

# **GORMAN ISD Technology Plan**

**2007 - 2010**

**DAVID PERRY**

**SUPERINTENDENT**

## DISTRICT PROFILE

**ESC Region** 14  
**City, State Zip** GORMAN, TX 764540008  
**Phone** (254) 734-3171  
**Fax** (254) 734-3393  
**County District Number** 067904

<b>Number of Campuses</b>	2
<b>Total Student Enrollment</b>	355
<b>District Size</b>	Under 500
<b>Percent Econ. Disadvantaged</b>	86.00%

<b>Technology Expenditures</b>	<b>\$1,531,776.00</b>
<b>Technology budgets reported in plan by category</b>	Teaching and Learning Budget \$583,392.00 Educator Preparation and Development Budget \$404,715.00 Leadership, Administration and Support Budget \$270,561.00 Infrastructure for Technology Budget \$273,108.00 <b>Total: \$1,531,776.00</b>
<b>Technology Expenditure Per Pupil</b>	\$4,314.86
<b>Number of Campuses with Direct Connection to Internet</b>	2
<b>Percentage of Campuses with Direct Connection to Internet</b>	100.00%
<b>Number of Classrooms with Direct Connection to Internet</b>	36
<b>Percentage of Classrooms with Direct Connection to Internet</b>	100.00%
<b>Computer/Student Ratio</b>	4 student(s) for every computer
<b>Computer/Teacher Ratio</b>	1 teacher(s) for every computer
<b>Number of campuses that need to complete the Texas Campus STaR Chart</b>	2
<b>Percentage of campuses that have completed the Texas Campus STaR Chart</b>	100.00 %

# Plan Introduction

Plan Last Edited 03/30/2007

<b>Plan status:</b>	submitted
<b>Years Included in the Plan:</b>	2007 - 2010
<b>Number of years covered by the plan:</b>	3

## Technology Planning Committee

David Perry, Superintendent  
Rick Panter, High School Principal  
Mary Reeves, Elementary Principal  
Jack Sloan, Technology Coordinator  
Denise Carlton, Elementary Representative  
Jackie Gutierrez, Middle School Representative  
Maria Schaefer, High School Representative  
Jeanene Roemisch, Parent Representative

## Executive Summary

The Gorman School District believes that it can enhance the current curriculum through the innovative use of technology. The use of the resources on the Internet, in multimedia presentations and distance learning opportunities are tools that the students and teachers can use to advance curriculum in the district. This technology plan addresses four goals of Gorman ISD. The Gorman School District believes that the best way to begin to include new technologies into the curriculum of the district is to maintain the district-wide network of technologies.

### Vision Statement

The vision of the Gorman School District Technology Plan is for all learners to acquire the skills necessary to live, work, and learn in a society that relies on technology.

### Introduction

The focus of the Gorman School District technology plan is to enhance current and future curriculum. Enhancement should include the improvement of any activity that occurs to increase knowledge and thinking skills, and the reduction of paperwork that is required of school personnel which prohibits them from concentrating on the curriculum.

Technology, the devices that aid in the performance of a particular task, should address the following issues: direct enhancement of the curriculum, improvement of research abilities for both personnel and students, facilitation of communication, and paperwork reduction for personnel.

# Needs Assessment

## Assessment Process:

Gorman ISD will utilize the Texas STAR Chart to determine the district technology needs.

## Existing Conditions:

Current Situation for Gorman ISD

The following technology is in place:

1 District/2 Campuses

### District

- \*Direct connection to the Internet through T-1 line
- \*District web site hosted on our own web server
- \*Written policies in place for acceptable use of the Internet, Network, Distance Learning, virtual field trips, teacher/student web pages, disaster recovery
- \*Four Portable Distance Learning equipment setups available for students, staff, and community members
- \*T-STAR satellite receiver now converted to TVRO programming
- \*Two Ethernet-to-desktop connected computer labs, one HS lab classroom for advanced technology classes, including desktop publishing, BCIS I and BCIS II, and one Elementary lab for classes to use on a scheduled basis.
- \*Two mobile, wireless, laptop carts with 15 wireless/NIC/Modem laptops available for classroom/teacher checkout
- \*Networked online card catalog (Athena), Internet access, Texas Library Connection, AR, and automated checkout with 20 computers available in the HS library and 6 computers available in Elementary library.
- \*At least four network drops in each classroom
- \*Additional hubs either in the classrooms or available as needed to increase connectability for more computers per classroom
- \*Four multimedia projectors available for classroom checkout
- \*Three document camera media devices available for classroom checkout to allow for demonstration/presentations
- \*Technology courses are offered in grade 7 and grades 9-12.
- \*Two Digital Cameras and one Digital Video Cameras are available in computer labs and for check-out for use in classrooms
- \*At least one scanner is available in each computer lab and several classrooms also have scanners available.
- \*Each classroom has at least one computer for student use/access to internet
- \*Each teacher has a computer/laptop for their use to do grades, attendance, powerpoint demonstrations, and other applications.
- \*Local telephone service provided by Comanche County Telephone Company-(12 lines-17 phones)
- \*Long distance service provided by AT & T
- \*Cellular service provided by Cellular One Dobson Cellular Systems-(11 phones)
- \*CIPA requirements met- installed filtering software at WTTTC (service provider).
- \*AUP is in student handbooks
- \*Teachers sign Region 14 AUP for email services

### Telecommunications Services

Currently, all students and staff members in the district have access to the Internet through a direct connection on a T-1 line. A district wide LAN is maintained.

### Inventory

A current inventory of all technology is maintained and updated as new technology is purchased or as obsolete technology is replaced. All computers are at least Pentium speed and network ready.

