

HARDIN-JEFFERSON ISD

Technology Plan for E-Rate Year 10

2007 - 2010

**SHANNON HOLMES
SUPERINTENDENT**

DISTRICT PROFILE

ESC Region: 5

City, State Zip: SOUR LAKE, TX 776590490

Phone: (409) 981-6400

Fax: (409) 287-2283

Number of Campuses: 4

Total Student Enrollment: 2072

District Size: 1,600 - 2,999

Percent Econ. Disadvantaged: 49.00%

Technology Expenditures: \$1,384,188.00

- Teaching and Learning Budget: \$207,628.20

- Educator Preparation and Development Budget: \$276,837.60

- Leadership, Administration and Support Budget: \$96,893.16

- Infrastructure for Technology Budget: \$802,829.04

Technology Expenditure Per Pupil: \$668.04

Number of Campuses with Direct Connection to Internet: 4

Percentage of Campuses with Direct Connection to Internet: 100.00%

Number of Classrooms with Direct Connection to Internet: 178

Percentage of Classrooms with Direct Connection to Internet: 100.00%

Computer/Student Ratio: 4 student(s) for every computer

Computer/Teacher Ratio: 1 teacher(s) for every computer

Number of campuses that need to complete the Texas Campus STaR Chart: 4

Percentage of campuses that have completed the Texas Campus STaR Chart: 100.00 %

PLAN INTRODUCTION

Plan Last Edited: 03/28/2007

Technology Planning Committee:

Special thanks go to these people for their active participation and contributions in the completion of this Technology Plan:

- Susan Allen - Teacher, China Elementary
- Debbie Amy - Teacher, Henderson Middle School
- Susie Brooks - Teacher, Henderson Middle School
- Linda Cobb - Teacher, Henderson Middle School
- Cindy Gault - Instructional Technology Coordinator
- Rita Hall - Teacher, Hardin-Jefferson High School
- Dr. Jamey Harrison - Deputy Superintendent, Hardin-Jefferson ISD
- Craig Herman - Teacher, Hardin-Jefferson High School
- Shannon Holmes - Superintendent
- Mary Alice Jones - Principal, Henderson Middle School
- Christian Kemp - Teacher, Sour Lake Elementary
- Danny McFarland - Principal, Sour Lake Elementary
- Judy Morrison - Teacher, China Elementary
- Dru Mushlian - Assistant Superintendent of Curriculum & Instruction
- Joel Nolte - Principal, Hardin-Jefferson High School
- Rennae Null - Teacher, Sour Lake Elementary
- Melanie Nunez - Principal, China Elementary
- Paul Pace - Director of Technology Services
- Sharon Pace - Network Manager
- Rhonda Ritter - Teacher, Hardin-Jefferson High School
- Gretchen Scoggins - Assistant Principal, Hardin-Jefferson High School
- Sandra Sherman - Assistant Superintendent for Staff and Community Support, Hardin-Jefferson ISD
- Brad Thompson - Teacher, Henderson Middle School
- Angel Wingate - Food and Nutrition Services Director

EXECUTIVE SUMMARY

Purpose

Hardin-Jefferson has prepared this Long-Range Technology Plan to articulate a common vision for technology in the district and identify the strategies that will help us use advanced technology to improve the academic achievement, including technology literacy, for all students of rigorous curriculum standards and the development of critical thinking skills that are essential for academic and workplace success and build the capacity of all teachers to integrate technology effectively into curriculum and instruction.

Background

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

A review of H-J student data to identify needs.

A survey of school site hardware and instructional media.

A survey of teachers.

A survey of administrators.

Teacher & Campus STaR charts.

School site meetings.

Other district technology plans.

Parameters

This Long-Range Technology Plan is driven by state curriculum standards and supports the educational mission and instructional goals of Hardin-Jefferson ISD and by the No Child Left Behind Act of 2001. Specific attention is given to addressing student standards for technology as defined by the Technology Applications Texas Essential Knowledge and Skills (TEKS), required in the Texas Education Code, Section 28.002. The Technology Applications TEKS found in 19 TAC Chapter 126 describe what students should know and be able to do using technology. As a part of the enrichment curriculum, these TEKS are to be used as guidelines for providing instruction. The goal of the Technology Applications TEKS is for students to gain technology-based knowledge and skills and to apply them to all curriculum areas at all grade levels.

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

Vision Statement

Hardin-Jefferson ISD strives to provide students with a comprehensive education that enriches their lives and prepares them for their future. Dramatic changes in the workplace and in the role technology plays in our lives make it essential that students become competent in using a range of technology in a variety of settings. Students must have access to technology in their classroom environment so they can become proficient in using it. Teachers are a key component in developing and nurturing appropriate technology use by students. Therefore, they must have access to up-to-date technology and the appropriate training and technical support to take advantage of it. Technology is equally important to administrative and support staff in the school district. It is essential that all staff have access to technology and the skills to use it to its best advantage. The use of technology links district personnel to each other and to information they need to carry out their work efficiently and effectively. The use of technology meets a wide range of learner interests, ability and learning styles, and helps them access, analyze and use information to create quality products. Finally, the use of technology links students, staff, and community to each other and to information, thus building communication and partnerships between the school, home, community, and the world.

Mission Statement

The Hardin-Jefferson Independent School district strives to provide the best possible education for all students in an environment that promotes and develops responsible, productive citizen through a cooperative effort of all parents, students, teachers, administrators, and the Hardin-Jefferson community. The district will work to acquire and manage necessary resources and a schedule for reassessment of the strategic plan, all programs, support services, facilities, and equipment to ensure their effectiveness. The district will also strive to ensure that all employees continually develop their personal and professional skills, and that the district works proactively with the community to develop and achieve a shared vision.

NEEDS ASSESSMENT

Assessment Process: Needs Assessment

A comprehensive needs assessment utilizing teacher/campus surveys, focus group sessions, inventories, and both the Texas Teacher & Campus STaR Charts was conducted to analyze the current status of technology in the district and determine future needs. Items analyzed included: infrastructure, hardware, software, programs, courses, student achievement, technology resources, staff development, teacher/student proficiencies and technical support.

Existing Conditions:

Statement of Existing Conditions

The Hardin-Jefferson I.S.D. consists of two elementary campuses, a middle school campus, one high school campus, an AEP facility, an administrative building, transportation and maintenance departments, and our Gulf Coast Cooperative for Resource or Special Education students. All of these sites are connected by fiber lines in a Wide Area Network. This Wide Area Network provides voice and data transmissions

through a switched network and is capable of transmitting video for shared distance learning in the near future at minimum expense in new equipment or software. Internet access is available to all rooms in the district, all teachers, administrators and clerical personnel, and to students through labs and classrooms. By the end of 2005-06 school year, the total number of computers with direct Internet connectivity was in excess of seven hundred.

One hundred percent of all administrative and teaching personnel use PCs with Windows XP operating systems over Windows 2003 servers.

The district made a major commitment to the sustainability of the technology program by dedicating positions for a Director of Technology Services, an Instructional Technology Coordinator and a Network Manager. Ongoing training is being provided to all employees of the district by the Instructional Technology Coordinator. Technology phases are being developed and administered throughout the district. Funds were appropriated for service/maintenance contracts to help with the increased costs associated with keeping equipment updated and in working order.

Following is a list of technology equipment currently in use in the district:

- Total PC Workstations 681
- Total Laptops 117
- Total Multi-Purpose Labs 18
- Total Servers 23
- Digital Cameras 29
- Projectors 94
- Scanners 16
- SmartBoards 9
- Digital Editing Equip. 1
- Video Cameras 12
- IMac Presentation Station 3
- PRI Line/IP Telephony 1
- POTs/Fax Lines 22
- Point to Point T1 Lines 1
- BRI Lines 3
- ISP-Fiber Connection 1
- T-1 Line Direct Inward Dial 1
- Distance Learning Equipment 1 Lab
- Network Printers 38
- Desktop Printers 141
- Over Head Projectors 18
- Televisions 31
- Network Switches 46
- Network Routers 8
- Wireless Access Points 12
- IP Phones 136
- Palm PDAs 35

Sustainability/Funding

The Hardin-Jefferson I.S.D. has made a commitment to provide sustainability to the program by creating a technology department whose responsibilities include all record keeping, purchasing, grant writing, and overseeing of the technology program and plan, as well as, software previewing and selection and staff development. The technology department is responsible for managing and maintaining the network, district e-mail and the district web site.

The School Board and Administration have committed local funds along with our state allotment for the purchase and repair of technology equipment, training for district personnel, and other areas of the budget that require expenditures relating to the technology program. Federal entitlement funds also supplement the technology budget in the areas of staff development and curriculum materials.

State Technology Allotment

The district receives approximately \$51,000 annually in funding from TEA that is directed toward purchasing of technology equipment and staff development.

Matching Local Funds

The district provides supplemental funding from the general fund.

Equipment and Donations

We are fortunate to have business partners and school district patrons, as well as school organizations who have been very generous with their resources. We anticipate that this will continue as we have established good working relationships with them.

Grants From State and Federal Sources

Public school grants originally funded by TIF have provided the foundations of our infrastructure and Internet connectivity for our students, teachers, and community. Brazos-Sabine Consortium, a collaborative of school districts, has provided staff development, laptops, digital projectors, and cameras for the integration of technology, teaching, and learning. Hardin County Community Networking Grant, another TIF funded grant, extends Internet Connectivity opportunities into the community via laptop check-out services and free online and face-to-face computer classes. A TEA Curriculum Initiative Grant provided funding for an additional server to support the credit recovery software used by students in alternative educational pathways. Federal Entitlement Grants support the integration of technology and curriculum. Classroom workstations, software programs, and professional development opportunities have been funded through Title I and Title II, A funds. Title II, D Ed Tech funds were used to purchase a district-wide online assessment program.

Instructional Support for the Integrated Curriculum

Elementary Campuses

One elementary campus is equipped with a multi-media theater equipped with an interactive Smart Board, a digital projector, a computer with Internet access, productivity tools, student software, DVD / VCR, and surround sound. The function of this equipment is to facilitate large and small group discussions, class lessons and presentations. The interactive SmartBoard allows students to become the facilitator by “taking control” of the technology while the teacher is available for direction.

Both elementary campuses have additional labs that accommodate 25 student users at a time. These labs are multi-purpose labs for all K-5 students. Students will learn keyboarding, multi-media equipment and peripherals, presentation techniques, word processing, data base, spreadsheet, and the beginning use of digital cameras and scanners.

In addition to the group display options above, K-2 classrooms have 3 classroom computers dedicated to mini-lab settings for intense, individualized student instruction in reading and math. The teacher workstation is a multimedia computer connected to the building local area networks and the district wide area network to allow for application and data sharing plus email and Internet connectivity. A laser printer is provided on the network for the classrooms.

Students expand their reading / language arts skills by taking Accelerated Reader tests on the computer either in their classroom or in the library. K-2nd grade classes on both campuses use DIBELS and TPRI for benchmarking and as a progress monitoring tool. These campuses also provide a Literacy Intervention program for grades K-2. Sour Lake Elementary has both a reading and math AT-Risk course for 4th & 5th grades.

To fully comply with the TEKS, the elementary curriculum is stressing the student expectations for each of the grades K-2 and grades 3-5. These were in place for the start of the 2002-03 school year. They include keyboarding specific competencies, as well as, general technology competencies.

