PASADENA INDEPENDENT SCHOOL DISTRICT

District Technology Plan
2007-2010

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Appendices

The following people served on the Pasadena Technology Advisory Committee and spent countless hours developing objectives and strategies based on the goals of the District Improvement Plan. The Pasadena Independent School District greatly appreciates their efforts.

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EXECUTIVE SUMMARY

The 2007-2010 Systems Technology Plan is the outcome of the commitment from the leaders of Pasadena Independent School District to focus on the most important initiatives to support the district in achieving its goals and objectives and the involvement and efforts of over 97 members of the District Technology Planning Committee to identify those initiatives. This Systems Technology Plan is the recommendation and roadmap for PISD over the next three years. The Plan documents the technology required in every classroom and campus to allow teachers to teach the core curriculum in a 21st Century Learning environment and enable students to develop 21st century skills. It identifies the required human support for the recommended programs and the professional development programs to grow the capacity of administrators and teachers to teach and lead in a 21st Century learning environment. It also identifies the infrastructure needed as the foundation for all other applications and systems functions within. This Plan identifies the technology needed to provide more efficient and effective operations across the organization, to increase efficiency and effectiveness in assessment of students, and to provide the data required for intervention and data driven decision making.

The District Improvement Plan serves as the foundation and primary framework for the goals and objectives of the 2007-2010 Systems Technology Plan. The committee, led by the leader of the District goal, studied the goals and objectives of the District Improvement Plan and determined if any existing or future technology initiative would provide direct support of the objective. If a technology initiative supported the objective, the objective and initiative are included within the technology plan. If an initiative supports multiple goals and/or objectives, the initiative is listed with each objective. This plan reflects direct alignment with the District Improvement Plan. In the Fall of 2007, the approved initiatives will be submitted to the District Planning Committee for inclusion into the District Improvement Plan.

This plan also uses the Texas Long Range Plan for Technology, No Child Left Behind, Erate, The Partnership for 21st Century Skills, APQC's Process Classification Framework and researched based best practices as frameworks for this plan.

The Technology Planning Committee has 97 district members made up of the following stakeholders:
6 - Assistant/Executive Superintendents
5 - Executive Directors
8 - Directors
2 - Assistant Directors
9 - Instructional Specialist including Special Programs
3 - Coordinators

17 - Principals
3 - Assistant Principals
17 - Teachers
3 - Parents
4 - Students
1 - Police
2 - Counselors
7 - Technology Services
6 - Instructional Technology
4 – Community Members
9 - Instructional Specialist including Special Programs
Over 70 of the 97 committee members attended 75% of the working session meetings or more. The Planning Committee is organized into seven (7) Goal Subcommittees: Goals 1, 2, 3 and 4 subcommittees directly align to the District Improvement Plan and focus on student achievement, student programs, student marketability and student character, Goal 5 subcommittee is Professional Development, Goal 6 is Effective and Efficient Operations and Goal 7 is Technology Infrastructure.

The planning process which has been in development for over eight months included over 300 hours of evaluation, assessment, preparation and working sessions. Needs assessment included Alignment Assessment; Longitudinal STaR Assessments; Hardware, Software and Per Campus Technology Inventory Evaluations; Process Automation Evaluation; and Peer District Assessment. Working Sessions included Vision and Beliefs, Technology to support the District Improvement Plan, Technology to support Organizational Processes, Technology to support the core curriculum and Technology to support 21st Century Learning.

We submit to you, the 2007-2010 Systems Technology Plan. It is a living document that demands funding support, accountability, evaluation, modifications and assessment to be successful. Make no mistake and do not doubt it, the Planning Committee did not lose focus. More than anything, this document is a testimony to a total commitment to student achievement and to enable all stakeholders who will make it possible. This document is the compass for a journey to increased success for PISD in accomplishing its mission through the use of technology throughout the organization.

DISTRICT & COMMUNITY PROFILE

Pasadena ISD's outstanding teachers and innovative programs have created an endless cycle of student achievement. With state recognized campuses, along with state and national Blue Ribbon Schools, and a history of national championships in Academic Decathlon and the National Academic Games, students in our schools thrive intellectually and socially in a dynamic learning environment.

Our gifted, caring teachers provide a memorable learning experience in an atmosphere filled with creative instruction. The results are reflected in the many ambitious, energetic and capable graduates prepared to face the next round of academic pursuits or who put their knowledge to work as they enter a competitive job market.

We see the students of today are the leaders of tomorrow. It's a picture of success that is created by a sound education in the Pasadena schools.

Mission Statement
The mission of the Pasadena Independent School District, requiring the commitment of all employees, parents, business and community members, and students, is to guarantee all students will:
• acquire the knowledge,
• master the skills,
• and maximize the talents necessary to fulfill their potential as responsible citizens in the ever-changing world of the 21st century.

District Objectives
The goals of the Pasadena Independent School District are to ensure and maintain a safe learning environment in order that:

1. Student performance will improve annually to meet the criteria for the district to reach Exemplary Status.
2. Socio-economic status, ethnicity and gender participation and performance differences among students will be eliminated, while the participation and performance differences by all increases.
3. The marketability of Pasadena ISD students will improve annually to ensure success in the academic and business world.
4. Students will annually demonstrate improved responsibility, citizenship and value for human worth and dignity.

Student Enrollment
Elementary Schools - 26,354
High Schools - 12,843
Intermediate Schools – 10,522
Total Enrollment – 49,719
(as of August 31, 2006)

Schools
Elementary Schools - 34
Fifth Grade Centers - 2
Middle Schools - 1
Intermediate Schools - 10
High Schools - 5
Alternative - 4
Total Schools - 56

Ethnicity
African-American - 6.4%
Asian - 3.2%
Hispanic - 70.7%
White - 19.4%

Student/Teacher Ratio
Elementary Schools -17:2
Intermediate Schools -17:2
High Schools -19:1
District Average -17:2

Employee Breakdown
Teachers -3,249
(includes librarians & nurses)
Support Staff -2,770
Administrators -386
Total Employees -6,405

Accountability Ratings 2005-2006
Students took the Texas Assessment of Knowledge and Skills for the third time in 2005-06.
The new state standards entailed a more rigorous curriculum at the elementary, intermediate
and high school levels.

Texas Recognized Schools

Atkinson Elementary	Kruse Elementary	Pomeroy Elementary
Burnett Elementary	L.F. Smith Elementary	Richey Elementary
Bondy Intermediate	Matthys Elementary	San Jacinto Intermediate
De Zavala Fifth Grade Center	Mae Smythe Elementary	Southmore Intermediate
Frazier Elementary	McMasters Elementary	South Shaver Elementary
Gardens Elementary	Meador Elementary	Sparks Elementary
Garfield Elementary	Moore Elementary	Stuchbery Elementary
Genoa Elementary	Morales Elementary	Teague Elementary
Golden Acres Elementary	Parks Elementary	Young Elementary
Jensen Elementary	Pearl Hall Elementary	

Texas Exemplary Schools

Turner Elementary

National Merit Scholarship Program
In order to participate in the Merit Program, a student takes the Preliminary Scholastic
Aptitude Test/National Merit Scholarship Qualifying Test during his/her junior year.

Semifinalists	*Commended*	*Hispanic Scholars and National Achievement Scholarship Program for Outstanding African-Americans*
2003-04 - 2	2004-05 - 5	
2001-02 - 1	2003-04 - 6	
2000-01 - 2	2001-02 - 5	
	2000-01 - 8	2004-05 - 12
		2003-04 – 4
		2001-02 - 9
		2000-01 - 7

PLANNING PROCESS

Pasadena ISD embraces the effective role of planning for educational technology. A good technology planning process can be summed up in the following basic principles.

Technology Planning for Education Should:

1. Be an organized and continuous process, use a simple straightforward planning model, and result in a document that improves how technology is used for instruction, management, assessment, and communications.

2. Take into account the mission and philosophy of the organization and be "owned" by that organization, its administrators, and instructors. (While outside assistance, such as that provided by a consultant, can bring a broad perspective and knowledgeable opinions to the technology planning process, the process must have the commitment of decision makers and staff.)

3. Be broad but realistic in scope, with economical and technically feasible solutions.

4. Involve all the stakeholders--including administrators, instructors, staff members, students, parents, community leaders, and technology experts--with experience in education.

5. Identify the strengths and weaknesses of the organization and how each will impact the implementation of technology.

6. Formalize the procedures and methods for making technology decisions, including the setting of priorities and the purchase, evaluation, upgrading, and use of technology.

7. Be driven by educational goals and objectives rather than by technological developments

Hopey and Harvey-Morgan (1995)

See Appendices A-H used in the development of the *2007-2010 Pasaden ISD Technology Plan* as defined in the above principles.

NEEDS ASSESSMENTS, IDENTIFIED NEEDS & RECOMMENDATIONS

Current Conditions:

INFRASTRUCTURE AND TELECOMMUNICATIONS:
Pasadena Independent School District has a fiber optic wide area network that connects all district campuses and buildings with built-in multiple direction redundancy. In addition, a second Network Operations Center will be available so that in case of an emergency (such as a hurricane) the district has a second management center. Each campus has classrooms with three data drops (new construction standard is six, as well as a library/media center with Internet connected computers stations and access to electronic collection catalogs. As of 2007, there are over 17,300 computers in the district, 6 or fewer years old. The 2007 student to computer ratio is on average 4:1.

All district enterprise level applications are connected to a SAN with disk-to-disk-to-tape back up processes. All employees have remote access to network applications which includes student information systems, grade book, email, business applications, special education, and data warehouse reporting.

Cisco IP Telephony serves as the base telecommunication services. Integrated with this are applications for parent notifications, broadcast, intercom, recording, bell scheduling, and voice mail services. All surveillance cameras in district are connected to the network.

TEACHING AND LEARNING:
Information gathered from the campus School Technology and Readiness charts in 2004-2005 indicated that 83% of elementary schools were Developing Tech and 17% were Advanced Tech and out of 11 intermediate schools 90% were Developing Tech and 10% were Early Tech. Of the five high schools, 60% were Developing Tech and 40% were Advanced Tech. In 2005-2006, over 85% of the teachers completed the STaR chart for teachers. Thirty-nine of the fifty-five campuses had 100% participation. In the fall of 2006, 100% of the teachers completed the STaR chart for teachers and 100% of the district campuses completed the campus STaR Chart. This data will be used to provide effective technology professional development that addresses the needs of each individual campus. These results will be used as technology grant opportunities are reviewed.

The Pasadena Virtual School has been established to enable students to take high school courses online, on their own time, wherever access is available to the Internet and a computer. Online learning, the concept of teaching by delivering curriculum to a student via a computer and the Internet, helps students to master course content, as well as develop communication, collaboration, and creative

problem-solving skills. Pasadena Virtual School offers BCIS-A, BCIS-B Government, English IV B, and Astronomy. Future courses include: Economics, World Geography, Advanced Algebra, Math Models, Math Models, Web Mastering, Health, and US History.

In order to provide equity and access, the district has provided Assistive Technology Specialists. As part of the Special Education division, this staff is trained to help students and teachers acquire the appropriate technology so that all students can utilize technology to learn.

The Director of Career and Technical Education (CTE) has evaluated the current status of the CTE program by visiting all the campuses, working with the CTE teachers, and meeting with business community members. CTE introduced new programs, such as the Cisco Networking Academy and Hospitality Services & Travel Academy (two high schools) to expand the secondary courses and training already being offered. A goal is to have all career and technology courses be associated with an industry certification or license.

The district uses Horizons by Dynix as its automated library system. It is a web based system that was implemented in 2003. Both the library catalog and district provided online resources are available to all students, teachers, parents, and staff from campus and from home. Librarians have regular training on the library system and on the online resources. In addition, librarians are trained on upgrades and enhancements as they occur in both the library system and the online resources. Librarians are also provided additional training on other components such as Blackboard and Excel.

EDUCATOR PREPARATION AND DEVELOPMENT:
Technology staff development has been a primary focus in order to integrate technology into the curriculum and instruction. A District Technology Course Catalog outlines workshops available on the district web site. The district provides face-to-face, computer-based, or web based instruction. Three categories of workshops have been designed to meet the needs of teachers and administrators:
- ➢ Awareness - skills needed for staff to manage their needs, such as Basic Operations of Computers, Email, Use of the Internet, Internet Searches, and Technology Planning, Policies, and Procedures.
- ➢ Application - skills needed for the staff to acquire the productivity skills they would need for word processing, spreadsheets, databases, thinking maps, and web design.
- ➢ Integration - skills needed to provide teachers with resources and modeling on how to infuse the technology and the Internet into the curriculum and instruction.

Teachers are expected to complete the Awareness level courses within the first year they receive a computer. In the second year, they are required to begin the integration process. Since staff development was a large part of all the grants we have received, many of the teachers have completed the above requirements.

