

Galena Park Independent School District

2001—2005

District Technology Plan

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The additional sections requested by
peer-review process at Region IV ESC
on 2-15-01 are included
on pages 43-56.



Mission

“The mission of the Galena Park Independent School District is to prepare students to become productive citizens and life-long learners.”

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GPISD VISION

MISSION

The **mission** of the Galena Park Independent School District (GPISD) is “to prepare students to become productive citizens and life-long learners.” As part of this mission, Galena Park ISD prepares its students for the demands of 21st century. This century will require that students be competent in the use of technology. Computers have become essential for almost every human activity – in businesses, in the home, and even in leisure activities. To manage information in an interconnected world, students must be educated about the functions and uses of technology, and technology must be integrated into education in every part of the curriculum. That technology has become a way of life must be reflected in the schools of the 21st century.

TECHNOLOGY MISSION

The **technology mission** of GPISD is to integrate technology in a way that the educational program for all children in the district will:

- Encourage problem-solving, exploration and learning in the classroom;
- Provide student-centered learning;
- Provide access to technology for all students and staff;
- Provide for both current and future needs;
- Restructure the learning environment;
- Encourage communication;
- Complement current key teaching strategies; and
- Implement a comprehensive information system.

TECHNOLOGY PHILOSOPHY

Galena Park ISD believes that an effective integration of technological systems will help to prepare students for the application of skills in the 21st century.

PLAN OVERVIEW

Galena Park ISD (GPISD) has committed substantial resources—personnel, time, and money—toward the implementation of telecommunications and information technology, along with instructional software for all students. Consequently, GPISD is a leader and innovator in the field of Technology.

The district's telecommunications and information technology infrastructure is impressive. The Wide Area Network (WAN) backbone interconnects all 22 campuses, support locations and administrative offices through T-1 lines provided by Southwestern Bell. Every location has a Local Area Network (LAN) with at from two to five up-to-date file servers running the Novell Netware operating system. Every classroom and office in the district is connected to the Internet. The district has adopted a standard Intel-based configuration for workstations and servers, which support the Microsoft Windows operating system. Every classroom has at least one computer.

The district also provides a major commitment of personnel to support technology. Eighteen staff members in the Technology Department provide administrative and technical support for all financial and student applications. In addition, at least one experienced certified teacher is assigned the full-time responsibility for facilitating technology and technology integration into the curriculum on nearly every campus. This individual is called a Technology Instructional Specialist (TIS) to reflect the absorption of Technology into Instruction. Staff development for all administrators and teachers is a very high priority.

The target of all this effort, of course, is the student. Student applications include TAAS-related learning software such as Jostens and Math Keys. Students are able to work together in computer labs and independently in classrooms. An outstanding resource available on every campus is the Model Curriculum Assessment Database (MCAD). This software links the district's curriculum, TAAS objectives, the TEKS, and learning resources to assist teachers in their task of instructing students. Other resources including the LightSpan, NovaNet, and Accelerated Reader are designed to target special groups of students with special needs.

TECHNOLOGY PLAN - NARRATIVE

INTRODUCTION

Because of the rapid technological changes and new developments, such as the growth of the Internet, technology planning has been a continuous process in Galena Park ISD. In May 1992, following more than 24 months of planning, GPISD completed its first five-year Technology Plan (for the Years 1992—1997) and submitted it to TEA. This plan established that technology was an integral part of the educational setting. It called for the integration of hardware and software to meet increasing demands for access to technology. The complete plan also included staff development and maintenance components.

During the target period, the District committed substantial resources (personnel, time, and money) toward the implementation of this plan. During the 1997-98 school year, at the conclusion of the five-year period, a team of district-level administrators, principals, and teachers met on a regular basis to revise and improve the earlier plan. The result was the Technology Plan for 1998-2003, which was submitted to TEA and approved in 1998.

Driven by the ever increasing pace of changes in technology and by State and Federal technology initiatives, planning has continued in GPISD. The planning team of administrators and teachers, led by technology consultants, met in the Spring and again in the Fall of 1999. The basis and starting point for this group's efforts were the 1992-1997 plan, the 1998-2003 plan (both referenced above) and the *Galena Park ISD District Improvement Plan*.

The *GPISD District Improvement Plan* contains one goal of particular relevance to the technology plan. This is **Goal 1**: "The district will provide purposeful and relevant instruction and curricula in a way that all students will achieve their potential so that they become productive and responsible citizens and continue to grow personally and intellectually."

The Technology Planning Team has developed our improvement plan around the Instructional Goals of GPISD. Primary emphasis is on **student instructional needs**. Other areas of commitment are **staff development, service, support** and **implementation of new technologies** into the learning process. The following is a list of specific Benchmarks for Students and Staff which that are the focus of the Galena Park ISD 2001-2005 Technology Plan.

GOALS AND OBJECTIVES FOR 2001-2005

Goal 1. Telecommunications and Information Technology

GPISD will enhance the quality of instruction through district wide implementation of state-of-the-art telecommunications and information technology hardware and its integration as an essential part of the district environment.

Objectives

1. Upgrade the existing WAN backbone to provide 1-gigabit (fiber-optic) service to every campus and administrative location in support of voice, data and video.

2. Relocate all campus file servers into a consolidated data center located at the new administration facility.
3. Ensure that all hardware acquired meet district instructional goals and are consistent with latest industry standards. (District hardware standards are presented on page 10.)
4. Implement a phased approach to acquisition of new computers and peripheral hardware such that the goal of having the equivalent of five computers per classroom is met by the end of the five year plan.
5. Develop and implement a plan for maintaining, securing, and protecting the district's hardware investment.

Goal 2. Instructional Software

GPISD will enrich the quality of instruction by acquiring and maintaining appropriate software that can be integrated into the classroom environment.

Objectives

1. Ensure that all software is aligned in such a way that all components of the curriculum are compatible and consistent with district objectives.
2. Ensure that instructional software is operational and accessible in classrooms and computer lab settings.
3. Provide training on the use and procedures for implementation of available software to teachers and Technology Instructional Specialists (TIS) and implementation procedures

Goal 3. Staff Development

GPISD will increase district wide staff development programs to insure consistent and effective use of hardware and software to enhance student success.

Objectives

1. Ensure that TIS personnel at each campus facilitate and track campus staff development, technology integration, and technology curriculum alignment.
2. Provide District level staff development during inservice, after school and summer.
3. Offer community and family-directed activities, such as the District Technology Festival, to display campus technology integration projects for parents and the community.

Goal 4. Continuous Improvement

GPISD will continue to monitor and update the technology plan in a way that new technology developments are carefully evaluated and prioritized so that appropriate and cost-effective hardware and software are included.

Objectives

1. Ensure that the use of district technology is evaluated such that useful practices can be continued and unnecessary equipment, software, and techniques can be eliminated.
2. Ensure that new developments in technology are assessed and studied before their acceptance as part of the district standard.
3. Ensure that continuous evaluation and monitoring take place and, working in conjunction with the Evaluation Department, ensure that feedback is timely and continuous.

