Promoting Success

Campus Technology Plan

2014-2017

Deanna Davenport Elementary School
Canutillo, Texas

Canutillo Independent School District does not discriminate on the basis of race, color, national origin, sex, age, or disability in its employment practices or in providing education services, activities, and programs, including vocational programs. For additional information regarding Canutillo Independent School District's policy of nondiscrimination contact: Martha Carrasco, (915) 877-7423, 7965 Artcraft Road, El Paso, Texas 79932.

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Revised: April 17, 2014

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Executive Summary

Deanna Davenport's Technology Plan's emphasis is placed on the development and implementation of interdisciplinary units that include utilization of technology as a tool for student centered learning, problem-solving, analysis and evaluation. This document is intended to be dynamic and is designed to keep pace with the ever-changing technologies. It is a synthesis of visions and recommendations made by administrators, teachers, community members and students. Activities call for a continuation of successful programs and implementation of new projects and ideas. The Campus Instructional Coordinator and the Campus Technology Team will take on greater roles in the delivery of professional development. The campus is committed to continue to develop strategies to promote skillful integration of appropriate technologies into all facets of teaching and learning. Monitoring of usage patterns and technology opportunities is employed to strengthen staff development approaches. Through the implementation of this plan, Deanna Davenport's campus goals are furthered.

Purpose

Deanna Davenport Elementary School has prepared this Campus Technology Plan to articulate a common vision for technology in the district and identify the strategies that will help us use advanced and emerging technologies. Students, faculty and community will be empowered through the use of effectively infused technology to become life-long learners in a changing global community.

Background

This plan is based on information drawn from many sources including:

- Survey of school site hardware and instructional media;
- Survey of teachers, staff, and students;
- *Impact of Technology on Teacher Role and Impact of Technology on Collaborative Learning;*
- Southwest Educational Development Laboratory's *Planning Into Practice* and *Active;*
- *Learning with Technology;*
- David Langford's *Quality Tools*; and
- School site and online meetings: Beginning in June 2013.

Parameters

This Campus Technology Plan is driven by the state curriculum standards and supports the educational mission and instructional goals of Deanna Davenport ISD and by the No Child Left Behind Act of 2001 (NCLB). Specific attention is given to addressing student standards for

technology as defined by the Technology Applications, Texas Essential Knowledge and Skills (TEKS), required in the Texas Education Code, Section 28.002. The Technology Applications TEKS found in 19 TAC Chapter 126 describe what students should know and be able to do using technology. As a part of the enrichment curriculum, these TEKS are to be used as guidelines for providing instruction. The goal of the Technology Applications TEKS is for students to gain technology-based knowledge and skills and to apply them to all curriculum areas at all grade levels.

The plan stresses the importance of ongoing and sustained staff development in the integration of technology into the curriculum for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center. It also is consistent with the recommendations for LEAs as defined by the Texas Campus Plan for Technology in the areas of Teaching and Learning, Educator Preparation and Development, Administration and Support Services, and Infrastructure for Technology, as well as the E-Rate applications guidelines, and other state standards, such as the newly adopted Technology Applications Standards for Beginning Teachers.

Introduction

Deanna Davenport Elementary School staff and student body are committed to using technology in innovative ways to promote interdisciplinary curriculum and achieve engaged learning. The school's purpose is to empower students, faculty and community to become life-long learners. The Davenport Technology Campus Team's principal role is to develop and assist in the skillful implementation of short- and long-term campus technology action plans to embed technology TEKS in the curriculum. Staff development opportunities are geared towards team learning, meaningful integration and transformation of teaching and learning.

Vision Statement

Deanna Davenport Elementary School envisions an ongoing educational process that integrates state-of-the-art technology with standards-based instruction as an integral part of the learning environment. We expect technology to be a catalyst for change to enable our students to use higher order thinking skills, to develop as human citizens in society, and to be prepared for higher education and/or employment.

Mission Statement

The mission statement of Deanna Davenport Elementary is to create a community that will provide equal opportunities for all students to become successful, productive responsible

individuals and foster lifelong learning. The students, faculty and community will be empowered through the use of effectively infused technology to become life-long learners in a changing global community.