Workshops are provided via the six district Instructional Technology Specialists, outside resources, or one of the fifty-four campus technology liaisons. The campus technology liaison is a certified teacher or librarian, who contracts to perform eighty hours of campus technology staff development outside the regularly scheduled workday. The technology liaison position was designed to have campus-level assistance with software and pedagogy. They are not assigned any technical duty, as the district has its own Network and Technical support team. The district

Instructional Technology Specialists are responsible for training and working with the campus technology liaisons. The Instructional Technology Specialists work within one high school strand (the high school and all intermediate and elementary schools that feed to that high school). This model of train-the-trainer has proven highly effective in the number of workshops provided and in cost. In 2004-2005, thirty-three technology liaisons and the Instructional Technology Department became Texas Teacher Technology Certified through the Region XI ESC program. For the 2005-2006 school year, the Instructional Technology Department developed its own Pasadena Technology Competency program to demonstrate educator technology proficiency.

In 2004-2005, PISD performed, or hired outside resources to complete, over 650+ technology workshops. This has grown from a mere 103 technology workshops in 1995 and has increased every year. Staff members can also request any workshop they need, and the district will either provide the training or hire someone from outside the district to perform the training. In 2004-2005, the focus has been integration into instruction and the curriculum. In 2004-2005, the Technology Applications TEKS instructional timelines were developed for Pre-Kindergarten through eighth grade and posted on the district website. During 2005-2006, the technology specialists and the campus technology liaisons provided over 950 workshops with a technology emphasis.

ADMINISTRATION AND SUPPORT:
Administrative applications used within the district to promote productivity, efficiency and support include web based Student Management System, Business Services System, Email, Health Management, Special Education, Grade Book, Textbook, Library Automation, Transportation, Work Order Services, and Data Reporting Services. The Technology Services Department consists of the Network Services support, the Technical Services support, the Student and Business Application Services support, and Cabling Infrastructure Services support.

The budget presented in this plan includes funding for infrastructure (technology and human), desktop replacements, mobile laptop initiatives, and further administrative application upgrades, initiatives and support.

Needs Assessment:

A comprehensive needs assessment process and analysis of the current technology environment was conducted in the fall of 2006. The needs assessment was divided into four (4) areas: Campus Technology, District Technology, Information Capital Portfolio Analysis and Professional Development and utilized a wide variety of tools including District System Equipment Inventory with Purchase Date, Campus Equipment and Peripheral Inventory, Campus Software Inventory, Three year STaR chart Longitudinal Assessment, Principal Surveys, library Technology Assessment, Classroom Standard Model and New Campus Classroom Standard Model.

Identified Needs:

Technology Needs:

From this data and other assessments such as the campus and teacher STaR charts, the following needs were identified:

➢ Campus Technology Assessment - Needs

➢ District Equipment Inventory - Develop Ongoing refresh plan past bond and add network electronics, servers and communication components.

➢ Campus Equipment Inventory - Insure the minimal technology level acceptable to support technology integration and TA TEKS is available in ALL classrooms.

➢ Campus Peripheral Inventory - Insure the minimal technology level acceptable to support technology integration and TA TEKS is available in ALL classrooms.

➢ Campus Software Inventory - Develop a base level Instructional Load set that is available on all instructional workstations. Develop an assessment and approval process for additional software for workstations.

➢ Campus Technology Comparison - Large gap between campus technology capabilities.

➢ New Campus Technology Design Standard including Classroom Design - Update the design to include student access, online assessment and video broadcasting.

➢ Existing Campus Technology Design Standard including Classroom Design - Update the existing campus design to equal the new campus designs.

➢ Library Technology Assessment - Address the design and define the strategy for student access to technology in the library for research, core curriculum and collaboration. Plan for the expansion and update of the LMS to support 21st century library needs to manage digital resources.

- Three Year STaR Chart Longitudinal Assessment - Determine the target level in each focus area of the STaR that the district identifies as the target within the next three years and develop strategies to support those performance objectives.

- Principal Surveys - Need for more instructional support.

- District Technology Assessment - Needs

- Information Capital support of Core Processes - Continue to implement Information Systems to support business processes and increase analytical capabilities of systems.

  - Develop a strategy to implement information management systems in curriculum, instruction, assessment and PD to support efficient and effective operations and to provide information for data driven decision making.

- Evaluated Technology Plan alignment and integration into the District and Campus Improvement Plans - Increase the alignment of technology to support key district goals and objectives. Work with the district and campus to evaluate and integrate technology as a key strategy to support their objectives.

- Peer to Peer Assessment of Technology and Systems to comparable districts. - Further evaluate the need for increased instructional technology support.

  - Develop strategy for student access/assessment and determine mobile computing role in that strategy and plan accordingly.

  - Increase bandwidth to support more functionality for student computing.

- Infrastructure Assessment - No Current Need

- LAN/WAN Assessment - Standardize technology capability at all campuses to allow for equal access to services.

- Internet Access - Increase Internet bandwidth.

- Telecommunications Assessment - No Current Need

- Disaster Recovery - Develop design for DR plan including data backup and restore, server restore and hosting locations.

- Software Portfolio - Develop a strategy to standardize software.

GOALS & OBJECTIVES

GOAL 1

Student performance will improve annually to meet the criteria for the district to reach 90%.

OBJECTIVE 1.1:
All teachers and administrators will utilize technology and information systems to support the development, management, delivery, analysis and monitoring of the written curriculum, instructional and assessment, to improve and maintain alignment to TEKS-based instructional Targets and increase rigor and relevance of instruction.

STRATEGY 1.1.1:
An Integrated Instructional Management System including curriculum, instructional and assessment modules will be implemented and utilized by all instructional stakeholders and will support vertical and horizontal curriculum alignment and provide communications and collaboration between appropriate stakeholders.

STRATEGY 1.1.2:
Administrators, including Principals and Asst. Principals, will complete a technology leadership program.

STRATEGY 1.1.3:
Teachers will complete a technology leadership program (using data in instruction).

STRATEGY 1.1.4:
Hire an instructional data analysis to support the implementation, training and support of system and data.

STRATEGY 1.1.5:
Teachers will be provided the required technology tools in every classroom (as defined in the Standard Classroom Model) to support the development, management and delivery of the core curriculum and utilization of the Instructional Management System. (3 year deployment)

STRATEGY 1.1.6:
The required network infrastructure will be provided to support the development, management and delivery of the core curriculum and utilization of the Instructional Management System.

STRATEGY 1.1.7:
The required Internet access capacity and security will be increased to support the development, management and delivery of the core curriculum and utilization of the Instructional Management System.

STRATEGY 1.1.8:
A Training Program will be provided and required for all teachers on the utilization of the standard classroom technology, available technology resources including online, and the use of the Instructional management systems. Program provided through the Instructional Technology and Library Services Department.

STRATEGY 1.1.9:
Implement the Campus Instructional Technologist Program to provide the support for the implementation of the IMS. (Consider usage % of Technology Allotment of $1,400,000, reallocation of Instructional Tech budget for $181,850)

STRATEGY 1.1.10:
A Data Warehouse will be implemented and expanded to include information from the Student Management, the IMS and other instructional systems for integrated, dashboard reporting and secured presentation of information to all stakeholders.

STRATEGY 1.1.11:
Provide the support within the IMS or data warehouse to manage the instructional resources within the district and the alignment to the curriculum. (Build on the initiative from Library Services of Alignment)

STRATEGY 1.1.12:
Remote access to district Intranet will be provided to all employees.

STRATEGY 1.1.13:
Provide the technical staff on the campuses and helpdesk to support the new campus technology provided within this plan.

STRATEGY 1.1.14:
Provide Technical expertise for Database and programming for the Instructional Management Systems including web portal.

STRATEGY 1.2.1:
Maintain the specialized application, Plato, that supports
TEKS/TAKS proficiency including Plato.

STRATEGY 1.2.2:
Establish a Software Committee, working with departmental
specialist, to identify the minimum software applications that will
be available to support TEKS/TAKS proficiency based on current
data, different population needs, research based, results driven
and technical standards. (Evaluate AR)

STRATEGY 1.2.3:
The IMS will provide needed data to appropriate stakeholders to
monitor student performance and support individual students
TEKS/TAKS proficiency needs.

STRATEGY 1.2.4:
Maintain the Computer System Contact Person at 37 at
Elementary Schools @ $550 = $20,350;

STRATEGY 1.3.1:
The Data Warehouse will provide data and reporting to flag
indicators such as decrease in student's grades, increase
absentees, and increase discipline items identified as at-risk
indicators.

STRATEGY 1.3.2:
Evaluate the use of Technology such as Podcast and video
streaming to maintain student engagement and instruction in
alternative instructional environments.

STRATEGY 1.3.3:
Evaluate the use of the district distance learning network to
support alternative instructional opportunities.

STRATEGY 1.3.4:
Maintain and expand the communications systems that provide notifications between students, parents and campus of absentees and attendees flags.

OBJECTIVE 1.4:
Technology, communication technology and Instructional Management Systems will be used to increase student success in completing high school in four years.

STRATEGY 1.4.1:
The Instructional and student Management System will provide Individual Graduation Plans for each student with communication, automation, analysis and monitoring capabilities for stakeholders.

STRATEGY 1.4.2:
Expand the use of Blackboard to provide Web based Instructional portal that will be utilized to manage and increase communication with teachers, parents, colleges and students.

STRATEGY 1.4.3:
Expand the use of Blackboard to support Virtual High School Program for online courses, including interactive courses, dual credit courses, and video courses, will be used to increase offerings and availability of classes.

STRATEGY 1.4.4:
Develop courses, pay teachers, and provide training for the Virtual High School Program.

STRATEGY 1.4.5:
Student email will be provided to secondary student to increase communications.

STRATEGY 1.4.6:
Provide access for students to instructional resources from campuses, home, Internet.

OBJECTIVE 1.5:
Technology will be integrated into the core curriculum to support an increase in student centered learning, rigor and relevant instruction, and increase students' 21st Century learning skills.

STRATEGY 1.5.1:
Implement the Instructional Specialist Program (with Technology Emphasis) to provide the support for integration of technology into the curriculum, and provide mentoring, coaching and staff development.

STRATEGY 1.5.2:
All Administrators will take the Technology Leadership Program which includes both Instructional Technology and Administrative (Data-Driven, Analysis) Training

STRATEGY 1.5.3:
Teachers and students will be provided the required technology tools in every classroom (as defined in the Standard Classroom Model) to support technology integration. (3 year deployment)

STRATEGY 1.5.4:
Increase access to technology for students through Mobile Lab Program (Mobile Lab Program is also to support assessment). 3 Year Deployment

STRATEGY 1.5.5:
Establish a Software Committee to identify the minimum software applications that will be available to support TEKS/TAKS proficiency based on current data, different population needs, research based, results driven and technical standards.

STRATEGY 1.5.6:
A network infrastructure will be expanded in all campuses to support student technology access through wireless or land lines.

STRATEGY 1.5.7:
Provide all teachers adequate, secured data storage. Provide secured access to network resources.

STRATEGY 1.5.8:
Provide all students individual login accounts, storage and a technology portfolio. This includes Account Management (50% of cost allocated - remaining in G6 for Administration and Teachers) and SAN Storage. Provide secured access to network resources.

STRATEGY 1.5.9:
Provide teachers with up-to-date workstations that have the capabilities and services needed.

STRATEGY 1.5.10:
The data warehouse will be expanded to align, manage and maintain the available classroom instructional resources, technology resources, library collections, staff development and online resources to support the Instructional Management System.

STRATEGY 1.5.11:
Increase Internet Access bandwidth from 30 MB to 70 MB to support student instructional usage of Internet.

STRATEGY 1.5.12:
Provide, maintain and update the video conferencing network components to support campus initiatives utilizing distance learning.

STRATEGY 1.5.13:
Implement video conferencing systems and video streaming components to support campus initiatives utilizing distance learning and video distribution to support the curriculum.

STRATEGY 1.5.14:
Implement the Library Technology Standard in all campuses to improve information literacy and support technology integration.

STRATEGY 1.5.15:
The District Instructional Technology Personnel will provide support to all campuses and serve as the coaches for the Campus Instructional Specialist.

STRATEGY 1.5.16:
Maintain the Instructional Technology Department Operations to support Technology Integration and Technology Applications at all campuses.

STRATEGY 1.5.17:
Student email will be expanded to include all students to increase communications and provide the ability for all students to learn the usage of email.

STRATEGY 1.5.18:
Align technology resources and available staff development with model lesson plans in IMS.

OBJECTIVE 1.6:
The Technology Applications (TEKS) skills will be taught throughout the core curriculum areas and to all students and 85% will have proficiency.

STRATEGY 1.6.1:
Integrate the Technology Applications TEKS into the curriculum. The Instructional Technology Department will support the implementation by providing and training on the Technology Applications adopted instructional materials at all grade levels.

STRATEGY 1.6.2:
Install Classroom Technology Standard in all classrooms.

STRATEGY 1.6.3:
Provide students access to technology, technology resources and online environment through Mobil Lab Program.

STRATEGY 1.6.4:
A network infrastructure will be expanded in all campuses to support student technology access through wireless or land lines.

STRATEGY 1.6.5:
Provide data warehouse to manage technology resources and available staff development with model lesson plans in IMS that support TA TEKS.

STRATEGY 1.6.6:
Implement the Instructional Specialist Program (with Technology Emphasis) to support student learning of the TA TEKS.