DISTRICT TECHNOLOGY INITIATIVES

Elementary School

In compliance with the Technology TEKS the following minimum standards will be met.

By the end of the 2nd grade all students have an opportunity to:

- Use appropriate terminology to name the various parts of computer hardware and other technological tools.
- Demonstrate the appropriate handling of a variety of technological tools.
- Use appropriate fingering and be familiar with the placement of letters on the keyboard.
- Be able to use drawing and painting tools.
- Be able to change font, size, color, and page layout while composing a story.
- Use software as appropriate in curricular areas.
- Create a multimedia project incorporating text, sound and graphics.
- Present completed projects to appropriate audience.

By the end of 5th grade, all students have an opportunity to refine all of the K-2 competencies and also have an opportunity to:

- Comply with district policies and copyright laws as they apply to electronic information.
- Demonstrate correct fingering of numbers and symbols while keyboarding.
- Demonstrate the ability to use word processing software effectively.
- Demonstrate an understanding and be able to use database software.
- Demonstrate an understanding and be able to use spreadsheet software.
- Demonstrate the use of laser disc and CD-ROM technology.
- Integrate appropriate use of multimedia software.
- Demonstrate appropriate use of the internet.

Middle School

- By the end of the 8th grade, all students should demonstrate mastery of elementary competencies and also have an opportunity to:

- Demonstrate an understanding of basic functions of software packages and the application of these packages in solving problems.
- Demonstrate an understanding of the problems and issues of technology in society.
- Demonstrate an understanding and use of word processing software.
- Demonstrate an understanding and use of database management software.
- Demonstrate an understanding and use of electronic spreadsheet software.
- Demonstrate an understanding of current emerging technologies, peripherals, and related software.
- Demonstrate the use of the computer as a tool for problem solving.
- Demonstrate the appropriate use of telecommunications.
- Understand the basis of a networked society.

High School

By the end of 12th grade, all students will have an opportunity to refine all competencies introduced in lower grades as well as to develop the following:

- Differentiate and apply technological knowledge and skills as related to individual subject areas.
- Achieve a higher level of understanding of the foundation curriculum as well as the enrichment areas through the use of technology.
- Discover and explore advanced search strategies.
- Acquire abilities to assess, analyze, and evaluate information through the use of technology to solve problems.
- Enhance oral and written communication skills through the use of a variety of technological applications and devices.
- Raise the level of technological competencies through in-depth courses.
- Develop a proficiency level of technological knowledge and skills in preparation for higher education and/or career choices.
- Teachers
 - Attend campus and district training sessions to increase knowledge and use of campus software. (student and teacher programs)
 - Review technology TEKS and implement into assigned curriculum and instruction as appropriate.
 - Utilize and maintain accurate and up to date records on electronic grade book and attendance programs provided by the district.
 - All employees will understand and utilize technology concepts and protocols as they relate to each person's productivity area.

Staff

- All employees will understand and utilize technology concepts and protocols as they relate to each person's productivity area.
- Appropriate departments will provide training in the use of specialty software. (Examples include SASI, Delta, PEIMS, ABACUS, and Classroom.)

OTHER DETAILS OF THE PLAN***Telecommunication Services***

As mentioned earlier, all 22 campuses, support locations and administrative offices are interconnected through T-1 lines provided by Southwestern Bell and every classroom and office in the district is connected to the Wide Area Network (WAN) and the Internet. GPISD is in the process of planning for the replacement of these T-1 lines with high-speed fiber lines. The district would be able to benefit from the discounted telecommunications rates provided by the e-rate funding and reallocate funds to other areas of need.

Hardware and Software

GPISD has completed a five-year effort to place three networked computers in every classroom. The current plan is to acquire over the next five years, the equivalent of five networked computers for every classroom. The five-year plan for acquisition of hardware is summarized in the tables beginning on page 55. This plan calls for the acquisition of three computers for each classroom over the next five years. At the end of that period, a planned approach to upgrading and replacement will be implemented.

Budget Strategies

The five-year budget is summarized in the tables beginning on page 55. Funding for this budget will come from several sources including District funds and the State Technology Allotment as well as from TIF funding and e-rate.

Evaluation Strategies

Both formative and summative evaluation strategies are called for in this plan. Summative Evaluation will be based on compilation of anecdotal records, logs of student computer use, and other outcomes such as test scores. Formative evaluation criteria are integrated into the plan in the tables below, beginning on page 13.

DISTRICT TECHNOLOGY STANDARDS

HARDWARE STANDARDS

Wide Area Network

- The district will provide each location access to a switched 1Gbps Ethernet WAN through fiber-optic cable (Time-Warner), configured so that there is 100Mb/sec available at each workstation.
- Supporting equipment at each location may be different depending on the campus layout and users, but will be consistent with GPISD's plan for the broadband network, made up, for the most part, of Cisco Catalyst 4000 Series Modules.
- Some spare equipment will be stocked for quick replacements as needed.

Computers

- Each campus will have available the equivalent of five¹ Windows 95, or better, workstations for each core curriculum classroom. Core curriculum classrooms are those physical rooms where students attend math, language arts, science and/or social studies classes.
- Each non-core curriculum classroom will have a minimum of one Windows 95, or better, workstation.
- Each elementary library will have a minimum of six Windows 95, or better, workstation.
- Each secondary library will have a minimum of ten Windows 95, or better, workstation.
- Each secondary campus that has more than five floating teachers will have ten Windows 95, or better, workstations to place in a mini-lab for teacher use.

Other Peripherals

- Every classroom will have one television connected to a computer for multimedia applications, Internet display, and software introduction and use.
- Every campus will have a minimum of two print and file servers² running Novel 4.x, or better.
- Each server will have a UPS and a tape backup.
- Every campus will have one Abacus NCS scanner.
- Every campus will have a minimum of one digital camera or digital video camera.
- Every campus will have a minimum of of one CD tower.
- Every campus will have a minimum of one flat bed scanner.
- Every campus will have a minimum of one laser printer for each campus lab.

¹ This includes pre-existing workstations that meet the standards of this plan.

² This will change following the consolidation of servers to a central facility.

- Every campus will have either, a minimum of one DeskJet printer for every two classrooms, or a minimum of one laser printer for every five classrooms.
- Every campus will have a minimum of one LCD projector.
- Every campus will have a minimum of one laptop computer.