## Technology Needs:

Based on the Texas STaR Chart results for Gorman ISD emphasis will need to be placed on all focus areas scoring a one (early tech) or two (developing tech) district wide. At this time focus areas B & C of the teaching and learning key area scored a three(advanced tech), while focus areas A, D, E & F scored a two (developing tech) and need to be addressed. In the educator preparation and development key area, only the focus areas G, H & K scored a two (developing tech) and need to be addressed. In the administration and support key area, emphasis is needed only in focus area O instruction and administrative staffing because at this time we only have a campus educator serving as technology coordinator. In the infrastructure for technology key area the only focus area that needs to be addressed at this time is V other technologies which scored a two (developing tech). We will utilize all means available to address these needs and try to move them into the Advanced Tech or Target Tech area.

## Goals, Objectives, and Strategies

<b>GOAL 1: Goal 1: Teaching and Learning-Utilize technology as a tool to foster improvement in academic achievement, curriculum integration, and increased accessibility and innovation.</b>					
<b>OBJECTIVE 1.1:</b> 1.1 Enrich the quality of teaching and learning, and increase student performance. (ER 01; NCLB 5, 6 & 12)  <i>Budget Amount \$475,023.00</i> <i>LRPT category: Teaching and Learning</i>  E-Rate Correlates: ER01 NCLB Correlates: 05, 06, 12					
<i>Strategies</i>		<i>State/Status:</i>	<i>Timeline:</i>	<i>Person(s) Responsible:</i>	<i>Evidence:</i>
1.1.1:	1.1.1 Assess the students' academic performance (utilizing test scores, local assessment tools such as teacher tests/projects correlated to learner objectives and other data provided and managed electronically in instructional planning) AEIS & TPRI  LEA LRPT Correlates: LAS08, TL03	State: Original  Status: In Progress	1.1.1 Annually, upon receipt of student performance data	1.1.1 Campus Principals and teachers	1.1.1 Standardized test results and local assessment tool results will provide evidence of increased student achievement.
1.1.2:	1.1.2 Provide instruction and appropriate academic software and hardware to meet student needs correlated to TEKS/TAKS (e.g. AR, STAR Reading, Star Math, Plato, ACT/SAT & CEI; graphing calculators, distance learning and other emerging technologies) NCLB 05, 06, & 12; TL 01, 02, 16, & 18  LEA LRPT Correlates: TL01, TL03, TL05, TL15	State: Original  Status: In Progress	1.1.2 Annually 2007, 2008, 2009, & 2010	1.1.2 Campus Principals and teachers	1.1.2 *Purchase Orders for software and hardware *Installation Logs *Records of Distance Learning sessions *Teacher lesson plans (description of student uses technology)
<b>OBJECTIVE 1.2:</b> 1.2 The integration of technology into all subject areas/curricula will be implemented so that students will have been involved in improved instructional practices utilizing current technologies and will demonstrate increased student achievement. (NCLB 1, 2, 7, 8 & 11)  <i>Budget Amount \$74,415.00</i> <i>LRPT category: Teaching and Learning</i>  E-Rate Correlates: ER01 NCLB Correlates: 01, 02, 07, 08, 11					
<i>Strategies</i>		<i>State/Status:</i>	<i>Timeline:</i>	<i>Person(s) Responsible:</i>	<i>Evidence:</i>
1.2.1:	1.2.1 Assess the students' technology skills in all areas (utilizing instruments such as student surveys & portfolios) NCLB 01  LEA LRPT Correlates: TL10, TL11,	State: Original  Status: In Progress	1.2.1 Annually 2007-2010.	1.2.1 Campus Principals and teachers	1.2.1 Any combination of the following may be used for evidence: * Texas STAR Chart results and reports (TL 14 & 15) *Student surveys of technology proficiencies

	TL13				<ul style="list-style-type: none"> <li>* Pilot models that assessed the extent to which students met the technology proficiencies in the TEKS (TL 12)</li> <li>* Student portfolios/logs to provide evidence of increased technology skills/proficiencies</li> <li>* Local assessment tools such as teacher tests/projects correlated to learner objectives will provide evidence of the integration of technology and increased student achievement. (NCLB 11)</li> </ul>
1.2.2:	<p>1.2.2 Train/instruct all students (taking advantage of training opportunities offered by distance learning, online courses and opportunities to work collaboratively in communities of inquiry, which may include business and industry, to solve problems &amp; communicate with a variety of audiences ): in age/grade appropriate technology use (including, but not limited to, the use of application software, the Internet, and graphing calculators) correlated to TEKS/TAKS in all subjects areas/curricula (NCLB 02, 07 &amp; 08; TL 04, 06, 07, 08, 10, &amp; 16)</p> <p>LEA LRPT Correlates: LAS10, LAS15, TL03, TL04, TL06, TL08, TL09, TL15</p>	<p>State: Original</p> <p>Status: In Progress</p>	1.2.2 Training beginning each fall based on identified student needs starting 2007 & annually thereafter 2008, 2009, & 2010.	1.2.2 Campus Principals and teachers	<p>1.2.2</p> <ul style="list-style-type: none"> <li>* Teacher lesson plans (description of student uses technology)</li> <li>* Texas STAR Chart results and reports (TL 14 &amp; 15)</li> <li>* Local assessment tools such as teacher tests/projects correlated to learner objectives will provide evidence of increased student achievement.</li> <li>* Students' portfolios will provide evidence of skills in the integration of technology and the level of the use of technology as a tool.</li> <li>* Records of supporting resources used to teach/train students such as subscription services, software, electronically delivered learning materials, and print resources used to ensure successful and effective uses of technology by students. (NCLB 11 and 12)</li> </ul>
1.2.3:	<p>1.2.3 Provide incentives for using new effective models, tools, and resources for teaching and learning (TL 20)</p> <p>LEA LRPT Correlates: LAS06, LAS08, LAS12</p>	<p>State: Original</p> <p>Status: In Progress</p>	1.2.3 Offer incentives each year from 2007 through 2010	1.2.3 Superintendent and Campus Principals	1.2.3 Copy of incentive program/plan for district staff
<p><b>OBJECTIVE 1.3:</b> 1.3 Enrich the quality of teaching and learning for parents, teachers, and community members (NCLB 10)</p> <p><i>Budget Amount \$33,954.00</i>  <i>LRPT category: Teaching and Learning</i></p> <p>E-Rate Correlates:                      NCLB Correlates: 10</p>					