STRATEGY 1.6.7:
The District Instructional Technology Personnel will provide support to all campuses with the primary job description in training and support for TA TEKS.

STRATEGY 1.6.8:
Maintain the Instructional Technology Department Operations to support Technology Integration and Technology Applications at all campuses.

STRATEGY 1.6.9:
Maintain the Technology Liaison program until the Instructional Technology Specialist Program in implemented in year 2.

STRATEGY 1.6.10:
Implement a program to assess students on Technology Application Competencies.

OBJECTIVE 1.7:
Each Campus Library will provide the technology and digital instructional media and online resources to support the core curriculum and increase students' information literacy. (See Appendix for: Requirements of Library Technology as defined in the Texas Library Standards and Information Literacy Standards for Student Learning).

STRATEGY 1.7.1:
The district will maintain the current Library Management System (Dynix) and expand the management system services to support a 21st Century Library System for schools that will improve library management, the user experience, and digital content management.

STRATEGY 1.7.2:
Each library will have a student technology area that will include mobile laptop lab, presentation device, interactive board and digital camera.

STRATEGY 1.7.3:
The district will provide the minimum digital online resources required to support the core curriculum and information literate students for all students.

STRATEGY 1.7.4:
Maintain the Library Technology Advisory Committee to continue to evaluate the online resources and technology needs of the campus libraries.

STRATEGY 1.7.5:
Provide connectivity to campus libraries and to community and public libraries, including the Pasadena Public Library, from schools and the home.

STRATEGY 1.7.6:
Continue to provide the network infrastructure including LAN, WAN and Internet connectivity required to support the use of the library online resources at their fullest capacity including streaming video.

STRATEGY 1.7.7:
Continue to provide training to librarians and teachers on the use of digital content and online resources through the Library Technology Administrator.

STRATEGY 1.7.8:
Develop a program utilizing the technology resources, library facilities, and content to support adult literacy and before and after school programs including reading programs and technology access for parents. (Library Grant)

STRATEGY 1.7.9:
Evaluate the use of the data warehouse to align the curriculum to the library collection and the student's lexile levels with the library collection lexile appropriate resources and provide information to teachers, students and parents.

GOAL 2

Socio-economic status, ethnicity, and gender participation and performances differences among students will be eliminated while the participation and performance of all increases.

OBJECTIVE 2.1:
Technology Information Management Systems will be used to provide data to support the early identification of students with potential TEKS/TAKS deficiencies.

STRATEGY 2.1.1:
Implement an Assessment Management System to report identified data to stakeholders to identify TEKS/TAKS deficiencies.

STRATEGY 2.1.2:
Utilize the data warehouse to flag at-risk indicators such as discipline, attendance, grades and report for early intervention.

STRATEGY 2.1.3:
Utilize Online assessments for early identification of TEKS/TAKS deficiencies

STRATEGY 2.1.4:
Implement the Mobil lab program in every campus to ensure online assessment capability.

STRATEGY 2.1.5:
Implement network upgrade and expansion in each campus to support online assessments.

STRATEGY 2.1.6:
Utilize Campus Instructional Specialist to support online assessments.

OBJECTIVE 2.2:
Technology management systems will be used to disaggregate assessment data by special populations to determine level of mastery throughout the school year.

STRATEGY 2.2.1:
Implement an Assessment Management System that can report all assessments with detailed desegregation by subgroups and report in instructional and curriculum modules.

STRATEGY 2.3.1:
All classrooms will have telephony capability to support communications to the parents.

STRATEGY 2.3.2:
A robust, automatic communication system will be available for all campuses within the district that supports automatic calling and messaging via phone, email and messaging.

STRATEGY 2.3.3:
Provide a centralized portal that provides information to parents concerning curriculum, instruction, testing, grades, attendance, activities, and information.

STRATEGY 2.3.4:
Migrate the access to students' grades and attendance from current systems to Centralized portal.

STRATEGY 2.3.5:
Align technology resources to scope and sequence for parents and students to re-enforce TEKS/TAKS and provide access from home and school. (Library alignment initiative, Data warehouse, IMS and Portal)

STRATEGY 2.3.6:
Provide online learning for parents for parent education on dyslexia, other disorders and instructional intervention. (Use Blackboard Virtual School System)

OBJECTIVE 2.4:
Technology applications and programs will be used to promote the enjoyment of reading.

STRATEGY 2.4.1:
Implement the Library Technology Initiatives as Defined in Goal 1.7. See Appendix.

STRATEGY 2.4.2:
The Software Committee will determine the standard reading applications to provide all campuses to ensure access, improve support and training, and leverage buying power. Evaluate Accelerated Reader as a district wide program.

STRATEGY 2.4.3:
Align available reading resources in the IMS including technology, library and others to curriculum and instructional calendars to increase usage and support of instruction. (Leverage Library Alignment Project)

STRATEGY 2.4.4:
Develop a program utilizing the technology resources, library facilities, and content to support adult literacy and before and after-school reading programs for students.

OBJECTIVE 2.5:
Technology Management Systems will be used to support assessment and curriculum of TAKS-Exempt Students.

STRATEGY 2.5.1:
Utilize Assessment Management System to provide and management assessments for TAKS-exempt students.

STRATEGY 2.5.2:
Utilize Scope and Sequence/Calendaring features of Instructional Management System to provide Scope and Sequence for ESL at all grade levels.

OBJECTIVE 2.6:
Technology and Information Management Systems will be used to support instructional opportunities for advanced students and increase performance on national assessments for advanced academics.

STRATEGY 2.6.1:
Implement a Instructional Management System that can support alignment to multiple standards and provides support for both remediation and advancement throughout the applications

STRATEGY 2.6.2:
Identify applications and online academic communities to support advances students.

STRATEGY 2.6.3:
Increase Online Course Offerings for advanced placement programs.

STRATEGY 2.6.4:
Utilize online testing and online content for advance academics. (25% of 12000 students @ $15 per Student)

OBJECTIVE 2.7:
Technology will be integrated into the core curriculum to support an increase student centered learning, rigor and relevant instruction, and increase students' 21st Century learning skills.

STRATEGY 2.7.1:
Install Classroom Technology Standard in all classrooms that includes a multimedia workstation, projector, interactive board, document camera and close access to printer.

STRATEGY 2.7.2:
Implement the campus instructional specialist for implementation and support.

STRATEGY 2.7.3:
Align technology resources and available staff development with model lesson plans in IMS.

OBJECTIVE 2.8:
The Technology Applications (TEKS) skills will be taught throughout the core curriculum areas and to all students and 85% will have proficiency.

STRATEGY 2.8.1:
Install Classroom Technology Standard in all classrooms.

STRATEGY 2.8.2:
Provide students' access to technology, technology resources and online environment.

STRATEGY 2.8.3:
Align technology resources and available staff development with model lesson plans in IMS that support TA TEKS.

STRATEGY 2.8.4:
Implement the Campus Instructional Specialist Program to support TA TEKS.

STRATEGY 2.8.5:
Implement a program to assess students on Technology Application Competencies of 5th and 8th grade students.

GOAL 3

The marketability of Pasadena Independent School district students will improve annually to ensure success in the academic and business world.

OBJECTIVE 3.1:
Technology will be used in every classroom for integrating real world experiences in all content areas in order to increase awareness of career opportunities and develop attributes necessary for success in the working world.

STRATEGY 3.1.1:
All students will learn in a technology rich environment with a multi-media workstation, presentation device, Interactive whiteboard, document camera in each classroom and an easily accessible network printer.

STRATEGY 3.1.2:
The schools will provide a robust network environment including high speed, high available Local Area Network, Wide Area Network, Wireless access and Internet.

STRATEGY 3.1.3:
Students will be provided robust access to technology and training in all campuses to provide increase student access to technology and services. (Mobile Lab Program)

STRATEGY 3.1.4:
Provide all student access to technology, technology resources and online environment..

STRATEGY 3.1.5:
Provide student email for all students. (Increase from 20000 license to 60000 license.)

STRATEGY 3.1.6:
Provide individual student logins accounts, storage and technology portfolio.

STRATEGY 3.1.7:
Implement the Campus Instructional Specialist Program to support technology integration. (Consider redirecting Technology Application funds and Liaison Funding)

STRATEGY 3.1.8:
Implement an Instructional Management System (IMS) to support a PK-12 career guidance program.

STRATEGY 3.1.9:
Utilize Video Conferencing, Video on Demand and Internet Streaming Video Capability to provide "Career Planning Video" and other content to students/parents in the Career Development Process.

STRATEGY 3.1.10:
Utilize technology communications to support regular correspondence and communication about the programs.

STRATEGY 3.1.11:
Implement the Library Technology Program to allow a location for students to access technology freely for research, study, communications and Internet Access.

OBJECTIVE 3.2:
The Technology Applications (TEKS) skills will be taught to all students with a minimum of 85% who are proficient to ensure students are able to utilize the technology.

STRATEGY 3.2.1:
Install Standard Classroom Technology (hardware and software) in all classrooms to support teaching of Technology Application TEKS

STRATEGY 3.2.2:
Provide student access to technology, technology resources and online environment to support teaching of Technology Application TEKS

STRATEGY 3.2.3:
Align technology resources and available staff development with model lesson plans that support Technology Application TEKS using an Instructional Management System (IMS)

STRATEGY 3.2.4:
Implement the Campus Instructional Specialist Program to support TA TEKS.

STRATEGY 3.2.5:
Implement a program to evaluate students on Technology Application Competencies.

OBJECTIVE 3.3:
Utilize technology to expand School-to-Work and Tech Prep opportunities.

> STRATEGY 3.3.1:
> Increase Tech Prep opportunities through online courses partnered with program providers.
>
> STRATEGY 3.3.2:
> Ensure adequate and equitable online access for students to support curriculum, communication and access to online courses.
>
> STRATEGY 3.3.3:
> Provide home access for students to support Tech Prep opportunities.

OBJECTIVE 3.4:
Utilize technology to support data analysis of PISD Graduates.

> STRATEGY 3.4.1:
> Use Survey Management Tool to automate and track survey information of students.
>
> STRATEGY 3.4.2:
> Use Communication Management/Directory to collect and maintain contact information of students.
>
> STRATEGY 3.4.3:
> Use web portal to provide access to and collect information from PISD Graduates.

OBJECTIVE 3.5:
Each Campus Library will provide the technology and digital instructional media and online resources to support the core curriculum and increase students' information literacy to prepare students to work and learn in the 21st century. (See Appendix for: Requirements of Library Technology as defined in the Texas Library Standards and Information Literacy Standards for Student Learning).

> STRATEGY 3.5.1:
> The district will maintain the current Library Management System (Dynix) and expand the management system services to support a 21st Century Library System for schools that will improve library management, the user experience, and digital content management.

STRATEGY 3.5.2:
Each library will have a student technology area that will include mobile laptop lab, presentation device, interactive board and digital camera.

STRATEGY 3.5.3:
The district will provide the digital online resources required to support the core curriculum and information literacy students for all students.

STRATEGY 3.5.4:
Maintain the Library Technology Advisory Committee to continue to evaluate the online resources and technology needs of the campus libraries.

STRATEGY 3.5.5:
Provide connectivity to campus libraries and to community and public libraries, including the Pasadena Public Library, from schools and the home.

STRATEGY 3.5.6:
Continue to provide the network infrastructure including LAN, WAN and Internet connectivity required to support the use of the library online resources at their fullest capacity including streaming video.

STRATEGY 3.5.7:
Continue to provide training to librarians and teachers on the use of digital content and online resources through the Library Technology Administrator.

STRATEGY 3.5.8:
Develop a program utilizing the technology resources, library facilities, and content to support adult literacy and before and after reading programs for students.

STRATEGY 3.5.9:
Evaluate the use of the data warehouse to align the curriculum to the library collection and the student's lexile levels with the library collection lexile appropriate resources and provide information to teachers, students and parents.

GOAL 4

Students will annually demonstrate improved responsibility, citizenship, and value for human worth and dignity.

OBJECTIVE 4.1:
Students and staff will be involved in technology leadership programs.

> STRATEGY 4.1.1:
> Include students, staff, parents and community in district technology planning, evaluation, and monitoring. Integrate planning process into campus and district improvement plans
>
> STRATEGY 4.1.2:
> Administrators will complete a technology leadership program.
>
> STRATEGY 4.1.3:
> Evaluate and implement a Management Communications System that will support the management of broad based groups and utilize technology for the communication, management, automation, and analysis of volunteer and citizenship programs.
>
> STRATEGY 4.1.4:
> Utilize email, web, blogs, podcasts and video on demand to support participations in programs.

OBJECTIVE 4.2:
Technology will support alternative settings to promote success upon return to the regular classroom.

> STRATEGY 4.2.1:
> All students will have email accounts to support communications with teachers to maintain open dialog and inclusion.
>
> STRATEGY 4.2.2:
> Implement a Instructional Management Systems that supports scope and sequence, campus and classroom calendaring, and shared lesson planning to support alternative programs involvement with the campuses.
>
> STRATEGY 4.2.3:
> Evaluate online collaborative communications to increase mentoring for students returning from alternative settings.