SOFTWARE STANDARDS

Each campus will have the following software available:

Elementary School	Middle School	High School
Classroom	Classroom	Classroom
Netscape	Netscape	Netscape
Microsoft Office 97 or better	Microsoft Office 97 or better	Microsoft Office 97 or better
Microsoft FrontPage	Microsoft FrontPage	Microsoft FrontPage
Wooten	Wooten	Wooten
Follette	Follette	Follette
Abacus	Abacus	Abacus
SASI	SASI	SASI
Delta	Delta	Delta
Filemaker Pro	Filemaker Pro	Filemaker Pro
PDAS	PDAS	PDAS
GradeSpeed	IgPro	IgPro
Jostens	Jostens	Plato
	NovaNET	NovaNET
		Logal
Accelerated Reader	Accelerated Reader	
Accelerated Math	Accelerated Math	
STAR Reading	STAR Reading	
STAR Math	STAR Math	
Desk Top Publishing Program	Desk Top Publishing Program	Desk Top Publishing Program

All software will be licensed. Monitoring procedures will be established so that, as additional users are added to the network, licenses are upgraded to meet the number of users.

TECHNOLOGY GOALS, OBJECTIVES & STRATEGIES

ELEMENTARY GOALS

GOAL I Improve instruction by promoting a school environment where students use proper technical terminology.

OBJECTIVE Teachers will utilize the correct terminology while using equipment, hardware, software (monitor, keyboard, programs, etc.)

Activity	Staff to Implement	Timeline	Suggested Resources	Evidence of Completion
Students will identify parts of a computer and other media equipment.	Classroom teacher, Tech. support	Immediate and ongoing	Visual aids	Oral assessment
Students will use networking and software terminology (login, logout, passwords, minimize, maximize, open, save, etc.).	Classroom teacher, Tech. support	Immediate and ongoing	Tech. support, computer	Oral assessment and computer usage

GOAL II Improve instruction by enhancing the school environment so that students can demonstrate knowledge and the proper use of technological tools.

OBJECTIVE Students will be able to demonstrate the proper use of a variety of technology equipment (disk, CD-ROM, mouse, computer, TV, VCR, etc.).

Activity	Staff to Implement	Timeline	Suggested Resources	Evidence of Completion
Students will be able to turn on and off the computer.	Classroom Teacher	Immediate and ongoing	Computer	Classroom Observation
Students will restart computer when frozen using warm boot.	Classroom Teacher	Immediate and ongoing	Computer	Classroom Observation
Students will be able to load disk and CD-ROM.	Classroom Teacher	Immediate and ongoing	Computer, floppy disk and CD-ROM	Classroom Observation
Students will be able to save and retrieve data from a disk.	Classroom Teacher	Immediate and ongoing	Computer, floppy disk, and CD-ROM	Classroom Observation

GOAL II CONTINUED

Activity	Staff to Implement	Timeline	Suggested Resources	Evidence of Completion
Students will use proper keyboarding techniques.	Classroom Teacher	Immediate and ongoing	Computer, Touch-typing and other keyboarding software, visual aids	Student will demonstrate correct home row position, timed keyboarding test
Students will load paper and clear printer jams.	Classroom Teacher	Immediate and ongoing	Printer and paper	Classroom Observation

GOAL III Improve instruction by integrating a variety of instructional software and techniques to enhance curriculum.

OBJECTIVE Teachers will use appropriate software to improve instruction and to address different learning styles of students.

Activity	Staff to Implement	Timeline	Suggested Resources	Evidence of Completion
Use software such as MathKeys, Jostens, Skills Bank and various other programs to reinforce math and language arts skills.	Classroom teacher and Tech. Support	Immediate and ongoing	Variety of instructional software	Lesson plans and classroom observation
Use software such as Word to extend core lessons.	Classroom teacher and Tech. Support	Immediate and ongoing	Variety of word processing software	Produce a document
Use draw and paint tools for self expression.	Classroom teacher and Tech. Support	Immediate and ongoing	Existing and emerging technology	Produce artwork

GOAL IV Students will use a variety of multimedia and other communication tools to convey ideas and solve problems.

OBJECTIVE Teachers will extend lessons to include multimedia projects.

Activity	Staff to Implement	Timeline	Suggested Resources	Evidence of Completion
Students will be able to manipulate text, style, color, and page layout.	Classroom teacher and Tech. Support	Immediate and ongoing	Word 6.0, and various multimedia application.	
<p>Students will be able to import graphics, videos and sound waves into a multimedia presentation.</p> <p>Students will produce and present multimedia projects using a variety of multimedia tools.</p>	<p>Classroom teacher and Tech. Support</p> <p>Classroom teacher and Tech. Support</p>	<p>Immediate and ongoing</p> <p>Immediate and ongoing</p>	<p>Kids Work Deluxe, Multimedia Workshop, Power Point, Digital Cameras, Scanners, Printers, and computers</p>	<p>Projects presented to audience and teacher made rubrics</p>

GOAL V Students will be able to select, retrieve, and use appropriate technology tools to access information.

OBJECTIVE Teachers will demonstrate different mediums for locating information (Internet, educational CD-ROM, electronic references, laser disk, VCR, TSTAR, etc.)

Activity	Staff to Implement	Timeline	Suggested Resources	Evidence of Completion
<p>Given a topic students will access the Internet and conduct research to complete a project.</p> <p>Students will select appropriate CD-ROM to research information.</p>	<p>Classroom teacher and Tech. Support</p> <p>Classroom teacher, Librarian, and Tech. Support</p>	<p>Immediate and ongoing</p> <p>Immediate and ongoing</p>	<p>Computer, Internet</p> <p>Computer, CD-ROM</p>	<p>Demonstrate information retrieval skills</p> <p>Retrieves appropriate data</p>
<p>Students will apply keyword searches to acquire information.</p> <p>Students will search electronic card catalog for resources.</p>	<p>Classroom teacher, Librarian and Tech. Support</p> <p>Librarian</p>	<p>Immediate and ongoing</p> <p>Immediate and ongoing</p>	<p>Computer, CD-ROM, Internet,</p> <p>Computer, electronic card catalogue</p>	<p>Retrieves appropriate data</p> <p>Retrieves appropriate data</p>

GOAL VI Students will comply with Federal and State Laws, District Policy and examine the moral issues that apply to the use of technology in society.

OBJECTIVE Teachers will comply with all laws and policies.

Activity	Staff to Implement	Timeline	Suggested Resources	Evidence of Completion
Demonstrate proper Internet etiquette.	Classroom teacher and Tech. Support	Immediate and ongoing	Acceptable Use Policy, Internet resource books	Adheres to policies
Understand concept of copyright laws.	Classroom teacher and Tech. Support	Immediate & ongoing	Policy hand-book & license agreements	Adheres to policies

MIDDLE SCHOOL GOALS

GOAL Ia Improve instruction by developing a higher level of knowledge and skills in computer technology.

OBJECTIVE Students will demonstrate knowledge and appropriate use of hardware components, software programs, and their connections.