Strategies		State/Status:	Timeline:	Person(s) Responsible:	Evidence:
1.3.1:	1.3.1 Provide increased parent, teacher, and community member access to the infrastructure for educational resources (ER 03; TL 17, 19 & 21; I 15) RUS grants  LEA LRPT Correlates: TL10, TL11, TL16	State: Original  Status: In Progress	1.3.1 Throughout each year 2007, 2008, 2009, & 2010	1.3.1 Superintendent and Campus Principals	1.3.1 * Records of policies, statements, or agreements that define community access to the district's educational technology resources. * Texas STAR Chart results and reports (TL 14 &15)
1.3.2:	1.3.2 Provide (through the district web site) information for community members concerning adult literacy service providers. (NCLB 10)  LEA LRPT Correlates:	State: Original  Status: In Progress	1.3.2 Throughout each year 2007, 2008, 2009, & 2010	1.3.2 Superintendent and Campus Principals	1.3.2 Records of the district web site pages that contain information concerning adult literacy providers.

**GOAL 2: Goal 2: Educator Preparation and Development – Promote growth in educators’ effectiveness in integrating technology into the curricula, achieving proficiency in SBEC Technology Standards, and transforming teaching practices by promoting student-centered learning.**

**OBJECTIVE 2.1:** 2.1 100% of the instructional staff will be expected to implement and teach the Technology Application TEKS in conjunction with the integration of technology requirements in the core curriculum TEKS. (ER01; NCLB 01, 02, 04a, 04b, & 11)

*Budget Amount \$227,631.00*  
*LRPT category: Educator Preparation and Development*

E-Rate Correlates: ER01, ER02  
NCLB Correlates: 01, 02, 04a, 04b, 11

Strategies		State/Status:	Timeline:	Person(s) Responsible:	Evidence:
2.1.1:	2.1.1 Assess needs for technology related professional development and include integration technology training needs into all classroom, library, campus and district plans. Include communities in the planning for the integration of teaching, learning and technology. (EP 14)  LEA LRPT Correlates: EP01, EP02, LAS06, LAS10, LAS12, TL03	State: Original  Status: In Progress	2.1 By May 2007 and throughout each year 2008, 2009 & 2010 using informal assessments as needed	2.1 Superintendent and Campus Principals	2.1 * Assessment document, collected data & prioritized needs for professional development * All district planning documents * List of participants in planning sessions
2.1.2:	2.1.2 Provide training/professional development for teachers, librarians, and other staff that focuses on preparing teachers to integrate technology into their subject area/s and participate in vertical alignment of the TA TEKS. (NCLB 01, & 04b; EP 02 & 08) Entities that will be partners with the district involved in providing the ongoing, sustained professional development • District technology trainers • Self directed training such as On-line courseware • Education Service Center trainers • Distance Learning opportunities Other trainers/mentors (NCLB 4b; ER 02) GORMAN ISD will implement a Staff Development program defined as	State: Original  Status: In Progress	2.2 Training will be provided in Aug. and throughout each year 2007, 2008, 2009 & 2010 based on a needs assessment	2.1 Superintendent and Campus Principals	2.2 Any combination of the following may be used for evidence:  * Post training evaluations of teacher instruction and student activities (documentation that students and teachers utilize technology tools in

follows: \* What will be taught (content) • Integration of Technology into all core curriculum content areas at all levels K-12 \* How it will be taught (methodology) Staff development activities will model the methodologies used by teachers with students. Several modern teaching methods or approaches support learning environments and instructional practices that facilitate the acquisition of complex skills by students. These methodologies are especially effective for teaching and learning when they assimilate good pedagogy with the use of information and human resources on the Internet. The common thread running through each of these approaches is that they are active, student-centered learning environments with students taking greater responsibility for their own learning. Great potential exists for effective instruction in a technology-enhanced learning environment with each of the following instructional methodologies because each requires the learner to actively participate in learning and exercise critical thinking skills and reflection. • Anchored instruction requires that students be placed in the context of a problem-based story or activity. The students take on an authentic role while investigating the problem, identifying gaps in their knowledge, researching the information needed to solve the problem, and developing solutions. The teacher facilitates and coaches the students through the learning process. For anchored instruction, learning and teaching activities are designed around an "anchor" which is based on a contextualized case study or problem situation. The curriculum materials should allow exploration by the learner to allow active manipulation, questioning, and involvement in the situation (Bransford, 1990). In an anchored instruction lesson, the task must also be realistic, making the problem anchored or focused. Students need to take ownership based on relevancy of scenario and relatedness to problems and goals seen every day. Content appropriate for anchored instruction is presented in a narrative format or a story with embedded data. Students identify with the problem and become actively involved in generating a solution. The result of anchored instruction is deep development of knowledge structures, highly transferable to other situations (Bransford, 1990). • Case-based learning use cases or complex problems usually based in fact and written to stimulate classroom discussion and collaborative analysis. Cases present rich scenarios for examination. In case-based instruction students are given a realistic case relevant to the curriculum and then they formulate strategies to analyze the data and generate possible solutions. Students imagine themselves in the situation described by the case, make decisions, and explain their rationale for their choices. Cases allow students to acquire substantive knowledge and develop analytic, collaborative, and communication skills. • Collaborative learning or cooperative learning

the everyday process of learning)  
 \* Student and teacher portfolios  
 \* Products resulting from training sessions (EP 04)  
 \* Teacher lesson plans  
 \* Attendance records/certificates  
 \* Evaluations of training sessions (NCLB 11)

involves two or more peers engaged in some activity that requires them to maintain some agreement and reach a shared solution. Collaborative learning assumes that a shared, understood goal, mutual respect, tolerance, trust, and clear lines of responsibility are established and that the team works on common materials that can take any form. The teacher facilitates decisions, but students are actively involved in constructing a solution. Communication occurs in formal and informal environments. With collaborative or cooperative learning, skills continue beyond the collaboration by adding to the collective knowledge of the classroom.