STRATEGY 4.2.4:
Maintain telephones in the classroom to support parent communication and increase involvement.

STRATEGY 4.2.5:
Maintain Autodial system for all campuses to provide quality communications to parents.

OBJECTIVE 4.3:
Utilize communication technology to improve the school climate for safe schools and to improve the ability for campus personnel to mitigate and respond to crisis at all levels.

STRATEGY 4.3.1:
Support and maintain a Visitor Tracking System at all campuses.

STRATEGY 4.3.2:
Cellular phones with integrated radios will be used for mobile communication for all campus crisis management members.

STRATEGY 4.3.3:
Transportation is evaluating and testing Cellular phones with integrated radios and GPS for buses.

STRATEGY 4.3.4:
Maintain and support 99.9% of availability of telephone capability in classrooms.

STRATEGY 4.3.5:
Provide and maintain a reliable email system for all personnel.

STRATEGY 4.3.6:
Provide and maintain a reliable web presence with relevant information for parents during regular and emergency operations.

STRATEGY 4.3.7:
Provide and maintain a reliable security camera system in all campuses.

STRATEGY 4.3.8:
Provide online crisis management plans for all campuses with secured, campus specific data, and relevant information for all stakeholders including first responders.

STRATEGY 4.3.9:
Evaluate, modify implement and test communications plans for all campuses to be used in crisis situation.

STRATEGY 4.3.10:
Provide any-time communications for personnel responsibility for safe and secure schools (Crisis Management Teams). Cellular and VOIP

STRATEGY 4.3.11:
Evaluate and align campus and district communication plans with first responders.

STRATEGY 4.3.12:
Provide a program to train and test communication plan at campus and district levels.

OBJECTIVE 4.4:
Technology systems and programs will support the continued increase in attendance

STRATEGY 4.4.1:
Install the Classroom Standard Technology Model in all classrooms in support of the Rigor and Relevance training to improve student engagement.

STRATEGY 4.4.2:
Provide and maintain the communications systems to increase notifications between students, parents and campus of absentees and attendees flags.

STRATEGY 4.4.3:
An Integrated Instructional Management System including curriculum and instruction will be implemented and support the integration of character education into the curriculum, align character related resources and provide model lesson plans.

STRATEGY 4.4.4:
Develop a plan to address power constraints within classrooms. Address quality of power, access to power and emergency situations.

GOAL 5

The professional development program will provide ongoing, sustained professional development for all teachers, principals, administrators, and school library media personnel and ensure that staff members know how to use technology to improve education services.

OBJECTIVE 5.1:
Technology and information management systems will be used to support Professional Development for aligning written curriculum, instructional strategies and assessments.

STRATEGY 5.1.1:
Implement a Professional Development Management System that catalogs all course offerings by required participants, prerequisites, and aligned to instructional standards and highly qualified.

STRATEGY 5.1.2:
Provide online courses of research based teaching strategies aligned to TEKS objectives and rated based on effectiveness and gains by student subgroups such as PD 360 or Learning Bridges.

STRATEGY 5.1.3:
Use the Instructional Management System to provide best practice lesson plans, document mentors and coaches, and align to available staff development supporting objectives and/or resources.

STRATEGY 5.1.4:
Implement integrated Professional Development Assessment System (PDAS) Management System.

STRATEGY 5.1.5:
Evaluate online collaborative communications to increase mentoring for students returning from alternative settings.

OBJECTIVE 5.2:
Use technology systems to support Professional Development for instructional programs.

STRATEGY 5.2.1:
Provide data from the Instructional Management System and Data Warehouse to identify needs for professional development.

STRATEGY 5.2.2:
Administrators will complete a technology leadership program.

STRATEGY 5.2.3:
Develop a training program to expand the use the management systems, how to access the data, and how to analyze and use data. (Technology Leadership Training for Teachers)

STRATEGY 5.2.4:
Implement an integrated Staff Development Planning system that will support the alignment and integration of Professional Development Programs into the District and Campus Plans.

STRATEGY 5.2.5:
Utilize the Professional Development Management System to integrate and align the staff development program into instructional needs.

STRATEGY 5.2.6:
Implement a Professional Development Management System that supports follow up, engagement and program evaluation.

OBJECTIVE 5.3:
Increase the teachers capacity to utilize technology integration into the classroom and use proven strategies to facilitate the development of higher order thinking skills and student collaboration.

STRATEGY 5.3.1:
Teachers will assess and evaluate their capacity for technology integration through the STaR and LoTi Assessment Programs.

STRATEGY 5.3.2:
Successful completion and maintenance of a Teacher Technology Integration and TA TEKS program will be required for all teachers. Program provided through the Instructional Technology Department.

STRATEGY 5.3.3:
Implement the Technology Instructional Specialist Program to support mentoring and coaching for technology integration into the curriculum and provide training support for new management systems.

STRATEGY 5.3.4:
Utilize the Professional Development Management System to manage the training requirements of teachers, include the technology program and document available coaches and mentors.

STRATEGY 5.3.5:
Provide online training for teachers based on assessment of skills and needs. Atomic Learning and Instructional Online Training

OBJECTIVE 5.4:
Increase teachers capacity to teach the Technology Application TEKS and integrate the TA TEKS into the core curriculum.

STRATEGY 5.4.1:
Evaluate Students Technology Application TEKS in 5th and 8th grade to evaluate staff development needs.

STRATEGY 5.4.2:
Install Classroom Technology Standard in all classrooms to provide the tools required for teachers and students to teach and learn the Technology Application TEKS.

STRATEGY 5.4.3:
Align technology resources and available staff development with model lesson plans in IMS. (Instructional Technology Department)

STRATEGY 5.4.4:
The District Instructional Technology Personnel will service all campuses with the primary job description in training and support for TA TEKS

STRATEGY 5.4.5:
The Instructional Technology Department through operations and personnel will provide the leadership and training in the areas of technology integration and the Technology Application TEKS.

STRATEGY 5.4.6:
Maintain the digital content and resources provided by Library Services and maintain training to teachers and librarians on usage through Library Services.

GOAL 6

Quality, real time information and data will be used in management, intervention, evaluation and assessment of all programs to increase performance, increase effective and efficient operations and to support the strategies of the district.

OBJECTIVE 6.1:
Information Management Systems will be utilized in all departments to increase effective and efficient operations, increase analytical and data driven decision making capability and increase success of the district to accomplish the goals and objectives.

STRATEGY 6.1.1:
Include students, staff, parents and community in district technology planning, evaluation, and monitoring. Integrate planning process into campus and district improvement plans

STRATEGY 6.1.2:
A detailed inventory, assessment and evaluation of the Information Capital Status and Process Automation Needs will be conducted for each department to determine requirements of each management system and as an evaluation tool for the implementation success and impact on process improvement.

STRATEGY 6.1.3:
Continue to implement, train and support the installation and increased usage of the Integrated Business Management Systems and extend implementation into Human Resources and other business departments.

STRATEGY 6.1.4:
Continue to implement, train and support the installation and increased usage of the Integrated Student Management Systems (Chancery).

STRATEGY 6.1.5:
Continue to implement, train and support the grade book system.

STRATEGY 6.1.6:
Evaluate, procure, install and maintain a robust Data Warehouse to provide vertical and horizontal reporting to stakeholders and to provide a centralized, secured portal for access to information.

STRATEGY 6.1.7:
Evaluate, procure, install and maintain an integrated Instructional Management System that includes Curriculum, Instruction and Assessment System.

STRATEGY 6.1.8:
Evaluate, procure, install and maintain a Professional Development Management System.

STRATEGY 6.1.9:
Evaluate, procure, install and maintain a Professional Development Assessment System Management System.

STRATEGY 6.1.10:
Evaluate, and implement a solution for transportation for communication, tracking and monitoring.

STRATEGY 6.1.11:
Automate the Crisis Management Plans and the Communication Plan for district and campus levels.

STRATEGY 6.1.12:
Evaluate, procure, install and maintain an Integrated strategic planning and budgeting tool that supports Technology planning, Human Capital Planning, Departmental Planning, District and Campus Planning.

STRATEGY 6.1.13:
Continue the broad based technology planning through the development, budgeting, approval, monitoring and evaluation of impact of the plan.

OBJECTIVE 6.2:
Integrate the Management Systems for increased productivity and analytical capability.

STRATEGY 6.2.1:
Implement a SIF infrastructure to increase productivity and security.

STRATEGY 6.2.2:
Integrate work flow automation and single sign on for operational efficiency and productivity. This supports providing student logins and adding and terminating employees to systems.

STRATEGY 6.2.3:
Implement a robust Data Warehouse to provide the vertical and horizontal, longitudinal and analytical data required to manage effectively.

STRATEGY 6.2.4:
Develop a District portal that will provide appropriate real time information to stakeholders including students, parents and the communication from the Information Management System Data Warehouse Architecture.

OBJECTIVE 6.3:
Provide the communications systems required to support the district.

STRATEGY 6.3.1:
Provide cellular phones and data access for members of the District and Campus Crisis Management Teams. Provide quality cellular/mobile telephony service within all buildings. Evaluate Current radio usage verses integrated radio and cellular.

STRATEGY 6.3.2:
Provide data access (cellular) for administrative members who require anytime communications.

STRATEGY 6.3.3:
Provide a telephone system that provides mission critical service for all professionals including classrooms at 99.9% availability.

STRATEGY 6.3.4:
Provide secured, filtered, high speed Internet and intranet services to all network devices with 99.9% reliability.

STRATEGY 6.3.5:
Provide secured, filtered, high quality email services within the district with 99.9% availability.

STRATEGY 6.3.6:
Provide a Disaster Recovery Plan and required supporting systems to deliver mission critical services of Information Management Systems and Communication Systems.

STRATEGY 6.3.7:
Provide a Communication Plan and required supporting systems to deliver mission critical services.

GOAL 7

Technology Infrastructure: Required technology service will be implemented and maintained to support the instructional and administrative technology needs of the district.

OBJECTIVE 7.1:
Implement and maintain local area and wide area network connectivity at all facilities and infrastructure applications.

STRATEGY 7.1.1:
Provide and maintain a Mission Critical Wide Area Network for all district sites through a fiber optic based network with increased resiliency and dependability and decrease operational expenses.

STRATEGY 7.1.2:
Maintain current circuit based Wide Area Network until fiber based network is completed and maintain gigaman circuits to sites not served by fiber network.

STRATEGY 7.1.3:
Maintain service and maintenance agreements on WAN/LAN and IP Telecommunications Systems to meet current and future needs and service level agreements.

STRATEGY 7.1.4:
Install and expand the network for stakeholder access throughout all PISD facilities to support administrative, teachers and students, and appropriate stakeholders and improve management and security system.

STRATEGY 7.1.5:
Install and maintain structured cabling systems within each campus and building as defined in the district technology standards and provide maintenance, add moves and changes.

STRATEGY 7.1.6:
Evaluate and develop needs requirements for district Primary and Secondary Network Operations Center (NOC) upgrades to meet established service levels and business continuity plan.

STRATEGY 7.1.7:
Upgrade UPS support within all campuses telecommunication closets to improve communication for data and voice during a crisis situation.

STRATEGY 7.1.8:
Design, procure and implement the equipment, telecommunications and security to provide a high speed broadband to the home initiative for administrators, teachers, home bound students and ultimately all students.

STRATEGY 7.1.9:
Maintain the Network Technology Services staffing levels and departmental operations to provide the support and maintenance of network applications.

STRATEGY 7.1.10:
Maintain the Network Technology Services departmental operations to provide the support and maintenance of network applications.

STRATEGY 7.1.11:
Maintain the Technology Services software applications required to support the operations of the district including network management, troubleshooting and server support.

STRATEGY 7.1.12:
Maintain the legacy business management system until Lawson is fully implemented.

STRATEGY 7.1.13:
Increase the Network Technology Services staffing levels and departmental operations to improve service levels and to support the implementation of the additional systems being installed.

OBJECTIVE 7.2:
The infrastructure services for data, voice and video will be installed and maintain for high quality, mission critical services within the district.

STRATEGY 7.2.1:
Transfer the existing distance learning system (MCU in Instructional Tech Dept.) to the Technology Services and then upgrade and integrate into District video/voice network to support instructional and administrative goals.

STRATEGY 7.2.2:
Upgrade and maintain the Email Server, Network Server (SQL) Access, and DNS. And District web hosting servers to ensure higher level of service and availability. (Microsoft Licenses)

STRATEGY 7.2.3:
Provide high availability, robust and accessible telecommication services to support the POTS, IP Telephony and associated applications and distance learning systems within the district.

STRATEGY 7.2.4:
Provide appropriate, robust and dependable cellular services to identified district personnel with services of voice, radio and data access services.

STRATEGY 7.2.5:
Provide high quality, on-demand Internet Services to all district sites.

STRATEGY 7.2.6:
Provide a secured network environment including Internet Filtering to meet CIPA requirements, secured LANs, email and wireless. Insure Acceptable Use Policies are utilized by all network users.

STRATEGY 7.2.7:
Advanced communication services will be provided to all facilities and all classrooms to support safe schools, effective operations, increased productivity and increased parent communications through a collaborative system that supports voice, video, data communications.