Activity	Staff to Implement	Timeline	Suggested Resources	Evidence of Completion
Students will demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Training manuals, computers, tech support	Performance assessment
Students will compare, contrast, and appropriately use the various input, processing, output, and primary/secondary storage devices.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Training manuals, computers, tech support	Performance assessment
Students will demonstrate the ability to select and use software for a defined task according to quality, appropriateness, effectiveness, and efficiency.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Training manuals, computers, tech support	Performance assessment

GOAL Ia CONTINUED

Activity	Staff to Implement	Timeline	Suggested Resources	Evidence of Completion
Students will delineate and make necessary adjustments regarding compatibility issues including, but not limited to, digital file formats and cross platform connectivity.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Training manuals, computers, tech support	Performance assessment
Students will use technology terminology appropriate to the task.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Training manuals, computers, tech support	Performance assessment
Students will perform basic software application functions including, but not limited to, opening an application program and creating, modifying, printing, and saving documents.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Software, computers	Performance assessment, projects

GOAL Ib Improve instruction by developing a higher level of knowledge and skills in computer technology.

OBJECTIVE Students will demonstrate knowledge and appropriate use of hardware components, software programs, and their connections.

Activity	Staff to Implement	Timeline	Suggested Resources	Evidence of Completion
Students will explain the differences between analog and digital technology systems and give examples of each.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Training manuals, computers, tech support	Performance assessment
Students will use terminology related to the Internet appropriately including, but not limited to, electronic mail, Uniform Resource Locators, electronic bookmarks, local area networks, World Wide Web page, and HyperText Markup Language.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Computer Literacy laser disc, text book	Performance assessment
Students will compare and contrast LANs, WANs, Internet, and intranet.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Computer Literacy laser disc, text book	Performance assessment

GOAL II**OBJECTIVE** Students will effectively use data input skills appropriate to the task.

Activity	Staff to Implement	Timeline	Suggested Resources	Evidence of Completion
Students will demonstrate proficiency in the use of a variety of input devices such as mouse/track pad, keyboard, microphone, digital camera, printer, scanner, disk/disc, modem, CD-ROM, or joystick.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Computer Literacy laser disc, text book	Performance assessment
Students will demonstrate keyboarding proficiency in technique and posture while building speed.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Keyboarding software, computers	Performance assessment
Students will use digital keyboarding standards for data input such as one space after punctuation, the use of em/en dashes, and smart quotation marks.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Keyboarding software, computers	Performance assessment
Students will develop strategies for capturing digital files while conserving memory and retaining image quality.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Software, computers	Performance assessment

GOAL III

OBJECTIVE Students will comply with the laws and examine the issues regarding the use of technology in society.

Activity	Staff to Implement	Timeline	Suggested Resources	Evidence of Completion
Students will discuss copyright laws/issues and model ethical acquisition and use of digital information, citing sources using established methods.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Computer Literacy laser disc, text book	Performance assessment
Students will demonstrate proper etiquette and knowledge of acceptable use while in an individual classroom, lab or on the Internet and intranet.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Computer Literacy laser disc, text book, and campus guidelines	Performance assessment
Students will describe the consequences regarding copyright violations including, but not limited to, computer hacking, computer piracy, intentional virus setting, and invasion of privacy.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Computer Literacy laser disc, text book	Performance assessment

GOAL III CONTINUED

Activity	Staff to Implement	Timeline	Suggested Resources	Evidence of Completion
Students will identify the impact of technology applications on society through research, interviews, and personal observation.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Computer Literacy laser disc, text book	Performance assessment
Students will demonstrate knowledge of the relevancy of technology to future careers, life-long learning, and daily living for individuals of all ages.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Computer Literacy laser disc, text book	Performance assessment

GOAL IV

OBJECTIVE Students will use a variety of strategies to acquire information from electronic resources, with appropriate supervision.

Activity	Staff to Implement	Timeline	Suggested Resources	Evidence of Completion
Students will use strategies to locate and acquire desired information on LANs and WANs, including the Internet, intranet, and collaborative software.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Computer Literacy laser disc, text book	Performance assessment
Students will apply appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Computer Literacy laser disc, text book	Performance assessment

GOAL V

OBJECTIVE Students will acquire electronic information in a variety of formats, with appropriate supervision.

Activity	Staff to Implement	Timeline	Suggested Resources	Evidence of Completion
Student will identify, create, and use files in various formats such as text, bitmapped/vector graphics, image, video, and audio files.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Software, and computers	Performance assessment
Students will demonstrate the ability to access, operate, and manipulate information from secondary storage and remote devices including CD-ROM/laser discs and on-line catalogs.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Software, and computers	Performance assessment
Students will use on-line help and other documentation.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Software, and computers	Performance assessment

GOAL VI**OBJECTIVE** Students will evaluate the acquired electronic information.

Activity	Staff to Implement	Timeline	Suggested Resources	Evidence of Completion
Students will determine and employ methods to evaluate the electronic information for accuracy and validity.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Software, and computers	Performance assessment
Students will resolve information conflicts and validate information through accessing, researching, and comparing data.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Software, and computers	Performance assessment
Students will demonstrate the ability to identify the source, location, media type, relevancy, and content validity of available information.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Software, and computers	Performance assessment

GOAL VIIa

OBJECTIVE Students will use appropriate computer-based productivity tools to created and modify solutions to problems.

Activity	Staff to Implement	Timeline	Suggested Resources	Evidence of Completion
Students will plan, create, and edit documents created with a word processor using readable fonts, alignment, page setup, tabs, and ruler settings.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Microsoft Office and computers	Performance assessment, and projects
Students will create and edit spreadsheet documents using all data types, formulas and functions, and chart information.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Microsoft Office and computers	Performance assessment, and projects
Students will plan, create, and edit databases by defining fields, entering data, and designing layouts appropriate for reporting.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Microsoft Office and computers	Performance assessment, and projects

CONTINUED

Activity	Staff to Implement	Timeline	Suggested Resources	Evidence of Completion
Students will demonstrate proficiency in the use of multimedia authoring programs by creating linear or non-linear projects incorporating text, audio, video, and graphics.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Microsoft Office and computers	Performance assessment, and projects
Students will create a document using desktop publishing techniques including, but not limited to, the creation of multi-section documents with a variety of text-wrapped frame formats.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Microsoft Office and computers	Performance assessment, and projects
Students will differentiate between and demonstrate the appropriate use of a variety of graphic tool found in draw and paint applications.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Microsoft Office and computers	Performance assessment, and projects

GOAL VIIb

OBJECTIVE Students will use appropriate computer-based productivity tools to created and modify solutions to problems.

Activity	Staff to Implement	Timeline	Suggested Resources	Evidence of Completion
Students will integrated two or more productivity tools into a document including, but not limited to, tables, charts and graphs, graphics from paint or draw programs, and mail merge.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Microsoft Office and computers	Performance assessment, and projects
Students will use interactive virtual environments, appropriate to level, such as virtual reality or simulations.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Microsoft Office and computers	Performance assessment, and projects
Students will use technical writing strategies to create products such as a technical instruction guide.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Microsoft Office and computers	Performance assessment, and projects
Students will use foundation and enrichment curricula in the creation of products.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Microsoft Office and computers	Performance assessment, and projects

GOAL VIII

OBJECTIVE Students will use research skills and electronic communication, with appropriate supervision, to create new knowledge.

