

Running Head: DISD LONG RANGE TECHNOLOGY PLAN

Long Range Technology Plan for

Donna Independent School District – AP Solis Middle School

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Abstract

Vision

The vision of AP Solis Middle school at Donna ISD in Donna, Texas allows for students to be fully engaged and absorbed into global collaborative learning setting using technology as a vehicle to arrive at exemplary student performance in every classroom by every student and every teacher. Learning would be student led while teachers guide students to the end goal through real world technology driven projects. Students would be assessed through presentations analyzing outcomes of their higher order thinking real world projects. Each student would have their own issued laptop with wireless internet allowing class to still be held for even an absent child. Students could virtually complete their classwork and extra work during non-school hours if needed. Parents and the community would have full access to online learning, assistance and information allow the technology plan to make advancements not only at the campus but as well throughout the entire community causing a domino effect on education and technology in the United States of America.

Assessing

The Texas Star Chart allowed the opportunity to assess the level of AP Solis Middle School's technology integration progress. The following assessments are recommendations to implement the following technology plan based on the feedback of teachers completing the Texas Star Chart for the past 3 school years: 2007-2008, 2008-2009, 2009-2010. As a rough summary, AP Solis Middle School has remained classified as a developing technology (level 2) campus for all four key areas measured by the Star Chart, but is slowly making changes and advancements to eventually reach the target technology (level 4) throughout the last three years of analysis. Assuming the advancements continue at the same pace, it is expected that AP Solis

Middle School may arrive at a target technology level in the next three years. The assessment is alarming when Texas' position is compared to the rest of the United States and when the United States is compared to the rest of the world. Conclusions can be made by these assessments that changes need to happen and they need to happen now.

Teaching and learning. Based on the data collected from the Star Chart, teaching and learning is in the developing technology stage of technology integration. There have not been any major changes in regards to teaching and learning categories that are noticeably visible but progress and advancements are being made as a whole. Online learning has increased as well as content area connections. These increases are evident by the saturation of baseline technology implemented in all classrooms recently throughout the campus as well as administrative support. Continual education to teachers allowing the easy transformation into a user friendly tech savvy classroom and campus while stressing the importance of technology integration to all stakeholders will help reach the target technology level.

Educator preparation and development. Based on the data collected from the Star Chart, educator preparation and development is in the developing technology stage of technology integration. The most recent advancements have been noted in the models of professional development, levels of understanding and patterns of use, and professional development for online learning. The reasoning for these advancements over others is due to the increase push for integration of technology by administration and the technology department. More staff developments are being offered in an engaging setting, MTT's are being staffed at each campus, and a push for technology integration is being felt school wide. In order to arrive at the target technology level, the push must continue to make teachers see the importance of technology and

21st Century skills of our student's future. In addition, creative engaging models of staff development must be creative to get the teachers and community to "buy in" to the plan.

Leadership, administration, and instructional support. Based on the data collected from the Star Chart, leadership, administration, and instructional support is in the developing technology stage of technology integration. Advancements were made more recently in the leadership and vision as well as in the communication and collaboration part of this key area. The reason for this recent advancement is most likely noted due to the push for and reasoning of technology integration among district and technology administration at the campus level. This pressure of the importance of technology integration is arriving at teachers through campus administration. Administration needs to be educated even more so that they can help educate their campus on different venues available. Administration could be more supportive by continually stressing the importance of technology integration and provide incentives for those who do to allow us to reach the target technology level.

Infrastructure for technology. Based on the data collected from the Star Chart, infrastructure for technology is in the developing technology stage of technology integration. Technical support and distance learning saw a recent increase while internet connectivity and local area network saw decreases in 2009-2010 school year. The increases could be explained by continuous implementation of technology applications, hardware, and software school wide and the decreases are explained by the issues arising in those recent technological advancements. Continual support and effective communication by the technology department to the staff can help increase the understanding of troubleshooting to alleviate some of the technology issues.

Texas versus US & World. Texas is receiving an average of 80,000 new students every year. Much of the population increase is of new legal immigrants and the student population is primarily a majority-minority. (TEA long range technology plan, 5-6). This is of huge importance and alarming to our education system stressing a need to act faster than ever before so we do not fall any more behind than we already have from the rest of the world.

“While our international counterparts are increasingly getting more education, their young people are getting a better education as well. American students and young adults place anywhere from the middle to bottom of the pack in all three continuing comparative studies of achievement in mathematics, science, and general literacy in the advanced industrial nations (Tough choices or tough times, 6).”

All in all, AP Solis is headed in the right direction, but these advancements need to happen sooner than later with the right support in order to achieve our vision sooner. The most important key area to focus on to achieve the goal is the educator preparation and development. Once educators are prepared and see the need for these developments, they will be empowered and motivated themselves and the rest will follow. The largest issue within this key area is the lack of time available that educators have to better educate and train on technology issues, trends, and advancements.

Setting Goals

Goals set in the development of a long range technology plan need to be measured and revisited occasionally throughout the process and duration of the technology plan. Actions will

be developed for each key area goal in order to properly track the success and make changes as needed.