- Expository presentation is a teaching strategy in which the teacher presents students with the rules and provides examples that illustrate the rules. The teacher is in control of presenting the subject matter and directs the students through the lesson. A rule is presented with an example and then practice is provided. The teacher focuses the students' attention on the key points of the subject and may use graphics, diagrams, or other representations to elaborate on the subject (Merrill, 1988). Teachers may present pictorial relationships, application of the rules, context through historical information, and prerequisite information. Examples are provided to establish context and to help students see the subject matter from many different perspectives.
- Generative learning activities provide students with opportunities to mentally "experiment with" information to create a personal understanding of the subject to be learned. Students actively participate in the learning process and generate knowledge by forming mental connections between concepts. In one type of generative activity, students are encouraged to generate organizational relationships such as titles, headings, questions, objectives, summaries, graphs, tables, and main ideas. In a second type, students generate integrated relationships between what they see, hear, or read with what they have in memory from prior experience and learning by creating metaphors, analogies, examples, pictures, applications, interpretations, paraphrases, and inferences (Wittrock, 1990).
- Inquiry instruction or discovery learning uses questioning strategies to engage students in discovering rules and relationships. The role of the teacher is shifted from presenting subject matter to activating conversation with the students to encourage them to discover the answers. The key role of the teacher is to coach the students by questioning, providing context to the subject area, drawing upon prior and prerequisite knowledge, giving feedback, and providing help (Merrill, 1988). In this questioning and conversational teaching strategy, the students are required to discover the rules behind concepts. Students discover the rules on the basis of practice examples. Feedback (correct rules and examples) and elaboration (help, prerequisites, and context) are provided to students during this inquiry. These may

include pictorial relationships, application of the rules, context through historical information, and prerequisite information. • Problem-based learning begins with the introduction of a real-world problem. Students are encouraged to confront a problem, construct an individual understanding, and finally find an answer to the problem and while teachers provide guidance and resource material (Dillon and Zhu, 1997). As noted by its name, problem-based learning relies on problems to drive the curriculum. The problems do not test skills but they assist in the development of the skills themselves. Problems are not meant to result in a single, static solution, but rather solutions evolve as new information is gathered in an iterative process. As in anchored instruction, students solve the problems, while the teachers are coaches and facilitators who give only guidance on how to approach problems. Problems are often ill-defined and ill-structured. Moursund (1999) notes that problem-based learning is a type of project-based learning. • Project-based learning organizes learning around projects. Projects are complex tasks based on authentic, challenging problems or questions that involve students in critical thinking skills and culminate in realistic products (Thomas, 2000). Project-based learning resembles problem-based learning in the use of authentic content, authentic assessment, teacher facilitation, cooperative learning, and reflection. Project-based learning is distinctive from problem-based learning in the use of well-structured, well-defined problems. Project-based learning is more concerned with the products of learning and emphasizes mastery of learning while problem-based learning may focus on learning process as much as product (Howard, 2002). 1 \* Who will be taught (# of participants impacted) \* Staff development programs will impact all new and reassigned staff members to assist them in achieving competency within all established district instructional, administrative/productivity and technology literacy initiatives \* Staff development programs will impact all current staff members to assist them in achieving competency within all established district instructional, administrative/productivity and technology literacy initiatives \* How the classes will be structured (length of sessions and how often) Training sessions will include, but will not be limited to, the following types: Trainer of Trainers (TOT); distributed training sessions; just-in-time training; training via distance learning systems; and in-house mini-courses and workshops \* Who will teach the sessions (provider) The district will utilize our own staff/district trainers, Region 14 trainers/consultants, self directed training such as on-line courseware, and distance learning opportunities \* How the impact of the training will be measured Any combination of the following may be used for documentation/evaluation: • Post training evaluations of teacher instruction and student activities (documentation that students and

	<p>teachers utilize technology tools in the everyday process of learning) • Student and teacher portfolios • Products resulting from training sessions • Teacher lesson plans • Attendance records/certificates • Evaluations of training sessions</p> <p>LEA LRPT Correlates: EP01, EP02, EP07, EP09, LAS06, LAS10, LAS12, LAS13, TL03, TL11</p>				
2.1.3:	<p>2.1.3 Study groups will be hosted on each campus as a requirement of the Technology Competency Program. (TL 05, EP 01, 03, 05, 09, &amp;12)</p> <p>LEA LRPT Correlates: EP01, EP03, EP05, EP08, TL07</p>	<p>State: Original</p> <p>Status: In Progress</p>	<p>2.3 Study Groups will be hosted through out each year 2007, 2008, 2009 &amp; 2010</p>	<p>2.3 Superintendent and Campus Principals</p>	<p>2.3 Records of group activities &amp; products of group activities</p>
<p><b>OBJECTIVE 2.2:</b> 2.2 100% of the instructional staff will be encouraged to meet SBEC standards for technology literacy. (NCLB 4a)</p> <p><i>Budget Amount \$162,084.00</i> <i>LRPT category: Educator Preparation and Development</i></p> <p>E-Rate Correlates: NCLB Correlates: 04a</p>					
<i>Strategies</i>		<i>State/Status:</i>	<i>Timeline:</i>	<i>Person(s) Responsible:</i>	<i>Evidence:</i>
2.2.1:	<p>2.2.1 Assess staff in terms of SBEC standards via the Texas STAR Chart input. (TL 03, 14 &amp; 15)</p> <p>LEA LRPT Correlates: LAS10, LAS12, TL03, TL10, TL11</p>	<p>State: Original</p> <p>Status: In Progress</p>	<p>2.2.1 Assess using the STAR chart data at the beginning of each year and after each update. 2007-2010</p>	<p>2.2.1 Superintendent and Campus Principals</p>	<p>2.2.1 Texas STAR Chart reports for each campus (TL 14 &amp; 15)</p>
2.2.2:	<p>2.2.2 Continue to provide training to assist teachers, librarians, and administrators in meeting the SBEC standards for technology literacy and provide support of collaboration in the use of technology. The training will identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research and leading to improvements in student academic achievement. (NCLB 4a; EP10; TL 03, 05, &amp; 08)</p> <p>LEA LRPT Correlates: EP04, EP09, LAS06, LAS10, LAS12, TL02, TL03, TL06, TL07</p>	<p>State: Original</p> <p>Status: In Progress</p>	<p>2.2.2 Beginning Aug and continuing training to meet staff needs 2007, 2008, 2009 &amp; 2010. Training will be scheduled as needed throughout the year.</p>	<p>2.2.2 Superintendent and Campus Principals</p>	<p>2.2.2 Any combination of the following may be used for evidence:</p> <ul style="list-style-type: none"> <li>• Post training evaluations of teacher instruction and student activities (documentation that students and teachers utilize technology tools in the everyday process of learning)</li> <li>• Student and teacher portfolios</li> <li>• Products resulting from training sessions (EP 04)</li> <li>• Teacher lesson plans</li> <li>• Attendance</li> </ul>