OBJECTIVE 7.3:
Access devices including desktop and laptop hardware, handheld devices, operating system software, and management components will be installed, supported and maintained within the district to support instructional and administrative programs.

STRATEGY 7.3.1:
Provide the proper staffing within the technical services department to provide the support and maintenance of desktop computing and peripherals within the district.

STRATEGY 7.3.2:
Form a district software committee to review and standardize desktop software for PISD and incorporate instructional software standards.

STRATEGY 7.3.3:
Maintain and install up-to-date computer hardware and software through a consistent 3 year refresh program for PISD though the software standardization and follow district hardware obsolescence plan that provides for 1:4 ratio of student computers and 1:1 ratio of applicable staff computers.

STRATEGY 7.3.4:
Automate the management, update and security of desktop support and maintenance. (Identify Management - Software Distribution System)

STRATEGY 7.3.5:
Provide a robust, effective and responsive help desk and service response team by system and personnel.

STRATEGY 7.3.6:
Standardize on Operating System for Computers.

OBJECTIVE 7.4:
Application and Management System Servers, User File and Printer and Backup Servers and Storage will have high availability, high performance and support the district business continuity plan.

STRATEGY 7.4.1:
Provide for centralized district and campus applications server consolidation and upgrade via SAN storage, Virtual server technology and application upgrades.

STRATEGY 7.4.2:
Provide for continued roll out of Storage Area Networks (SAN) to support centralized district and campus applications and expand to support a business continuity plan.

STRATEGY 7.4.3:
An Enterprise Data backup and storage system will be installed and maintained within PISD and support day to day operations and business continuity.

STRATEGY 7.4.4:
Increase Internet bandwidth, resiliency and service levels to support technology plan requirements.

STRATEGY 7.4.5:
Provide a Disaster Recovery Plan and required supporting systems to deliver mission critical services of Information Management Systems and Communication Systems.

STRATEGY 7.4.6:
Provide a Communication Plan and required supporting systems to deliver mission critical services.

BUDGET SUMMARY

Total amounts currently allocated in the Objectives for this plan for:		% of Total Budget
Teaching and Learning		
Objective 1.1 ($5.586.044.00) Objective 1.2 ($217.084.00) Objective 1.3 ($0.00) Objective 1.4 ($388.425.00) Objective 1.5 ($8.638.504.00) Objective 1.6 ($8.720.917.00) Objective 1.7 ($399.612.00) Objective 2.1 ($4.743.250.00) Objective 2.2 ($0.00) Objective 2.3 ($25.000.00) Objective 2.4 ($399.612.00) Objective 2.5 ($0.00) Objective 2.6 ($90.000.00) Objective 2.7 ($0.00) Objective 2.8 ($0.00) Objective 3.1 ($6.651.794.00) Objective 3.2 ($0.00) Objective 3.3 ($75.000.00) Objective 3.4 ($0.00) Objective 3.5 ($1.335.340.00) Objective 4.1 ($43.750.00) Objective 4.2 ($114.000.00) Objective 4.3 ($615.260.00) Objective 4.4 ($0.00)	$38,043,592.00	52%
Educator Preparation and Development		
Objective 5.1 ($534.000.00) Objective 5.2 ($174.750.00) Objective 5.3 ($2.528.960.00) Objective 5.4 ($1.606.624.00)	$4,844,334.00	7%
Leadership, Administration and Support		
Objective 6.1 ($1.602.900.00) Objective 6.2 ($222.000.00) Objective 6.3 ($1.534.480.00)	$3,359,380.00	5%
Infrastructure for Technology		
Objective 7.1 ($15.614.890.00) Objective 7.2 ($3.807.274.00) Objective 7.3 ($7.826.560.00) Objective 7.4 ($312.250.00)	$27,560,974.00	37%
Total	$73,808,280.00	

MONITORING & EVALUATION

Evaluation Process:

The primary goals of the PISD System Technology Plan are to: improve student and staff learning, effective and efficient operations, and provide fiscal accountability.

The evaluation of the Plan will be ongoing at many levels including specifically: the status of the plan implementation based on scheduled implementation dates and indicators of completion, the impact of the plan based on re-evaluating the district with the assessment tools unused in the original assessment including the STaR, LoTi, student assessment, Portfolio Analysis, Inventory, and alignment and integration into the district and campus technology plans. The evaluation will also include a gap analysis from the following guidelines and frameworks:

➢ National Education Technology Plan goals
➢ The No Child Left Behind Technology Requirements
➢ Texas Long Range Technology Plan
➢ SBEC
➢ Best Practice

Overall review of the plan will be conducted by the Technology Management Team and the Technology Planning Committee. This plan validation will provide a more streamlined process for plan implementation and for monitoring and adjusting as new technologies emerge.

A four step formative and summative evaluation process is the basis of the Plan evaluation. The District believes that in order to successfully evaluate this plan we will have to (1) Set local evaluation goals; (2) Monitor, collect and analyze data; (3) Develop recommendations in both formative and summative reports; and (4) Disseminate reports to all stakeholders.

A locally developed National Ed Tech Plan rubric will be used to measure the progress toward meeting the goals of No Child Left Behind (NCLB). The campus Texas STaR Chart results will be used to assess progress toward meeting the goals of the Long Range Technology Plan (LRTP.)

Throughout the lifespan of this technology plan, evaluation information with be compiled, evaluated, shared, reported and archived. This vital information will later be utilized in the authoring of the next District long-range technology plan

Evaluation Method:

Technology Management Team members will oversee the entire evaluation process and prepare biannual (formative) and annual (summative) reports. The committee will evaluate the effectiveness of the Plan by the "Evidence of Completion" section as listed in the "Goals, Objectives, and Strategies" sections for the six identified goals of the district ePlan. The District's four step evaluation process is as follows:

Step I -   Set Evaluation Goals (training of the evaluation committee, developing evaluation questions, and indicator rubrics.)

Step I I-   Monitor, Collect, and Analyze Data (using surveys, STAR data interpretation, National Ed Tech rubric interpretation, focus group interviews, and classroom observations; analyze and report data.)

Step III -   Determine Recommendations-(score performance indicators against locally developed rubrics, recommendations for adapting or changing practices to achieve higher levels of performance.)

Step IV -   Report to Stakeholders (Formal presentations to Board Technology Committee, Board of Trustees, campus administrators, and community members.)

Calendar of Events:
September: Evaluation of Information Capital Portfolio
September: Evaluation of alignment and integration into District Improvement Plan (DIP)
September: Technology Plan status and update
January: Texas School Technology and Readiness (STaR) Chart Completion
January: Technology Planning Committee Meeting and Status Update
February: Budget Review Meeting and Update
March: Board Update and Plan Evaluation

An intensive stakeholder communication process will be developed and instituted during the Plan's implementation and evaluation phases. The Technology Advisory Committee will report to the Board Technology Committee who will report periodically to the Board of Trustees.

The District believes that formal evaluation and communication processes are the key to establishing system wide trust and the basis for establishing a framework for accountability in learning and technology for years to come. The ultimate benefactors are the students, staff, and community members of the School District.

Pasadena Independent School District

Pasadena Independent School District
District Improvement Plan 2006-07

Goal 1: Student performance will improve annually to meet the criteria for the district to reach 90% by the year 2007.

Objective 1: Student Scores on TAKS will increase annually to reach 90% meeting minimum expectations for all groups measured by the year 2007.

Goal 1 - Strategy 1   TEKS/TAKS Curriculum Alignment
Align written curriculum, instructional strategies, and assessments to TEKS-based Instructional Targets.

Implement Pasadena Plus monitoring visits by Associate Superintendents.	ASCDs
Implement Pasadena Plus strategies on all campuses.	Campus Administrators/Teachers
Increase the integration of technology into instruction, curriculum and assessment, PK-12 as outlined in the District Technology Plan.	L. Scarpa, Gloria Gallegos
Ensure that all teachers have access to adequate technology in the implementation of TEKS/TAKS	L. Scarpa
Implement model academic assessment instruments correlated to TEKS in all core areas.	Joyce Eversole, Gloria Gallegos
Provide training on the TEKS to new teachers through effective Teaching Practices and Pasadena PLUS	Karen Gibson
Provide training in all core areas of specific strategies aligned to TEKS for teachers in grades PK-Twelfth.	Karen Gibson
Increase teacher awareness of best practices with a focus on TEKS-based instruction.	Karen Gibson
Provide opportunities for teachers to identify TEKS/TAKS elements common to multiple content areas and develop cross-curricular TEKS-based connections.	Specialists
Continue Implementation of Algebra plan, Pre-K through Algebra I, to ensure students have the skills to be successful on state mathematics assessments.	Math Specialists
Provide staff development on TAKS/TEKS writing process and scoring with increased emphasis on moving to commended performance in writing.	R/ELA Specialists
Provide training on reading in the content area.	Specialists
Renew standard vocabulary across grade levels with vertical alignment.	Specialists
05-06: Research guided reading programs, 06-07: Implement guided reading programs.	Karen Gibson, Becky Vargas, Elementary Specialists

Set the standard that all science classes participate in hands-on laboratory activities.	Science Specialists
Offer training for secondary content area teachers on ESL methodology and instructional strategies.	ESL Specialists
Provide staff development on utilization of on-line databases and resources.	Melissa Rippey

Goal 1 - Strategy 2   Vertical Curriculum Alignment

Develop district-wide avenues of communication to structure vertical and horizontal curriculum alignment among grade levels and content areas.

Provide opportunities for vertical alignment in developing a TEKS-based curriculum . Special focus will be placed on the transitions years of 5th/6th and 8th/9th within each feeder pattern and will be incorporated into Pasadena	Campus Principals, Specialists
Instructional vertical teams will focus on alignment and instructional timelines Pre-K - 12 in all content areas.	Campus Principals, Specialists

Goal 1 - Strategy 3   Accelerate TEKS/TAKS Proficiency

Implement programs to accelerate TEKS/TAKS proficiency for each student.

Implement special programs designed to accelerate student learning as linked to current year data.	Gloria Gallegos
Organize required acceleration classes for TAKS failures based on current year data.	Joyce Eversole, Gloria Gallegos, Specialists
Expand and revise extended day/extended year programs incorporating TEKS/TAKS requirements based on current year data.	Joyce Eversole, Gloria Gallegos, Specialists
Provide campuses with longitudinal data for the % of students reaching Commended Performance on TAKS	Donna Summers

Objective 2:
The dropout rate will decrease annually to reach at most 1% for all groups measured.

Goal 1 - Strategy 4   Expand Alternative Education Programs

Expand alternative instructional opportunities to keep students in school and recover dropouts.

Continue/expand alternative learning opportunities of Tegeler Career Center in order to serve more at-risk	Jean Cain
Continue/expand alternative learning opportunities of the Challenger School with a focus on addressing the needs of the at-risk students including bilingual.	Stan Honeycutt, Gloria Gallegos
Continue/expand the learning opportunities at The	V. Thomas, ASCDs
Prepare instructional program for new APEX initiative. Instructional Teams	Chris Bolyard,
Implement instructional program for Guidance Center in ELA/Math ('05-'06) and Science ('06-'07).	D. Alexander, D. Massey, Instructional

Objective 3:
The attendance rate will continue to increase annually through the year 2007 beyond the 94% state standard.

Goal 1 - Strategy 5   Student Attendance

Increase attendance rate to 95% by 2007.

Utilize campus intervention programs to provide specific intervention strategies for students with potential attendance problems.	Barbara Fuqua
Texas High School Success and Completion Grant	L. Scarpa
Provide district recognition of campuses with excellent or	Bob Fawcett
Investigate actions to support campuses in improving attendance rates.	Doyle Alexander
Provide parent education at all campuses to stress the importance of attendance.	Gloria Gallegos

Implement Superintendent's Stay In School Project/District Attorney Partnership.

Goal 1 - Strategy 6   Expectation Graduation

To ensure that every student successfully completes high school in four years.

Design and develop an implementation plan with both short and long term goals with beginning steps launching in school year 2005 - 2006.	District Expectation Graduation Team
Expectation Graduation Core Team to visit some of the 30 high schools selected as the nation's most successful.	Vicki Thomas, Joyce Eversole
High school staff meet with Dr. William Daggett, President of the International Center for Leadership in Education, for district-wide staff development to review the need for process of systemic change.	Vicki Thomas, Joyce Eversole, Karen Gibson
2005 - 2006: Develop three to five year implementation	Vicki Thomas, Joyce
Provide staff development on Rigor and Relevance. G. Gallegos, K. Gibson	V. Thomas, J. Eversole,
Provide staff development on Academic Teaming. G. Gallegos, K. Gibson	V. Thomas, J. Eversole,
Expectation Graduation Plans presented to the School Board and District Education Committee.	Vicki Thomas, Joyce Eversole
Conduct Safe and Civil School Training	Gloria Gallegos
Implement Sheltered Instruction Observation Protocol (SIOP) Training on additional secondary campuses for the 2005 - 2006 school year.	Gloria Gallegos
Increase the number of students taking and being successful in advanced placement classes during the 2005	Pat Sermas, Gloria Gallegos
Encourage more students to attend college by promoting College Career Nights and providing opportunities to visit college campuses.	Joyce Eversole, HS Principals

Include parent education component in high school orientation programs.