Middle School

At the middle school level, a curriculum project similar in nature to the elementary project described above started in the summer of 2000. The integration of technology into each curriculum area and classroom-learning environment will be a focal part of the design. The middle school curriculum stresses the following technology competencies in the goals of 2003 and beyond:

- students can explain the functions of the parts of various technology systems: computers, digital cameras, scanners, etc.
- students can appropriately use basic information technology terms: multimedia, CD-ROM, Internet, clip art, etc.

- students can perform standard word processing tasks: formatting text, importing clip art, centering titles, changing tabs, spell check, etc;
- students develop spreadsheet skills: creating graphs to represent data
- students develop database skills: sort/arrange, select/search, create a report, etc.
- students can use the Internet easily and for multiple purposes
- students can analyze information for its usefulness and make appropriate choices from a variety of online and CD-ROM resources
- students evaluate, select and use various media for presentations
- students make decisions about information they find from a variety of sources in terms of authenticity and usefulness
- students select and use online information services
- students use technology tools and resources across the curriculum
- students use creativity and authoring tools to develop more complex reports, presentation, and projects
- students use software programs designed to foster creativity in designing and completing projects
- students demonstrate an understanding of legal and ethical issues related to technology laws

Currently, technology is integrated into the middle school curriculum in some of the following ways:

- writing labs and / or distributed computers
- math labs and / or distributed computers
- science classrooms equipped with a 27" TV/monitor capable of multiple video and audio inputs including SVHS. The function of this monitor is to facilitate large and small group discussions and presentations. Connected to the monitor for display purposes are a multimedia computer; a video cassette recorder (VCR)
- technology education lab
- special education distributed computers
- video production studio

The middle school library also provides Internet connectivity for research purposes for small and larger group instruction.

The middle school has begun a robotics program. With the purchase of four laptops and 7 robotics kits including software, students have begun competing in both area and state competitions.

High School

At the high school level, technology is an integral part of a wide variety of curriculum and content areas. The following technology competencies are stressed:

- students can create macros and set preferences in software programs to personalize use
- students can use advanced features of the internet as well as information and communication software
- students can search for information in online catalogs and government sources
- students can reference and critique information found through online resources

- students use technology as a tool to support their achievement across the curriculum
- students evaluate information drawn from technology resources for its rehabilitation and validity
- students turn to technology to acquire new skills and find solutions to problems
- students analyze and describe how the presentation of information in different media formats affects people's perception of the information
- students work effectively in teams using technology tools and resources
- students can design creative, effective messages for information dissemination, persuasion, education, and entertainment
- students discover and describe applications for technology tools
- students demonstrate an understanding of legal and ethical issues related to technology laws

Social Studies

Teachers use video imaging devices (Elmo) to project maps, pictures, and three-dimensional objects directly for instructional purposes

Science

The school science department has teacher presentation multimedia stations capable of extending Internet inquiry labs, experimentation, data collection, lab write up, software, simulations, and tutorials.

Mathematics

Geometer Sketchpad software is used in the high school as an instructional tool for teaching geometry. The program allows students to have a better understanding of the geometric concepts and to better visualize those mathematical concepts. Math classrooms are also equipped with presentation stations for whole class instruction of graphing calculator functions. A math lab with 20 computers with the PLATO instructional delivery system is dedicated to math remediation and credit recovery programs.

English

English in grades 9-12 use technology tools to support its writing program. The high school lab has 30 computers with software to support word processing and desktop publishing.

Special Education

Technology is integrated into the instruction for students who receive special education services in the following domains: speech/language/communication, cognitive, fine/gross motor, and social/emotional. Technology plays a vital role in the support of curriculum for students with disabilities.

- communication and assistive technology devices enable students to participate in learning activities in the classroom
- speechviewer software is available to each speech/language pathologist
- software is provided that supports students' instructional levels, i.e., cause and effect, basic concepts, one-to-one correspondence, matching, discrimination activities, etc.

Distance Learning

Distance Learning provides enrichment opportunities for students to take college courses, teachers to take staff development training, and community members to pursue continuing education opportunities. Participants receive instruction via SETTEN and TETN networks. Face to face instruction is made possible through portables, Internet connections, fax machine and video components. Shared teacher services enable courses (computer science) to be provided to districts outside of our region.

Video Technology

Video Technology provides students the opportunity to create digital video productions using tools such as a digital editor and digital video.

Integrating Information Technologies into Administration

Office personnel have access to computers in each school office. These are used to facilitate word processing tasks and provide a simple database of student information. Currently, all student grades are kept in electronic programs. A common pool of word processing, database, spreadsheet and telecommunications software is used on all computer platforms with all campus office personnel.

At the central administration building, every staff member has a personal computer and every department has invested in computerized applications for its specific area.

Below is a summary of software currently used throughout our district:

- Microsoft Office Professional Suite - Provides word processing, database, spreadsheets, presentation, desktop publishing & e-mail software to all employees
- PDAS - Provides professional assessment software used for teacher evaluation
- TRIAND - Provides data driven assessment capabilities
- Adobe Acrobat Reader - Provides reading capabilities for pdf files on the Internet
- Adobe Acrobat - used by various administrators & web mastering classes - Provides ability to convert files to pdf format for Internet use
- Adobe PageMaker - used by the annual staff and various secretaries - Provides desktop publishing capabilities
- File Maker Pro used by administrators and various teachers - a database used to read student data
- RSCCC - used by administrators & staff - Student Information Software
- School Center - used district wide - Content Management/Web Site Service
- DIEBELS & TPRI - used by Kindergarten - 2nd Grade - Provides testing and benchmark assessment for students
- Star Reading Program - used on both elementary campuses - identifies students reading levels
- Accelerated Reader - used by Kindergarten – 8th Grade - Tests students for reading Comprehension

- Norton Virus Protection - used on district Laptops - Provides protection from viruses
- McAfee Virus Protection - used on all computers throughout our district network - Provides protection from viruses on district computers
- Screen Door - used on all computers throughout our district network - Filters Internet web sites for all faculty & students
- PLATO - used at the High School - Credit Recovery Program
- Follett Library Management System - used at all campus libraries - Manages district wide circulation departments
- HeartBeeps - used by 4th & 5th Grade - Math Skill Builder
- GRADESPEED - used district wide by all teachers - gradebook program
- Geometry Sketch Pad - used by the High School Math Lab
- Robotics Software - used by the middle school - Robotics
- Atomic Learning - used district wide - technology tutorials
- United Streaming - used district wide - video streaming for technology integration

Technology Needs:

Future needs at Hardin-Jefferson consist of the following:

- Additional technology staff
- Curriculum / technology revisions based on TAKS
- Upgrade LAN's at each location from copper to gigabit fiber
- Upgrade labs on all campuses to support XP operating systems with upgradeable hardware for Windows VISTA or comprible OPEN-SOURCE operating system.
- Summer programs in technology
- More digital equipment such as, digital projectors or classroom monitors for presentations, video and digital cameras
- Grants and funding
- LEARN connectivity
- University Libraries connectivity
- Streaming media server
- Robotics program in both elementary schools and the high school
- Robotics equipment and laptops to support the program
- AT-RISK targeted district-wide software
- Content Management District Web Page - off site
- District E-mail over Exchange
- Upgrade distance learning equipment

GOALS, OBJECTIVES, AND STRATEGIES

Goal 1: Students will be competent with all technology applications that support and enhance learning.

Objective 1.1: We will strive to have 100% of students achieve technology proficiencies.

Budget for this objective: \$138,418.80

LRPT Category: Teaching and Learning

E-Rate Correlates: ER01

NCLB Correlates: 01 02 04a 11

Strategy 1.1.1: Provide all students opportunities for computer classes through lab settings.

State: Original

Status: In Progress

Timeline: Ongoing

Person(s) Responsible: Administrators, Classroom Teachers, Computer Lab Teachers

Evidence: Computer Lab Schedules, Lesson Plans

Comments:

LRPT Correlates: TL01, TL03, TL04, TL05, TL06, TL09, TL10

Strategy 1.1.2: Implement benchmark assessments from created student expectations for K-2 and 3-5.

State: Original

Status: In Progress

Timeline: Ongoing

Person(s) Responsible: Instructional Technology Coordinator, Classroom Teachers, Computer Lab Teachers

Evidence: Student Portfolios Electronic performance data from on-line textbooks

Comments:

LRPT Correlates: TL01, TL05, TL06, TL07, TL09, TL10, TL11, TL13

Strategy 1.1.3: Develop and implement student expectations for Grades 6-8.

State: Original

Status: Planned

Timeline: Fall 2007

Person(s) Responsible: Instructional Technology Coordinator, Middle School Technology Teachers

Evidence: Created document of expectations, Student portfolios

Comments:

LRPT Correlates: EP02, LAS01, TL11

Strategy 1.1.4: Provide advanced students access to Lamar University classes through distance learning during school hours and summers.

State: Original

Status: In Progress

Timeline: 2007-2010
Person(s) Responsible: Distance Learning Lab Facilitator
Evidence: Student Enrollment
Comments:
LRPT Correlates: LAS04, LAS05, LAS15, TL16

Strategy 1.1.5: Provide video technology courses to middle and high school students.
State: Original
Status: In Progress
Timeline: 2007-2010
Person(s) Responsible: Campus Administrators Video Technology Teachers Instructional Technology Coordinator
Evidence: Student Enrollment
Comments:
LRPT Correlates: EP04, EP09, LAS05, TL01, TL06, TL08, TL09

Goal 2: Educators and instructional support staff will possess and demonstrate integrating technology into the curriculum, achieving proficiency in SBEC Technology Standards, and transform teaching practices by promoting student-centered learning.

Objective 2.1: Provide teachers and support staff with professional development opportunities and expertise of the technology TEKS with technology integration into the curriculum.
Budget for this objective: \$276,837.60
LRPT Category: Educator Preparation and Development
E-Rate Correlates: ER02
NCLB Correlates: 03 04b 07 08 12

Strategy 2.1.1: Continue providing staff development opportunities for educators and support staff to implement the Texas Assessment of Knowledge and Skills, TA TEKS, and SBEC Technology Applications Educator Standards.
State: Original
Status: In Progress
Timeline: Ongoing
Person(s) Responsible: Classroom Teachers, Administrators, Instructional Technology Coordinator
Evidence: Course Offerings, Certificates of Attendance
Comments:
LRPT Correlates: EP01, EP03, EP04, EP07, EP08, LAS06, LAS12, TL02, TL04, TL07

Strategy 2.1.2: Provide teachers and staff opportunities to view modeled best practices of technology integration with both internal and external resources.
State: Original
Status: In Progress
Timeline: Ongoing 2007-2010

Person(s) Responsible: Classroom teachers, Campus technology teachers, Professional development facilitators

Evidence: Lesson plans, Student portfolios

Comments:

LRPT Correlates: EP04, EP09, LAS10, TL06, TL09, TL14

Strategy 2.1.3: Provide incentives for using new effective models, tools and resources for teaching and learning.

State: Original

Status: In Progress

Timeline: Ongoing 2007-2010

Person(s) Responsible: Instructional Technology Coordinator Campus Administrators

Evidence: Incentives School Board Recognition District Website

Comments:

LRPT Correlates: EP05

Strategy 2.1.4: Develop and implement technology phases for all faculty and staff.

State: Revised

Status: In Progress

Timeline: 2007-2010

Person(s) Responsible: Superintendent Campus Administrators Instructional Technology Coordinator

Evidence: Maximum score on proficiency exam

Comments:

LRPT Correlates: EP03, LAS02, TL01, TL02, TL05, TL06, TL09, TL11

Goal 3: Hardin-Jefferson will proactively work with the community and our parents to provide training and communication between our school district and community.