Demographics

Deanna Davenport Elementary School is located in the Westway Area of Canutillo. The population numbers several thousand, 99.9% Hispanic, composed mostly of blue-collar workers. DDE is a seventeen-year-old PreK-5th grade campus. The school population is approximately 425; all students are eligible for the National Free and Reduced Lunch Program. There are 31 teaching professionals on campus; 32% of the teachers have more than 2-year tenure, and 11% have 5 years teaching tenure (18% have Masters Degrees or higher). There are approximately 30 classrooms.

Statement of Existing Conditions

The Texas Campus STaR Chart was re-evaluated and the Teacher StaR Chart will be administered in April 2014 to revisit the current status of technology on the campus and determine future needs. Items analyzed include: infrastructure, hardware, software, programs, courses, student achievement, technology resources, staff development, and technical support. DDE is "advanced." Findings from this needs analysis are as follows.

Current Situation

The following technology is currently in place:

- Direct connection to the Internet via GIGMAN leased line;
- A minimum of six network drops in every classroom;
- Wireless network access throughout the campus;
- 3 interactive SmartBoards available for classroom use;
- 1 Pole Vault (Extron Electronics) system in "model tech" classroom;
- 22 mobile multimedia carts w/ laptops and data projectors available for classroom presentations;
- Eduphoria, a comprehensive student data base, available to all faculty;
- TEAMS software for grade book, attendance, finance, etc.;
- 354 computer student stations; laptops and tablets.

• Distance Learning Portable Equipment (3) available for students, staff and community members;
•*TEKS Resource System* curriculum;
• *Discovery Education / United Streaming Video* available to all teachers and students
• *E-Books* available for all students in 2014-2015;
•*Bookflix* available 2014
• *Destiny* circulation software in our library;
• *BrainPop* website annual subscription;
•*Renaissance Place / Accelerated Reader* supplemental reading program;
• Various lab licenses for ESL and reading software programs;
• Microsoft licenses with work-at-home rights;
• Standardization of desktops;

• 8 Calves on wheels with 8-15 laptops each;
•Printing capability in all classrooms;
• 2 Digital cameras for classroom checkout;
• 22 student computers stations in the library;
• Laptops, digital document data projector
• Extron Electronics Automated Audio/Video Classroom;
• SHORTEL phone system and computer systems used for Emergency Operations Planning, initiated in 2008-2009 school year.
•1 Laptop per certified teacher

Telecommunications Services

Currently, all students 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). LANs are in place on every campus that houses 550 students.

Inventory

The latest inventory of current technology available for student use at DDE Campus as of April 2014 is given in the chart below. Only current, non-obsolete (Pentium speed or better; at least 128MB RAM; network-capable) student computers are listed. The list does not include administrative computers or file servers.

CAMPUS	NUMBER OF STUDENTS	TOTAL COMPUTERS	STUDENT TO COMPUTER RATIO
DDE	425	354	1.2:1
GRAND TOTALS:	425	354	**1.2:1**

Needs

The following needs and issues have been identified:

- Equal access to up-to-date technology for all students;
- Continued staff development opportunities offering varied options to meet learning styles that address different levels of expertise;
- Updating equipment and additional calves, to include new computers in the library and computer labs and laptops for all professional teaching staff members;
- Since student-centered learning is the prime focus, ongoing professional development incorporating appropriate strategies needs to be provided for staff and students to prepare them to effectively utilize all technology encountered on the campus;
- Service Learning strategies and goals need to be partnered with technology innovations;
- Parents need more opportunities to participate in technology in-services; and
- The campus is committed to seeking available funding to sustain an advanced technology infrastructure.

As of the District's mandated Needs Assessments completed on February 14, 2014 the following needs have been identified:

1. Technical support/ Distant Learning training
2. Purchase of White board/Smart Boards for checkout at library.
3. Staff Development in usage or equipment and software
4. Wireless connection needs to be stronger
5. Update/trade laptops in multimedia carts
6. Integration of technology in student curriculum
7. Mount Projectors on ceilings for classrooms and add speakers.
8. Upgrade projectors and document cameras
9. Yearly assessment of technology equipment

Goals & Objectives:

Goal 1: All students will be afforded equal access regardless of age, special program or academic placement to up-to-date technology for the purpose of reinforcing basic skills, improving higher-order thinking skills, increasing problem-solving ability, and developing more advanced communication and research skills.