Goal 1 - Strategy 7   Dropout Prevention

Engage the parents and community in dropout prevention efforts.

Continue/expand opportunities for involvement through DARE (Drug Awareness Resistance Education) / Life Skills / HOSTS (Helping One Student To Succeed), S.A.V.E.,	Gloria Gallegos
Research ways to involve business/community in dropout prevention given new AEIS standards.	Gloria Gallegos
Provide opportunities for parent training/ involvement including participation in the Extended Day/Extended	Gloria Gallegos
Establish District Attorney Partnership.	Vicki Thomas
Develop on-line courses for credit recovery.	L. Scarpa, P. Sermas

Goal 1 - Strategy 8   At-Risk Interventions

Provide specific intervention for identified at-risk students.

Offer staff development rich in strategies, materials, and activities for the at-risk learner.	Karen Gibson, Gloria Gallegos
Provide campus based extended day and extended year programs with a focus on the TEKS-based TAKS assessment; required participation .	Joyce Eversole,Gloria Gallegos
Campus intervention committees will develop plans for students failing a portion of the TAKS test and students in danger of failing a subject area.	Campus Principals, Gloria Gallegos
Ensure the implementation of 504 accommodations for eligible students.	Ricki Fischer, Campus 504 Coordinators
Assist campuses in using data from TEKS-based assessments and TAKS benchmarks for early identification of individuals who might be at-risk of not mastering	Donna Summers, Specialists
Increase collaboration and partnership with outside	Gloria Gallegos

Goal 2: Socio-economic status, ethnicity, and gender participation and performances differences among students will be eliminated by the year 2007 while the participation and performance of all increases.

Goal 2 - Strategy 1   Identification Procedures

Develop procedures for early identification of students with potential TEKS/TAKS deficiencies.

Assist campuses in the use of results from various assessments to identify individual needs in mastering	Donna Summers, Specialists
Assist campuses in the use of results from various assessments to identify instructional needs.	Donna Summers, Specialists
Provide campus personnel with data for instructional Summers	Allen Brown, Donna

Goal 2 - Strategy 2   Assessment Analysis

Disaggregate assessment data by special populations to determine level of mastery throughout the school year.

Provide assistance to campuses on how to analyze TEKS-based assessment results using the ADM system.	Donna Summers
Provide campuses with subgroup analysis of student performance on state assessments disaggregated by ethnicity, economic status, LEP participation, and Special Education participation.	Donna Summers
Analyze and provide data regarding all assessments of G/T students to identify gaps in achievement.	Pat Sermas, Donna Summers
Assist campuses in analyzing the performance of LEP students on ITBS, Aprenda, TPRI and/or Tejas Lee.	Donna Summers, Becky Vargas, Bil/ESL
Provide campuses with longitudinal data on the percentage of LEP students making progress towards	Donna Summers, Becky Vargas, Bil/ESL

Goal 2 - Strategy 3   Staff Development

Provide staff development to address the needs of diverse learners.

Offer staff development designed for special needs	Gibson, Fischer, Sartain, Gallegos,
Provide staff development on differentiation/scaffolding designed to meet the learning needs of each student.	Specialists
Provide district-wide training opportunities for problem solving and thinking skills instruction with increased attention to higher-level thinking needed for commended	Joyce Eversole, Gloria Gallegos, Specialists
Provide district-wide training opportunities for instructional strategies that incorporate problem-solving and higher-level thinking in all classrooms.	Joyce Eversole

Goal 2 - Strategy 4   Parent Education

Provide for parent education and active involvement in the accomplishment of TEKS/TAKS goals.

Offer workshops for parents on reading proficiencies in content areas.	Gloria Gallegos
Encourage and provide parent workshops at individual campuses.	Gloria Gallegos
Offer workshops for parents of students with dyslexia and related disorders/instructional intervention.	Ricki Fischer
Provide schools with information that can be utilized with students and parents in the interpretation of test results.	Susan Levonius, Donna Summers

Goal 2 - Strategy 5   Reading Improvement
Provide programs to promote the enjoyment of reading.

Provide information about exemplary programs available to promote the enjoyment of reading and the improvement in reading skills.	McBride, Gibson, Gallegos, R/ELA Specialists
Continue/maximize the campus use of Reading Renaissance, Accelerated Reading Instruction and	Gloria Gallegos
Provide time for purposeful reading during the school day.	Campus principals
Provide information to teachers regarding special reading needs of dyslexia students. Provide training and reading intervention strategies to teachers of at-risk readers.	Ricki Fischer, R/ELA Specialists

Objective 2:
 Performance indicators for TAAS exempt special education and LEP students will increase annually.

Goal 2 - Strategy 6   TAKS Exempt Students

Establish measurable, challenging performance standards for all TAKS-Exempt students.

Evaluate/revise district-wide guidelines and recommendations for appropriate participation of students with disabilities and recent immigrant and migrant students within the State Assessment Program	Cathy Sartain, Gloria Gallegos
Provide alternate and/or state alternative assessment for all TAKS-exempt students.	Cathy Sartain, Gloria Gallegos
Establish clear, high expectations for programs serving TAKS-exempt students.	Cathy Sartain, Gloria Gallegos
Establish scope and sequence for ESL at all grade levels.	Gloria Gallegos, Becky Vargas

Goal 2 - Strategy 7   Special Education Students

Provide staff development for teachers working with both self-contained and main-streamed special education

Provide training for all teachers working with both mainstreamed and self-contained special education	Cathy Sartain, Gloria Gallegos
Provide all secondary special education teachers with differentiated instructional materials including Pasadena Plus materials [PBM].	Joyce Eversole, Gloria Gallefos, Cathy Sartain
Include special education teachers in training given in the area of dyslexia and related disorders.	Ricki Fischer

Goal 2 - Strategy 8   Bilingual/Limited English Proficient Students

Provide training for teachers working with Bilingual/Limited English

Provide training and Spanish language materials for all teachers working with LEP students	Gloria Gallegos, Becky Vargas, Bil/ESL
Provide ESL training opportunities for regular teachers. Vargas, Bil/ESL	Gloria Gallegos, Becky
Prepare bilingual/LEP students for an appropriate and timely transition.	Gloria Gallegos, Becky Vargas, Bil/ESL

Goal 2 - Strategy 9   Program Guidelines

Ensure that program guidelines are inclusive and provide access for all students into advanced opportunities.

Ensure that the G/T identification procedure remains free from bias.	Pat Sermas
Provide district Science Fair for real-world science	Science Specialists
Maintain open enrollment guidelines for all students in AP, PreAP, CTE, TechPrep, and advanced level courses.	Pat Sermas, Mickey Ohlendorf
Monitor the number of students with disabilities being served in less restrictive environments at the campus and district level to meet state requirements as recommended by the CAP team. [PBM]	Gloria Gallegos, Cathy Sartain

Goal 2 - Strategy 10   Advanced Academics
Provide specific instructional opportunities for advanced students and increase performance on national assessments for advanced academics.

Assist all campuses in the revision of their campus plans for advanced/gifted students.	Pat Sermas
Continue/expand G/T Summer Exploration Camp	Pat Sermas, Leslie Axel
Promote participation in local and regional AP/PreAP staff development and assist teachers with program design and curriculum development.	Pat Sermas, Carol Weston, Gloria Gallegos

Continue AP/PreAP vertical team opportunities in language arts as a model for other areas.	Pat Sermas, Secondary Specialists
Increase participation in Advanced Placement Programs in secondary schools for students in all subgroups. Provide Tech Prep opportunities for students to earn college credit.	P. Sermas, C. Weston, G. Gallegos, HS Mickey Ohlendorf
Establish a Distinguished Achievement Program in each high school. Principals	Pat Sermas, Carol Weston, HS
Provide each math, science and english Pre-AP teacher in grades 6 - 11 with a Laying the Foundation guide through the '07-'08 school year. [Dell]	Pat Sermas, Secondary Specialists
Provide all Pre-AP/AP teachers with four training sessions through the 07-08 school year. [Dell]	Pat Sermas, Secondary Specialists
Provide diagnostic tests every six weeks and end-of-course tests for all Pre-AP courses utilizing the Laying the Foundation guides in order to measure the progress of students teachers through the 07-08 school year. [Dell]	Pat Sermas, Secondary Specialists
Administer the PSAT to all 10th grade students through the 07-08 school year. [Dell]	Pat Sermas, HS Counselors
Incorporate SAT/ACT content and strategies into staff development.	Pat Sermas, Carol

Goal 3: The marketability of Pasadena Independent School district students will improve annually
to ensure success in the academic and business world.

Objective 1:
Every student will participate in a comprehensive PK-12 career guidance program.

Goal 3 - Strategy 1 Real-World Applications and Career Awareness
Integrate real world experiences (including technology applications) into all content areas and increase awareness of career opportunities and the attributes necessary for success in the working world.

Provide staff development for teachers and timelines for implementation for the Career Awareness Curriculum in Pre-K through 12th grade.	Micky Ohlendorf, Vicki Johnson, Patrice Camp
Administer diagnostic/interest tests that give students, parents and teachers information about the students' abilities/talents and how these are applicable to career	Micky Ohlendorf, Vicki Johnson, Patrice Camp
Provide students with experiential, real world applications that explore a wide range of careers.	P. Sermas, M.
Provide support/materials/training for intermediate counselors/teachers to facilitate career pathway development process.	P. Sermas, M.
Provide "Career Planning Video" to assist 8th grade students/parents with Career Development Process	M. Ohlendorf
Include parents in Career Clusters planning.	P. Sermas, M.
Provide opportunities for parents and students to investigate Apprenticeship programs.	V. Thomas, J. Eversole, M. Ohlendorf
Provide opportunity for students to attend Employability workshop.	Mickey Ohlendorf
Administer Grade 8 aptitude and interest test.	Mickey Ohlendorf, Intermediate Principals

Goal 3 - Strategy 2 School - To Work and Tech Prep

Expand School - to - Work and Tech Prep opportunities.

Pursue School to Work and Tech Prep Initiatives.	Mickey Ohlendorf
Explore Job Shadowing opportunities utilizing community and business resources.	Mickey Ohlendorf
Institute business/industry placement opportunities for Summer Teacher Job Shadowing/Curriculum Integration	Mickey Ohlendorf
Provide specialized career preparation programs for license/certification.	Mickey Ohlendorf

Goal 3 - Strategy 3 Thea Testing

Provide Thea Information to all students to encourage early registration.

Provide Thea information to local media for public	Kirk Lewis
Provide counselors with Thea registration information to be included in student bulletins.	Pat Sermas
Encourage students to register and take the Thea in their junior year.	High School Counselors
Emphasize higher order thinking skills in all staff development and curriculum development.	Specialists

Goal 3 - Strategy 4   Data Analysis on PISD Graduates

Continue to provide for exit survey of seniors.	Donna Summers
Continue to provide for follow-up surveys of graduates.	Donna Summers
Establish a system to measure employers' perceptions of students' career skills.	Vicki Thomas

Goal 4: Students will annually demonstrate improved responsibility, citizenship, and value for human worth and dignity.

Goal 4 - Strategy 1 Leadership Training

Provide training for students and staff in leadership and other service oriented programs.

Expand leadership opportunities for all students.	Kirk Lewis
Establish opportunities for student and community collaboration in campus/district decision making.	Vicki Thomas, Joyce Eversole, Gloria
Expand Teen Leadership and Capturing Kids Hearts in the high schools and intermediate grades.	Thomas, Gallegos,

Goal 4 - Strategy 2 Student Service and Citizenship

Provide incentives and recognition for student service and citizenship.

Expand learning opportunities for students in school/community service.	Kirk Lewis
Promote student/parent/business involvement through volunteerism.	G. Gallegos, C. Parmer
Promote service organizations for students in school (Leos, Junior Optimists, Junior Rotarians, Student Council, etc.	Kirk Lewis
Provide opportunities for campuses to share existing/proposed incentives and recognition.	Vicki Thomas
Implement district spotlight and/or awards for exceptional	Kirk Lewis

Objective 2:
The percentage of students returning for a second assignment to an alternative disciplinary setting will decrease.

Goal 4 - Strategy 3 Alternative Educational Settings
Structure alternative settings to promote success upon return to the regular classroom.

Evaluate effectiveness of alternative settings (and procedures) in place (Independent Study Center, Guidance Center, The Summit, Harris County Juvenile Justice Alternative Education Program, Tegeler, Challenger), and make recommendations for changes.	V. Thomas, ASCDs
Establish a plan at each campus to support students returning from alternative settings.	Princpals, ASCDs
Involve campus counselors and support personnel when students return from alternative settings.	P. Sermas, Principals
Develop resources for parent education/involvement.	Gloria Gallegos

Objective 3: The number of serious disciplinary offenses will decrease annually.