Objective 3.1: Communication between school and community will be provided to maintain quality education for our students.

Budget for this objective: \$69,209.40

LRPT Category: Infrastructure for Technology

E-Rate Correlates: ER01

NCLB Correlates: 09

Strategy 3.1.1: Provide a quarterly district newsletter to the community

State: Original

Status: In Progress

Timeline: Quarterly 2007-2010

Person(s) Responsible: Instructional Technology Coordinator

Evidence: District Website Patron Mail-out

Comments:

LRPT Correlates: TL16

Strategy 3.1.2: Maintain and update the district website on a regular basis.

State: Original
Status: In Progress
Timeline: Ongoing
Person(s) Responsible: Instructional Technology Coordinator
Evidence: Internet Service Provider HCCN Grant Laptop Check-out Program District Website
Comments:
LRPT Correlates: TL08, TL16

Strategy 3.1.3: Hold a public forum for AEIS District Report Card.

State: Original
Status: In Progress
Timeline: Annually 2007-2010
Person(s) Responsible: Curriculum and Instruction
Evidence: District Website School Board Agenda Document Publication Local TV / Cable Channel
Comments:
LRPT Correlates: TL15, TL16

Strategy 3.1.4: Hold quarterly PTO Meetings.

State: Original
Status: In Progress
Timeline: Quarterly 2007-2010
Person(s) Responsible: Campus Principals
Evidence: School Newsletters Patron Mail-out Local TV / Cable Channel
Comments:
LRPT Correlates: TL15, TL16

Strategy 3.1.5: Include community members in the planning for integration of teaching and learning, access to parental / student information, and input / implementation of policies.

State: Original
Status: In Progress
Timeline: Ongoing 2007-2010
Person(s) Responsible: Campus Administrators Technology Department Committee Chairs
Evidence: GRADESPEED Access Attendance Sign-In Sheets
Comments:
LRPT Correlates: LAS03, LAS11, LAS13

Strategy 3.1.6: Make technology available to students/teachers/community for usage after school hours and during the summer.

State: Revised
Status: In Progress
Timeline: 2007-2010
Person(s) Responsible: Technology Department Community Librarian

Evidence: Community response to library
Comments:
LRPT Correlates: I09, LAS04, LAS13

Objective 3.2: Hardin-Jefferson will provide free adult education classes to the community.

Budget for this objective: \$69,209.40
LRPT Category: Teaching and Learning
E-Rate Correlates: ER01
NCLB Correlates: 10

Strategy 3.2.1: Provide free basic computer and digital training on Monday evenings from 6:00 pm to 9:00 pm for students/teachers/community.

State: Revised

Status: In Progress

Timeline: Every Monday night during school year 2007-2010

Person(s) Responsible: China Elementary Principal Technology Instructor

Evidence: Participant Sign-In Sheets

Comments:

LRPT Correlates: LAS09, TL15, TL16

Strategy 3.2.2: Provide GED classes to high school students and adult community members every Monday night from 6:00 pm to 9:00 pm.

State: Original

Status: In Progress

Timeline: Every Monday night during the school year 2007-2010

Person(s) Responsible: China Elementary Principal GED Instructor

Evidence: Participant Sign-In Sheets

Comments:

LRPT Correlates: TL15

Objective 3.3: Provide connectivity to Lamar University through a T1 for student/teacher/community achievement and usage after school hours and during the summer.

Budget for this objective: \$41,525.64

LRPT Category: Infrastructure for Technology

E-Rate Correlates: ER01

NCLB Correlates: 09

Strategy 3.3.1: Hardin-Jefferson provides a laptop available for check-out to anyone 18 years of age, has a student attending H-J, or lives in the H-J area.

State: Revised

Status: In Progress

Timeline: Ongoing 2007-2010

Person(s) Responsible: Instructional Technology Coordinator

Evidence: Laptop Check-out Documentation

Comments:

LRPT Correlates: EP05, LAS04, LAS05, TL15, TL16

Strategy 3.3.2: Provides PLATO software for students and adult learners who are striving to obtain their GED.

State: Original

Status: In Progress

Timeline: Ongoing 2007-2010

Person(s) Responsible: Instructional Technology Coordinator

Evidence: GED Attendance Laptop Check-out documentation

Comments:

LRPT Correlates: TL15, TL16

Goal 4: Train and provide administrative and support staff areas to facilitate data-driven decision making processes in the areas of student records, community partnerships, parent awareness and involvement and other support services

Objective 4.1: 100% of campuses will utilize technology as a tool to access and maintain student records.

Budget for this objective: \$96,893.16

LRPT Category: Leadership, Administration and Support

E-Rate Correlates: ER02

NCLB Correlates: 01 02 04b 05 06 07 11 12

Strategy 4.1.1: Continue to train and utilize GRADESPEED for student attendance and on-line grading, importing all student data into RSCCC for state reporting purposes.

State: Original

Status: In Progress

Timeline: Ongoing

Person(s) Responsible: Administrators Classroom Teachers

Evidence: PEIMS Report

Comments:

LRPT Correlates: EP06, EP09, LAS02, TL12

Strategy 4.1.2: Use TRIAND data to set and analyze campus and district goals regarding student achievement.

State: Original

Status: In Progress

Timeline: Ongoing 2007-2010

Person(s) Responsible: Curriculum Director Campus Site Base Teams

Evidence: Reports

Comments:

LRPT Correlates: LAS08, TL12

Goal 5: Provide an infrastructure for technology that focuses on increasing or maintaining the capability and stability of the LAN/WAN, hardware and

software, Internet connectivity, user/computer ratio, and emerging technologies as appropriate.

Objective 5.1: Continue to optimize the technology equipment needs for all faculty and staff by maintaining internet connectivity, phone connections, email and the district website.

Budget for this objective: \$692,094.00

LRPT Category: Infrastructure for Technology

E-Rate Correlates: ER01

NCLB Correlates: 03 05 06 07 12

Strategy 5.1.1: Maintain the LAN/WAN structure to meet the needs of the district while also maintaining internet connectivity and technical assistance.

State: Original

Status: In Progress

Timeline: Ongoing

Person(s) Responsible: Technology Department

Evidence: Internet Connectivity

Comments:

LRPT Correlates: I01, I02, I07, I08, LAS07

Strategy 5.1.2: Apply for E-rate discounts.

State: Original

Status: In Progress

Timeline: Annually 2007-2010

Person(s) Responsible: Director of Technology Services

Evidence: E-rate applications

Comments:

LRPT Correlates: I03

Strategy 5.1.3: Strive to reach a student to computer ratio of 3:1 while maintaining a computer lab ratio of 1:1. Teacher to computer ratio will also continue to be 1:1.

State: Revised

Status: In Progress

Timeline: Ongoing

Person(s) Responsible: Technology Department Asst. Supt. for Finance & Support Services Campus Administration

Evidence: Number of computers available to students and staff

Comments:

LRPT Correlates: I01, I02, I03, I04, I05, I06, I07, I08

Strategy 5.1.4: Conduct a district-wide annual technology needs assessment.

State: Revised

Status: In Progress

Timeline: Ongoing Each Spring 2007-2010

Person(s) Responsible: Instructional Technology Coordinator Campus Administrators

Campus Site Base Teams
Evidence: STaR Charts
Comments:
LRPT Correlates: I07, TL10, TL11

Strategy 5.1.5: Provide disaster recovery capability for the district.
State: Original
Status: In Progress
Timeline: On-going
Person(s) Responsible: Superintendent Administrators Director of Technology
Evidence: Back-up tapes Data hosted out of our local area Diaster Recovery Plan
Comments:
LRPT Correlates: LAS14

BUDGET

Total amount of Title II, Part D formula funds received for the current year of this plan:
\$2,001.00

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

Budget for year 2007

- Telecom cost: \$100,604.00
- Telecom source: Local 60%
State 40%
- Materials cost: \$50,000.00
- Materials source: Local 60%
State 40%
- Equipment cost: \$74,738.00
- Equipment source: Local 19%
State 81%

- Maintenance cost: \$136,064.00
- Maintenance source: Local 60%
State 40%
- Staff development cost: \$79,990.00
- Staff development source: Title II Part D 3%
Local 58%
State 39%
- Miscellaneous cost: \$20,000.00
- Miscellaneous source: Local 60%
State 40%
- Total: \$461,396.00

Budget for year 2008

- Telecom cost: \$100,604.00

- Telecom source: Local 60%
State 40%
- Materials cost: \$50,000.00
- Materials source: Local 60%
State 40%
- Equipment cost: \$74,738.00
- Equipment source: Local 19%
State 81%
- Maintenance cost: \$136,064.00
- Maintenance source: Local 60%
State 40%
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- Staff development source: Title II Part D 3%
Local 58%
State 39%
- Miscellaneous cost: \$20,000.00
- Miscellaneous source: Local 60%
State 40%
- Total: 461,396.00

Budget for year 2009

- Telecom cost: \$100,604.00
- Telecom source: Local 60%
State 40%
- Materials cost: \$50,000.00
- Materials source: Local 60%
State 40%
- Equipment cost: \$74,738.00
- Equipment source: Local 19%
State 81%
- Maintenance cost: \$136,064.00
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EVALUATION

Evaluation Process:

Hardin-Jefferson ISD actively monitors and adjusts technology implementations as part of our ongoing evaluation plan. The technology plan is revisited and revised annually by the Technology Task Force Committee. In addition, campus technology committees provide feedback and suggestions regularly as they implement their campus plans which are based on the district plan. Feedback is brought into the implementation process by members of the district committee who serve on campus improvement committees as well as direct communication from the campus level to the district committee. General questions that are an integral part of our evaluation process include:

- What has been and is being accomplished as part of the technology implementation?
- How can the implementations be improved?
- What are the next steps?

Evaluation Method:

The district collects information on an ongoing basis in order to continually improve student performance.

The classroom strategies assessed include:

- students are engaged in authentic and multidisciplinary tasks
- students participate in interactive modes of instruction
- students work collaboratively
- teachers facilitate student learning
- students learn through hands-on, exploration models

The school technology reviews will develop a model to assess their implementation of technology plans. They will identify areas which need further attention and work and to identify the most important steps they could take in the following three years to meet their goals. They will identify the most important resources necessary to complete their plan.

Information from the school reviews will be gathered into a district-wide report which guides decisions regarding resources and training. It is a district goal to collect data and do careful analysis of the data in order to make good decisions. The process is both summative and formative, and is ongoing.

Evaluation forms are collected after each staff development course and analyzed by our technology and curriculum and instruction departments to ensure course offerings meet identified needs.