1.1: All students will have access to the use of data projectors, laptops, digital cameras, interactive whiteboards, laser printers, and scanners to create multimedia presentations.
1.2: All students will have access to the Internet.
1.3: Hardware, peripherals, and program applications will be upgraded to create uniformity across the campus.
1.4: All students will apply learning to create and modify solutions to problems and make presentations.
1.5: Initial and on-going project-based learning opportunities will be provided to students to effectively utilize campus technology.

Goal 2: Teachers, staff and administrators will be afforded equal access to technology for the purpose of planning and presenting instructions, processing information, enhancing decision-making, tracking student progress, and improving communication.

2.1: Teachers will be able to access various formats for lesson plans and submit via e-mail and/or hard copy to administration.
2.2: Teachers and administrators will access testing information to assess, evaluate, and diagnose for flexible grouping and mastery learning.
2.3: Staff and administrators will be trained in the use of software for curriculum development, effective communication and improve time management.
2.4: Teachers will be given time to plan integration of the curriculum into the different content areas, units of study, and project based lessons.

2.5: Teachers will be given time to align the TEKS technology applications curriculum at grade level and across grade levels.

Goal 3: Community members will have equal opportunities to access technology for the purpose of reinforcing basic skills and advanced communication skills.

3.1: Parents will respond to a technology needs assessment survey.
3.2: Parents and community will be made aware of available technology through various school or district sponsored events.
3.3: Parents will have opportunity to participate in technology in-services and classes.

Goal 4: The campus will be committed to seek available funding to sustain an advanced technology infrastructure.

4.1: Enforce a policy of Internet safety that includes measures to block or filter inappropriate content.
4.2: Faculty and administrators will be provided with information on available funding, partnerships and networking sources in order to increase funding for technology.
4.3: The technology core team will communicate with district grant writer, School Resources director and teachers in order to maximize funding resources.

Goal #1 Teaching and Learning

Strategy	Responsibility	Timeline			Budget	Evaluation
		2014-2015	2015-2016	2016-2017		

Implementation of Inter-disciplinary units and project-based learning.	• Campus Administrators • Teachers • Students	√	√	√	Title I	Unit Plans on campus website STAR Chart Projects
Continued building of cadre of student mentors	• Teachers • Students	√	√	√	No funding necessary	Pre and post student surveys Reflections
Reward Teacher Technology Innovators	• Technology Committee	√	√	√	Seek grant funding	Student Portfolios
Engage students in meaningful projects including *Connected Tech*, Robotics and Service Learning.	• Teachers	√	√	√	Title I	Lesson Plans Student Products TAKS scores
Utilize TEKS Resources curriculum online	• Teachers	√	√	√	Title I	Lesson Plans, TAKS scores
Participate in thematic units via the Internet	• Teachers	√	√	√	No extra cost	Lesson Plans Students' Products

Goal #2 Educator Preparation and Development

Strategy	Responsibility	Timeline			Budget	Evaluation
		2014-2015	2015-2016	2016-2017		
Just in time (JIT) training for all staff including *Connected Tech*	• Technology Committee • Teachers	√	√	√	Network Specialist	Pre and post surveys. Training Rosters LT Weekly Work Summaries Texas STaR Chart
Professional development for all staff based on needs assessment	• Instructional Coordinator • Technology Committee • Teachers	√	√	√	District Lead Technology Teacher for Instructional Technology, Principal	Teacher and student focus groups Pre and post surveys. Competency Testing Reflections
New Teachers will be trained on the use of web-base I-station for TPRI/Tejas Lee Test	• Assistant Principal • Instructional Coordinator	√	√	√	Assistant Principal & Instructional Coordinator	Test Results
Form cadre of teacher mentors	• Technology Committee • Teachers	√	√	√	Seek grant funding	Surveys

Goal 2 continued:

