Defining Support (continued)

Support to Assure Network Up-Time (continued)

delivery of a greater portion of the educational content, then they must be assured that the networks will be available.

To help ensure that the network resources are available. the support must include:

- ✓ Remote monitoring of campus LAN network equipment is as extensive as possible
- ✓ Network equipment (both WAN and LANs) are protected either by maintenance/support contracts or by provisions for in-house maintenance/replacement ...
- ✓ Creating a support team that provides coverage for all schools so response time, and recovery time for operations, is minimal

Support to Ensure End User Devices are Operational

Within the computer repair/maintenance area. some of the most important features of the support plan include:

- ✓ Ensuring that the computers (and peripheral equipment i.e., printers, scanners. etc.) complete their life span productively (for example. for computers. this would mean that they provide at a minimum five years of useful service)
- ✓ Machines are kept in inventory. at a dismct level facility. that can be used as loaners while repairs are completed
- ✓ The level of service for the entire district is satisfactory (i.e., enough technicians are on staff for servicing the equipment or campuses have sufficient options (district staff and third-party service providers) to ensure that equipment is returned to service as quickly as possible

Ysleta Independent School District Technology Plan
2001-2004

All students** who **enroll in our schools will graduate from high school fluent** in **two or more languages prepared and inspired to be successful** in **a four-year college** or **university.

Goal 6: The District will provide equitable state-of-the-art learning and work environments that integrate Inatruetion and technology for **all** students and employees.

Objective 6: **The** District will facilitate the **support and** implementation of technology through **the** use of web-base resources **and** appropriate **personnel.** *(Support* Services)

Initiatives	Formative Assessment	Check Points	Person(s) Responsible	Resources	Annual Review
The District Technology Helpdesk will provide efficient **and reliable support services to technology users** within the district.			**Executive Director** of Technology		December
• Define the required changes *to* **the** current helpdesk system to include the capabilities for campus access to track and enter their corresponding trouble tickets.	**Document** proposed changes	**December 2001**		Local **Technology** Funds $100,000	
• Implement required changes.	Setup pilot program	March **2002**		District **staff**	
• **Inform campuses *of*** new capabilities and setup pilot program.		May **2002**		District **staff** and campus designated personnel **(CTC)**	
• Setup **training** schedule for campus implementation and **access.**	Setup training schedule	**September 2002**		Campus designated personnel (CTC)	
Continually assess improvements and responsiveness of the **helpdesk**	**User** surveys and callback	Ongoing		District **staff** and CTCs	
Develop procedures and guidelines to improve helpdesk processes and standardize end-user reporting protocols.	[illegible]	Ongoing		District staff and CTCs	

Supporting the YISD Educational Network (continued)

The support of the network is best accomplished through a combination of centralized and decentralized support personnel.

The support, though, can only be successful when the support is structured around a single unifying goal. to make the network and the technology resources available 100% of the time.

Appropriate Support Structure

The District has in the past depended on the district-level network services specialist and system technical specialists to ensure the viability of the district networks.

The Department of Technology Network Services team has the sole responsibility for the support of the WAN, has primary respon-sibility for the management and administration of the network electronics installed for the backbone of the campus LANs, and supports the work of the campus technology specialists/ coordinators in the administration of the resources within the campus LAN.

The goal for the support of the network is to define a support structure that includes at a minimum the support personnel described below, for each of the seven feeder patterns within the district:

- Network Specialist. This person will be expert in the administration and support of the campus LAN, including serving as advisor to the campus in the area of adding resources such as sewers and instructional applications. deploying network resources within the campus, and troubleshooting and diagnosing problems with the network. This resources will report to the Network Services Manager for the Department of Technology, and will coordinate all work through the Network Services Manager and/or Network Systems Engineer. The goal is to staff one Network Specialist per feeder pattern.

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[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	Annual Review
The District will have online a dynamic web based technology resource tool available for the entire district educational community.			Executive Director of Technology and Committee		June
• Form a committee from various district stake holders to determine the scope and monitor, document and implement the process.	Monthly status reports sent to the Executive Director of Technology	June 2001		District Personnel	
• Create a survey and send to all campus and departmental personnel for information relative to the content of the resource tool, i.e., step-by-step troubleshooting guides, best practice accomplishments, software instruction procedures and availability, classroom technology curriculum guides and templates, hardware and software standards, hardware distribution, recycling and exchange process, training guidelines and opportunities.		August 2001			
• Determine hardware and software needs.					
• Implement procedures to input informational content into the resource tool and archive process.		October 2001 February 2002		Local Technology funds $100,000	
• Develop documentation and outreach program to inform district education community of available resources.		April 2002	Committee and Community Relations Department	District Personnel	

[illegible] YISD [illegible] al N (continued)

Appropriate Support Structure (continued)

- support the network and maintain computers with centralized staff, and to have the campus-based staff support the instructional initiatives.

Supporting the Instructional Initiatives

While support of the network is crucial to the success of technology projects in the district, that support must be complemented with strong programs to support the use of technology to help achieve the district's instructional objectives.

In general, the same considerations that apply to the area of technical support also apply to support of the use of technology, and it is important to understand that commitment to only one type of support will not result in the best outcomes for the MSD technology initiatives. The commitment must be made both to technical support of the network and hardware/software resources, and equally to support of the use of technology in instructional settings.

Appropriate Support Structure for Technology Integration

In the past. as with technical support, the district has committed both district-level and campus-based efforts to the support of technology in instructional settings.

At the district level, professional development programs have addressed technology skill acquisition, curriculum development using technology, and the use of specific productivity and instructional software programs. Campuses have employed their resources for the support, via training within the campus or via third-party staff development programs (including college level coursework), for initiatives that are most effective for the teachers and programs in effect at specific campuses.