					records/certificates Evaluations of training sessions
2.2.3:	2.2.3 The district will provide incentives for teachers reaching the SBEC standards and for developing model practices in the integration of teaching, learning, and technology. (EP 05)  LEA LRPT Correlates: EP01, EP05, EP07, LAS02, LAS03, LAS06, LAS10, LAS12, TL03	State: Original  Status: In Progress	2.2.3 Through out each year 2007 - 2010	2.2.3 Superintendent and Campus Principals	2.2.3 Copy of incentive program/plan for district staff
<p><b>OBJECTIVE 2.3:</b> 2.3 100% of the staff will be encouraged to transform educational practices to include collaborative environments and other specialized curricula. (NCLB 2)</p> <p><i>Budget Amount \$15,000.00</i> <i>LRPT category: Educator Preparation and Development</i></p> <p>E-Rate Correlates: NCLB Correlates: 02</p>					
<i>Strategies</i>		<i>State/Status:</i>	<i>Timeline:</i>	<i>Person(s) Responsible:</i>	<i>Evidence:</i>
2.3.1:	2.3.1 Distance Learning opportunities are encouraged whenever possible, including connections between campuses, districts and other sites/locations. (EP 11)  LEA LRPT Correlates: LAS13, LAS15, TL02, TL03, TL08	State: Original  Status: In Progress	2.3.1 Through out each year 2007 - 2010	2.3.1 Superintendent and Campus Principals	2.3.1 Distance Learning usage forms and distance learning agreements with other entities.
2.3.2:	2.3.2 Teachers and librarians are encouraged to: 1) use emerging technologies such as Pocket PC's and PDA's 2) support flexible (at point of need) access to technology resources such as the library 3) use evolving technologies for greater levels of collaboration, inquiry, analysis, creativity and content production (NCLB 2; EP 06 & TL 05)  LEA LRPT Correlates: EP05, LAS06, TL07	State: Original  Status: In Progress	2.3.2 Through out each year 2007 - 2010	2.3.2 Superintendent and Campus Principals	2.3.2 Teacher lesson plans, records of purchases of emerging technologies, video segments of students using these technologies, records of teachers & librarians using evolving technologies for greater levels of collaboration, inquiry, analysis, creativity and content production

<p><b>GOAL 3: Goal 3: Administration and Support Services: Improve quality of communication to facilitate data-driven decision making processes in the areas of student records (achievement, attendance, special ed, and discipline), community partnerships/parent awareness and involvement, and other support service.</b></p>
<p><b>OBJECTIVE 3.1:</b> 3.1 Maintain and enhance administration and support services through training and collaboration. (ER 01; NCLB 2, 3, 4a, 5, 6, 9, 12)</p> <p><i>Budget Amount \$33,300.00</i> <i>LRPT category: Leadership, Administration and Support</i></p> <p>E-Rate Correlates: ER01 NCLB Correlates: 02, 03, 04a, 05, 06, 09, 12</p>