Activity	Staff to Implement	Timeline	Suggested Resources	Evidence of Completion
Students will participate with electronic communities as a learner, initiator, contributor, and teacher/mentor.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Internet access, email software, and computers	Performance assessment
Students will complete tasks using technological collaboration such as sharing information through on-line communications	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Internet access, and computers	Performance assessment

CONTINUED

Activity	Staff to Implement	Timeline	Suggested Resources	Evidence of Completion
Students will use groupware, collaborative software, and productivity tools to create products.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Software and computers	Performance assessment
Student will use technology in self-directed activities by sharing products for defined audiences.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Software and computers	Performance assessment
Students will integrate acquired technology applications skills, strategies, and use of the word processor, database, spreadsheets, telecommunications, draw, paint, and utility programs into the foundation and enrichment curricula.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Microsoft Office and computers	Performance assessment, and projects

GOAL IX

OBJECTIVE Students will use technology applications to facilitate evaluation of work, both process and product.

Activity	Staff to Implement	Timeline	Suggested Resources	Evidence of Completion
Students will design and implement procedures to track trends, set timelines, and review/evaluate progress for continual improvement in process and product.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Research software, computers	Performance assessment
Students will resolve information conflicts and validate information through research and comparison of data.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Research software, computers	Performance assessment

GOAL X**OBJECTIVE** Students will format digital information for appropriate and effective communication.

Activity	Staff to Implement	Timeline	Suggested Resources	Evidence of Completion
Students will use productivity tools to create effective document files for defined audiences such as slide shows, posters, multimedia presentations, newsletters, brochures, or reports.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Varied multi-media peripherals	Performance assessment and projects
Students will demonstrate the use of a variety of layouts in a database to communicate information appropriately including horizontal and vertical layouts.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Microsoft Office and computers	Performance assessment and projects
Students will create a variety of spreadsheet layouts containing descriptive labels and page settings.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Microsoft Office and computers	Performance assessment and projects
Students will demonstrate appropriate use of fonts, styles, and sizes, as well as effective use of graphics and page design to effectively communicate.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Microsoft Office and computers	Performance assessment and projects
Students will match the chart style to the data when creating and labeling charts.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Microsoft Office and computers	Performance assessment and projects

GOAL XI

OBJECTIVE Students will deliver their assignments and projects electronically in a variety of media, with appropriate supervision.

Activity	Staff to Implement	Timeline	Suggested Resources	Evidence of Completion
Students will publish information in a variety of ways including, but not limited to, printed copy, monitor display.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Software, printers and computers	Performance assessment, and projects
Students will design and create interdisciplinary multimedia presentations for defined audiences including audio, video, text, and graphics.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Software, printers and computers	Performance assessment, and projects
Students will use telecommunication tools for publishing such as Internet browsers, video conferencing, or distance learning.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Software, printers and computers	Performance assessment, and projects

GOAL XII

OBJECTIVE Students will use technology applications to facilitate evaluation of communication, both process and product.

Activity	Staff to Implement	Timeline	Suggested Resources	Evidence of Completion
Students will design and implement procedures to track trends, set timelines, and review and evaluate the product using technology tools such as database managers, daily/monthly planners, and project management tools.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Software and computers	Performance assessment
Students will determine and employ technology specifications to evaluate projects for design, content delivery, purpose, and audience, demonstrating that process and product can be evaluated using established criteria or rubrics.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Software and computers	Performance assessment
Students will select representative products to be collected and stored in an electronic evaluation tool.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Software and computers	Performance assessment
Students will evaluate the product for relevance to the assignment or task.	Classroom teacher / Instructional Technology Support	Immediate and ongoing	Software and computers	Performance assessment

HIGH SCHOOL GOALS

GOAL I Improved use of appropriate remedial, reinforcement, and application software for accomplishment of foundation curriculum and enrichment subject assignments.

OBJECTIVE Students will achieve success in academic subjects and standardized testing.

Activity	Staff to Implement	Staff Responsible	Suggested Resources	Evidence of Completion	Timeline
Utilization of tutorial software to practice and reinforce knowledge and skills in math, language, social studies, and other subject areas.	All subject area teachers	All subject teachers /Career & Tech. Staff/ Tech. Support	Computer software appropriate to subject area	85% of students participate	Immediate and ongoing

GOAL II Gather new information through unique avenues to increase knowledge on selected topics.

OBJECTIVE Students will create multi-media reports, projects and presentations.

Activity	Staff to Implement	Staff Responsible	Suggested Resources	Evidence of Completion	Timeline
<p>Students will access the information highway through various search engines on selected topics.</p> <p>Students will collaborate with one another to produce a multi-media report, project, or presentation.</p>	<p>Any subject area teacher</p> <p>Any subject area teacher</p>	<p>Classroom Teacher and Tech. Support</p> <p>Classroom teacher and Tech. Support</p>	<p>For both activities: Internet</p> <p>Appropriate software</p>	<p>Performance Assessment</p> <p>Performance Assessment</p>	<p>Not appropriate for activity</p>

GOAL III Solve technical, economic, and social problems by understanding information.

OBJECTIVE Students will find solutions through assessing, analyzing, and evaluating information.

Activity	Staff to Implement	Staff Responsible	Suggested Resources	Evidence of Completion	Timeline
Students will devise strategies to increase profits for an entrepreneurs ship case study using spreadsheets and chart data.	CATE Staff	Tech. Support and CATE staff	Simulation projects correlating with text; spreadsheet software	85% have attainable solutions	NA

GOAL IV Experiment with a variety of software applications and hardware devices to capture the attention of diverse audiences.

OBJECTIVE Students will demonstrate abilities to communicate successfully.

Activity	Staff to Implement	Staff Responsible	Suggested Resources	Evidence of Completion	Timeline
Students will present a report using slide show presentation and handouts to a peer audience.	CATE Staff; Tech. App. and all subject area teachers	Tech. Support and Classroom Teachers	Presentation software & computers to match require- ments; overhead; LCD projector; printers; transpar- ency film	85% of audience approval Performance assessment	NA

GOAL V Offer expanded learning opportunities to all students with in-depth courses in the areas of Technology Applications and Career and Technology Education.

OBJECTIVE Students will enroll in advanced technological courses such as Business Computer Information Systems I & II, Business Computer Programming, Business Image Management and Multimedia, Telecommunications and Networking, Video Technology, Webmastering, Digital Graphics, Desktop Publishing, Office Administrative Procedures Coop. I & II, and Technology Applications Independent Study or Business Education Independent Study.

Activity	Staff to Implement	Staff Responsible	Suggested Resources	Evidence of Completion	Timeline
Students will register according to interests and career plans.	Administrators, Counselors, Registrar; Subject area teachers	District Administrators for Career & Technology; Campus Administrators	Course curriculum guide; recruitment literature; recruitment video	Sufficient numbers necessary to create classes or increasing numbers.	Immediate and ongoing

STAFF GOALS

GOAL 1 Incorporate technology as an integral part of instruction through meaningful staff development.