Goal 4 - Strategy 4   Safe School Environment

Develop intervention strategies for dealing with persistent misbehavior

Provide training in behavior management, learning	Karen Gibson,Gloria Gallegos
Provide mediation, conflict resolution and bullying training opportunities for students and staff.	Gloria Gallegos
Provide parent education opportunities.	Campus Principals
Assist campuses with the creation of individualized crisis management plans.	Vicki Thomas
Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.	Gloria Gallegos
Provide Gang Awareness training.	PISD Police
Drug Awareness Resistance Education	Gloria Gallegos
Provide training on Conscious Discipline.	Gloria Gallegos

Technology Advisory Committee

Mtg 1-Jan22	Mtg 2-Feb12	Mtg 3-Feb28	Mtg 4-Mar08	Mtg 5-Mar28	Mtg 6-May01	Attend	All?	Full Name	Title
Yes	Yes	Yes		Yes	Yes	5		Ahlfinger, Candace	Associate Superintendent, Communications a
Yes	Yes	Yes	Yes	Yes	Yes	6	Yes	Alanis, Marie	Teacher
		Yes				1		Arroyo, Shadia	Student
Yes	Yes	Yes	Yes	Yes		5		Ash, Mike	Infrastructure Services Administrator
Yes		Yes	Yes	Yes		4		Barker, Sheila	Parent
						0		Berry, Jennifer	Teacher
Yes	Yes	Yes	Yes	Yes	Yes	6	Yes	Blackwell, Bobby	Teacher
Yes		Yes		Yes	Yes	4		Blanton, Shirley	Teacher
Yes	Yes	Yes		Yes	Yes	5		Blasingame, Grace	Teacher
Yes		Yes		Yes		3		Bolyard, Cris	Principal
Yes			Yes		Yes	3		Box, Mike	Behavior Coordinator, Special Programs
Yes	Yes	Yes	Yes	Yes	Yes	6	Yes	Brown, Allen	Student Information Services Coordinator
Yes	Yes	Yes	Yes	Yes	Yes	6	Yes	Castro, LeRoy	Assistant Principal
Yes		Yes	Yes			3		Connolly, Kathy	Principal
Yes	Yes	Yes	Yes	Yes	Yes	6	Yes	Daughrity, Bob	Executive Director, Technology Services
	Yes		Yes			2		Davis, Charles	Community
Yes	Yes	Yes	Yes	Yes	Yes	6	Yes	Deibel, Tom	Instructional Technology Trainer
Yes	Yes			Yes	Yes	4		Dennis, Sheri	Principal
Yes	Yes	Yes		Yes	Yes	5		Douglas, Tom	Director, Maintenance
Yes			Yes			2		Drab, Helen	Foreign Language / Social Studies Instruction
Yes	Yes	Yes	Yes	Yes		5		Elender, Carolyn	Mathematics Instructional Specialist, Curriculu
Yes	Yes		Yes			3		Emmons, Eve	Teacher
Yes	Yes	Yes	Yes	Yes	Yes	6	Yes	Eng, Angela	Director, Purchasing
Yes	Yes	Yes	Yes	Yes	Yes	6	Yes	Eversole, Joyce	Associate Superintendent, Curriculum and Ins
Yes		Yes	Yes	Yes		4		Fablet, Jean	Assistant Director, Food Services
Yes	Yes					2		Gallegos, Gloria	Associate Superintendent, Special Services
Yes	Yes	Yes	Yes	Yes	Yes	6	Yes	Gibson, Karen	Executive Director, Staff Development
	Yes	Yes		Yes	Yes	4		Gill, Windell	Instructional Specialist, Alternative Teacher C
Yes	Yes	Yes		Yes	Yes	5		Gomez, Laura	Principal
Yes	Yes	Yes		Yes	Yes	5		Gooden, Denise	Executive Director, Instructional Technology
Yes	Yes		Yes	Yes		4		Grinstead, Alena	Science Instructional Specialist, Curriculum an
Yes	Yes	Yes		Yes	Yes	5		Harrell, Alyta	Principal
Yes	Yes	Yes	Yes	Yes		5		Harrell, Scott	Principal
Yes	Yes					2		Harrison, Troy	Assistant Chief, Police Department
Yes	Yes	Yes	Yes	Yes		5		Hartweck, Paul	Teacher
Yes					Yes	2		Hasson, Rob	Principal
Yes	Yes		Yes	Yes		4		Heinroth, Che	Teacher
Yes	Yes	Yes	Yes	Yes	Yes	6	Yes	Hickman, Karen	Principal
Yes	Yes	Yes		Yes	Yes	5		Hill, Troy	Director, Transportation
Yes	Yes	Yes	Yes	Yes	Yes	6	Yes	Humphries, Martessa	Teacher
Yes	Yes	Yes	Yes	Yes	Yes	6	Yes	Jablonski, Ann	Instructional Technology Trainer
Yes	Yes	Yes	Yes	Yes		5		Jones, Marsha	Principal
	Yes	Yes				2		Jones, Greg	Principal
	Yes	Yes				2		Jones, Troy	Principal
	Yes					1		Kavulla, Tim	Director, Food Services
Yes	Yes		Yes	Yes	Yes	5		Krampen, Debi	Reading / Language Arts Instructional Special
Yes	Yes	Yes	Yes	Yes	Yes	6	Yes	Luna, Celita	Teacher
Yes	Yes		Yes	Yes	Yes	5		Mann, Laura	Teacher
Yes	Yes	Yes	Yes	Yes	Yes	6	Yes	Marler, Mike	Instructional Technology Trainer
Yes	Yes		Yes	Yes		4		Martin, Vanessa	Parent
Yes	Yes		Yes	Yes		4		Marusa, David	Business Application Services Coordinator
Yes	Yes	Yes	Yes	Yes	Yes	6	Yes	Masters, Steve	Web Services Senior Programmer
Yes		Yes	Yes	Yes	Yes	5		McBride, Kay	Coordinator Library Services

Mtg 1-Jan22	Mtg 2-Feb12	Mtg 3-Feb28	Mtg 4-Mar08	Mtg 5-Mar28	Mtg 6-May01	Attend	All?	Full Name	Title
Yes	Yes		Yes		Yes	4		McCarley, Troy	Principal
Yes	Yes	Yes		Yes	Yes	5		McFarland, Jayne	Counselor
Yes	Yes		Yes	Yes	Yes	5		Mendoza, Joda	Mathematics Instructional Specialist, Curriculu
Yes	Yes	Yes	Yes	Yes	Yes	6	Yes	Miller, Mark	Network Services Coordinator
	Yes	Yes	Yes	Yes	Yes	5		Mohr, Rhoda	Teacher
Yes	Yes	Yes	Yes		Yes	5		Morin, Donna	Nurse
Yes		Yes	Yes	Yes	Yes	5		Nasir, Deborah	Teacher
	Yes	Yes	Yes			3		Ortiz, John	Student
Yes	Yes	Yes		Yes		4		Ortiz, Liz	Principal
Yes		Yes	Yes	Yes	Yes	5		Palmer, Keith	Principal
Yes	Yes					2		Parmer, Rhonda	Principal
Yes	Yes	Yes	Yes	Yes		5		Perez, Pablo	Parent
						0		Perry, Randy	Community
Yes	Yes	Yes		Yes	Yes	5		Piscacek, John	Associate Superintendent, Business and Fina
						0		Powell, Deeann	Associate Superintendent, Campus Developm
Yes	Yes	Yes	Yes	Yes		5		Powell, John	Instructional Technology Trainer
	Yes					1		Reed, James	Community
Yes	Yes	Yes	Yes	Yes	Yes	6	Yes	Regner, Jane	Assistant Principal
Yes		Yes	Yes	Yes		4		Rice, Steve	Director, Facilities and Construction
Yes	Yes	Yes	Yes	Yes	Yes	6	Yes	Rippy, Melissa	Manager/Systems Administrator, Library Servi
Yes	Yes	Yes	Yes	Yes		5		Rivera, Angela	Assistant Principal
Yes	Yes	Yes		Yes	Yes	5		Rodriquez, Michael	Technical Services Manager
Yes	Yes	Yes	Yes	Yes	Yes	6	Yes	Rogers, Brad	Server Administrator
Yes					Yes	2		Santana, Lupe	Teacher
						0		Sartain, Cathy	Executive Director, Special Programs
Yes	Yes	Yes	Yes	Yes	Yes	6	Yes	Sermas, Pat	Director, Advanced Academics, Assessment,
Yes	Yes					2		Simon, Vanessa	Teacher
Yes	Yes	Yes	Yes	Yes	Yes	6	Yes	Sklenarik, Paula	Teacher
						0		Smith, Megan	Student
Yes	Yes	Yes	Yes	Yes	Yes	6	Yes	Smith, Joseph	Network System Technician
	Yes	Yes				2		Smith, Valerie	Community
	Yes	Yes	Yes	Yes		4		Summers, Donna	Director, Research and Evaluation
Yes	Yes	Yes	Yes		Yes	5		Swaim, Catherine	Assistive Technology, Special Programs
Yes	Yes	Yes			Yes	4		Swan, Tom	Executive Director, Special Projects
Yes	Yes	Yes	Yes	Yes	Yes	6	Yes	Sword, Paula	Principal
Yes	Yes		Yes	Yes		4		Terry, Rebecca	PreKindergarten / Kindergarten Instructional S
						0		Thomas, Vicki	Deputy Superintendent, Campus Developmen
Yes	Yes	Yes	Yes	Yes	Yes	6	Yes	Tout, Shane	Instructional Technology Trainer
Yes	Yes	Yes	Yes		Yes	5		Van Loenen, Michael	Teacher
Yes	Yes		Yes	Yes		4		Walker, Diana	Principal
Yes	Yes	Yes		Yes		4		Weaver, Luci	Instructional Technology Trainer
		Yes	Yes			2		Wiggens, Bianca	Student
						0		Woest, Hillary	Homebound Coordinator, Special Programs
Yes	Yes	Yes		Yes	Yes	5		Wrobleski, Sarah	Director, Career and Technology Education
78	73	68	59	67	54	399	24		

Technology Planning: Committee Team Chart

Goal 1:	Student Achievement: Student performance will improve annually.				
Goal Leader:	**Joyce Eversole**	**Troy McCarley (Co-Chair)**			
Management Participants:	Pat Sermas	Denise Gooden			
Instructional Technology:	Ann Jablonski				
Technology Services:	Michael Rodriquez				
Elementary Principals:	Keith Palmer				
Secondary Principals:	Diane Walker	Sheri Dennis			
Elementary Teachers:	Michael Van Loenen	Vanessa Simon			
Secondary Teachers:	Jennifer Berry				
Staff Members	Rebecca Terry	Alena Grinstead	Windell Gill		
Community					
Parents	Sheila Barker				
Students	Megan Smith Memorial HS				

Goal 2:	Socio-economic status, ethnicity, and gender participation and performances differences among students will be eliminated while the participation and performance of all increases.				
Goal Leader:	**Gloria Gallegos**	**Marsha Jones (Co-Chair)**			
Management Participants:	Cathy Sartain				
Instructional Technology:	Luci Weaver				
Technology Services:	Joseph Smith				
Elementary Principals:	Karen Hickman				
Secondary Principals:	LeRoy Castro				
Elementary Teachers:	Celita Luna				
Secondary Teachers:	Joda Mendoza				
Staff Members	Catherine Swaim				
Community	James Reed				
Parents	Pablo Perez				
Students	Shadia Arroyo Memorial HS				

Goal 3:	The marketability of Pasadena Independent School district students will improve annually to ensure success in the academic and business world.				
Goal Leader:	**Sarah Wrobleski**	**Chris Bolyard (Co-Chair)**			
Management Participants:	Kay McBride				
Instructional Technology:	John Powell				
Technology Services:	Steve Masters				
Elementary Principals:	Jane Regner				
Secondary Principals:	Chris Bolyard				
Elementary Teachers:	Marie Alanis				
Secondary Teachers:	Deborah Nasir	Laura Mann	Lupe Santana		
Staff Members	Jayne McFarland				
Community	Randy Perry				
Parents					
Students	Bianca Wiggens Rayburn HS				

Goal 4:	Students will annually demonstrate improved responsibility, citizenship, and value for human worth and dignity.				
Goal Leader:	**Candace Ahlfinger**	**Alyta Harrell (Co-Chair**			
Management Participants:	Tom Swan				
Instructional Technology:					
Technology Services:	Brad Rogers				
Elementary Principals:	Kathy Connolly				
Secondary Principals:	Laura Gomez				
Elementary Teachers:	Che Heinroth				
Secondary Teachers:	Paul Hartweck				
Staff Members	Troy Hill	Troy Harrison	Donna Morin	Mike Box	Tom Douglas
Community					
Parents					
Students	John Ortiz Rayburn HS				

Goal 5	All stakeholders will receive the training and development needed to use technology tools within the teaching and learning environment.				
Goal Leader:	**Karen Gibson**	**Scott Harrell (Co-Chair)**			
Management Participants:	Melissa Rippy				
Instructional Technology:	Shane Tout				
Technology Services:					
Elementary Principals:	Liz Ortiz				
Secondary Principals:	Paula Sword				
Elementary Teachers:	Rhoda Mohr				
Secondary Teachers:	Shirley Blanton	Eve Emmons			
Staff Members	Carolyn Elender	Helen Drab			
Community	Charles Davis				
Parents	Vanessa Martin				
Students					

Goal 6:	Quality, real time information and data will be used in management, evaluation and assessment of all programs to increase student performance, effective and efficient operations, and to support the goals of the district.				
Goal Leaders:	**John Piscacek**	**Greg Jones (Co-Chair)**			
Management Participants:	Allen Brown	Donna Summers			
Instructional Technology:	Tom Deibel				
Technology Services:	David Marusa				
Elementary Principals:	Rhonda Parmer				
Secondary Principals:	Greg Jones				
Elementary Teachers:	Martessa Humphries				
Secondary Teachers:	Bobby Blackwell				
Staff Members	Angela Eng	Debi Krampen	Steve Rice	Tim Kavulla	
Community	Valerie Smith				
Parents					
Students					

Goal 7:	Technology Infrastructure: Required technology service will be implemented and maintained to support the instructional and administrative technology needs of the district.				
Goal Leader:	**Mark Miller**	**Troy Jones (Co-Chair)**			
Management Participants:	Bob Daughrity				
Instructional Technology:	Mike Marler				
Technology Services:	Mike Ash				
Elementary Principals:	Angel Rivera				
Secondary Principals:	Rob Hasson				
Elementary Teachers:					
Secondary Teachers:	Paula Sklenarik				
Staff Members	Grace Blasingame				
Community					
Parents					

Needs Assessment

Assessment Process:
A comprehensive needs assessment process and analysis of the current technology environment was conducted in the fall of 2006. The needs assessment was divided into four (4) areas: Campus Technology, District Technology, Information Capital Portfolio Analysis and Professional Development and utilized a wide variety of tools including District System Equipment Inventory with Purchase Date, Campus Equipment and Peripheral Inventory, Campus Software Inventory, Three year STaR chart Longitudinal Assessment, Principal Surveys, library Technology Assessment, Classroom Standard Model and New Campus Classroom Standard Model.