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Objective 5: The District will develop, implement and **continually assess** all administrative systems (student, finance, human **resources,** web-based applications, Records **Management) to insure** that **information** management and program administration **are** completed with maximum efficiency **and** functionality, eliminating **unnecessary paperwork, streamlining processes,** and providing multiple opportunities **and avenues** for communication and interaction among District **Campuses, departments and users.** ***(Admin Systems)***

Initiatives	Formative Assessment	Check Point	Person(s) Responsible	Resources	Annual Review
• **Develop** and implement the electronic transfer of **information** for **payroll** timecards, absence **from duty** forms, ***extra* duty** payment, **stipends, etc.**		Spring **2003** Yearly in Ma:		Local Technology Funds Appropriate Personnel	
• **Develop and implement** the electronic transfer of information for travel **forms,** student fund raising, petty cash, etc. **as** allowed by **law.**			Executive Director of Technology, **Network** Services Manager, Finance Project manager. Budget Director	Personnel	
• **Reassess position control and** define **enhancements** for more efficient use at **the campus level.**	Specifications **for** the Position control module.		Purchasing Director	Personnel Personnel	
• Assess the budget **amendment** process as to the **levels** of approval and **time** lines and align it to campus **needs.**	Budget **amendments** approved in a timely manner.	Yearly in Ma:	**Finance Directors** and Finance Project Manager team **(MIS)**		
• Publish regulations for bid/quote standards along with the awarded bids/quotes.		Spring **2002**			
• Ongoing enhancement of fixed asset module (inventory) and the work orders modules (trip, catering & warehouse requests).			Network Services Manager, other appropriate Directors	Local Technology Funds Appropriate **Personnel** $30,000	

Supporting the Instructional Initiatives (continued)

Appropriate Technology Integration Support Activities (continued)

The activities will be tailored by both the district-level support providers (Professional Development, Instructional Technology, Network Services, etc.) and at each individual campus; however, the skills and training areas addressed at each campus will include:

- Network Skills. One of the most widespread features of modern computing is the networked environment In order to ensure that our students are comfortable in that environment the curriculum at all levels should include some academic work in a networked scenario.

  The training, therefore. should ensure that teachers are adept at the use of e-mait, internet access and searches, evaluation of Internet web sites, and how those Internet resources are valuable to instruction and how they are made available in the classroom.

- Productivity Software. Word processing. spreadsheet. and database software are increasingly important to teachers both for administrative tasks such as preparing lesson plans. proposals. etc.. but they are also useful in classroom settings. Teachers who are recent graduates should be expected to have mastered these skills as part of their undergraduate requirements: however. some of the support for may address these areas.

- Presentation Software. PowerPoint (or similar software) has become a commonly used tool both for classroom presentation and as a tool students use for presentation of their own material and reports. Training in the use of the software and in the most effective presentation of material should be made available at campuses.

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Initiatives	Quantitative Assessment	Check Future	Person(s) Responsible	Resources	Annual Review
Student Systems					
• Standardize computerized grading programs K - 12 with student accounting systems. • Implement IGPro at all secondary schools. • Develop IGPro interface for Elementary grade reporting	All grades will be exported using IGPro.	Fall 2001 Fall 2002	Executive Director of Technology, Network Services Manager, SASI Project Manager. Chief Academic Officer, Campus Principal	Local Technology Funds Stipend for training district staff $12,500 Existing Resources	
• Implement automated attendance at the classroom level.	All attendance will be sent via "Classroom" to the Attendance Office.	Spring 2002		Local T ology i s p Person n	
• Implement health and immunization for all school nurses K-12.	All health and immunization is available on the SASI system for all nurses K-12.	Fall 2001	Executive Director of Technology, SASI Project Mgr., Director of Health Services	Existing Personnel	
• Implement Graduation Requirements module on SASI	Student Audit Document available on line.	Fall 2002	SASI Project Mgr., Counselors. Student Clerks	Training $5,000	
• Implement TAAS Data Results Module	Testing results on line	Spring 2003	SASI Project Mgr., Counselors	Training $5,000	
• Assess the *student* system to ensure that it is meeting campus/district dept. needs..\	Draft of plan	Spring 2003	Executive Dir. of Tech., SASI Project Manager, District personnel		
• Replace adm. equip./matching funds				$48,000 each year	

Supporting the Instructional Initiatives (continued)

Appropriate Technology Integration Support Activities (continued)

campus. While the network skills, equipment operations, and software use must be taught, the integration strategies are what takes the technology resources to the students in the most meaningful fashion.

Addressing Impediments to Effective Support

As with other K-12 school districts, YISD has met several challenges in defining and implementing the most effective support structure and strategies.

The issues that impact our success in defining an appropriate and effective support structure are the same issues that impact virtually every K-12 district in the country. The September 2000 issue of Tech *Support* identified four of the moa common support issues in the K-12 environment:

- competition for technical support staff
- hesitancy on the part of campuses/districts to hire non-teaching faculty
- administrators outside of the Department of Technology are not fully aware of staffing demands
- the best support structure for K-I2 has not yet been defined

The issues below are specific issues that YISD has addressed, or is addressing. They all to some extent acknowledge the impact of the four concerns above. and they all are issues that the District continues to address. Some of the issues discussed below

Budget constraints

There are several formulas for the calculation of the appropriate number of support personnel, most centering on support personnel

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2001-2004

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Objective 4: *On* an ongoing basis provide a flexible technology infrastructure that allows the district to address all instructional and administrative initiatives efficiently nnd cost-effectively. *(Infrastructure)*

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	Annual Revie[illegible]
District will provide a web infrastructure that facilitates communication between district staff, students and community	Planning Process	Jan. 2002	Executive Director of Technology Committee	Ndwork Services, District staff	
• Establish facilities for both Internet and Intranet web sites that are secure and easy for a non-[illegible] teacher, student to post pages.	Implementation	Jan. 2003	Network Services		
• Establish policies and procedures relating to direct posting from staff and student	Planning process	Sep. 2003	Committee		
• Put administrative information through the Web to allow secure access to student/employee information, etc	Planning process	May 2003	Committee		
• Establish a web support [illegible] for district web initiatives.	Implementation	May 2004	Network Services		
The District will provide voice (telephone) services to all staff, and implement CIT (Computer Integrated Telephony) applications to enhance [illegible] staff, [illegible] community communication.	District Web Applications	December 2001	Executiove Director of Technology	Two (2) web staff members = $100,000 Operations: 2001-2002=$60,000 2002-2003=$40,000 2003-2004-$40,000	
• Develop policy and [illegible] rd technologies for [illegible] reporting of absences, special announcements (Phonemail, [illegible]	Planning Document	Peb. 2002	Committee	District Personnel	
• Fax on demand, Fax to Email	Implementation	Feb. 2003	Telecom	To be determined by plan, Telecom staff	
• Voice over IP	Implementation	Jan. 2003	Telecom		
	Implementation	Jan. 2002	Telecom/Network Svcs	$800,000, Erate and local funds Telecom/Network Services staff	

Addressing Impediments to Effective Support (continued)

Budget constraints (continued)

of the resources and training are other costs not typically applied as post-implementation costs.

One of the additional factors that YISD must address is staffing levels. YISD has over 55 campuses, each with a LAN and several hundred workstations. In addition, the training requirements are significant at each campus, both for basic computer use and for advanced curriculum integration issues. Every campus needs support in the effort to integrate technology into instruction, and the most effective scenario is one combines centralized suppon based on feeder pattern and/or grade level, with campus-based support in the form of full-time specialist with responsibilities solely in the integration area.