OBJECTIVE 1 In five years all teachers will demonstrate technological competencies in instructional delivery, student assessment, and professional communications.

Activity	Staff to Implement	Timeline	Suggested Resources	Evidence of Completion
Develop a multilevel staff development program for technology implementation.	Tech. Support and teachers	Immediate and ongoing	Training manuals, computers and Tech. support	Performance based assessment
Integrate technology skills into the curriculum.	Teachers and Tech. Support	Immediate and ongoing	Training manuals, computers and Tech. support	Performance based assessment
Include technology goals into the campus plan	Campus administration and Tech. Support	Immediate and ongoing	Training manuals, computers and Tech. support	Included in CIP

STAFF DEVELOPMENT PROFICIENCIES

TEACHERS

Each level represents one year. All GPISD teachers will complete all three levels in the next three years. Training within each level is project based. Employees will have until February 1 of each year to complete training projects represented in each level. For those who cannot complete the projects without assistance, campus and district level training and on-line resources will be provided. The employee's levels and completed projects will be recorded by campus TIS. The district level technology department will keep a database (Delta) of all employees and their proficiency levels.

Proficiency Title	Description	Proficiency Indicator
Software	Attend training for the purpose of utilizing subject area and/or campus software to improve student achievement.	<ul style="list-style-type: none"> • Attend training – Schedules and expectations to be set up yearly by each campus. • Attend lab and/ or utilize classroom computers. • Effectively integrate technology into the assigned curriculum by including software in the lesson planning process.
Level I – Management (2001-2002)	GPISD Computer Security Test	<ul style="list-style-type: none"> • Score at least 80% or better on the GPISD Computer Security Test
	Basic Computer Skills	<ul style="list-style-type: none"> • Login to network • Execute programs • Mouse skills • Basic troubleshooting • Saving files to a disk
	Attendance	<ul style="list-style-type: none"> • Check Attendance • Secondary Teachers – Print progress reports
	Gradebook	<ul style="list-style-type: none"> • Setup, maintain and print reports • Backup • Secondary Teachers – export grades each grading period
	Email - A	<ul style="list-style-type: none"> • Receive, send and reply to email • Send and receive attachments • Setup and utilize an address book

Level II – Basic (2002-2003)	Microsoft Word - A	Execute the following functions: <ul style="list-style-type: none"> • Font selections, bullets, alignment • Copy and paste • Select tool bars, drawing tool bar • Tables • Save and print • File management
	Microsoft PowerPoint - A	Execute the following functions: <ul style="list-style-type: none"> • Select and/or create slide layouts • Select themes • Work with text boxes, title bars, bullets • Insert graphics • Apply slide transitions and animations
	Internet - A	Execute the following functions: <ul style="list-style-type: none"> • Key site locations • Search engines – bullion search, mega
	Advanced Email - B	Execute the following functions: <ul style="list-style-type: none"> • Flag, sort, prioritize • Bookmarks – create, edit, and file • Signature file
Level III – Integration (2003-2004)	Internet / Composer - B	Execute the following functions: <ul style="list-style-type: none"> • Save pictures from the web • Print pages in gray scale • Send an internet page through email • Hyperlinks • Create a WebQuest and/or scavenger hunt appropriate to your subject area
	PowerPoint – Subject area integration - C	Create an instructional PowerPoint presentation to be used with students and/or create a research project lesson plan for student use.

CLERICAL STAFF

Each level represents one year. All GPISD clerical staff will complete all three levels in the next three years. Training within each level is project based. Employees will have until February 1 of each year to complete training projects represented in each level. For those who cannot complete the projects without assistance, campus and district level training and on-line resources will be provided. The employee's levels and completed projects will be recorded by campus TIS. The district level technology department will keep a database (Delta) of all employees and their proficiency levels.

Proficiency Title	Description	Proficiency Indicator
Level I (2001-2002)	GPISD Computer Security Test	<ul style="list-style-type: none"> Score at least 80% or better on the GPISD Computer Security Test
	Basic Computer Skills	<ul style="list-style-type: none"> Login to network Execute programs Mouse skills Basic troubleshooting Saving files to a disk
	Email - A	<ul style="list-style-type: none"> Receive, send and reply to email Send and receive attachments Setup and utilize an address book
	Microsoft Word - A	Execute the following functions: <ul style="list-style-type: none"> Font selections, bullets, alignment Copy and paste <ul style="list-style-type: none"> Select tool bars, drawing tool bar Tables Spell check, Thesaurus Save and print File management
Level II (2002-2003)	Microsoft Excel - A	Execute the following functions: <ul style="list-style-type: none"> Utilize and navigate through the workbook window Work with Office Assistant Create, save and print an Excel worksheet

		<ul style="list-style-type: none"> • Use automatic fill • Enter and format a title • Enter column headings and adjust column width • Edit and move data • Complete simple calculations • Customizing the “Enter” key
	Microsoft Word - B	<p>Execute the following functions:</p> <ul style="list-style-type: none"> • Tables, sorting, formatting lines • Envelopes and Labels • Insert symbols, pictures, columns • Format pages • Find and Replace
	Email - B	<p>Execute the following functions:</p> <ul style="list-style-type: none"> • Flag, sort, prioritize • Bookmarks – create, edit, and file • Signature file
	Microsoft PowerPoint - A	<p>Execute the following functions:</p> <ul style="list-style-type: none"> • Select and/or create slide layouts • Select themes • Work with text boxes, title bars, bullets • Insert graphics • Apply slide transitions and animations
Level III (2003-2004)	Microsoft Excel – B	<p>Execute the following functions:</p> <ul style="list-style-type: none"> • Use number formats • Use AutoSum • Sort, format, edit and hide columns • Formulas – order of calculations in Excel • Using numbers, formulas and functions • Charts and graphs
	Microsoft PowerPoint - B	<p>Execute the following functions:</p> <ul style="list-style-type: none"> • Link and embed slide objects • Enhance slides by working with template presentations

		<ul style="list-style-type: none">• Insert sound• Insert comments, create handouts and speaker notes• Create continuously running presentations
	Microsoft Word – C	Execute the following functions: <ul style="list-style-type: none">• Mail merge• Track changes• Protect document• Table of contents• AutoCorrect, Auto Text• Bookmarks• Insert Comments, Insert file• Text shading

ADMINISTRATORS

Each level represents one year. All GPISD administrators will complete all three levels in the next three years. Training within each level is project based. Employees will have until February 1 of each year to complete training projects represented in each level. For those who cannot complete the projects without assistance, campus and district level training and on-line resources will be provided. The employee's levels and completed projects will be recorded by campus TIS. The district level technology department will keep a database (Delta) of all employees and their proficiency levels.