Strategy	Responsibility	Timeline			Budget	Evaluation
		2014-2015	2015-2016	2016-2017		
Teachers receive continued training on web-based I-station /TPRI/Tejas Lee	• Assistant Principal • Instructional Coordinator • Grade level Peer Assistance	√	√	√	School Improvement Division	Training Rosters Summaries Texas STaR Chart
STAAR disaggregating of data	• Campus Admini-strators • Instructional Coordinator	√	√	√	No Extra Cost Basic Fund	Lesson Plans-teacher targeted instruction for improving student achievement. PDAS PEIMS
Access to TEAMS/electronic attendance, grade books, lesson plans submitted online.	• Campus Admini-strators • School Improve-ment Division	√	√	√	School Improvement Division	Documentation of usage Campus website

Goal 3: Community members will have access to technology.

Strategy	Responsibility	Timeline			Budget	Evaluation
		2014-2015	2015-2016	2016-2017		
Parent Technology Needs Assessment survey	• Technology Committee • Parent liaison	√	√	√	No Extra Cost	Sign In Sheets
Awareness of available technology	• Technology Committee • Teachers • Students	√	√	√	No Extra Cost	Sign In Sheets
Participation in technology inservices and classes	• Technology Committee • Campus Administrators	√	√	√	Principal	Sign In Sheets
Outdated computers distribution including training	• Campus Administrators • Parent Liaison	√	√	√	No extra Cost	Sign In Sheets Check Out papers

Goal 4: Infrastructure for Technology

Strategy	Responsibility	Timeline			Budget	Evaluation
		2014-2015	2015-2016	2016-2017		
Enforce a policy of Internet Safety that includes education, measures to block or filter content	• Campus admini-strator(s) • Librarian • Teachers • Students	√	√	√	E Rate	Lead Teacher for Instructional Technology Staff sign-in sheets Teacher lesson plans Records Discipline referrals
Upgrade of equipment including additional calves, printers and data projectors	• Campus admini-strator • Technology committee	√	√	√	Comp Ed Fixed Assets	Inventory
Faculty and administrators will be provided with information on funding sources and partnerships.	• Campus admini-strator • District Grant Writer	√	√	√	No Extra Cost	Documentation of information dissemination Campus website

Sustainability and Supporting Resources

Deanna Davenport and Canutillo ISD are committed to sustaining and improving the use of technology to increase the academic performance of all students. Beyond the state technology allotment, the district has contributed local funds in the past for technology enhancements and will continue to do so in the future. The technology staff is also active in working to

ensure that all technology equipment functions well and to seek additional funding sources for equipment, services, software, and other electronically delivered learning materials and print resources that will ensure successful and effective uses of technology.

Deanna Davenport and Canutillo ISD are also committed to continuing to increase the number of computer workstations for students and staff until the TEA target equipment ratios are met. These workstations will be purchased out of local and other available funds and will be purchased in mass quantities. This will help to achieve cost savings through volume bidding and discounts. The school district is also participating in the E-rate program and has applied for approximately $ TBA in discounts district-wide.

Budget

Estimated costs with available and potential funding sources for acquisition and maintenance of hardware and software; professional development; facilities, staffing and other services/materials needed to implement plan including provisions for interoperability of components.

Operating Budget Areas	**2014-2015**	**2015-2016**	**2016-2017**
General Supplies including drums, cartridges, CD's etc.	Amounts come from grade level $	Amounts come from grade level $	Amounts come from grade level $
Hardware/Software/ • Equipment purchases, maintenance, and upgrades • Software purchases and upgrades	$1,000 Local $13,000 Title I $ ***BrainPop*** 1,500 $1,450 Title I Pre-K $5,000 Arcelor Mittal- Tablets	$13,000 Title I White Boards, Upgrade Teacher-Classroom Laptops, Headphones	$0
Maintenance	$0	$0	$0
Training and Staff Development	$0	$0	$0
Totals	$21,950	$13,000	$0