Existing Conditions:
INFRASTRUCTURE AND TELECOMMUNICATIONS:
Pasadena Independent School District has a fiber optic wide area network that connects all district campuses and buildings with built-in multiple direction redundancy. In addition, a second Network Operations Center will be available so that in case of an emergency (such as a hurricane) the district has a second management center. Each campus has classrooms with three data drops (new construction standard is six, as well as a library/media center with Internet connected computers stations and access to electronic collection catalogs. As of 2007, there are over 17,300 computers in the district, 6 or fewer years old. The 2007 student to computer ratio is on average 4:1.

All district enterprise level applications are connected to a SAN with disk-to-disk-to-tape back up processes. All employees have remote access to network applications which includes student information systems, grade book, email, business applications, special education, and data warehouse reporting.

Cisco IP Telephony serves as the base telecommunication services. Integrated with this are applications for parent notifications, broadcast, intercom, recording, bell scheduling, and voice mail services. All surveillance cameras in district are connected to the network.

TEACHING AND LEARNING:
Information gathered from the campus School Technology and Readiness charts in 2004-2005 indicated that 83% of elementary schools were Developing Tech and 17% were Advanced Tech and out of 11 intermediate schools 90% were Developing Tech and 10% were Early Tech. Of the five high schools, 60% were Developing Tech and 40% were Advanced Tech. In 2005-2006, over 85% of the teachers completed the STaR chart for teachers. Thirty-nine of the fifty-five campuses had 100% participation. In the fall of 2006, 100% of the teachers completed the STaR chart for teachers and 100% of the district campuses completed the campus STaR Chart. This data will be used to provide effective technology professional development that addresses the needs of each individual campus. These results will be used as technology grant opportunities are reviewed.

The Pasadena Virtual School has been established to enable students to take high school courses online, on their own time, wherever access is available to the Internet and a computer. Online learning, the concept of teaching by delivering curriculum to a student via a computer and the Internet, helps students to master course content, as well as develop communication, collaboration, and creative problem-solving skills. Pasadena Virtual School offers BCIS-A, BCIS-B Government, English IV B, and Astronomy. Future courses include: Economics, World Geography, Advanced Algebra, Math Models, Math Models, Web Mastering, Health, and US History.

In order to provide equity and access, the district has provided Assistive Technology Specialists. As part of the Special Education division, this staff is trained to help students and teachers acquire the appropriate technology so that all students can utilize technology to learn.
The Director of Career and Technical Education (CTE) has evaluated the current status of the CTE program by visiting all the campuses, working with the CTE teachers, and meeting with business community members. CTE introduced new programs, such as the Cisco Networking
Academy and Hospitality Services & Travel Academy (two high schools) to expand the secondary courses and training already being offered. A goal is to have all career and technology courses be associated with an industry certification or license.

The district uses Horizons by Dynix as its automated library system. It is a web based system that was implemented in 2003. Both the library catalog and district provided online resources are available to all students, teachers, parents, and staff from campus and from home. Librarians have regular training on the library system

and on the online resources. In addition, librarians are trained on upgrades and enhancements as they occur in both the library system and the online resources. Librarians are also provided additional training on other components such as Blackboard and Excel.

EDUCATOR PREPARATION AND DEVELOPMENT:
Technology staff development has been a primary focus in order to integrate technology into the curriculum and instruction. A District Technology Course Catalog outlines workshops available on the district web site. The district provides face-to-face, computer-based, or web based instruction. Three categories of workshops have been designed to meet the needs of teachers and administrators:
*Awareness - skills needed for staff to manage their needs, such as Basic Operations of Computers, Email, Use of the Internet, Internet Searches, and Technology Planning, Policies, and Procedures.

*Application - skills needed for the staff to acquire the productivity skills they would need for word processing, spreadsheets, databases, thinking maps, and web design.

*Integration - skills needed to provide teachers with resources and modeling on how to infuse the technology and the Internet into the curriculum and instruction.

Teachers are expected to complete the Awareness level courses within the first year they receive a computer. In the second year, they are required to begin the integration process. Since staff development was a large part of all the grants we have received, many of the teachers have completed the above requirements.

Workshops are provided via the six district Instructional Technology Specialists, outside resources, or one of the fifty-four campus technology liaisons. The campus technology liaison is a certified teacher or librarian, who contracts to perform eighty hours of campus technology staff development outside the regularly scheduled workday. The technology liaison position was designed to have campus-level assistance with software and pedagogy. They are not assigned any technical duty, as the district has its own Network and Technical support team. The district
Instructional Technology Specialists are responsible for training and working with the campus technology liaisons. The Instructional Technology Specialists work within one high school strand (the high school and all intermediate and elementary schools that feed to that high school). This model of train-the-trainer has proven highly effective in the number of workshops provided and in cost. In 2004-2005, thirty-three technology liaisons and the Instructional Technology Department became Texas Teacher Technology Certified through the Region XI ESC program. For the 2005-2006 school year, the Instructional Technology Department developed its own Pasadena Technology Competency program to demonstrate educator technology proficiency.

In 2004-2005, PISD performed, or hired outside resources to complete, over 650+ technology workshops. This has grown from a mere 103 technology workshops in 1995 and has increased every year. Staff members can also request any workshop they need, and the district will either provide the training or hire someone from outside the district to perform the training. In 2004-2005, the focus has been integration into instruction and the curriculum. In 2004-2005, the Technology Applications TEKS instructional timelines were developed for Pre-Kindergarten through eighth grade and posted on the district website. During 2005-2006, the technology specialists and the campus technology liaisons provided over 950 workshops with a technology emphasis.

ADMINISTRATION AND SUPPORT:
Administrative applications used within the district to promote productivity, efficiency and support include web based Student Management System, Business Services System, Email, Health Management, Special Education, Grade Book, Textbook, Library Automation, Transportation, Work Order Services, and Data Reporting Services. The Technology Services Department consists of the Network Services support, the Technical Services support, the Student and Business Application Services support, and Cabling Infrastructure Services support.

The budget presented in this plan includes funding for infrastructure (technology and human), desktop replacements, mobile laptop initiatives, and further administrative application upgrades, initiatives and support.

Technology Needs:
From this data and other assessments such as the campus and teacher STaR charts, the following needs were identified:
Campus Technology Assessment - Needs

District Equipment Inventory - Develop Ongoing refresh plan past bond and add network electronics, servers and communication components.

Campus Equipment Inventory - Insure the minimal technology level acceptable to support technology integration and TA TEKS is available in ALL classrooms.

Campus Peripheral Inventory - Insure the minimal technology level acceptable to support technology integration and TA TEKS is available in ALL classrooms.

Campus Software Inventory - Develop a base level Instructional Load set that is available on all instructional workstations. Develop an assessment and approval process for additional software for workstations.

Campus Technology Comparison - Large gap between campus technology capabilities.

New Campus Technology Design Standard including Classroom Design - Update the design to include student access, online assessment and video broadcasting.

Existing Campus Technology Design Standard including Classroom Design - Update the existing campus design to equal the new campus designs.

Library Technology Assessment - Address the design and define the strategy for student access to technology in the library for research, core curriculum and collaboration. Plan for the expansion and update of the LMS to support 21st century library needs to manage digital resources.

Three Year STaR chart Longitudinal Assessment - Determine the target level in each focus area of the STaR that the district identifies as the target within the next three years and develop strategies to support those performance objectives.

Principal Surveys - Need for more instructional support.

District Technology Assessment - Needs

Information Capital support of Core Processes - Continue to implement Information Systems to support business processes and increase analytical capabilities of systems.

- Develop a strategy to implement information management systems in curriculum, instruction, assessment and PD to support efficient and effective operations and to provide information for data driven decision making.

Evaluated Technology Plan alignment and integration into the District and Campus Improvement Plans - Increase the alignment of technology to support key district goals and objectives. Work with the district and campus to evaluate and integrate technology as a key strategy to support their objectives.

Peer to Peer Assessment of Technology and Systems to comparable districts. - Further evaluate the need for increased instructional technology support.

- Develop strategy for student access/assessment and determine mobile computing role in that strategy and plan accordingly.

- Increase bandwidth to support more functionality for student computing.

Infrastructure Assessment - No Current Need

LAN/WAN Assessment - Standardize technology capability at all campuses to allow for equal access to services.

Internet Access - Increase Internet bandwidth.

Telecommunications Assessment - No Current Need

Disaster Recovery - Develop design for DR plan including data backup and restore, server restore and hosting locations.

Software Portfolio - Develop a strategy to standardize software.

Strategic Planning Evaluation Survey Results

Description	Item	MEETING 1				MEETING 2				MEETING 3				MEETING 4			
		y	n		62	y	n		14	y	n		46	y	n		43
On Time	1	59	1	2	95%	11	2	1	79%	45	0	1	98%	38	5	0	88%
Objectives	2	60	1	1	97%	10	3	1	71%	42	1	3	91%	42	0	1	98%
Agenda	3	62	0	0	100%	14	0	0	100%	45	0	1	98%	43	0	0	100%
Focused	4	61	1	0	98%	11	3	0	79%	44	2	0	96%	41	2	0	95%
Part Prepared	5	54	6	2	87%	5	9	0	36%	37	7	2	80%	41	2	0	95%
Pres Materials	6	61	1	0	98%	11	3	0	79%	39	4	3	85%	42	1	0	98%
Part Materials	7	58	2	2	94%	9	5	0	64%	37	6	3	80%	42	1	0	98%
Involved	8	61	0	1	98%	13	1	0	93%	45	1	0	98%	43	0	0	100%
End	9	50	1	10	81%	12	1	1	86%	34	10	2	74%	13	28	2	30%
		526	13	18	557	96	27	3	126	368	31	15	414	345	39	3	387
		94%	2%	3%	100%	76%	21%	2%	100%	89%	7%	4%	100%	89%	10%	1%	100%

Strategic Planning Evaluation Survey Results

Description	Item	MEETING 5				MEETING 6				TOTALS			
		y	n		38	y	n		41	y	n		244
On Time	1	17	21	0	45%	39	2	0	95%	209	31	4	87%
Objectives	2	38	0	0	100%	41	0	0	100%	233	5	6	98%
Agenda	3	38	0	0	100%	41	0	0	100%	243	0	1	100%
Focused	4	38	0	0	100%	39	2	0	95%	234	10	0	96%
Part Prepared	5	37	1	0	97%	38	3	0	93%	212	28	4	89%
Pres Materials	6	37	1	0	97%	40	1	0	98%	230	11	3	95%
Part Materials	7	38	0	0	100%	40	1	0	98%	224	15	5	94%
Involved	8	38	0	0	100%	40	1	0	98%	240	3	1	99%
End	9	20	18	0	53%	38	3	0	93%	167	61	15	75%
		301	41	0	342	356	13	0	369	1992	164	39	2,195
		88%	12%	0%	100%	96%	4%	0%	100%	91%	7%	2%	100%

Food Late

Evaluations:	244	
Description	Percer	**Item**
On Time	87%	1
Objectives	98%	2
Agenda	100%	3
Focused	96%	4
Part Prepared	89%	5
Pres Materials	95%	6
Part Materials	94%	7
Involved	99%	8
End	75%	9

Six Committee Meeting Satifaction Survey Totals