Strategies		State/Status:	Timeline:	Person(s) Responsible:	Evidence:
3.1.1:	<p>3.1.1 Provide opportunities for administrators to participate in training: school reform, vision-building, collaboration, and skilled leadership (ER 01 &amp; 02 NCLB 4a)</p> <p>LEA LRPT Correlates: EP01, EP03, EP04, LAS03, LAS06, LAS10, LAS12, TL06</p>	<p>State: Original</p> <p>Status: In Progress</p>	<p>3.1.1 Each year starting with 2007 – 2010 to include training such as TASA Leadership Academy and other organizations' leadership training</p>	<p>3.1.1 Superintendent and campus principals</p>	<p>3.1.1</p> <ul style="list-style-type: none"> <li>• Certificates/documentation from training</li> <li>• Products resulting from training</li> <li>• Evaluations of administrative personnel</li> <li>• Changes in staffing patterns, budgeting, requirements for staff growth, &amp; technical support</li> </ul>
<p><b>OBJECTIVE 3.2:</b> 3.2 Maintain and enhance administration and support services through planning and collaboration. (NCLB 4a, 9)</p> <p><i>Budget Amount \$3,000.00</i> <i>LRPT category: Leadership, Administration and Support</i></p> <p>E-Rate Correlates: NCLB Correlates: 04a, 09</p>					
Strategies		State/Status:	Timeline:	Person(s) Responsible:	Evidence:
3.2.1:	<p>3.2.1 Provide ongoing collaborative planning (consistent with state and local plans) which: a. Integrates the examination &amp; analysis of data to support sound decision-making focused on student success (TL 11 &amp; EP7) AEIS and PDAS b. Integrates technology planning into all classroom, library, campus, and district planning; this planning will include community members (NCLB 4a; I 01; TL 09 &amp; EP 13 &amp; 14) c. Integrates technology into instructional management &amp; administration (TL11, 13 &amp; 14) d. Expands community access to school information through technology (100% of staff will be encouraged to utilize electronically delivered information to communicate with parents and concerned community members, as appropriate.) (TL 21; I 15) e. Coordinates school &amp; community resources for technology (I 09) f. Establishes policies to encourage expanded use of school facilities, including the library facility g. Initiates &amp; implements policies regarding parental &amp; community access to personnel &amp; other non-secured data through</p>	<p>State: Original</p> <p>Status: In Progress</p>	<p>3.2.1 Ongoing collaborations with school and community members throughout the year (2007-2010)</p>	<p>3.2.1 Superintendent and campus principals</p>	<p>3.2.1</p> <ul style="list-style-type: none"> <li>• Minutes of meetings</li> <li>• Planning documents                             <ol style="list-style-type: none"> <li>a. District and Campus Technology Plans (AUP &amp; CIPA)</li> <li>b. Other campus plans</li> </ol> </li> <li>• Other documentation records                             <ol style="list-style-type: none"> <li>c. AESIT data and records of decisions made through use of this data; Online grade books with reports for students, parents and teachers; Texas STAR Chart data and recommendations; Appraisal systems for all personnel with reports for improvement</li> <li>d. School websites with documentation, information and resources available to the community and parents; email communication, electronic newsletters/bulletins</li> <li>e. Minutes of meetings with community members and district staff; grants submitted by district and community partners</li> <li>f. Records of new/modified policies on use of school facilities</li> <li>g. Records or copies of new/modified policies regarding community access to personnel through technology</li> </ol> </li> </ul>

<p>technology h. sustainability a. local, state, and federal funding b. state and federal grants c. E-rate discounts i. legal issues j. disaster recovery planning (NCLB 9, AS01, 02, 03, 04, 05, 06, 07, 08)</p> <p>LEA LRPT Correlates: EP06, I01, I09, LAS01, LAS02, LAS03, LAS04, LAS05, LAS07, LAS08, LAS11, LAS13, LAS14, LAS15, TL03, TL10, TL12, TL14</p>				<p>h. Plan/document for sustainability i. Documents and activities involving legal issues j. Copy of disaster recovery plan</p>
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**OBJECTIVE 3.3:** 3.3 Maintain and enhance administration and support services through technical support. (NCLB 12)

*Budget Amount \$151,749.00*  
*LRPT category: Leadership, Administration and Support*

E-Rate Correlates:  
NCLB Correlates: 12

Strategies		State/Status:	Timeline:	Person(s) Responsible:	Evidence:
3.3.1:	<p>3.3.1 Maximize technical support services (NCLB 12)</p> <p>LEA LRPT Correlates: EP03, EP04, I01, I07, LAS15, TL16</p>	<p>State: Original</p> <p>Status: In Progress</p>	3.3.1 Annually 2007-2010	3.3.1 Superintendent and campus principals	<p>3.3.1</p> <ul style="list-style-type: none"> <li>• Personnel records, staffing patterns and job descriptions</li> <li>• Records of efficiency of network (downtime is minimized)</li> </ul>

**OBJECTIVE 3.4:** 3.4 Maintain and enhance administration and support services through investment in technology. (NCLB 2, 3, 5, 6, 12)

*Budget Amount \$82,512.00*  
*LRPT category: Leadership, Administration and Support*

E-Rate Correlates:  
NCLB Correlates: 02, 03, 05, 06, 12

Strategies		State/Status:	Timeline:	Person(s) Responsible:	Evidence:
3.4.1:	<p>3.4.1 Investment in technology is maximized (NCLB 2, 3, 5, 6, 12; I 05, 07, 08 &amp; 14; TL 10)</p> <p>LEA LRPT Correlates: I05, I07, I08</p>	<p>State: Original</p> <p>Status: In Progress</p>	3.4.1 Annually 2007-2010.	3.4.1 Superintendent and campus principals	<p>3.4.1</p> <ul style="list-style-type: none"> <li>• Older technology is upgraded and maintained or replaced</li> <li>• Technology is located/placed based on identified priorities and student needs (I 14)</li> </ul>

**GOAL 4: Goal 4: Infrastructure – Increase or maintain capability and stability of the LAN/WAN, Internet connectivity, user/computer ratio, and emerging technologies as appropriate.**

**OBJECTIVE 4.1:**

4.1 The LAN/WAN structure will be optimized to meet the needs of all facets of the school district enterprise (ER01; NCLB 5 & 6)