To address the misrepresentation of ongoing costs, more districts are becoming more careful to define the costs of all the elements required to make an initiative successful. Because the support of the network and instructional technology initiatives are increasingly recognized as core requirements, more districts (including MSD) are factoring these costs into technology projects.

These increased suppon costs and requirements are especially important in the planning and implementation of projects that have enormous related increases in support costs, such as student laptops and teacher laptops. YISD has been careful to account for these requirements: the challenge is to attach a realistic and sustainable post-implementation cost to the staffing reqpirements for suppon of technology initiatives and to build that cost into the budget for the project.

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Initiatives	Administrative Assessment	Check Points	Person(s) Responsible	Resources	Annual Review
					June
	Written Standards	Dec. **31,** 2001	Chief Technology **Officer**	District Technology and Facility Personnel	
	Plan **Construction**	**Jan.** 2002 Jan. 2004	Facilities Construction	Dollar amount *to* be determined by plan and using **Construction/** Tech **fund**	
Maintain Internet access at **speeds acceptable** *to* district **users.** • **Increase** ISP service *to* district • **Load Balance Service to** improve fault tolerance.	Performance Monitoring	Aug. 2001 Oct. 2001 Aug. 2001	**Network services**	Scalable **Funding** Tech **Fund/E-rate** 15.000 per **year**	
	User *survey*	**Jan.** 2002		300,000	
Provide Email service to **all** students and staff. • Develop a **plan** to consolidate student **email** services **(Exchange/IMAP/POP3)** • Easy **to** use i.e., shorten mail **domain name (YISD/ORG/NET)** • Accessible from anywhere **(RAS, VPN, HTML, Mail)** • Update AUP *to* encompass **email** Services.	Adoption of Plan	Mar. 2002 Jan. 2003 **Aug.** 2002 Aug. 2003	Email Committee Chief Technology **Officer** **Network services** **Network Services** Network Services	To be determined by plan. **Existing resources** Scalable Funding Tech Fund/E-rate To be determined **by** plan ***Existing personnel*** **resources**	

Ysleta ISD Long-Range Technology Plan
Supporting the Initiatives

A Plan for Professional Development

The professional development initiatives in the area of technology can be broken down into two essential areas:

- technical areas
- technology integration areas

Professional Development for Technical Support

The staff development is this area will target the technical specialists throughout the district, in the central office departments and campuses.

The providers of the services will be trainers from third-parr) trainers and vendors, and technical staff from the district

The topics will include LAN administration and management (including adding users, customizing filtering, creating and managing browser profiles, etc.), web page development WAN administration, and telephone training.

Professional Development for Technology Intearation Support

The staff development is this area will target a wider range of district personnel. primarily from the campuses.

The providers of the services will be trainers from third-party trainers and consultants. district trainers (from Division of Academics and Office of Technology). and campus experts.

The topics will include basic computer operations, productivity software training. instructional software training. Internet training at various levels (including basic searches and bookmarking. review and evaluation of sources. and integration of the internet into classroom projects and research). creating assignments to optimize technology use. incorporating project-based assignments into the curriculum, using digital portfolios, using video in the classroom. and other uses for technology in lessons and classroom activities.

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Objective 3: All schools will implement a PreK-12 curriculum for technology using the National, State and district standards as a model. *(Instructional Integration)*

Initiatives	Evidence of Implementation	Check Point	Department Responsible	Resources	Annual Review
Use the national and state standards to develop a district wide technology curriculum guide for PreK-12.	Utilization of the curriculum guide PreK-12 Integrated Campus Action Plan	June 2002	Department of Instructional Media & Technology Division of Instruction, Campus Administrators. ICAP writers	Stipends: 12 teachers for 10 days, Substitutes = $35,000 District funds, Technology TEKS, ISTE standards	June
Develop guidelines and assessment rubrics for product based learning.	•Digital portfolios •Surveys •District/Campuswide Technology fair	June 2002	Department of Instructional Media & Technology Division of Instruction	Six teachers for 10 days, Substitutes = $17,000 state, district funds	
Implement district standards/benchmarks for student assessment in the area of technology integration. •PreK-12	•Digital portfolios •Surveys •District/Campuswide Technology fair	June 2002	Department of Instructional Media & Technology, Division of Instruction Campus personnel	Printed surveys and Tech Fair expenses = $2000	
Develop a Division of Technology team to support and assess campus technology initiatives.	Technology team in place and a description of duties assigned.	June 2002	Division of Technology, Department of Instructional Media & Technology, Division of Instruction	Existing Personnel Resources	

Tactical Plan

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2001-2004

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Coal *6:* The District will provide equitable state-of-the-art learning and work environments that Integrate instruction and technology for all students and employees.

Objective 2: YISD will develop and implement a training model that will address the technology needs of all YISD staff. *(Staff Development)*

Initiatives	Formative Assessment	Check Points	Person(s) Responsible	Resources	Annual Review
All professional staff will meet or exceed the technology applications benchmarks **(6th-8th)** • All staff will receive a minimum of twelve hours of technology based training per *year* • **Training** will be based on **teacher** proficiencies **Funding** will be provided for: • **Substitutes** • **Stipends**	ICAP Progress Report Evaluation **Sign** in sheets	May 2002	Campus Administration and Instructional Technology Dept.	Stipends, 3000 teachers x 12 hrs. training each at $50 day = *$300,000* Local technology funds State technology funds District training staff Campus training **staff** Campus budgets	
A district **based** training staff will be created to serve all MSD personnel • Seven trainers (one **per** feeder **pattern) and one support specialist.** • **Design a plan of action based on** district **and** campus technology needs.	Documentation on the trainers **activities** will reflect training initiatives.	Beginning 2001-2002	Chief Academic Officer Director for Instructional Media & Technology	**Salaries - Seven** trainers x **$60,000 + $40,000 = $460,000** Operational **Funds** = $250,000 which includes equipment, **training,** travel, and **other needs.** Local and **State** technology funds.	
Purchase mobile training labs to provide **campus** based training	**Purchase** equipment	October 2001	Chief Academic Officer Director for Instructional Media & Technology	One **PC** and MAC Lab **@ $40,000 each = $80,000 hardware** and software.	
Provide training for CTCs or **campus** based personnel to **facilitate** the integration of technology into the curriculum • **Problem-based** learning **and** integration strategies. • Hardware and **software**	Training Modules **Sign** in sheets	**Fall** 2001	Chief Academic **Officer** Director for **Instructional** Media & Technology	Substitute pay for **release** time - 2 **days per campus trainer = $7,200** **Local and State** technology funds.	