APPENDIX

Attachment item A:

Acceptable User Policy

Web site: <http://www.hjisd.net>

Attachment item B:

Parent / Student Permission Forms

Web site: <http://www.hjisd.net>

Attachment item C:

Student Expectations for Grades K-2

Web site: <http://www.hjisd.net>

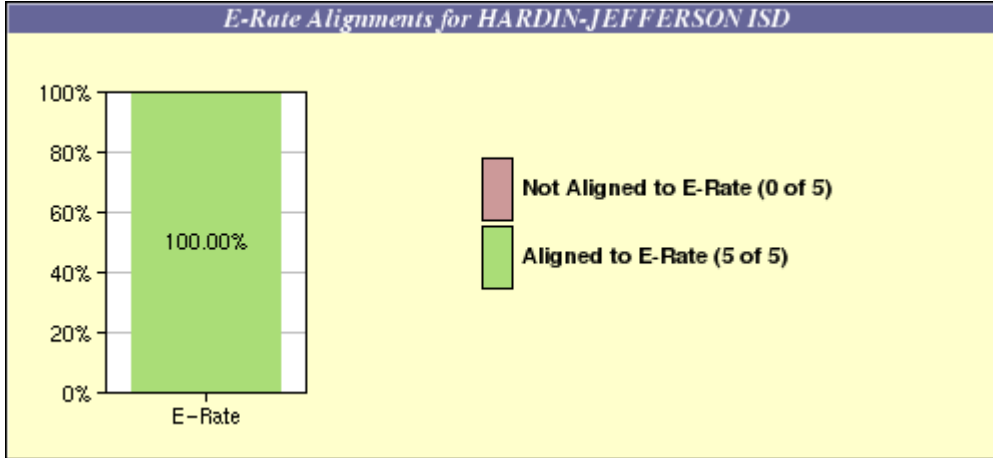
Attachment item D:

Student Expectations for Grades 3-5

Web site: <http://www.hjisd.net>

E-Rate Alignment Report for HARDIN-JEFFERSON ISD

Your technology plan matched 5 of 5 E-Rate correlates.



Below is a list of E-Rate statements to which you may have aligned your Technology Plan.

Correlate ID	E-Rate Correlate Statement
ER01	<p>The plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services.</p> <ul style="list-style-type: none"> • Objective 1.1: We will strive to have 100% of students achieve technology proficiencies. <ul style="list-style-type: none"> ○ Strategy 1.1.1: Provide all students opportunities for computer classes through lab settings. ○ Strategy 1.1.2: Implement benchmark assessments from created student expectations for K-2 and 3-5. ○ Strategy 1.1.3: Develop and implement student expectations for Grades 6-8. ○ Strategy 1.1.4: Provide advanced students access to Lamar University classes through distance learning during school hours and summers. ○ Strategy 1.1.5: Provide video technology courses to middle and high school students. • Objective 3.1: Communication between school and community will be provided to maintain quality education for our students. <ul style="list-style-type: none"> ○ Strategy 3.1.1: Provide a quarterly district newsletter to the community ○ Strategy 3.1.2: Maintain and update the district website on a regular basis.

	<ul style="list-style-type: none"> ○ Strategy 3.1.3: Hold a public forum for AEIS District Report Card. ○ Strategy 3.1.4: Hold quarterly PTO Meetings. ○ Strategy 3.1.5: Include community members in the planning for integration of teaching and learning, access to parental / student information, and input / implementation of policies. ○ Strategy 3.1.6: Make technology available to students/teachers/community for usage after school hours and during the summer. ● Objective 3.2: Hardin-Jefferson will provide free adult education classes to the community. <ul style="list-style-type: none"> ○ Strategy 3.2.1: Provide free basic computer and digital training on Monday evenings from 6:00 pm to 9:00 pm for students/teachers/community. ○ Strategy 3.2.2: Provide GED classes to high school students and adult community members every Monday night from 6:00 pm to 9:00 pm. ● Objective 3.3: Provide connectivity to Lamar University through a T1 for student/teacher/community achievement and usage after school hours and during the summer. <ul style="list-style-type: none"> ○ Strategy 3.3.1: Hardin-Jefferson provides a laptop available for check-out to anyone 18 years of age, has a student attending H-J, or lives in the H-J area. ○ Strategy 3.3.2: Provides PLATO software for students and adult learners who are striving to obtain their GED. ● Objective 5.1: Continue to optimize the technology equipment needs for all faculty and staff by maintaining internet connectivity, phone connections, email and the district website. <ul style="list-style-type: none"> ○ Strategy 5.1.1: Maintain the LAN/WAN structure to meet the needs of the district while also maintaining internet connectivity and technical assistance. ○ Strategy 5.1.2: Apply for E-rate discounts. ○ Strategy 5.1.3: Stive to reach a student to computer ratio of 3:1 while maintaining a computer lab ratio of 1:1. Teacher to computer ratio will also continue to be 1:1. ○ Strategy 5.1.4: Conduct a district-wide annual technology needs assessment. ○ Strategy 5.1.5: Provide disaster recovery capability for the district.
ER02	<p>The plan must have a professional development strategy to ensure that staff know how to use these new technologies to improve education or library services.</p> <ul style="list-style-type: none"> ● Objective 2.1: Provice teachers and support staff with professional development opportunities and expertise of the technology TEKS with technology integration into the curriculum. <ul style="list-style-type: none"> ○ Strategy 2.1.1: Continue providing staff development opportunities for educators and support staff to implement the Texas Assessment of Knowledge and Skills, TA TEKS, and SBEC Technology Applications

	<p>Educator Standards.</p> <ul style="list-style-type: none"> ○ Strategy 2.1.2: Provide teachers and staff opportunities to view modeled best practices of technology integration with both internal and external resources. ○ Strategy 2.1.3: Provide incentives for using new effective models, tools and resources for teaching and learning. ○ Strategy 2.1.4: Develop and implement technology phases for all faculty and staff. <ul style="list-style-type: none"> ● Objective 4.1: 100% of campuses will utilize technology as a tool to access and maintain student records. <ul style="list-style-type: none"> ○ Strategy 4.1.1: Continue to train and utilize GRADESPEED for student attendance and on-line grading, importing all student data into RSCCC for state reporting purposes. ○ Strategy 4.1.2: Use TRIAND data to set and analyze campus and district goals regarding student achievement.
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ER03	<p>The plan must include an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services.</p> <table border="1"> <thead> <tr> <th colspan="2" data-bbox="506 898 1430 940">NEEDS ASSESSMENT INFORMATION</th> </tr> </thead> <tbody> <tr> <td data-bbox="506 940 662 1150">Assessment Process</td> <td data-bbox="662 940 1430 1150">Needs Assessment A comprehensive needs assessment utilizing teacher/campus surveys, focus group sessions, inventories, and both the Texas Teacher & Campus STaR Charts was conducted to analyze the current status of technology in the district and determine future needs. Items analyzed included: infrastructure, hardware, software, programs, courses, student achievement, technology resources, staff development, teacher/student proficiencies and technical support.</td> </tr> <tr> <td data-bbox="506 1150 662 1885">Existing Conditions</td> <td data-bbox="662 1150 1430 1885">Statement of Existing Conditions The Hardin-Jefferson I.S.D. consists of two elementary campuses, a middle school campus, one high school campus, an AEP facility, an administrative building, transportation department, and our Gulf Coast Cooperative for Resource or Special Education students. All of these sites are connected by fiber lines in a Wide Area Network. This Wide Area Network provides voice and data transmissions through a switched network and is capable of transmitting video for shared distance learning in the near future at minimum expense in new equipment or software. Internet access is available to all rooms in the district, all teachers, administrators and clerical personnel, and to students through labs and classrooms. By the end of 2005-06 school year, the total number of computers with direct Internet connectivity was in excess of seven hundred. One hundred percent of all administrative and teaching personnel use PCs with Windows XP operating systems over Windows 2003 servers. The district made a major commitment to the sustainability of the technology program by dedicating positions for a Director of Technology Services, an Instructional Technology Coordinator and a Network Manager. Ongoing training is being provided to all employees of the district by the Instructional Technology Coordinator. Technology phases are being developed and administered throughout the district. Funds were appropriated for service/maintenance contracts to help with the increased costs associated with keeping equipment updated and in working order. Following is a list of technology equipment currently in use in the district: • Total PC Workstations 681 • Total Laptops 117 • Total Multi-</td> </tr> </tbody> </table>	NEEDS ASSESSMENT INFORMATION		Assessment Process	Needs Assessment A comprehensive needs assessment utilizing teacher/campus surveys, focus group sessions, inventories, and both the Texas Teacher & Campus STaR Charts was conducted to analyze the current status of technology in the district and determine future needs. Items analyzed included: infrastructure, hardware, software, programs, courses, student achievement, technology resources, staff development, teacher/student proficiencies and technical support.	Existing Conditions	Statement of Existing Conditions The Hardin-Jefferson I.S.D. consists of two elementary campuses, a middle school campus, one high school campus, an AEP facility, an administrative building, transportation department, and our Gulf Coast Cooperative for Resource or Special Education students. All of these sites are connected by fiber lines in a Wide Area Network. This Wide Area Network provides voice and data transmissions through a switched network and is capable of transmitting video for shared distance learning in the near future at minimum expense in new equipment or software. Internet access is available to all rooms in the district, all teachers, administrators and clerical personnel, and to students through labs and classrooms. By the end of 2005-06 school year, the total number of computers with direct Internet connectivity was in excess of seven hundred. One hundred percent of all administrative and teaching personnel use PCs with Windows XP operating systems over Windows 2003 servers. The district made a major commitment to the sustainability of the technology program by dedicating positions for a Director of Technology Services, an Instructional Technology Coordinator and a Network Manager. Ongoing training is being provided to all employees of the district by the Instructional Technology Coordinator. Technology phases are being developed and administered throughout the district. Funds were appropriated for service/maintenance contracts to help with the increased costs associated with keeping equipment updated and in working order. Following is a list of technology equipment currently in use in the district: • Total PC Workstations 681 • Total Laptops 117 • Total Multi-
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Purpose Labs 18 • Total Servers 23 • Digital Cameras 29 • Projectors 94 • Scanners 16 • SmartBoards 9 • Digital Editing Equip. 1 • Video Cameras 12 • IMac Presentation Station 3 • PRI Line/IP Telephony 1 • POTs/Fax Lines 22 • Point to Point T1 Lines 1 • BRI Lines 3 • ISP-Fiber Connection 1 • T-1 Line Direct Inward Dial 1 • Distance Learning Equipment 1 Lab • Network Printers 38 • Desktop Printers 141 • Over Head Projectors 18 • Televisions 31 • Network Switches 46 • Network Routers 8 • Wireless Access Points 12 • IP Phones 136 • Palm PDAs 35 Sustainability/Funding The Hardin-Jefferson I.S.D. has made a commitment to provide sustainability to the program by creating a technology department whose responsibilities include all record keeping, purchasing, grant writing, and overseeing of the technology program and plan, as well as, software previewing and selection and staff development. The technology department is responsible for managing and maintaining the network, district e-mail and the district web site. The School Board and Administration have committed local funds along with our state allotment for the purchase and repair of technology equipment, training for district personnel, and other areas of the budget that require expenditures relating to the technology program. Federal entitlement funds also supplement the technology budget in the areas of staff development and curriculum materials. State Technology Allotment The district receives approximately \$51,000 annually in funding from TEA that is directed toward purchasing of technology equipment and staff development. Matching Local Funds The district provides supplemental funding from the general fund. Equipment and Donations We are fortunate to have business partners and school district patrons, as well as school organizations who have been very generous with their resources. We anticipate that this will continue as we have established good working relationships with them. Grants From State and Federal Sources Public school grants originally funded by TIF have provided the foundations of our infrastructure and Internet connectivity for our students, teachers, and community. Brazos-Sabine Consortium, a collaborative of school districts, has provided staff development, laptops, digital projectors, and cameras for the integration of technology, teaching, and learning. Hardin County Community Networking Grant, another TIF funded grant, extends Internet Connectivity opportunities into the community via laptop check-out services and free online and face-to-face computer classes. A TEA Curriculum Initiative Grant provided funding for an additional server to support the credit recovery software used by students in alternative educational pathways. Federal Entitlement Grants support the integration of technology and curriculum. Classroom workstations, software programs, and professional development opportunities have been funded through Title I and Title II, A funds. Title II, D Ed Tech funds were used to purchase a district-wide online assessment program. Instructional Support for the Integrated Curriculum Elementary Campuses One elementary campus is equipped with a multi-media theater equipped with an interactive Smart Board, a digital projector, a computer with Internet access, productivity tools, student software, DVD / VCR, and surround sound. The function of this equipment is to facilitate large and small group discussions, class lessons and presentations. The interactive SmartBoard allows students to become the facilitator by “taking control” of the technology while the teacher is available for direction. Both elementary campuses have additional labs that accommodate 25 student users at a time. These labs are multi-purpose labs for all K-5 students. Students will learn keyboarding, multi-media equipment and peripherals, presentation techniques, word processing, data base, spreadsheet, and the beginning use of digital cameras and scanners. In addition to the group