*Budget Amount \$76,260.00*  
*LRPT category: Infrastructure for Technology*

<p>E-Rate Correlates: ER01 NCLB Correlates: 05, 06</p>					
Strategies		State/Status:	Timeline:	Person(s) Responsible:	Evidence:
4.1.1:	<p>4.1.1 The district will maintain or enhance the LAN/WAN speed/bandwidth between each site and on each site. One T1 line currently connects the district to the ISP. One additional T1 line will be added by 2008. (I 10)</p> <p>LEA LRPT Correlates: I01, I02, I04, I09, LAS15</p>	<p>State: Original</p> <p>Status: In Progress</p>	<p>4.1.1 All throughout the years 2007, 2008, 2009, &amp; 2010.</p>	<p>4.1.1 Superintendent, Campus principals, and technology staff</p>	<p>4.1.1 Data documenting current LAN/WAN transmission speeds and connection type to ISP and between sites within the district</p>
4.1.2:	<p>4.1.2 The district will maintain wireless access points, managed switches, routers, file servers, and UPSs throughout each location infrastructure as needed and appropriate. (NCLB 5; ER 03)</p> <p>LEA LRPT Correlates:</p>	<p>State: Original</p> <p>Status: In Progress</p>	<p>4.1.2 As needed each year 2007, 2008, 20090000 &amp; 2010</p>	<p>4.1.2 Superintendent, Campus principals, and technology staff</p>	<p>4.1.2 Purchase orders, inventory documentation, network/equipment operational (ER 05)</p>
4.1.3:	<p>4.1.3 Work to secure external grant/funding resources to enhance infrastructure and seek strategic partnerships with public and private entities. Coordinate funding sources such as Title II D and state and local funds (ER 04; NCLB 6; I 03, 11 &amp; 12)</p> <p>LEA LRPT Correlates: I03</p>	<p>State: Original</p> <p>Status: In Progress</p>	<p>4.1.3 Apply when grants become available in years 2007-2010</p>	<p>4.1.3 Superintendent, Campus principals, and technology staff</p>	<p>4.1.3 * Submission of E-rate application * Grant applications and awards (ER 04 &amp; 05)</p>
<p><b>OBJECTIVE 4.2:</b> 4.2 100% Internet Connectivity will be maintained from every location in the district</p> <p><i>Budget Amount \$4,500.00</i> <i>LRPT category: Infrastructure for Technology</i></p> <p>E-Rate Correlates: ER01 NCLB Correlates: 01, 02, 03, 05, 08, 09, 12</p>					
Strategies		State/Status:	Timeline:	Person(s) Responsible:	Evidence:
4.2.1:	<p>4.2.1 The district will ensure direct user Internet access for every network computer in the district and include planning for technology access into all classrooms, libraries, and campus and district planning. Build community support through collaborative planning. (I 01, 02, 08, &amp; 09)</p> <p>LEA LRPT Correlates: EP04, I01, I02, I05, I08, I09, LAS08, LAS09, LAS10, LAS11, LAS14, LAS15, TL04, TL08, TL09, TL10, TL15, TL16</p>	<p>State: Original</p> <p>Status: In Progress</p>	<p>4.2.1 Continuously 2007-2010</p>	<p>4.1.1 Superintendent, Campus principals, and technology staff</p>	<p>* Data documenting workstations and connections to the LAN and Internet. (ER 05) * Collaborative planning documentation of meetings and members' recommendations</p>
4.2.2:	<p>4.2.2 The district will maintain</p>	<p>State:</p>	<p>4.2.2</p>	<p>4.2.2</p>	<p>4.2.2</p>

<p>interactive web-based services with both Internet and intranet components and will commit to participate in the state technology system and maintain an infrastructure for communications with parents and community members. (I 13 a&amp; 15)</p>	<p>Original  Status: In Progress</p>	<p>Continuously 2007-2010</p>	<p>Superintendent, Campus principals, and technology staff</p>	<p>Documentation of participation in state technology system/s such as Texas STAR Chart and The Long Range Plan Technology.</p>
<p>LEA LRPT Correlates: EP06, EP07, EP08, I01, I03, I05, I06, I08, LAS08, LAS09, LAS11, LAS13, LAS14, LAS15, TL06, TL08, TL09</p>				

**OBJECTIVE 4.3:** 4.3 The district will continue to work toward optimal user/computer ratio in the district (ER 03; NCLB 3)

*Budget Amount \$66,000.00*  
*LRPT category: Infrastructure for Technology*

E-Rate Correlates: ER01  
NCLB Correlates: 03, 05, 06, 08

Strategies	State/Status:	Timeline:	Person(s) Responsible:	Evidence:
<p>4.3.1: 4.3.1 The district will maintain a student to computer ratio of 1:4 with a student computer lab ratio of 1:1 when appropriate. The district will provide each professional with a dedicated workstation and will provide technology access to all students. (ER 03; NCLB 03; I 04, 05, 06, &amp; 07)</p> <p>LEA LRPT Correlates: EP03, EP04, EP06, EP07, I01, I04, I05, I06, I07, LAS02, LAS03, LAS06, LAS08, LAS10, LAS15, TL08, TL12, TL16</p>	<p>State: Original  Status: In Progress</p>	<p>4.3.1 Continuously 2007-2010</p>	<p>4.3.1 Superintendent, Campus principals, and technology staff</p>	<p>4.3.1 Documentation and inventory along with ADA and number of professional staff (ER 05)</p>

**OBJECTIVE 4.4:** 4.4 The district will continue to discover and include new and emerging technologies where appropriate, to maximize user potential.

*Budget Amount \$126,348.00*  
*LRPT category: Infrastructure for Technology*

E-Rate Correlates: ER01, ER02  
NCLB Correlates: 01, 03, 04b, 05, 06, 12

Strategies	State/Status:	Timeline:	Person(s) Responsible:	Evidence:
<p>4.4.1: 4.4.1 A standardized IP telephony system with integrated messaging installed on every campus in the district.</p> <p>LEA LRPT Correlates: I01, I06, LAS09, TL08, TL16</p>	<p>State: Original  Status: Planned</p>	<p>4.4.1 By 2008</p>	<p>4.4.1 Superintendent, Campus principals, and technology staff</p>	<p>4.4.1 Purchase order and installation records, telephony system up and running</p>
<p>4.4.2: 4.4.2 Shared use of specialized technologies such as video</p>	<p>State: Original</p>	<p>4.4.2 Continuously</p>	<p>4.4.2 Superintendent,</p>	<p>4.4.2 Copy of shared equipment list and</p>

conferencing systems, digital cameras, scanners, projection devices, and digital video cameras in place on every campus in the district  LEA LRPT Correlates: EP03, EP06, EP08, I01, I03, I05, I08, LAS07, LAS09, LAS13, LAS14, LAS15, TL13, TL15, TL16	Status: In Progress	2007-2010	Campus principals, and technology staff	policies concerning the use of such equipment. Inventory of such technologies
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## Budget