Teaching and learning. The goals established within teaching and learning key area include the following:

1. Students will be exceeding state and national learning standards
2. Students will be gaining technology skills that facilitate cross curricular learning opportunities through completing a rigorous technology rich curriculum.
3. Student will be engaged in the classroom through student led learning and have access 24/7
4. Students will be learning from online web-based learning some of which is teacher created.

These goals will give students the high academic achievement scores needed to gain access into a respectable college as well as prepare them with basic skills for a global collaborative workforce which mirror the state and national goals. Students who are more engaged will learn more hence producing better results in scores and allowing them to achieve above and beyond norms.

Educator preparation and development. The goals established within the educator preparation and development key area are as follows:

1. Educators will be collaborating with many sources to discuss, create, and share technology rich lessons.

2. Educators will prepare engaging technology rich, real world problem solving lessons which integrate technology application standards.
3. Educators will attend 30 plus hours of effective meaningful technology integration staff development.
4. Educators will be able to create and teach online distance learning collaborative courses.

The above goals are aligned with the Texas Long Range Technology Plan initiative for the success of the Texas youth. Educating educators and giving them hands on learning experiences while understanding the importance of technology integration will allow teachers to take full charge and responsibility for accomplishing the above goals. Many teachers do not know how to use the technology hardware and software they have available to them. More technology goes unused and obsolete rapidly replaced while educators are not even using it. The above goals will educate teachers into how to use the items, engage and motivate them to use it in their everyday classroom lessons.

Leadership, administration, and instructional support. The goals established within the leadership, administration, and instructional support key area are as follows:

1. Administrative will support all aspects of technology integration that can be noticed from all community members and stakeholders to increase student performance.
2. Administration will share the same vision and involved the staff in any and all decision making processes.
3. Administration will effectively communicate with staff through multiple technology venues including and not limited to online intranet, email, web pages, and forums.

4. Administration will support and facilitate technology use in the campus improvement plan and verify funds are allocated to meet the technology needs.

Communication and support by administration is a huge part of the technology plan that can make or break it. Having support of administration will increase morale by teachers creating a better, happier, and more positive work environment. A better working environment will facilitate change and educators will be more open to new ideas. The ultimate effect will be in students learning and preparation for the future. The above goals are aligned with the TEA Long Range Technology Plan.

Infrastructure for technology. The goals established within the infrastructure for technology key area are as follows:

1. Infrastructure will support a 1-1 student computer ratio. The current ratio is estimated to be about 4-1.
2. Infrastructure will allow for every classroom to have multiple seamless and fast connections to a network as well as internet access. The internet access will allow for rich media, pictures, videos, animations, and plenty of available bandwidth.
3. The infrastructure will provide every classroom with baseline equipment, hardware and software where needed.
4. The infrastructure will warrant immediate technology support within 4 hours.

The infrastructure goals for this vision discussed mirror the TEA plan. When every student has access to a computer with internet access, the opportunities for students to be engaged and learn more are endless. The more internet access, the more students will be engaged

and have access to real world issues and online collaboration globally. Many teachers get easily frustrated with technology due to lack of technology support then give up on using it in the classroom. The sooner the technology support is present, the more likely a teacher is to integrate technology into the lessons.

Planning

Considering the root of the vision must start with the educator and training, the planning will be focusing on the key area for educator preparation and documentation. Goal #1 is for educators to be collaborating with many sources to discuss, create, and share technology rich lessons.

Key Area: Educator Preparation & Documentation

Goal#: 1

| Action | Timeline | Party Responsible | Cost | Evaluation | Other Notes |
|--|----------|--|------|--|-------------|
| Create webpage for school-wide collaboration | 1 month | MTT then all to collaborate after creation | None | - Visitor Count - Ask for Feedback | |
| Create forum on webpage for school wide collaboration | 1 month | MTT then all to collaborate after creation | None | - Viewing forum writers | |
| Create online resources for lesson plans and online applications | Ongoing | MTT then all to collaborate after creation | None | - Survey to document use per teacher and effectiveness | |

| | | | | | |
|---|---------|--|------|---|--|
| Contact a school in another state/country to collaborate globally | Ongoing | MTT then all to collaborate after creation | None | - Survey and track number of views/clicks to website designated | |
|---|---------|--|------|---|--|

Implementing

Implementation of this plan will need support by administration first and foremost. After support of administration has been earned, support from all stakeholders involved will need to be the next key step. Support and communication can make or break a planned change. The building administrators will need to assist in positive introduction and backing of such a plan. Clerical and support staff will need to be informed of this implementation and be willing to assist as needed. Staff can assist in the process by staying positive and helping in any way possible with extra duties that may initially be placed on them. Communication between all stakeholders will be needed as well. Regular meetings will be held and all stakeholders will be welcome to attend as well as ask questions. Communication and attitudes of administrators at implementation towards the technology plan is of utmost importance. This could be driving forces in a positive or negative way.

Evaluating

Evaluation of the long range technology plan will include evaluation at many levels. First evaluation will be a self-evaluation prior to implementation of plans and steps to make sure everything is accurate. Formative evaluations will occur throughout the process such as the annual Star Chart, monthly personally produced surveys, as well as weekly questioning of teachers on campus in person to get general feedback. Summative evaluation will take place

every year for the technology committee to review. From this review, changes will be made to the long range technology plan accordingly.

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