display options above, K-2 classrooms have 3 classroom computers dedicated to mini-lab settings for intense, individualized student instruction in reading and math. The teacher workstation is a multimedia computer connected to the building local area networks and the district wide area network to allow for application and data sharing plus email and Internet connectivity. A laser printer is provided on the network for the classrooms. Students expand their reading / language arts skills by taking Accelerated Reader tests on the computer either in their classroom or in the library. K-2nd grade classes on both campuses use DIBELS and TPRI for benchmarking and as a progress monitoring tool. These campuses also provide a Literacy Intervention program for grades K-2. Sour Lake Elementary has both a reading and math AT-Risk course for 4th & 5th grades. To fully comply with the TEKS, the elementary curriculum is stressing the student expectations for each of the grades K-2 and grades 3-5. These were in place for the start of the 2002-03 school year. They include keyboarding specific competencies, as well as, general technology competencies. Middle School At the middle school level, a curriculum project similar in nature to the elementary project described above started in the summer of 2000. The integration of technology into each curriculum area and classroom-learning environment will be a focal part of the design. The middle school curriculum stresses the following technology competencies in the goals of 2003 and beyond:

- students can explain the functions of the parts of various technology systems: computers, digital cameras, scanners, etc.
- students can appropriately use basic information technology terms: multimedia, CD-ROM, Internet, clip art, etc.
- students can perform standard word processing tasks: formatting text, importing clip art, centering titles, changing tabs, spell check, etc;
- students develop spreadsheet skills: creating graphs to represent data
- students develop database skills: sort/arrange, select/search, create a report, etc.
- students can use the Internet easily and for multiple purposes
- students can analyze information for its usefulness and make appropriate choices from a variety of online and CD-ROM resources
- students evaluate, select and use various media for presentations
- students make decisions about information they find from a variety of sources in terms of authenticity and usefulness
- students select and use online information services
- students use technology tools and resources across the curriculum
- students use creativity and authoring tools to develop more complex reports, presentation, and projects
- students use software programs designed to foster creativity in designing and completing projects
- student demonstrate an understanding of legal and ethical issues related to technology laws

Currently, technology is integrated into the middle school curriculum in some of the following ways:

- writing labs and / or distributed computers
- math labs and / or distributed computers
- science classrooms equipped with a 27" TV/monitor capable of multiple video and audio inputs including SVHS. The function of this monitor is to facilitate large and small group discussions and presentations. Connected to the monitor for display purposes are a multimedia computer; a video cassette recorder (VCR)
- technology education lab
- special education distributed computers
- video production studio

The middle school library also provides Internet connectivity for research purposes for small and larger group instruction. The middle school has begun a robotics program. With the purchase of four laptops and 7 robotics kits including software, students have began competing in both area and state competitions. High School At the high school level, technology is an integral part of a wide variety of curriculum and content areas. The following technology competencies are stressed:

- students can create macros and set preferences in software programs to personalize use
- students can

use advanced features of the internet as well as information and communication software •students can search for information in online catalogs and government sources •students can reference and critique information found through online resources •students use technology as a tool to support their achievement across the curriculum •students evaluate information drawn from technology resources for its rehabilitation and validity •students turn to technology to acquire new skills and find solutions to problems •students analyze and describe how the presentation of information in different media formats affects peoples perception of the information •student work effectively in teams using technology tools and resources •students can design creative, effective messages for information dissemination, persuasion, education, and entertainment •students discover and describe applications for technology tools •students demonstrate an understanding of legal and ethical issues related to technology laws

Social Studies Teachers use video imaging devices (Elmo) to project maps, pictures, and three-dimensional objects directly for instructional purposes

Science The school science department has teacher presentation multimedia stations capable of extending Internet inquiry labs, experimentation, data collection, lab write up, software, simulations, and tutorials.

Mathematics Geometer Sketchpad software is used in the high school as an instructional tool for teaching geometry. The program allows students to have a better understanding of the geometric concepts and to better visualize those mathematical concepts. Math classrooms are also equipped with presentation stations for whole class instruction of graphing calculator functions. A math lab with 20 computers with the PLATO instructional delivery system is dedicated to math remediation and credit recovery programs.

English English in grades 9-12 use technology tools to support its writing program. The high school lab has 30 computers with software to support word processing and desktop publishing.

Special Education Technology is integrated into the instruction for students who receive special education services in the following domains:

- speech/language/communication, cognitive, fine/gross motor, and social/emotional.

Technology plays a vital role in the support of curriculum for students with disabilities. •communication and assistive technology devices enable students to participate in learning activities in the classroom •speechviewer software is available to each speech/language pathologist •software is provided that supports students' instructional levels, i.e., cause and effect, basic concepts, one-to-one correspondence, matching, discrimination activities, etc.

Distance Learning Distance Learning provides enrichment opportunities for students to take college courses, teachers to take staff development training, and community members to pursue continuing education opportunities. Participants receive instruction via SETTEN and TETN networks. Face to face instruction is made possible through portables, Internet connections, fax machine and video components. Shared teacher services enable courses (computer science) to be provided to districts outside of our region.

Video Technology Video Technology provides students the opportunity to create digital video productions using tools such as a digital editor and digital video.

Integrating Information Technologies into Administration Office personnel have access to computers in each school office. These are used to facilitate word processing tasks and provide a simple database of student information. Currently, all student grades are kept in electronic programs. A common pool of word processing, database, spreadsheet and telecommunications software is used on all computer platforms with all campus office personnel. At the central administration building, every staff member has a personal computer and every department has invested in computerized applications for its

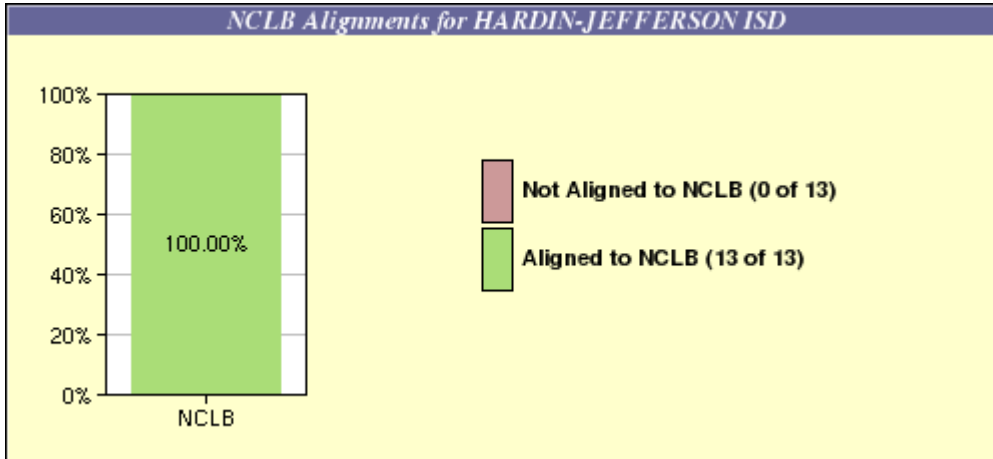
	<table border="1"> <tr> <td data-bbox="506 191 662 1129"></td> <td data-bbox="662 191 1443 1129"> <p>specific area. 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ER04	<p>The plan must provide for a sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development, and other services that will be needed to implement the strategy.</p> <p>BUDGET INFORMATION Total amount of Title II funds: \$2001.00 Method of application for formula funds: Application via a Title II, Part D shared services arrangement or cooperative</p> <table border="1"> <tr> <td data-bbox="506 1745 1443 1793">Budget Detail for 2007 (Year 1)</td> </tr> </table>	Budget Detail for 2007 (Year 1)			
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		<p>questions that are an integral part of our evaluation process include:</p> <ul style="list-style-type: none"> •What has been and is being accomplished as part of the technology implementation? •How can the implementations be improved? •What are the next steps?
	<p>Evaluation Method</p>	<p>The district collects information on an ongoing basis in order to continually improve student performance. The classroom strategies assessed include:</p> <ul style="list-style-type: none"> •students are engaged in authentic and multidisciplinary tasks •students participate in interactive modes of instruction •students work collaboratively •teachers facilitate student learning •students learn through hands-on, exploration models <p>The school technology reviews will develop a model to assess their implementation of technology plans. They will identify areas which need further attention and work and to identify the most important steps they could take in the following three years to meet their goals. They will identify the most important resources necessary to complete their plan. Information from the school reviews will be gathered into a district-wide report which guides decisions regarding resources and training. It is a district goal to collect data and do careful analysis of the data in order to make good decisions. The process is both summative and formative, and is ongoing. Evaluation forms are collected after each staff development course and analyzed by our technology and curriculum and instruction departments to ensure course offerings meet identified needs.</p>

No Child Left Behind (NCLB) Alignment Report for HARDIN-JEFFERSON ISD

Your technology plan matched 13 of 13 NCLB correlates.



Below is a list of No Child Left Behind (NCLB) statements to which you may have aligned your Technology Plan.

Correlate ID	NCLB Correlate Statement
1	<p>Strategies for improving academic achievement and teacher effectiveness</p> <p>To improve:</p> <ul style="list-style-type: none"> • the academic achievement, including technology literacy, of all students. • the capacity of all teachers to integrate technology effectively into curriculum and instruction <ul style="list-style-type: none"> • Objective 1.1: We will strive to have 100% of students achieve technology proficiencies. <ul style="list-style-type: none"> ○ Strategy 1.1.1: Provide all students opportunities for computer classes through lab settings. ○ Strategy 1.1.2: Implement benchmark assessments from created student expectations for K-2 and 3-5. ○ Strategy 1.1.3: Develop and implement student expectations for Grades 6-8. ○ Strategy 1.1.4: Provide advanced students access to Lamar University classes through distance learning during school hours and summers. ○ Strategy 1.1.5: Provide video technology courses to middle and high school students. • Objective 4.1: 100% of campuses will utilize technology as a tool to access and maintain student records. <ul style="list-style-type: none"> ○ Strategy 4.1.1: Continue to train and utilize GRADESPEED for student

