Development	EP5 Levels of Understanding and Patterns of Use	EP6 Professional Development for Online Learning	*Total

Key Area III: Leadership, Administration and Instructional Support

L1 Leadership and Vision	L2 Planning	L3 Instructional Support	L4 Communication and Collaboration	L5 Budget	L6 Leadership and Support for Online Learning	*Total

Key Area IV: Infrastructure for Technology

INF1 Students per Computers	INF2 Internet Access Connectivity Speed	INF3 Other Classroom Technology	INF4 Technical Support	INF5 Local Area Network Wide Area Network	INF6 Distance Learning Capacity	*Total

Key Area Summary

Copy your Key Area totals into the first column below and use the Key Area Rating Range to indicate the Key Area rating for each category.

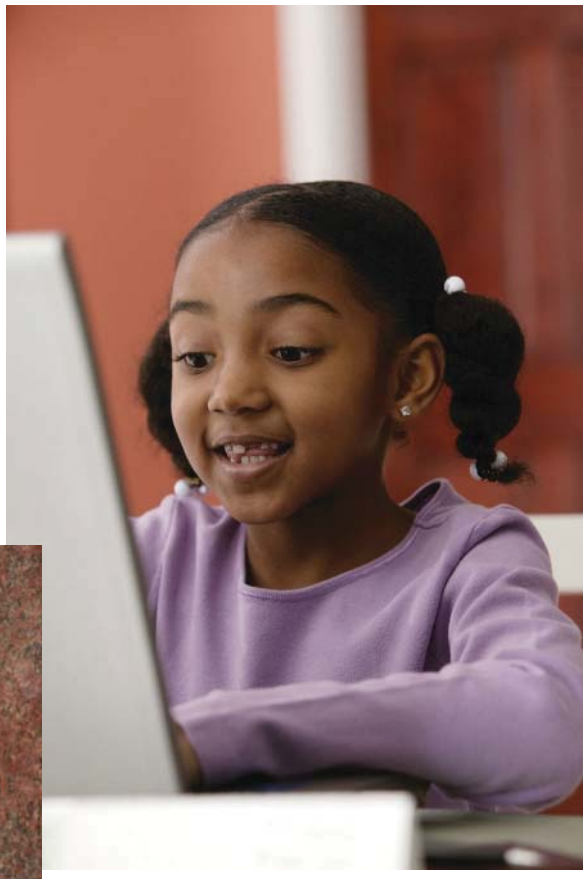
Key Area	*Key Area Total	Key Area STaR Classification
I. Teaching and Learning (6-8 Early Tech 9-14 Developing Tech 15-20 Advanced Tech 21-24 Target Tech)	_____	_____
II. Educator Preparation and Development (6-8 Early Tech 9- 4 Developing Tech 15-20 Advanced Tech 21-24 Target Tech)	_____	_____
III. Leadership, Administration & Instructional Support (6-8 Early Tech 9-14 Developing Tech 15-20 Advanced Tech 21-24 Target Tech)	_____	_____
IV. Infrastructure for Technology (6-8 Early Tech 9-14 Developing Tech 15-20 Advanced Tech 21-24 Target Tech)	_____	_____

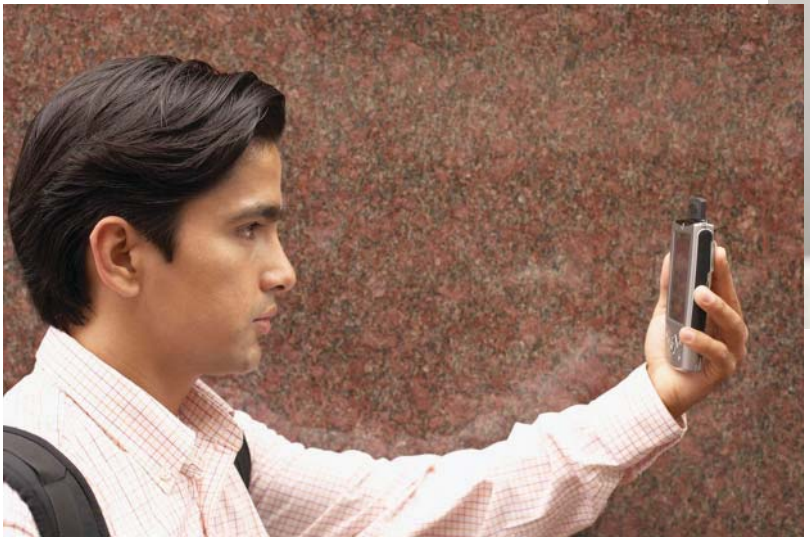
Campus Name: _____ County/District/Campus Number: _____

School Year: _____ Completion Date: _____

Completed by : _____ Email: _____

Please go to the online Texas Campus STaR Chart (www.tea.state.tx.us/starchart) to enter the campus results and print reports.





Texas Campus STaR Chart Summary

District: **Cooper ISD 060902**

School Yr: **2012-2013**

1 = Early Tech 2 = Developing Tech 3 = Advanced Tech 4 = Target Tech

Submitted Campuses

Campus Name	TL1	TL2	TL3	TL4	TL5	TL6	Tot	EP1	EP2	EP3	EP4	EP5	EP6	Tot	L1	L2	L3	L4	L5	L6	Tot	INF1	INF2	INF3	INF4	INF5	INF6	Tot
Cooper El 060902101	2	2	3	2	2	2	13	2	3	2	1	2	2	12	3	2	2	3	2	2	14	2	4	4	3	4	3	20
Cooper H S 060902001	3	3	3	2	2	2	15	2	2	2	2	3	2	13	3	3	2	3	2	3	16	2	3	3	3	3	2	16
Cooper J H 060902041	2	3	3	3	2	2	15	2	2	2	2	3	2	13	2	3	2	3	2	3	15	2	3	3	3	3	2	16
Average	**2**	**3**	**3**	**2**	**2**	**2**	**14**	**2**	**2**	**2**	**2**	**3**	**2**	**13**	**3**	**3**	**2**	**3**	**2**	**3**	**15**	**2**	**3**	**3**	**3**	**3**	**2**	**17**

Teacher Avg Chart By Campus

District: **Cooper ISD 060902**

School Yr: **2012-2013**

1 = Early Tech 2 = Developing Tech 3 = Advanced Tech 4 = Target Tech

Submitted Campuses

Campus Name	TL1	TL2	TL3	TL4	TL5	TL6	Tot	EP1	EP2	EP3	EP4	EP5	EP6	Tot	L1	L2	L3	L4	L5	L6	Tot	INF1	INF2	INF3	INF4	INF5	INF6	Tot
Cooper El 060902101	2	2	3	2	2	2	13	2	2	2	1	2	2	11	3	2	2	3	2	2	14	2	3	3	3	2	2	15
Cooper H S 060902001	3	3	3	2	2	2	15	2	2	2	2	3	2	13	3	3	2	3	2	3	16	2	3	3	3	3	2	16
Cooper J H 060902041	2	3	3	3	2	2	15	2	2	2	2	3	2	13	2	3	2	3	2	3	15	2	3	3	3	3	2	16
Average	**2**	**3**	**3**	**2**	**2**	**2**	**14**	**2**	**2**	**2**	**2**	**3**	**2**	**12**	**3**	**3**	**2**	**3**	**2**	**3**	**15**	**2**	**3**	**3**	**3**	**3**	**2**	**16**