YEAR	NEEDS	COST
2014-2015		
	Staff development and coaching- *CScope, etc.*	$0
	Maintenance of equipment and software	$1,000
	23 Desktops, 22 Tablets, 2 I-pads, 1 Document Camera	$0
	All students utilize ***BrainPop***	$1,500
	Additional equipment, including laptops, calves, and data projectors	$13,000
	TOTAL	**15,500**
2015-2016		
	Staff development and coaching- *CScope, etc.*	$0
	Maintenance of equipment and software	$1,000
	All students utilize *BrainPop*	$1,500
	Laptops for new staff	$3,000
	20 desktops for computer lab (library)	$10,000
	1 printer	$458
	TOTAL	**$15,958**
2016-2017		
	Staff development and coaching- *CScope, etc.*	$0
	Maintenance of equipment and software	$1000
	All students utilize *BrainPop*	$1500
	Additional equipment, including laptops, calves, and data projectors	$13,000
	TOTAL	**$15,500**
2014-2017	**GRAND TOTAL**	**$46,958**

Evaluation

- Survey of school site hardware and instructional media.
- Survey of teachers, staff, students-TCET-Insights Survey-
  Impact of Technology on Teacher Role and Impact of Technology on Collaborative Learning
- Southwest Educational Development Laboratory's *Active Learning with Technology* evaluation instruments.
- The Instructional Coordinator is responsible for the evaluations.
- Use of the Campus STaR Chart for measuring progress.

Evaluation of the Technology Plan will be a systematic ongoing process. All aspects of the Plan will be evaluated four times each year:

November 2014, 2015, 2016
January 2014, 2015, 2016
March 2014, 2015, 2016
June 2014, 2015, 2016

The Deanna Davenport Elementary Technology Committee will be responsible for the ongoing evaluation of this plan. The intention of the evaluation will be to make decisions on the impact that technology has on the learning process for all students. A report will be given to the Director of School Resources, the Superintendent and the Board of Trustees after each formal evaluation occurs.

Deanna Davenport's STaR Chart results will be used to assist the campus and the school district to assess progress toward meeting the goals of the District's Long Range Plan for Technology.

Other methods used for evaluation will include:

- Surveys of the staff conducted twice yearly in regards to their use of technology in the classroom.
- Informal interviews conducted once a semester by the campus Technology Committee representative.
- Records of staff member participation in technology training monitored by sign-in sheets and teacher professional development records.
- Integration of training into the classroom as measured by lesson plans and number and type of technology and distance learning projects.

- Monitoring and documentation of community access to technology resources and information on the campuses and on the web site.
- Monitoring and documentation of community involvement.
- Yearly inventory of hardware and software.
- Support and maintenance of technology as documented by technical support records.

Bibliography

Collection of resources used to compile data such as books, periodicals, contacts, interviews, Internet resources, etc.

Glossary

A list and meanings of all obscure or technical words used throughout the plan.

Acceptable Use Policy

Guidelines for use of district technologies with a signature page to acknowledge compliance to the policy (Includes requirements by the Children's Internet Protection Act).

To qualify for E-Rate funding:
Districts must certify that they are enforcing a policy of Internet safety that includes measures to block or filter content for both minors and adults to certain visual depictions as required by The Children's Internet Protection Act (CIPA).

The district must have provided reasonable public notice and have held at least one public hearing to address the proposed Internet Safety Policy. For schools, the policy must also include monitoring the online activities of minors (although schools are not required to track Internet use by any identifiable individual).

Internet Safety Policy

An Internet Safety Policy must address the following:

- access by minors to inappropriate matter on the Internet and World Wide Web;

- the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
- unauthorized access, including so-called "hacking," and other unlawful activities by minors online;
- unauthorized disclosure, use, and dissemination of personal information regarding minors; and
- measures designed to restrict minors' access to materials harmful to minors.

Technology Protection Measure: A Technology Protection Measure is a specific technology that blocks or filters Internet access. It must protect against access by adults and minors to visual depictions that are obscene, child pornography, or — with respect to use of computers with Internet access by minors — harmful to minors. It may be disabled for adults engaged in bona fide research or other lawful purposes.

Appendix A

District Network Design, Deanna Davenport Elementary Campus

Appendix B

District Wide Inventory, Deanna Davenport Elementary Campus

Appendix C:

District and Campus Star Charts, Deanna Davenport Elementary Campus