	<p>attendance and on-line grading, importing all student data into RSCCC for state reporting purposes.</p> <ul style="list-style-type: none"> ○ Strategy 4.1.2: Use TRIAND data to set and analyze campus and district goals regarding student achievement.
2	<p>Goals for using advanced technology</p> <ul style="list-style-type: none"> • aligned with challenging State academic content and student academic achievement standards • to improve student academic achievement <ul style="list-style-type: none"> • Objective 1.1: We will strive to have 100% of students achieve technology proficiencies. <ul style="list-style-type: none"> ○ Strategy 1.1.1: Provide all students opportunities for computer classes through lab settings. ○ Strategy 1.1.2: Implement benchmark assessments from created student expectations for K-2 and 3-5. ○ Strategy 1.1.3: Develop and implement student expectations for Grades 6-8. ○ Strategy 1.1.4: Provide advanced students access to Lamar University classes through distance learning during school hours and summers. ○ Strategy 1.1.5: Provide video technology courses to middle and high school students. • Objective 4.1: 100% of campuses will utilize technology as a tool to access and maintain student records. <ul style="list-style-type: none"> ○ Strategy 4.1.1: Continue to train and utilize GRADESPEED for student attendance and on-line grading, importing all student data into RSCCC for state reporting purposes. ○ Strategy 4.1.2: Use TRIAND data to set and analyze campus and district goals regarding student achievement.
3	<p>Steps to increase accessibility</p> <p>To ensure that:</p> <ul style="list-style-type: none"> • all students and teachers have increased access to technology • Students in high-poverty and high-needs schools, or schools identified for improvement or corrective action, have access to technology • teachers are prepared to integrate technology effectively into curricula and instruction <ul style="list-style-type: none"> • Objective 2.1: Provide teachers and support staff with professional development opportunities and expertise of the technology TEKS with technology integration into the curriculum. <ul style="list-style-type: none"> ○ Strategy 2.1.1: Continue providing staff development opportunities for educators and support staff to implement the Texas Assessment of Knowledge and Skills, TA TEKS, and SBEC Technology Applications Educator Standards. ○ Strategy 2.1.2: Provide teachers and staff opportunities to view modeled best

	<p>practices of technology integration with both internal and external resources.</p> <ul style="list-style-type: none"> ○ Strategy 2.1.3: Provide incentives for using new effective models, tools and resources for teaching and learning. ○ Strategy 2.1.4: Develop and implement technology phases for all faculty and staff. <ul style="list-style-type: none"> ● Objective 5.1: Continue to optimize the technology equipment needs for all faculty and staff by maintaining internet connectivity, phone connections, email and the district website. <ul style="list-style-type: none"> ○ Strategy 5.1.1: Maintain the LAN/WAN structure to meet the needs of the district while also maintaining internet connectivity and technical assistance. ○ Strategy 5.1.2: Apply for E-rate discounts. ○ Strategy 5.1.3: Stive to reach a student to computer ratio of 3:1 while maintaining a computer lab ratio of 1:1. Teacher to computer ratio will also continue to be 1:1. ○ Strategy 5.1.4: Conduct a district-wide annual technology needs assessment. ○ Strategy 5.1.5: Provide disaster recovery capability for the district.
4a	<p>Promotion of curricula and teaching strategies that integrate technology</p> <ul style="list-style-type: none"> ● Will identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research and leading to improvements in student academic achievement <ul style="list-style-type: none"> ● Objective 1.1: We will strive to have 100% of students achieve technology proficiencies. <ul style="list-style-type: none"> ○ Strategy 1.1.1: Provide all students opportunities for computer classes through lab settings. ○ Strategy 1.1.2: Implement benchmark assessments from created student expectations for K-2 and 3-5. ○ Strategy 1.1.3: Develop and implement student expectations for Grades 6-8. ○ Strategy 1.1.4: Provide advanced students access to Lamar University classes through distance learning during school hours and summers. ○ Strategy 1.1.5: Provide video technology courses to middle and high school students.
4b	<p>Professional development</p> <p>Provide ongoing, sustained, high quality professional development for:</p> <ul style="list-style-type: none"> ● teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center ● including, if applicable, a list of the entities that will be partners with the district involved in providing the ongoing, sustained professional development

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5	<p>Technology type and costs</p> <ul style="list-style-type: none"> • Description of type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components of such technologies • Objective 4.1: 100% of campuses will utilize technology as a tool to access and maintain student records. <ul style="list-style-type: none"> ○ Strategy 4.1.1: Continue to train and utilize GRADESPEED for student attendance and on-line grading, importing all student data into RSCCC for state reporting purposes. ○ Strategy 4.1.2: Use TRIAND data to set and analyze campus and district goals regarding student achievement. • Objective 5.1: Continue to optimize the technology equipment needs for all faculty and staff by maintaining internet connectivity, phone connections, email and the district website. <ul style="list-style-type: none"> ○ Strategy 5.1.1: Maintain the LAN/WAN structure to meet the needs of the district while also maintaining internet connectivity and technical assistance. ○ Strategy 5.1.2: Apply for E-rate discounts. ○ Strategy 5.1.3: Strive to reach a student to computer ratio of 3:1 while maintaining a computer lab ratio of 1:1. Teacher to computer ratio will also continue to be 1:1. ○ Strategy 5.1.4: Conduct a district-wide annual technology needs assessment.

	<ul style="list-style-type: none"> ○ Strategy 5.1.5: Provide disaster recovery capability for the district.
6	<p>Coordination with other resources</p> <ul style="list-style-type: none"> • District's plan for coordinating activities funded through the Ed Tech program with technology-related activities supported with funds from other Federal, State, and local sources • Objective 4.1: 100% of campuses will utilize technology as a tool to access and maintain student records. <ul style="list-style-type: none"> ○ Strategy 4.1.1: Continue to train and utilize GRADESPEED for student attendance and on-line grading, importing all student data into RSCCC for state reporting purposes. ○ Strategy 4.1.2: Use TRIAND data to set and analyze campus and district goals regarding student achievement. • Objective 5.1: Continue to optimize the technology equipment needs for all faculty and staff by maintaining internet connectivity, phone connections, email and the district website. <ul style="list-style-type: none"> ○ Strategy 5.1.1: Maintain the LAN/WAN structure to meet the needs of the district while also maintaining internet connectivity and technical assistance. ○ Strategy 5.1.2: Apply for E-rate discounts. ○ Strategy 5.1.3: Stive to reach a student to computer ratio of 3:1 while maintaining a computer lab ratio of 1:1. Teacher to computer ratio will also continue to be 1:1. ○ Strategy 5.1.4: Conduct a district-wide annual technology needs assessment. ○ Strategy 5.1.5: Provide disaster recovery capability for the district.
7	<p>Integration of technology with curricula and instruction</p> <p>How the applicant will:</p> <ul style="list-style-type: none"> • integrate technology (including software and electronically delivered learning materials) into curricula and instruction, and • utilize a timeline for this integration • Objective 2.1: Provice teachers and support staff with professional development opportunities and expertise of the technology TEKS with technology integration into the curriculum. <ul style="list-style-type: none"> ○ Strategy 2.1.1: Continue providing staff development opportunities for educators and support staff to implement the Texas Assessment of Knowledge and Skills, TA TEKS, and SBEC Technology Applications Educator Standards. ○ Strategy 2.1.2: Provide teachers and staff opportunities to view modeled best practices of technology integration with both internal and external resources. ○ Strategy 2.1.3: Provide incentives for using new effective models, tools and resources for teaching and learning. ○ Strategy 2.1.4: Develop and implement technology phases for all faculty and

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8	<p>Innovative delivery strategies Will encourage:</p> <ul style="list-style-type: none"> • the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources • Objective 2.1: Provide teachers and support staff with professional development opportunities and expertise of the technology TEKS with technology integration into the curriculum. <ul style="list-style-type: none"> ○ Strategy 2.1.1: Continue providing staff development opportunities for educators and support staff to implement the Texas Assessment of Knowledge and Skills, TA TEKS, and SBEC Technology Applications Educator Standards. ○ Strategy 2.1.2: Provide teachers and staff opportunities to view modeled best practices of technology integration with both internal and external resources. ○ Strategy 2.1.3: Provide incentives for using new effective models, tools and resources for teaching and learning. ○ Strategy 2.1.4: Develop and implement technology phases for all faculty and staff.
9	<p>Parental involvement Will use technology effectively to:</p> <ul style="list-style-type: none"> • promote parental involvement

	<ul style="list-style-type: none"> • increase communication with parents, including a description of how parents will be informed of the technology being applied in the child's education • Objective 3.1: Communication between school and community will be provided to maintain quality education for our students. <ul style="list-style-type: none"> ○ Strategy 3.1.1: Provide a quarterly district newsletter to the community ○ Strategy 3.1.2: Maintain and update the district website on a regular basis. ○ Strategy 3.1.3: Hold a public forum for AEIS District Report Card. ○ Strategy 3.1.4: Hold quarterly PTO Meetings. ○ Strategy 3.1.5: Include community members in the planning for integration of teaching and learning, access to parental / student information, and input / implementation of policies. ○ Strategy 3.1.6: Make technology available to students/teachers/community for usage after school hours and during the summer. • Objective 3.3: Provide connectivity to Lamar University through a T1 for student/teacher/community achievement and usage after school hours and during the summer. <ul style="list-style-type: none"> ○ Strategy 3.3.1: Hardin-Jefferson provides a laptop available for check-out to anyone 18 years of age, has a student attending H-J, or lives in the H-J area. ○ Strategy 3.3.2: Provides PLATO software for students and adult learners who are striving to obtain their GED.
10	<p>Collaboration with adult literacy service providers</p> <ul style="list-style-type: none"> • Description of how the program will be developed, where applicable, in collaboration with adult literacy service providers • Objective 3.2: Hardin-Jefferson will provide free adult education classes to the community. <ul style="list-style-type: none"> ○ Strategy 3.2.1: Provide free basic computer and digital training on Monday evenings from 6:00 pm to 9:00 pm for students/teachers/community. ○ Strategy 3.2.2: Provide GED classes to high school students and adult community members every Monday night from 6:00 pm to 9:00 pm.
11	<p>Accountability measures</p> <p>Process and accountability measures that evaluate the extent to which activities are effective in:</p> <ul style="list-style-type: none"> • integrating technology into curricula and instruction • increasing the ability of teachers to teach • enabling students to reach challenging State academic content and student academic achievement standards <ul style="list-style-type: none"> • Objective 1.1: We will strive to have 100% of students achieve technology proficiencies. <ul style="list-style-type: none"> ○ Strategy 1.1.1: Provide all students opportunities for computer classes