Defining Support (continued)

Support to Assure Network Up-Time (continued)

delivery of a greater portion of the educational content, then they must be assured that the network swill be available.

To help ensure that the network resources are available, the support must include:

- ✓ Remote monitoring of campus LAN network equipment is as extensive as possible
- ✓ Network equipment (both WAN and LANs) are protected either by maintenance/support contracts or by provisions for in-house maintenance/replacement
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Within the computer repair/maintenance area. some of the most important features of the support plan include:

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Oefining Support (continued)

Supp to Assure Fullest Tec nology

This area of support deals with the integration of technology into curriculum, and the most intelligent use of technology to support the instructional goals of the YISD.

This area of support focuses essentially on the use of the technology resources in the campus instructional settings (classrooms, library, labs, etc.) but it is necessarily dependent on the

Support to Assure Fullest Use of Technology (cont'd)

availability of resources guaranteed by the types of support described above.

The issues that are important in supporting the full use of technology in instruction include:

- ✓ Continued district-wide discussion (including the Division of Academics, the Department of Technology, and the campuses) of technology integration issues, i.e., the intelligent and effective integration of technology of technology into the curriculum
- ✓ As a first requirement of the discussion of integration issues. a definition of "integration of technology into the curriculum" should be created, focusing at least on the use of technology as a complement to the teaching strengths of teachers
- ✓ As in the other areas, a structure for the support of technology in instruction should be described

Supporting the YISD Educational Network (continued)

The support of the network is best accomplished through a combination of centralized and decentralized support personnel.

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The goal for the support of the network is to define a support structure that includes at a minimum the support personnel described below, for each of the seven feeder patterns within the district:

- Network Specialist. This person will be expert in the administration and support of the campus LAN, including serving as advisor to the campus in the area of adding resources such as servers and instructional applications. deploying network resources within the campus, and troubleshooting and diagnosing problems with the network. This resources will report to the Network Services Manager for the Department of Technology, and will coordinate all work through the Network Services Manager and/or Network Systems Engineer. The goal is to staff one Network Specialist per feeder pattern.

Supporting the YISD Educational Network (continued)

Appropriate Support Structure (continued)

- **System Technical Specialists. These individuals also are** employees of *the* Network Services **department,** and they report to the Network Specialists. The System Techs work under **the** direction of the **Network** Specialists m troubleshoot **LAN** problems (hardware, **operating** systems, and **adminis-trative software),** to connect workstations and peripheral equipment to the LAN. to assist Network Specialists **in the** deployment of network **resources.** The **goal** is to staff **one** to two System Technical **Specialists** per feeder pattern.
- Computer **Repair Technicians.** Because of the fluctuation in demand for computer repair, **this** function will remain centralized for **the immediate** future **(2001-02 school year)** with **yearly review of the** need **to assign** the repair technicians to specific feeder patterns. These staff members, again for ***the*** time **being,** will continue to report to the Department of Technology Application Support Specialist (Help Desk Manager). The District **has** for the last several **years** encouraged campuses and departments to purchase extended warranties for all equipment, **to** reduce the manpower requirements within the district for repair of computers and peripherals. **Because** of the success of **that** practice. the district has been able to support the district demand for computer repair with **a** minimum of positions.
- Campus Technology Coordinators. These campus-based positions have **in the past** been responsible for **a** multitude of technology-related **tasks.** Depending on the campus. these staff members have been technically-oriented non-teaching positions. **teachers with** additional duties **to** support the network and/or support equipment maintenance, and/or support **training** for the use of technology in the curriculum. **Though** these positions will continue ***to*** be **campus-based** and **report to the campus principal, the goal of the district is to**

Supporting the YISD Educational Network (continued)

Appropriate Support Structure (continued)

- support the network and maintain computers with centralized staff, and to have the campus-based staff support the instructional initiatives.

Supporting the Instructional Initiatives

While support of the network is *crucial* to the success of technology projects in the district, that support must be complemented with strong programs to support the use of technology to help achieve the district's instructional objectives.

In general, *the* same considerations that apply *to* the area of technical support also apply to support of the use of technology, and it is important to understand that commitment to only one type of support will not result in the best outcomes for the MSD technology initiatives. The commitment must be made both to technical support of the network and hardware/software resources, and equally to support of the use of technology in instructional settings.

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At the district level, professional development programs have addressed technology skill acquisition, curriculum development using technology, and the use of specific productivity and instructional software programs. Campuses have employed their resources for the support, via training within the campus or via third-party staff development programs (including college level coursework), for initiatives that are most effective for the teachers and programs in effect at specific campuses.

Ysleta ISD Long-Range Technology Plan
Supporting the Initiatives

The goat for the support of wise and effective instructional use of technology include:

- Effective Centralized Support. The central players in the district's centralized support to *campuses* in the use of technology will be the Professional Development department of the Division of Academics, and from the Office of Technology the Instructional Technology department, the Network Services group, Telecommunications, and in some areas of training the Student System p u p .

- Campus Support A consensus is required on the type of support offered by the *campus*, even if the consensus is that campuses should be given complete flexibility in terms of staffing, training subject, etc. For example, should a position (or variety *of* positions) be created for *campus* support (a job description should be defined for all positions the campuses *can* select from)? What are the support areas that should be included in the *campus* support: any level of technical support, training in technology integration area only, combination of technical/integration support, etc.?

- Articulation of Centralized/Campus Support Efforts. The District must define the articulation of the support initiatives, and provide for the continued articulation and coordination of efforts by including coordination of training effons as one of the evaluation criteria for support.

Appropriate Technology Integration Support Activities

As pan of the goal of supporting the use of technology at every level of the curriculum, the District will outline:

- Expectations for teacher technology skills.
- Expectations for representative technology activities at grade levels and subject matter.

The appropriate support activities will derive from the expectations above. to ensure that campuses are comfortable in meeting the technology expectations.

Supporting the Instructional Initiatives (continued)

Appropriate Technology Integration Support Activities (continued)

The activities will be tailored by both the district-level support providers (Professional Development, Instructional Technology. Network Services, etc.) and at each individual campus; however, the skills and training areas addressed at each campus will include:

- Network Skills. One of the most widespread features of modern computing is the networked environment. In order to ensure that our students are comfortable in that environment, the curriculum at all levels should include some academic work in a networked scenario.

  The training, therefore, should ensure that teachers are adept at the use of e-mail, internet access and searches, evaluation of Internet web sites, and how those Internet resources are valuable to instruction and how they are made available in the classroom.

- Productivity Software. Word processing. spreadsheet. and database software are increasingly important to teachers both for administrative tasks such as preparing lesson plans. proposals. etc.. but they are also useful in classroom settings. Teachers who are recent graduates should be expected to have mastered these skills as part of their undergraduate requirements: however. some of the support for may address these areas.