Proficiency Title	Description	Proficiency Indicator
Level I (2001-2002)	GPISD Computer Security Test	<ul style="list-style-type: none"> • Score at least 80% or better on the GPISD Computer Security Test
	Basic Computer Skills	<ul style="list-style-type: none"> • Login to network • Execute programs • Mouse skills • Basic troubleshooting • Saving files to a disk
	Email – A	<ul style="list-style-type: none"> • Receive, send and reply to email • Send and receive attachments • Setup and utilize an address book
	PDAS – Principals only	<ul style="list-style-type: none"> •
	Patty Wooten	Execute the following functions: <ul style="list-style-type: none"> • Interpret Home screen • Execute a variety of queries • Change and distinguish between layouts • Sort information • Print reports
	Microsoft Word – A	Execute the following functions: <ul style="list-style-type: none"> • Font selections, bullets, alignment • Copy and paste <ul style="list-style-type: none"> • Select tool bars, drawing tool bar • Tables

		<ul style="list-style-type: none"> • Save and print • File management
Level II (2002-2003)	Microsoft Word – B	<p>Execute the following functions:</p> <ul style="list-style-type: none"> • Tables, sorting, formatting lines • Envelopes and Labels • Insert symbols, pictures, columns • Format pages • Find and Replace
	Email – B	<p>Execute the following functions:</p> <ul style="list-style-type: none"> • Flag, sort, prioritize • Bookmarks – create, edit, and file • Signature file
	Internet – A	<p>Execute the following functions:</p> <ul style="list-style-type: none"> • Key site locations • Search engines – bullion search, mega
	Microsoft PowerPoint – A	<p>Execute the following functions:</p> <ul style="list-style-type: none"> • Select and/or create slide layouts • Select themes • Work with text boxes, title bars, bullets • Insert graphics • Apply slide transitions and animations
Level III (2003-2004)	Internet / Composer – B	<p>Execute the following functions:</p> <ul style="list-style-type: none"> • Save pictures from the web • Print pages in gray scale • Send an internet page through email • Hyperlinks • Create a WebQuest and/or scavenger hunt appropriate to your subject area
	Microsoft PowerPoint - C	Create an instructional PowerPoint presentation to be used with students and/or create a research project lesson plan for student use.

STAFF DEVELOPMENT INITIATIVES 2001-2005

Session or Activity	Mandated Guidelines or Compliance	New Initiatives				Continuing Initiatives			
		Initiative	# of Teachers	# of Days	Grade Level or Dept.	Initiative	# of Teachers	# of Days	Grade Level or Dept.
Technology	Required- all campuses	Abacus – Curriculum	All Academic Teachers/ All Campuses	2	K –12	Abacus – Curriculum	25 TIS	2	TIS
Technology	Required – Technicians	Novel 4.x	5 Technicians	2	Technicians				
Technology	Pilot	Gradebook	3 Pilot Campuses	1	All teachers on pilot campuses				
Technology	Required – all campuses					Abacus – Assessment	All Academic Teachers / TIS	1	K –12
Technology	Required – all campuses					Basic Computer Trouble Shooting	All Teachers / TIS	1	K – 12
Technology	Required – all campuses	Classroom / Attendance	All Teachers / All Campuses	1	K – 12				
Technology	Required – all campuses					Netscape Mail	All Teachers / TIS	1	K-12
Technology	Required – all campuses					Introduction to Network	All Teachers / TIS	1	K-12
Technology	Required – K-8 academic					Jostens – Curriculum	K-8 Academic Teachers / TIS	2	K-8
Technology	Required – TIS K-8					Jostens – Management System	K-8 TIS	2	K-8 TIS
Technology	Required – TIS ICLAS campuses					ICLAS Management System	K-12 TIS – ICLAS Campuses	2	K-12 TIS
Technology	Required – TIS					Overview Campus Management	K-12 TIS (25)	2	K-12 TIS

						<i>Systems Win95, STAR, AR, Plato</i>			
<i>Technology</i>	<i>Required – TIS</i>					<i>TIS Job Overview Training</i>	<i>K-12 TIS (25)</i>	<i>1</i>	<i>K-12 TIS</i>
<i>Technology</i>	<i>Required – K-12 Academic</i>					<i>Lab Procedures</i>	<i>K-12 Academic Teachers</i>	<i>1</i>	<i>K-12 Academic Teachers</i>
<i>Technology</i>	<i>Required – All Teachers</i>					<i>Netscape – Navigating the Web</i>	<i>K-12 All Teachers / TIS</i>	<i>1</i>	<i>K-12</i>
<i>Technology</i>	<i>Required – All Teachers</i>					<i>Office 97</i>	<i>K-12 All Teachers / TIS</i>	<i>2</i>	<i>K-12</i>
<i>Technology</i>	<i>Required – All Teachers</i>					<i>Technology in the Classroom</i>	<i>K-12 All Teachers / TIS</i>	<i>1</i>	<i>K-12</i>
<i>Technology</i>	<i>K-8 Academic Teachers</i>					<i>Technology TEKS</i>	<i>K-8 Academic Teachers / TIS</i>	<i>3</i>	<i>K-8 Academic Teachers / TIS</i>
<i>Technology</i>	<i>K-12 Administrators / Instructional leaders</i>					<i>Wooten</i>	<i>K-12 Administrators / Instructional leaders / TIS</i>	<i>1</i>	<i>K-12</i>

SUMMER TECHNOLOGY STAFF DEVELOPMENT

This represents a typical schedule for staff development activities and training that is offered every summer and will be modified as appropriate.

Date(s)	Session Title*	Time	Days	Location	Hrs
6/4 – 6/7	FrontPage 98 “Beginner”	9:00 AM- 12:00 PM	4	NSMS B208	12
6/6 – 6/7	Excel	1:00 PM – 4:00 PM	2	NSMS B208	6
6/4	E-Mail “Beginner”	9:00 AM – 12:00 PM	1	Force Street	3
6/4 – 6/5	Word “Beginner”	1:00 PM – 4:00 PM	2	Force Street	6
6/5 – 6/6	Building Computer Skills	9:00 AM – 12:00 PM	2	Force Street	6
6/6 – 6/7	Word “Intermediate”	1:00 PM – 4:00 PM	2	Force Street	6
6/7	E-Mail “Intermediate”	9:00 AM-12:00 PM	1	Force Street	3
6/11 – 6/12	Excel	9:00 AM – 12:0 PM	2	Force Street	6
6/11 – 6/12	Internet Surfing – Beginner “Elementary Teachers”	1:00 PM – 4:00 PM	2	Force Street	6
6/13 – 6/14	PowerPoint “Beginner”	9:00 AM – 12:00 PM	2	Force Street	6
6/13 – 6/14	Internet Surfing - Beginner “Secondary Teachers”	1:00 PM – 4:00 PM	2	Force Street	6
6/18 – 6/19	PowerPoint “Intermediate”	9:00 AM – 12:00 PM	2	Force Street	6
6/18 – 6/19	Internet Surfing – Intermediate “Secondary Teachers”	1:00 PM – 4:00 PM	2	Force Street	6
6/20 – 6/21	Multimedia Workshop	9:00 AM – 12:00 PM	2	Force Street	6
6/20 – 6/21	Internet Surfing – Intermediate “Elementary Teachers”	1:00 PM – 12:00 PM	2	Force Street	6
6/25 – 6/26	Access	9:00 AM – 12:00 PM	2	Force Street	6
6/25 – 6/28	FrontPage “Intermediate”	1:00 PM – 12:00 PM	4	Force Street	12
6/27 – 6/28	Technology Bits – n- Pieces “Intermediate”	9:00 AM – 12:00 PM	2	Force Street	6

Each class is limited to 20 participants. If more than 20 participants sign up for a session, a waiting list will be formed. If the waiting list contains 10 or more names, an additional class will be created.