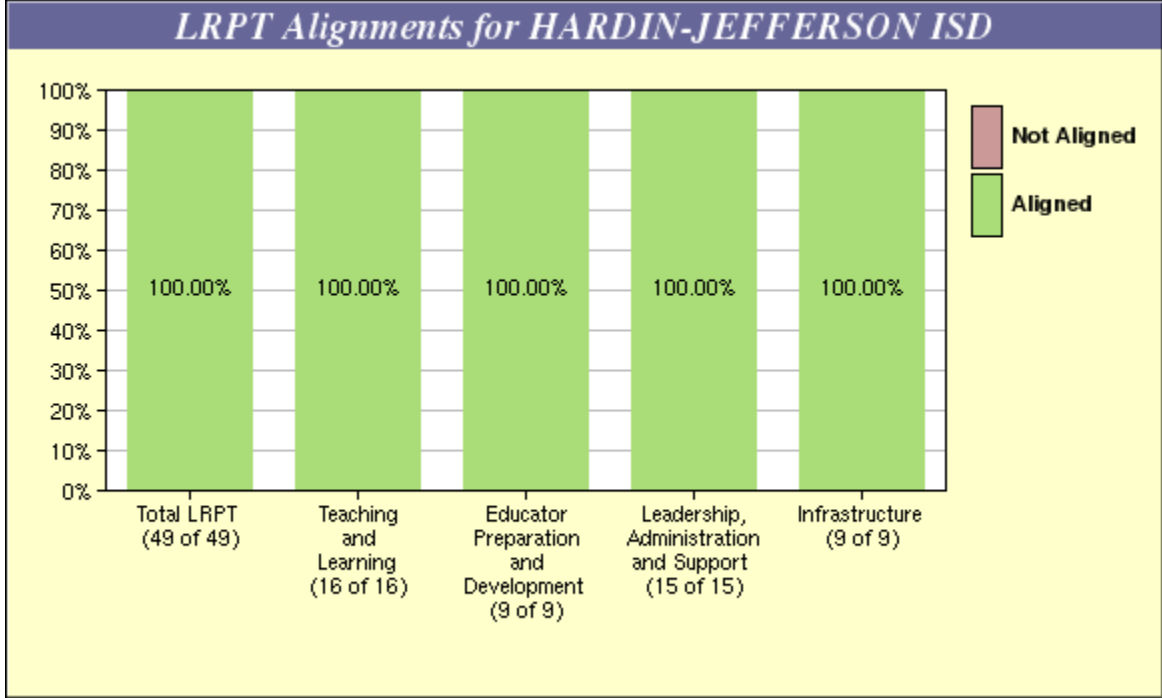
	<p>through lab settings.</p> <ul style="list-style-type: none"> ○ Strategy 1.1.2: Implement benchmark assessments from created student expectations for K-2 and 3-5. ○ Strategy 1.1.3: Develop and implement student expectations for Grades 6-8. ○ Strategy 1.1.4: Provide advanced students access to Lamar University classes through distance learning during school hours and summers. ○ Strategy 1.1.5: Provide video technology courses to middle and high school students. <ul style="list-style-type: none"> ● Objective 4.1: 100% of campuses will utilize technology as a tool to access and maintain student records. <ul style="list-style-type: none"> ○ Strategy 4.1.1: Continue to train and utilize GRADESPEED for student attendance and on-line grading, importing all student data into RSCCC for state reporting purposes. ○ Strategy 4.1.2: Use TRIAND data to set and analyze campus and district goals regarding student achievement.
12	<p>Supporting resources</p> <ul style="list-style-type: none"> ● Supporting resources (such as services, software, other electronically delivered learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology ● Objective 2.1: Provide teachers and support staff with professional development opportunities and expertise of the technology TEKS with technology integration into the curriculum. <ul style="list-style-type: none"> ○ Strategy 2.1.1: Continue providing staff development opportunities for educators and support staff to implement the Texas Assessment of Knowledge and Skills, TA TEKS, and SBEC Technology Applications Educator Standards. ○ Strategy 2.1.2: Provide teachers and staff opportunities to view modeled best practices of technology integration with both internal and external resources. ○ Strategy 2.1.3: Provide incentives for using new effective models, tools and resources for teaching and learning. ○ Strategy 2.1.4: Develop and implement technology phases for all faculty and staff. ● Objective 4.1: 100% of campuses will utilize technology as a tool to access and maintain student records. <ul style="list-style-type: none"> ○ Strategy 4.1.1: Continue to train and utilize GRADESPEED for student attendance and on-line grading, importing all student data into RSCCC for state reporting purposes. ○ Strategy 4.1.2: Use TRIAND data to set and analyze campus and district goals regarding student achievement. ● Objective 5.1: Continue to optimize the technology equipment needs for all faculty and

staff by maintaining internet connectivity, phone connections, email and the district website.

- Strategy 5.1.1: Maintain the LAN/WAN structure to meet the needs of the district while also maintaining internet connectivity and technical assistance.
- Strategy 5.1.2: Apply for E-rate discounts.
- Strategy 5.1.3: Stive to reach a student to computer ratio of 3:1 while maintaining a computer lab ratio of 1:1. Teacher to computer ratio will also continue to be 1:1.
- Strategy 5.1.4: Conduct a district-wide annual technology needs assessment.
- Strategy 5.1.5: Provide disaster recovery capability for the district.

LRPT Alignment Report for HARDIN-JEFFERSON ISD

Strategies from your technology plan matched 49 of the 49 LEA-related LRPT correlates.



Below is a list of Long Range Plan for Technology (LRPT) statements. Strategies from your Technology Plan are listed beneath those LRPT statements with which they aligned.

<i>Educator Preparation and Development</i>	
Correlate ID	LRPT Statement
EP01	<p>Provide professional development for teaching and integrating Technology Applications into the foundation and enrichment TEKS through multiple delivery methods.</p> <ul style="list-style-type: none"> 2.1.1: Continue providing staff development opportunities for educators and support staff to implement the Texas Assessment of Knowledge and Skills, TA TEKS, and SBEC Technology Applications Educator Standards.
EP02	<p>Provide professional development for Technology Applications courses as identified in Technology Applications Educator Standards VI - XI.</p> <ul style="list-style-type: none"> 1.1.3: Develop and implement student expectations for Grades 6-8.
EP03	<p>Provide training on the use of electronic tools and information to support sound, data-</p>

	<p>driven decision-making.</p> <ul style="list-style-type: none"> • 2.1.1: Continue providing staff development opportunities for educators and support staff to implement the Texas Assessment of Knowledge and Skills, TA TEKS, and SBEC Technology Applications Educator Standards. • 2.1.4: Develop and implement technology phases for all faculty and staff.
EP04	<p>Develop strategies for all educators, including campus administrators and librarians, to master the Technology Applications Educator Standards I - V as access to technology and professional development becomes available.</p> <ul style="list-style-type: none"> • 1.1.5: Provide video technology courses to middle and high school students. • 2.1.1: Continue providing staff development opportunities for educators and support staff to implement the Texas Assessment of Knowledge and Skills, TA TEKS, and SBEC Technology Applications Educator Standards. • 2.1.2: Provide teachers and staff opportunities to view modeled best practices of technology integration with both internal and external resources.
EP05	<p>Document progress of teachers towards mastery of Technology Applications Educator Standards I - V using the Texas STaR Chart.</p> <ul style="list-style-type: none"> • 2.1.3: Provide incentives for using new effective models, tools and resources for teaching and learning. • 3.3.1: Hardin-Jefferson provides a laptop available for check-out to anyone 18 years of age, has a student attending H-J, or lives in the H-J area.
EP06	<p>Encourage participation in statewide, technology professional development opportunities.</p> <ul style="list-style-type: none"> • 4.1.1: Continue to train and utilize GRADESPEED for student attendance and on-line grading, importing all student data into RSCCC for state reporting purposes.
EP07	<p>Encourage educator participation in the Master Technology Teacher program.</p> <ul style="list-style-type: none"> • 2.1.1: Continue providing staff development opportunities for educators and support staff to implement the Texas Assessment of Knowledge and Skills, TA TEKS, and SBEC Technology Applications Educator Standards.
EP08	<p>Utilize innovative strategies for the 24/7 delivery of ongoing professional development through the use of technology, including online and other distance learning and digital content services to meet the diverse and persona learning needs of all educators.</p> <ul style="list-style-type: none"> • 2.1.1: Continue providing staff development opportunities for educators and support staff to implement the Texas Assessment of Knowledge and Skills, TA TEKS, and SBEC Technology Applications Educator Standards.

EP09	<p>Provide instructional coaches and mentors to support classroom efforts in using technology to improve learning in core curriculum areas.</p> <ul style="list-style-type: none"> • 1.1.5: Provide video technology courses to middle and high school students. • 2.1.2: Provide teachers and staff opportunities to view modeled best practices of technology integration with both internal and external resources. • 4.1.1: Continue to train and utilize GRADESPEED for student attendance and on-line grading, importing all student data into RSCCC for state reporting purposes.
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Infrastructure for Technology

Correlate ID	LRPT Statement
I01	<p>Design, install and maintain a technology and telecommunications infrastructure for communications and services that ensures equitable access.</p> <ul style="list-style-type: none"> • 5.1.1: Maintain the LAN/WAN structure to meet the needs of the district while also maintaining internet connectivity and technical assistance. • 5.1.3: Stive to reach a student to computer ratio of 3:1 while maintaining a computer lab ratio of 1:1. Teacher to computer ratio will also continue to be 1:1.
I02	<p>Develop innovative funding and collaboration strategies with both public and private sectors to ensure all students have equitable and anytime, anywhere access to broadband communications.</p> <ul style="list-style-type: none"> • 5.1.1: Maintain the LAN/WAN structure to meet the needs of the district while also maintaining internet connectivity and technical assistance. • 5.1.3: Stive to reach a student to computer ratio of 3:1 while maintaining a computer lab ratio of 1:1. Teacher to computer ratio will also continue to be 1:1.
I03	<p>Build community support for anytime, anywhere Internet access through collaborative planning, education, public information and other means.</p> <ul style="list-style-type: none"> • 5.1.2: Apply for E-rate discounts. • 5.1.3: Stive to reach a student to computer ratio of 3:1 while maintaining a computer lab ratio of 1:1. Teacher to computer ratio will also continue to be 1:1.
I04	<p>Strive to achieve and maintain a personal computing device ratio of 1:1 for both students and professional educators.</p> <ul style="list-style-type: none"> • 5.1.3: Stive to reach a student to computer ratio of 3:1 while maintaining a computer lab ratio of 1:1. Teacher to computer ratio will also continue to be 1:1.

105	<p>Provide on-demand access to appropriately configured technology for all students and staff, including those with disabilities, in libraries, school offices, and other work areas.</p> <ul style="list-style-type: none"> 5.1.3: Stive to reach a student to computer ratio of 3:1 while maintaining a computer lab ratio of 1:1. Teacher to computer ratio will also continue to be 1:1.
106	<p>Strive to participate in the high-speed, high-capacity statewide telecommunications network.</p> <ul style="list-style-type: none"> 5.1.3: Stive to reach a student to computer ratio of 3:1 while maintaining a computer lab ratio of 1:1. Teacher to computer ratio will also continue to be 1:1.
107	<p>Maintain an obsolescence policy to ensure maximum efficiency and use of technology and infrastructure by all students and staff.</p> <ul style="list-style-type: none"> 5.1.1: Maintain the LAN/WAN structure to meet the needs of the district while also maintaining internet connectivity and technical assistance. 5.1.3: Stive to reach a student to computer ratio of 3:1 while maintaining a computer lab ratio of 1:1. Teacher to computer ratio will also continue to be 1:1. 5.1.4: Conduct a district-wide annual technology needs assessment.
108	<p>Provide and maintain an infrastructure for communications with parents and community members, including year-round access to school news, educational resources, data and personnel.</p> <ul style="list-style-type: none"> 5.1.1: Maintain the LAN/WAN structure to meet the needs of the district while also maintaining internet connectivity and technical assistance. 5.1.3: Stive to reach a student to computer ratio of 3:1 while maintaining a computer lab ratio of 1:1. Teacher to computer ratio will also continue to be 1:1.
109	<p>Provide access to digital instructional tools that meet interoperability and data accessibility standards for instruction.</p> <ul style="list-style-type: none"> 3.1.6: Make technology available to students/teachers/community for usage after school hours and during the summer.
<i>Leadership, Administration and Support</i>	
Correlate ID	LRPT Statement
LAS01	Incorporate ongoing technology planning in classroom, library, campus, and district improvement plans.