- Presentation Software. PowerPoint (or similar software) has become a commonly used tool, both for classroom presentation and as a tool students use for presentation of their own material and reports. Training in the use of the software and in the moa effective presentation of material should be made available at campuses.

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Supporting the Instructional Initiatives (continued)

Appropriate Technology Integration Support Activities (continued)

- Instructional Software. Campus initiatives often call for the implementation of specific instructional software, either for specific grade levels of throughout the campus. This type of training will necessarily be more specialized than the training for productivity and/or presentation software; however, both district-level and campus-based trainers should ensure that faculty are trained in the instructional software packages adopted at their campus.

  An important caveat to the issue of training for instructional software is that subject-specific instructional software does not necessarily satisfy the requirements for teaching technology applications. Campuses are being advised in this regard by way of review of technology integration gods written into the campus ICAP.

- Equipment Operation. Basic workstation operation and printer use are required topics. In addition, when initiatives such as the incorporation of portable wireless equipment are brought into a campus, training for the teachers is required in the operation and best use of the quipment in the classroom (including, perhaps, sample lessons or suggestions for classroom activities with the equipment). Increasingly, technology initiatives either require the use of peripherals (scanners, cameras, etc.) or are enhanced by the use of technology such as electronic whiteboards. Training in these areas is necessary for full integration of technology into the classroom instruction.

- Integration Strategies. The most important area of support, both for district level and campus level support staff, is integration of technology into the curriculum. Campus trainers are the best resources for identifying the types of integration strategies that will work most effectively at their

Supporting the Instructional Initiatives (continued)

Appropriate Technology Integration Support Activities (continued)

campus. While the network skills, equipment operations, and software use must be taught, the integration strategies are what takes the technology resources to the students in the most meaningful fashion.

Addressing Impediments to Effective Support

As with other K-12 school districts, YISD has met several challenges in defining and implementing the most effective support structure and strategies.

The issues that impact our success in defining an appropriate and effective support structure are the same issues that impact virtually every K-12 district in the country. The September 2000 issue of Tech *Support* identified four of the most common support issues in the K-12 environment:

- competition for technical support staff
- hesitancy on the part of campuses/districts to hire non-teaching faculty
- administrators outside of the Department of Technology are not fully auare of staffing demands
- the best support structure for K-12 has not yet been defined

The issues below are specific issues that YISD has addressed. or is addressing. They all to some extent acknowledge the impact of the four concerns above. and they all are issues that the District continues to address. Some of the issues discussed below

Budget constraints

Then are several formulas for the calculation of the appropriate number of suppon personnel, most centering on support personnel

Addressing Impediments to Effective Support (continued)

Budget constraints (continued)

as a function of the number of devices on the network or in an organization.

For virtually every K-12 educational institution, the formulas are unsupportable from a budget standpoint. As a result, K12 districts have created support organizations that combine a centralized/ decentralized approach to virtually every aspect of technology support except wide area network support (which in most instances is either a contracted expense or a central office item).

There have been several reasons why the budgetary constraints have continued. One of the reasons is that with a fixed budget, districts are reluctant to hire non-teaching personnel. That is understandable, given the general feeling that the focus of a campus individually. or a district collectively. ought to be on the instruction. However, with the increased of technology resources in the day-today instruction, districts are also faced with the very real consideration that the technology resources can neither be taken for granted, nor can they be used only when convenient.

Over the next several years, the goal of the district is to define the technical support for the network in terms that stress the complement to instruction that these employees perform. In some organizations. particularly higher education these staff members are defined as professional faculty. so that their contributions are formally recognized organizationally and factored into the instructional outcomes.

Unrealistic Staffing Expectations

Too often, and up to the present time, the cost for technology initiatives has been limited to the costs to acquire and install hardware. and the cost of software. Ongoing costs (maintenance, repair, upgrades, and replacements) have never been correctly accounted and in some cases not even considered. Further, support

Addressing Impediments to Effective Support (continued)

Budget constraints (continued)

of the resources and training are other costs not typically applied as post-implementation costs.

One of the additional factors that YISD must address is staffing levels. YISD has over 55 campuses, each with a LAN and several hundred workstations. In addition, the training requirements are significant at each campus, both for basic computer use and for advanced curriculum integration issues. Every campus needs suppon in the effort to integrate technology into instruction, and the most effective scenario is one combines centralized support based on feeder pattern and/or grade level, with campus-based suppon in the form of full-time specialist with responsibilities solely in the integration area.

To address the misrepresentation of ongoing costs, more districts are becoming more careful to define the costs of all the elements required to make an initiative successful. Because the suppon of the network and instructional technology initiatives are increasingly recognized as core requirements, more districts (including MSD) are factoring these costs into technology projects.

These increased support costs and requirements are especially important in the planning and implementation of projects that have enormous related increases in support costs, such as student laptops and teacher laptops. MSD has been careful to account for these requirements: the challenge is to attach a realistic and sustainable post-implementation cost to the staffing requirements for support of technology initiatives and to build that cost into the budget for the project

Addressing Impediments to Effective Support (continued)

Defining an Appropriate Support Structure

K-12 districts throughout the country are grappling with how to support techniology. Many scenarios for support organizations have ken proposed, and several have received favorable reviews. However, no support scenario has received general approval.

Compounding the problem is the fact that support has always been of two essentially disparate types: technical support, and support for technology integration. The technical and integration expertise is rarely available in the same person; because the type of support has usually been the responsibility of at least two different departments, the additional organization communication and coordination has to be a priority.

Finally, the issue of centralized (district level) and decentralized (campus-based) support has been an interesting issue to scn out. There has been little consensus on which support responsibilities ought to be centralized and which ones ought to be campus-based. As a result thtre are several different types of suppon at the campus level. each corresponding with the technology strengths of the campus generally and/or the requirements at the campus.

The intent of the district over the next several years is to define universally the best areas for centralized support and, likewise. the best areas for campus-based support The formalized aspects in this area specifically job descriptions and job titles, will be addressed as well. Ultimately. this will allow the district and the campuses to deliver. in combination. a far more effective and cost-efficient level of support for al aspects of technology.

Ysleta ISD Long-Range Technology Plan
Supporting the Initiatives

A Plan for Professional Development

The professional development initiatives in the area of technology can be broken down into two essential areas:

- technical areas
- technology integration areas

Professional Development for Technical Support

The staff development is this area will target the technical specialists throughout the district, in the central office departments and campuses.

The providers of the services will be trainers from third-party trainers and vendors, and technical staff from the district.