*Session Title	Description
FrontPage 98 “Beginner” and “Intermediate”	In this course you will learn how to design and create web pages using FrontPage 98.
Excel – “Clerical” and “Teacher”	In this course you will learn how to set up templates and insert formulas using Excel 97.
E-Mail “Beginner” and “Intermediate”	In this course you will learn intermediate techniques using Netscape Communicator. You will learn how to: send and receive e-mail, set up and address book, import and export and address book, manage your message center and attach files and web pages to your sent messages.
Word “Beginner” and “Intermediate”	In this class you will learn how to create professional documents using Microsoft Word 97. In addition you will learn short cuts, tips and easy use when working in Word. How to create tables, charts, borders, bullets, headers/footers, clipart and word art.
Building Computer Skills	Do you feel like you are stuck in the middle? Still feeling a little unsure in the area of technology? This class is for you. Here you will build your computer skills to a higher level.
Internet Surfing – Elementary / Secondary “Beginner” and “Intermediate”	Teachers here is a wonderful resource for you. Learn effective ways to use Netscape Communicator to find wonderful resources on the Internet and learn to use Netscape Composer.
PowerPoint “Beginner” and “Intermediate”	Learn how to create multimedia presentations using Microsoft PowerPoint integrated with Internet resources. The intermediate class will also work with digital cameras, importing sound waves, Microsoft Word tables and graphs.
Multimedia Workshop	Introducing the presentation program that elementary and middle school students can handle with ease. This program is used in the summer Technology Multimedia Camps. It is also the program that was part of the middle school Tif Tech science / social studies grant.
Access	The inventory solution! Come and learn how to operate the database, Microsoft Access.
Technology Bits-n-Pieces “Intermediate”	The fun stuff!! Come and learn hardware and software information including digital cameras, scanners and Internet tidbits.

HARDWARE ACQUISITION PLAN AND BUDGET

SECONDARY SCHOOLS

Year	2000-01	2001-02	2002-03	2003-04	2004-05
Campus / Grade	Social Studies Classrooms	Other Classrooms	Math Classrooms	Science Classrooms	English Classrooms
GPHS	12	15	12	12	12
NSHS	12	12	12	11	12
NSSH	12	12	12	10	12
GPMS	8	10	11	10	10
NSMS	8	10	7	7	7
WAMS	4	4	4	4	4
CMS	9	13	13	11	10
Cobb	10	10	10	10	10
CFS	1	1	1	1	1
ACE	2	2	2	2	2
TOTAL	78	89	84	78	80
Workstations	234	267	252	234	240
Printers	78	89	84	78	80
Hubs	78	89	84	78	80
Training Days	468	534	504	468	480
Est. Cost	\$397,020	\$453,010	\$427,560	\$397,020	\$407,200

Notes: Workstation cost = \$1,400. Printer cost = \$200. Hub cost = \$90. Training Day (for sub.) = \$100.

ELEMENTARY SCHOOLS

Year	2000-01	2001-02	2002-03	2003-04	2004-05
Grade Level	1 st Grade Classrooms	2 nd Grade Classrooms	3rd Grade Classrooms	4th Grade Classrooms	5th Grade Classrooms
CIM	8	7	7	7	8
CLF	8	8	7	7	6
GPE	5	5	5	5	5
GVE	8	6	6	6	6
HAV	6	6	7	7	6
JCE	9	6	6	6	6
MAC	5	6	5	5	4
NSE	7	7	7	7	5
PYB	6	5	5	4	4
WAE	4	4	3	3	3
TICE	6	6	6	6	6
PSE	5	6	7	6	6
TOTAL	77	72	71	69	65
Workstations	231	216	213	207	195
Printers	77	72	71	69	65
Hubs	77	72	71	69	65
Training Days	462	432	426	414	390
Est. Cost	\$391,930	\$366,480	\$361,390	\$351,210	\$330,850

Notes: Workstation cost = \$1,400. Printer cost = \$200. Hub cost = \$90. Training Day (for sub.) = \$100.

TOTAL

Year	2000-01	2001-02	2002-03	2003-04	2004-05
<i>Workstations</i>	465	483	465	441	435
<i>Printers</i>	155	161	155	147	145
<i>Hubs</i>	155	161	155	147	145
<i>Training Days</i>	930	966	930	882	870
Total Cost	\$788,950	\$819,490	\$788,950	\$748,230	\$738,050

Notes: Workstation cost = \$1,400. Printer cost = \$200. Hub cost = \$90. Training Day (for sub.) = \$100.

RECURRING EXPENDITURES

Year	2000-01	2001-02	2002-03	2003-04	2004-05
<i>Additional personnel costs -- technicians, stipends, etc.</i>	\$154,375	\$158,234	\$162,094	\$165,953	\$169,813
<i>Contracts/Maintenance: Scanners, Servers, Printers, etc.</i>	\$25,000	\$25,625	\$26,250	\$26,875	\$27,500
<i>Staff Development: training (Tech Dept - TIS)</i>	\$20,000	\$20,500	\$21,000	\$21,500	\$22,000
<i>Software maintenance contracts</i>	\$100,000	\$102,500	\$105,000	\$107,500	\$110,000
<i>Supplies: Printer supplies cables, network</i>	\$26,393	\$27,053	\$27,713	\$28,372	\$29,032
<i>Furniture & Office Equipment</i>	\$15,000	\$15,375	\$15,750	\$16,125	\$16,500
TOTAL	\$340,768	\$349,287	\$357,806	\$366,326	\$374,845

ESTIMATED REVENUE

Year	2000-01	2001-02	2002-03	2003-04	2004-05
<i>Bond Fund</i>	\$600,000	\$600,000	\$600,000	\$600,000	\$600,000
<i>Local Funds</i>	\$117,268	\$120,200	\$123,131	\$126,063	\$128,995
<i>State*</i>	\$523,500	\$536,588	\$549,675	\$562,763	\$575,850
TOTAL	\$1,240,768	\$1,256,787	\$1,272,806	\$1,288,826	\$1,304,845

Notes: *State Technology Allotment is \$30/pupil.