Total amount of Title II, Part D formula funds received for the current year of this plan: \$856.00

Method of application for formula funds: Application via a Title II, Part D shared services arrangement or cooperative

<b>Budget year 2007</b>		
<b>Budget item</b>	<b>Cost</b>	<b>Funding Sources with amount per source</b>
Staff Development	\$147,005.00	REAP 3% G/T 4% TITLE II D 1% TITLE II A 12% TITLE I A 5% TITLE I C 1% LOCAL 77%
Telecommunications & Internet Access	\$25,420.00	LOCAL 80% E-RATE 20%
Materials & Supplies	\$169,659.00	LOCAL 94% GRANTS 6%
Equipment	\$64,116.00	LOCAL 66% E-RATE 34%
Maintenance	\$26,305.00	LOCAL 100%
Miscellaneous Expenses	\$78,087.00	LOCAL 100%
<b>Total</b>	<b>\$510,592.00</b>	

<b>Budget year 2008</b>		
<b>Budget item</b>	<b>Cost</b>	<b>Funding Sources with amount per source</b>
Staff Development	\$147,005.00	REAP 3% G/T 4% TITLE II D 1% TITLE II A 12% TITLE I A 5% TITLE I C 1% LOCAL 77%
Telecommunications & Internet Access	\$25,420.00	LOCAL 80% E-RATE 20%
Materials & Supplies	\$169,659.00	LOCAL 94% GRANTS 6%
Equipment	\$64,116.00	LOCAL 66% E-RATE 34%
Maintenance	\$26,305.00	LOCAL 100%
Miscellaneous Expenses	\$78,087.00	LOCAL 100%
<b>Total</b>	<b>\$510,592.00</b>	

<b>Budget year 2009</b>		
<b>Budget item</b>	<b>Cost</b>	<b>Funding Sources with amount per source</b>
Staff Development	\$147,005.00	REAP 3% G/T 4% TITLE II D 1% TITLE II A 12% TITLE I A 5% TITLE I C 1% LOCAL 77%
Telecommunications & Internet Access	\$25,420.00	LOCAL 80% E-RATE 20%
Materials & Supplies	\$169,659.00	LOCAL 94% GRANTS 6%
Equipment	\$64,116.00	LOCAL 66% E-RATE 34%
Maintenance	\$26,305.00	LOCAL 100%
Miscellaneous Expenses	\$78,087.00	LOCAL 100%
<b>Total</b>	<b>\$510,592.00</b>	

# Evaluation

## Evaluation Process:

By May of each year the district technology plan will be reviewed and updated by a task force.

The update process will address the following:

- local knowledge about availability and uses of information technology and telecommunications infrastructure
- infrastructure development
- technology projects that are integrated into existing organizational or community-wide technology plans
- communications among different stakeholders within the community
- professional development – educator preparation and development
- instructional use – teaching and learning
- management and administrative use – administration and support services
- community involvement
- sustainability issues including budgets

The superintendent will be responsible for the evaluation process of the technology plan. The findings of this review process will be communicated and distributed by the superintendent (or his/her designee) to the task force, campus principals, technology staff and school board.

Evidence: Minutes of meetings, sign-in sheets, and revised technology plan

## Evaluation Method:

Integrating technology into curriculum and instruction:

Any combination of the following may be used for evidence:

- \* Teacher lesson plans (description of student uses technology)
- \* Texas STAR Chart results and reports
- \* Local assessment tools such as teacher tests/projects correlated to learner objectives will provide evidence of increased student achievement.
- \* Students' portfolios will provide evidence of skills in the integration of technology and the level of the use of technology as a tool.

Increasing the ability of teachers to teach:

Any combination of the following may be used for evidence:

- \* Post training evaluations of teacher instruction and student activities (documentation that students and teachers utilize technology tools in the everyday process of learning)
- \* Student and teacher portfolios
- \* Products resulting from training sessions
- \* Teacher lesson plans
- \* Attendance records/certificates
- \* Evaluations of training sessions
- \* Texas STAR Chart reports

Enabling students to meet challenging state academic standards:

Any combination of the following may be used for evidence:

- \* Texas STAR Chart results and reports
- \* Student portfolios/logs to provide evidence of increased skills/proficiencies
- \* Local assessment tools such as teacher tests/projects correlated to learner objectives will provide evidence of increased student achievement.
- \* Records of Distance Learning sessions (or use of other emerging technologies) correlated to state academic standards
- \* Teacher lesson plans with correlations to academic standards

Acquiring and deploying technologies and telecommunication services:

- \* Texas STAR Chart reports on infrastructure
- \* Purchase orders, inventory documentation, and evidence that the network/equipment is operational
- \* Data documenting current LAN/WAN transmission speeds and connection type to ISP and between sites within the district
- \* Data documenting workstations and connections to the LAN and Internet
- \* Installation logs
- \* Records/inventory/bills of telecommunications – cellular services, pager services, local and long distance phone services

Meeting timelines for implementation:

The superintendent or his/her designee will be responsible for monitoring the progress of the technology plan. The superintendent or his/her designee will determine if the timelines for implementation are being met and will make decisions and determine actions to be taken to ensure that the timelines for implementation are closely followed.

## Appendix

**Attachment item A:**  
District Web Site

Web site: <http://www.gorman.esc14.net>

**Attachment item B:**  
Maxfield Elementary Teachers Web pages

Web site: [http://gorman.region14.net/mes\\_index.asp](http://gorman.region14.net/mes_index.asp)

**Attachment item C:**  
Gorman High School Teachers Web Pages

Web site: [http://gorman.region14.net/ghs\\_index.asp](http://gorman.region14.net/ghs_index.asp)

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