The topics will include LAN administration and management (including adding users, customizing filtering, creating and managing browser profiles, etc.), web page development WAN administration, and telephone training.

Professional Development for Technology Integration Support

The staff development is this area will target a wider range of district personnel, primarily from the campuses

The providers of the services will be trainers from third-party trainers and consultants, district trainers (from Division of Academics and Office of Technology). and campus experts.

The topics will include basic computer operations. productivity software uaining. instructional software training. Internet training at various levels (including basic searches and bookmarking, review and evaluation of sources. and integration of the internet into classroom projects and research). creating assignments to optimize technology use. incorporating project-based assignments into the curriculum, using digital portfolios. using video in the classroom. and other uses for technology in lessons and classroom activities.

A Plan for Professional Development (continued)

Coordination of District and Campus Professional Development Strategies

For the last several years, each YISD campus has submitted an Integrated Campus Action Plan (ICAP) that addresses instructional goals and objectives and other initiatives at the campus.

The ICAPs include campus professional development initiatives, which can be supported internally at the campus or with support from the Division of Academics Professional Development staff.

The articulation of the campuses ICAPs with the district professional development initiatives is especially important in the technology area. Campuses are working together and with the district kvel staff to ensure the critical subject areas are covered. all teachers are given the opportunity to enhance their skills, and all the necessary training is provided that complements the campus instructional initiatives.

Tactical Plan

Ysleta Independent School District Technology Plan
2001-2004

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Goal 6: The District will provide equitable state-of-the-art learning and work environments that Integrate instruction and technology for all students rad employees.

Objective 1: All schools (staff and students) in the district will be equitably funded and equipped with instructional technology systems. *(Access & Equity)*

Initiatives	Measurable Outcomes	Completion Points	Responsible Personnel	Resources	Annual Review
Develop a funding plan that will provide equitable **access** to all **staff** and students for technology acquisitions. • Form a committee from **various areas** to develop an equitable funding plan • Every professional **staff** member should **have a** personal computer. • Every professional **staff** member shall have **access** to **the** teaching **tools** relevant to **meet** their **instructional needs.** • Every **student** (general and Special **Ed) should have the** tools **such as laptops, labs,** instructional **systems,** or other **technologies** that could be checked **out as** needed to *satisfy* **the** TEKS at their grade level. • **Equal** accessibility to meet **the unique** needs of high **schools, middle schools. or elementary schools.** • **Pmvida** extended **access** hours for **students,** staff and community members to **resources,** technology equipment **and applications.** • Plan for **student laptop** battery replacement. • Develop **a** plan for replacement **of obsolete** teacher **laptops and** other equipment **as identified.**	**Draft plan** **Presentation** to the cabinet **Final** plan Guidelines for **a** definition of equity are established. Incorporate applicable portions of **plan** into ICAP	**Oct.. 2001** **Nov. 2001** Jan. **2002**	**Chairman** **I** [illegible] of **a** [illegible] **&** [illegible] Committee members: **Dire** of Budget and **Financ** **Director f Technolc** **R presentatives fror Special Programs** **Cam us** [illegible] **all** **Cther represen** [illegible] **appropriate**	**District** Technology Budget Allocated **in** subsequent school **year** ***(At*** this point in **time, approx. 730 elementary** teachers still need laptops. **At $2300** each, it would cost **$1,674,400.)** **(As of Feb. 1, 200**1, student **pop. 46,207. Presently** there are 5,000 student laptops **O/H. Need 41,207 more. At appmx.. $1750** each, it would **cost $72,1 12250.)** **(R**eplacement batteries **for** the original **2900** student **laptops will** *cost* appmx. $60 each, which totals **$174,000.)** The rest **of the** student laptops in succeeding years **(see** attached spreadsheet).	Jan. **2002**

Ysleta Independent School District Technology Plan
2001-2004

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Objective 2: YISD will develop and implement a training model that will address the technology needs of all YISD staff. *(Staff Development)*

Initiatives	Formative Assessment	Check Points	Person(s) Responsible	Resources	Annual Review
All professional staff will meet or exceed the technology applications benchmarks (6th-8th) • All staff will receive a minimum of twelve hours of technology based training per year • Training will be based on teacher proficiencies Funding will be provided for: • Substitutes • Stipends	ICAP Progress Report Evaluation Sign in sheets	May 2002	Campus Administration and Instructional Technology Dept.	Stipends, 3000 teachers x 12 hrs. training each at $50 day = $300,000 Local technology funds State technology funds District training staff Campus training staff campus budgets	
A district based training staff will be created to serve all YISD personnel • Seven trainers (one per feeder pattern) and one support specialist. • Design a plan of action based on district and campus technology needs.	Documentation on the trair s acti ities will refl ain initiati	Beginning 2001-2002	Chief Academic Officer Director for Instructional Media & Technology	Salaries - Seven trainers x $60,000 + $40,000 = $460,000 Operational Funds = $250,000 which includes equipment, training, travel, and otha needs. Local and State technology funds.	
Purchase mobile training labs to provide campus based training	Purchase equipment	October 2001	Chief Academic Officer Director for Instructional Media & Technology	One PC and MAC Lab @ $40,000 each = $80,000 hardware and software.	
Provide training for CTCs or campus based personnel to facilitate the integration of technology into the curriculum • Problem-based learning and integration strategies. • Hardware and software	Training Modules Sign in sheets	Fall 2001	Chief Academic Officer Director for Instructional Media & Technology	Substitute pay for release time - 2 days per campus trainer = $7,200 Local and State technology funds.	

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2001-2004

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Objective 2: YISD will develop and implement a training model that will address the technology needs of all YISD staff *(Staff Development)*

Initiatives	Formative Assessment	Check Points	Person(s) Responsible	Resources	Annual Review
Multiple options in technology training will be provided to meet the needs of YISD staff • Campus based training • Web based training • Distance learning • Outside resources; ie, Region19 Texas Library Connection	Documentation of completed training	Annually	Campus Administrator Director of Instructional Media & Technology	$100,000 State technology funds Local technology funds WAN	
Prepare an annual software, hardware, and training needs analysis at the district and campus levels. • Develop an assessment tool to measure teacher technology proficiencies • Teachers will develop digital portfolios demonstrating technology integration	Completed needs assessment	Annual		Campus Administration Instructional Technology Department Campus Technology Trainers	

Ysleta Independent School District Technology Plan

2001-2004

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G[illegible] 6: Th[illegible] I[illegible] will [illegible]vide [illegible]nitabl[illegible] f-th[illegible] art learning [illegible] work [illegible] that [illegible] instruction and technology for all [illegible] and [illegible]

[illegible] 3: All schools will [illegible] a PreK-12 [illegible] for [illegible]gy using th[illegible] National. St[illegible] and dist[illegible] as a model.