	<ul style="list-style-type: none"> 1.1.3: Develop and implement student expectations for Grades 6-8.
LAS02	<p>Promote a comprehensive planning process to ensure technology plans include clear goals, realistic strategies, and critical components such as compliance with state and federal regulations, needs assessment, budget and evaluation. Identify budget and secure funding to support technology identified in classroom, library, campus, and district planning efforts.</p> <ul style="list-style-type: none"> 2.1.4: Develop and implement technology phases for all faculty and staff. 4.1.1: Continue to train and utilize GRADESPEED for student attendance and on-line grading, importing all student data into RSCCC for state reporting purposes.
LAS03	<p>Include professional development on the integration of technology in all classroom, library, campus, and district improvement plans and measure their effectiveness using the Texas STAAR Chart.</p> <ul style="list-style-type: none"> 3.1.5: Include community members in the planning for integration of teaching and learning, access to parental / student information, and input / implementation of policies.
LAS04	<p>Ensure a viable technology plan is written and approved prior to applying for the federal E-Rate discount program.</p> <ul style="list-style-type: none"> 1.1.4: Provide advanced students access to Lamar University classes through distance learning during school hours and summers. 3.1.6: Make technology available to students/teachers/community for usage after school hours and during the summer. 3.3.1: Hardin-Jefferson provides a laptop available for check-out to anyone 18 years of age, has a student attending H-J, or lives in the H-J area.
LAS05	<p>Utilize the district technology plan to ensure technology resources promote student achievement in accordance with No Child Left Behind.</p> <ul style="list-style-type: none"> 1.1.4: Provide advanced students access to Lamar University classes through distance learning during school hours and summers. 1.1.5: Provide video technology courses to middle and high school students. 3.3.1: Hardin-Jefferson provides a laptop available for check-out to anyone 18 years of age, has a student attending H-J, or lives in the H-J area.
LAS06	<p>Allocate at least 30 percent of technology allotment budget for professional development.</p> <ul style="list-style-type: none"> 2.1.1: Continue providing staff development opportunities for educators and support staff to implement the Texas Assessment of Knowledge and Skills, TA TEKS, and

	SBEC Technology Applications Educator Standards.
LAS07	<p>Include community input into the planning and support for the integration of technology into teaching and learning.</p> <ul style="list-style-type: none"> 5.1.1: Maintain the LAN/WAN structure to meet the needs of the district while also maintaining internet connectivity and technical assistance.
LAS08	<p>Coordinate the use of electronic data in district planning to support research-based decision-making focused on student success.</p> <ul style="list-style-type: none"> 4.1.2: Use TRIAND data to set and analyze campus and district goals regarding student achievement.
LAS09	<p>Initiate and implement policies to expand parental and community access to school facilities, library resources, and non-secured data through technology.</p> <ul style="list-style-type: none"> 3.2.1: Provide free basic computer and digital training on Monday evenings from 6:00 pm to 9:00 pm for students/teachers/community.
LAS10	<p>Provide instructional assistance for the effective integration of technology into teaching and learning in all school and district operations.</p> <ul style="list-style-type: none"> 2.1.2: Provide teachers and staff opportunities to view modeled best practices of technology integration with both internal and external resources.
LAS11	<p>Provide parents secure electronic access to student information.</p> <ul style="list-style-type: none"> 3.1.5: Include community members in the planning for integration of teaching and learning, access to parental / student information, and input / implementation of policies.
LAS12	<p>Incorporate mastery of SBEC Technology Applications Educator Standards into local educator appraisal systems.</p> <ul style="list-style-type: none"> 2.1.1: Continue providing staff development opportunities for educators and support staff to implement the Texas Assessment of Knowledge and Skills, TA TEKS, and SBEC Technology Applications Educator Standards.
LAS13	<p>Participate in collaboration with representatives from PreK-12, higher education, parents, businesses and community to share resources and services.</p> <ul style="list-style-type: none"> 3.1.5: Include community members in the planning for integration of teaching and learning, access to parental / student information, and input / implementation of policies. 3.1.6: Make technology available to students/teachers/community for usage after

	school hours and during the summer.
LAS14	<p>Create business continuity plans that ensure critical technology applications can be recovered in a timely manner including electronic student records, instructional materials, financial and personnel records, and communication systems such as email and web pages.</p> <ul style="list-style-type: none"> 5.1.5: Provide disaster recovery capability for the district.
LAS15	<p>Budget for, offer, and support expanded curricular and instructional opportunities to students via online and other distance learning.</p> <ul style="list-style-type: none"> 1.1.4: Provide advanced students access to Lamar University classes through distance learning during school hours and summers.
<i>Teaching and Learning</i>	
Correlate ID	LRPT Statement
TL01	<p>Integrate the Technology Applications TEKS within the foundation curriculum at each grade level and provide specialized courses in Technology Applications.</p> <ul style="list-style-type: none"> 1.1.1: Provide all students opportunities for computer classes through lab settings. 1.1.2: Implement benchmark assessments from created student expectations for K-2 and 3-5. 1.1.5: Provide video technology courses to middle and high school students. 2.1.4: Develop and implement technology phases for all faculty and staff.
TL02	<p>Offer and provide the Technology Applications high school courses to meet the curriculum and graduation requirements specified in 19 TAC Chapter 74.</p> <ul style="list-style-type: none"> 2.1.1: Continue providing staff development opportunities for educators and support staff to implement the Texas Assessment of Knowledge and Skills, TA TEKS, and SBEC Technology Applications Educator Standards. 2.1.4: Develop and implement technology phases for all faculty and staff.
TL03	<p>Use the Technology Applications adopted instructional materials at all grade levels.</p> <ul style="list-style-type: none"> 1.1.1: Provide all students opportunities for computer classes through lab settings.
TL04	<p>Use digital diagnostic tools for formative evaluation to monitor progress toward the mastery of instructional objectives.</p>

	<ul style="list-style-type: none"> • 1.1.1: Provide all students opportunities for computer classes through lab settings. • 2.1.1: Continue providing staff development opportunities for educators and support staff to implement the Texas Assessment of Knowledge and Skills, TA TEKS, and SBEC Technology Applications Educator Standards.
TL05	<p>Implement research-based strategies to improve the academic achievement, including technology literacy, of all students.</p> <ul style="list-style-type: none"> • 1.1.1: Provide all students opportunities for computer classes through lab settings. • 1.1.2: Implement benchmark assessments from created student expectations for K-2 and 3-5. • 2.1.4: Develop and implement technology phases for all faculty and staff.
TL06	<p>Develop strategies to monitor and document progress of integration of technology into curricula and instruction and to monitor and report student mastery of the Technology Applications TEKS to TEA.</p> <ul style="list-style-type: none"> • 1.1.1: Provide all students opportunities for computer classes through lab settings. • 1.1.2: Implement benchmark assessments from created student expectations for K-2 and 3-5. • 1.1.5: Provide video technology courses to middle and high school students. • 2.1.2: Provide teachers and staff opportunities to view modeled best practices of technology integration with both internal and external resources. • 2.1.4: Develop and implement technology phases for all faculty and staff.
TL07	<p>Integrate student performance data from district/state assessment instruments with electronic curriculum resources to inform and differentiate instruction for every child.</p> <ul style="list-style-type: none"> • 1.1.2: Implement benchmark assessments from created student expectations for K-2 and 3-5. • 2.1.1: Continue providing staff development opportunities for educators and support staff to implement the Texas Assessment of Knowledge and Skills, TA TEKS, and SBEC Technology Applications Educator Standards.
TL08	<p>Support the use of emerging technologies aligned with state standards for developing greater levels of collaboration, inquiry, analysis, creativity and content production.</p> <ul style="list-style-type: none"> • 1.1.5: Provide video technology courses to middle and high school students.

	<ul style="list-style-type: none"> • 3.1.2: Maintain and update the district website on a regular basis.
TL09	<p>Ensure anytime/anywhere access to technology-based learning for all students by providing appropriate devices, services, and support.</p> <ul style="list-style-type: none"> • 1.1.1: Provide all students opportunities for computer classes through lab settings. • 1.1.2: Implement benchmark assessments from created student expectations for K-2 and 3-5. • 1.1.5: Provide video technology courses to middle and high school students. • 2.1.2: Provide teachers and staff opportunities to view modeled best practices of technology integration with both internal and external resources. • 2.1.4: Develop and implement technology phases for all faculty and staff.
TL10	<p>Ensure that school libraries have the latest technology and online resources for student research and curriculum integration.</p> <ul style="list-style-type: none"> • 1.1.1: Provide all students opportunities for computer classes through lab settings. • 1.1.2: Implement benchmark assessments from created student expectations for K-2 and 3-5. • 5.1.4: Conduct a district-wide annual technology needs assessment.
TL11	<p>Support school library programs and use library standards to ensure that school libraries assist classroom teachers in teaching students, information literacy and Technology Applications knowledge and skills.</p> <ul style="list-style-type: none"> • 1.1.2: Implement benchmark assessments from created student expectations for K-2 and 3-5. • 1.1.3: Develop and implement student expectations for Grades 6-8. • 2.1.4: Develop and implement technology phases for all faculty and staff. • 5.1.4: Conduct a district-wide annual technology needs assessment.
TL12	<p>Support the use of technology to promote student-centered learning across geographic and cultural boundaries that includes business and industry.</p> <ul style="list-style-type: none"> • 4.1.1: Continue to train and utilize GRADESPEED for student attendance and on-line grading, importing all student data into RSCCC for state reporting purposes. • 4.1.2: Use TRIAND data to set and analyze campus and district goals regarding student achievement.

TL13	<p>Utilize innovative strategies for the 24/7 delivery of specialized or rigorous courses and expanded curricular and instructional offerings through the use of technology, including online and other distance learning and digital content services to meet the diverse and personal learning needs of all students.</p> <ul style="list-style-type: none"> • 1.1.2: Implement benchmark assessments from created student expectations for K-2 and 3-5.
TL14	<p>Provide curriculum to ensure personal safety for students in a digital world and Acceptable Use Policies that specify expectations and rules for students, parents, and teachers.</p> <ul style="list-style-type: none"> • 2.1.2: Provide teachers and staff opportunities to view modeled best practices of technology integration with both internal and external resources.
TL15	<p>Implement innovative programs that promote parental involvement, increased communication with parents and community members, and community access to educational resources.</p> <ul style="list-style-type: none"> • 3.1.3: Hold a public forum for AEIS District Report Card. • 3.1.4: Hold quarterly PTO Meetings. • 3.2.1: Provide free basic computer and digital training on Monday evenings from 6:00 pm to 9:00 pm for students/teachers/community. • 3.2.2: Provide GED classes to high school students and adult community members every Monday night from 6:00 pm to 9:00 pm. • 3.3.1: Hardin-Jefferson provides a laptop available for check-out to anyone 18 years of age, has a student attending H-J, or lives in the H-J area. • 3.3.2: Provides PLATO software for students and adult learners who are striving to obtain their GED.
TL16	<p>Support teachers in developing classroom websites and online resources to share lessons, monitor student progress, and establish regular communications with parents and students.</p> <ul style="list-style-type: none"> • 1.1.4: Provide advanced students access to Lamar University classes through distance learning during school hours and summers. • 3.1.1: Provide a quarterly district newsletter to the community • 3.1.2: Maintain and update the district website on a regular basis. • 3.1.3: Hold a public forum for AEIS District Report Card. • 3.1.4: Hold quarterly PTO Meetings.

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| | <ul style="list-style-type: none">• 3.2.1: Provide free basic computer and digital training on Monday evenings from 6:00 pm to 9:00 pm for students/teachers/community.• 3.3.1: Hardin-Jefferson provides a laptop available for check-out to anyone 18 years of age, has a student attending H-J, or lives in the H-J area.• 3.3.2: Provides PLATO software for students and adult learners who are striving to obtain their GED. |
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