(I[illegible] Integration)

Initiatives	Summative Assessment	Completion Date	Personnel Responsible	Resources	Annual Review
Use the national and state standards to develop a district wide technology curriculum guide for PreK-12.	Utilization of the curriculum guide PreK-12 Integrated Campus Action Plan	June 2002	Department of Instructional Media & Technology Division of Instruction, Campus Administrators, ICAP writers	Stipends: 12 tea hers for 10 days, Sub itut = $35,000 District funds, Technology TEKS. ISTE standards	June
Develop guidelines and assessment rubrics for product based learning.	•Digital portfolios •Surveys •District/Campus wide Technology fair	June 2002	Department of Instructional Media & Technology Division of Instruction	Six teachers for 10 days, Substitutes = $17,000 State, district funds	
Implement district standards/benchmarks for student assessment in the area of technology integration. •PreK-12	•Digital portfolios •Surveys •District/Campus wide Technology fair	June 2002	Department of Instructional Media & Technology, Division of Instruction Campus personnel	Printed [illegible] and Tech Fair e[illegible] = 200[illegible]	
Develop a Division of Technology team to support and assess campus technology initiatives.	Technology team in place and a description of duties assigned.	June 2002	Division of Technology, Department of Instructional Media & Technology. Division of Instruction	Existing Personnel Resources	

Ysleta Independent School District Technology Plan
2001-2004

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Objective 3: All schools will implement a PreK-12 curriculum for technology using the National, State and district standards as a model. *(Instructional Integration)*

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	Annual Revie
)evelop a district wide program o provide community access to echnology. SAT,GED,CBE opportunities on campus Tutorials Enrichment Problem solving/research Internet access	• Community surveys • Sign-in sheets • Informal/formal session evaluations	By session, weekly, monthly, end of year.	Administrator, campus personnel	Campus and district, computer labs, librari and campus licensed software. District Resources	une

Ysleta Independent School District Technology Plan
2001-2004

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Goal 6: The **District** will provide equitable state-of-the-art learning and work environments that integrate instruction and technology for **all** students and **employees.**

Objective 4: ***On an*** ongoing basis **provide** a flexible technology infrastructure **that allows the** district **to address all instructional and** administrative initiatives efficiently **and cost-effectively.** ***(Infrastructure)***

Initiatives	Indicators, Assessment	Check Points	Person(s) Responsible	Resources	Annual Review
Facilities standards will be developed to define requirements for new schools and retrofitting existing campuses for the support of technology. • Electrical Standards Committee • Data communications pathway standards • Environmental Standards	Written Standards	Dec. 31, 2001	Chief Technology Officer	District Technology and Facility Personnel	June
Develop and implement plan to upgrade existing facilities to meet standards. • Plan Prioritize • Implementation	Plan Construction	Jan. 2002 Jan. 2004	Facilities Construction	Dollar amount to be determined by plan and using Construction/ Tech fund	
Maintain Internet access at speeds acceptable to district users. • Increase ISP service to district • Load Balance Service to improve fault tolerance.	Performance Monitoring User Survey	Aug. 2001 Oct. 2001 Aug. 2001 Jan. 2002	Network Services	Scalable Funding Tech Fund/E-rate $15,000 per year $300,000	
Provide Email service to all students and staff. • Develop a plan to consolidate student email services (Exchange/IMAP/POP3) • Easy to use i.e., shorten mail domain name (YISD/ORG/NET) • Accessible from anywhere (RAS, VPN, HTML, Mail) • Update AUP to encompass email services.	Adoption of Plan	Mar. 2002 Jan. 2003 Aug. 2002 Aug. 2003	Email Committee Chief Technology Officer Network Services Network Services Network Services	To be determined by plan. Existing resources Scalable Funding Tech Fund/E-rate To be determined by plan Existing personnel resources	

Ysleta Independent School District Technology Plan
2001-2004

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Objective 4: On an ongoing basis provide a flexible technology infrastructure that allows the district to address all instructional and administrative initiatives efficiently and cost-effectively. *(Infrastructure)*

Strategies/Activities	Implementation Timelines	Checkpoints	Person(s) Responsible	Resources	Annual Review
Provide Remote Access Services (RAS) to District staff and students.	Pilot Program finish Implementation start finish	Nov. 2001 Jan. 2002 Aug. 2002 Jan. 2002	Network Services	Existing resources Staff & E-rate/Tech Fund	
Provide adequate communications facilities for the WAN. • Upgrade T-1 (1.54Mbps) to 100 Mbps service	Installation of upgraded services			Tech Fund and E-rate $1.5 M total, E-rate: $1.15 Million, Local: $350,000 Committee-District Staff	
District will provide standards regarding Network Connectivity. • Written guidelines on attaching servers, workstations, printers and network electronics to the network. • Minimum configuration standards for equipment to be attached to the network. • Equipment Obsolescence Schedule and replacement plan. • Addition of Network Resources (servers) will be planned to minimize duplication of services. - Directory Services (unified structure by campus)	Guidelines Published standards on web and at purchasing Plan Plan	Oct. 2001 Oct. 2001 & perdc., revised Oct. 2001 Feb. 2002	District Charter (Net Svcs/ Inst Tech)	To be determined by plan District LAN Design Committee (ACAC staff, CTCs,CIT's)	

Yslete Independent School District Technology Plan
2001-2004

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Objective 4: *On* an **ongoing basis provide a flexible technology infrastructure** that **allows** the district to address all instructional **and** administrative initiatives efficiently and **cost-effectively.** ***(Infrastructure)***

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	Annual Review
District will provide a web infrastructure that facilitates communication between district staff, students and community.	Planning **Process**	**Jan. 2002**	Executive Director of Technology Committee	Network Services, District staff	
• Establish **facilities for** both **Internet** and Internet web sites **that are secure and** *easy* for a campus, **department, teacher/class,** student to post **pages.**	Implementation	**Jan. 2003**	Network Services		
• **Establish policies and procedures relating to direct posting from staff and students.**	Planning process	**Sep. 2003**	Committee		
• **Push administrative information through the Web to allow secure access to student/employee information, etc.**	Planning process	**May 2003**	Committee		
• **Establish a web support team for district web initiatives.**	Implementation	**May 2004**	Network Services		
The District will provide voice (telephone) services to all staff, and implement CIT (Computer Integrated Telephony) applications to enhance student, staff, community communications.	**District Web Applications**	**December 2001**	**Executicve Director of** Technology	Two **(2)** web staff members = $100,000 **Operations:** **2001-2002=$60.000** **0 00** **0 00**	
• **Develop policy and standard technologies for parent reporting** of absences, special announcements (Phonemaster),	Planning Document	Feb. **2002**	Committee	District Personnel	
• Fax ***on*** demand/Fax **to** Email	Implementation	Feb. **2003**	Telecom	To be determined by plan. Telecom **staff**	
• Voice over IP	Implementation Implementation	Jan. **2003** Jan. **2002**	Telecom **Telecom/Network Svcs**	$800,000, Erate and loan funds Telecom/Network **Services** staff	

Ysleta Independent School District Technology Plan
2001-2004

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Objective 4: *On an ongoing basis provide a flexible technology infrastructure that allows the district to address all instructional and administrative initiativm efficiently and cost-effectively. (Infrastructure)*

Initiatives	Formative Assessment	Check Points	Person(s) Responsible	Resources	Annual Review
Develop a plan to improve network availability and computer availability by **implementing Network Mgmt./ remote desktop management capabilities.** • **SNMP agents/monitors** • remote control software • self-healing/repairing installations	Draft of the plan	June 2002	Network Services Instructional Technology	Network Services Staff	June
Community Technology Centers Available to **students**, staff, and **community** for **internet**, applications, etc.	Draft of Plan	June 2003		Existing personnel resources Community block grant	
Protect Infrastructure with **Uninterruptable Power Supplies**	**Installed UPSs**	June 2002		E-Rate, Tech **Fund** $400.000	
Wireless Infrastructure • Implement **campus wide integrated RF structure.** • Publish **standards related to use** of wireless infrastructure.	List of Implementation by facility Documentation cycle	June 2003		E-Rate, Tech Fund **$500,000**	

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2001-2004

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Goal 6: The **District** will **provide equitable** state-of-the-art learning and **work** environments that **Integrate** instruction and **technology** for all **students and employees.**

Objective 5: The District **will develop,** implement **and** continually assess all administrative systems **(student, finance.** human **resources,** web-based applications, Records **Management)** *to* insure **that** information management and program administration are completed **with** maximum efficiency and functionality, eliminating **unnecessary** paperwork, streamlining processes, and providing multiple opportunities and avenues for communication and interaction among District **Campuses, departments and users.** ***(Admin Systems)***

Initiatives	Formative Assessment	Check Points	Person(s) Responsible	Resources	Annual Review
St d nt S n					
• ndardiz ute grading programs K - with student ac unting s ns. • In m t IGP t all oo l ools • D lo r te for n ta grade reporting	**All grades will be exported using IGPro.**	Fall 2001 Fall **2002**	Executive Director of Technology, **Network** services Manager, SASI Project Manager-Chief Academic Officer, Campus Principal	**Local Technology** Funds Stipend for training district **Staff** **$12,500** Existing **Resources**	
• Implement automated attendance at *the* classroom **level.**	All **attendance** will **be** sent via "Classroom" to **the** Attendance Office.	Spring 2002		Local Technology funds Appropriate Personnel	
• Implement health and immunization for all school nurses K-12.	All health and immuni-**zation** is available on the SASI **system** for all **nurses K-12.**	**Fall 2001**	Executive Director of Technology, **SASI** Project **Mgr.,** Director of Health Services	Existing Personnel	
• **Implement Graduation Requirements module on SA**	**Student Audit Document il ble on line**	Fall **2002**	**SASI Project Mgr., Counselors,** Student Clerks	Training 55,000	
• **Implement TAAS Data Results Module**	**Testing results on line**	Spring 2003	SASI **Project** Mgr., Counselon	Training **$5,000**	
• **Assess the student system to ensure that it is meeting campus/district dept. needs..**	**Draft of plan**	Spring 2003	Executive Dir. of Tech., SASI Project **Manager,** District personnel		
• Replace **adm.** equip./matching funds				$48,000 each **year**	

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2001-2004

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Implementation	Assessment Measurement	Check Point	Responsible	Resources	Annual Review
Finance System:					
Develop a plan to automate Human Resources.	Draft of plan		Executive Director of Technology Network Services Ma. Finance Project Mgr., Director of Human Resources	Local Technology Funds District Personnel $800,000	
• Reassess automated applicant process specifications.	Specifications for the application process.				
• Based on reassessment, develop an applicant process for distributed (campus/ department) use.	Online access of employee data.		Executive D rector c Technology, Netw Servi Ma ager	To be determined as per reassessment Local Technology Funds Appropriate Personnel	
• Implement the electronic inquiry of the employee's general information and benefits.	Online access of employee data.	Spring 2004	Finance Project Manager, Director of Human Resources	Existing Personnel	
• Complete the online benefit enrollment process.	Campuses can electronically transfer information to the appropriate department.	Spring 2002		Local Technology Funds Appropriate Personnel	
Develop a plan to automate all payroll/accounting/purchasing/ budget functions as they relate to campus and departments.	Draft of the Plan		Payroll Director, Purchasing Director	To be determined as per reassessment Local Technology Funds Appropriate Personnel	

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Objective 5: The District will develop, implement and continually assess all administrative systems (student, finance, human resources, web-based applications, Records Management) to insure that information management and program administration are completed with maximum efficiency and functionality, eliminating unnecessary paperwork, streamlining processes, and providing multiple opportunities and avenues for communication and interaction among District Campuses, departments and users. *(Admin Systems)*

Initiatives	Formative Assessment	Check Points	Person(s) Responsible	Resources	Annual Review
• Develop and implement the electronic transfer of information for payroll timecards, absence from duty forms, extra duty payment, stipends, etc.		Spring 2003 Yearly in May		Local Technology Funds Appropriate Personnel	
• Develop and implement the electronic transfer of information for travel forms, student fund raising, petty cash, etc, as allowed by law.			Executive Director of Technology, Network Services Manager, Finance Project manager, Budget Director	Personnel	
• Reassess position control and define enhancements for more efficient use at the campus level.	Specifications for the Position control module.		Purchasing Director	Personnel Personnel	
• Assess the budget amendment process as to the levels of approval and time lines and align it to campus needs.	Budget amendments approved in a timely manner.	Yearly in May	Finance Directors and Finance Project Manager team (MIS)		
• Publish regulations for bid/quote standards along with the awarded bids/quotes.		Spring 2002			
Ongoing enhancement of fixed asset module (inventory) and the work orders modules (trip, catering & warehouse requests).			Network Services Manager, other appropriate Directors	Local Technology Funds Appropriate Personnel *$30,000*	

Ysleta Independent School District Technology Plan
2001-2004

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Goal 6: The District will provide equitable state-of-the-art learning and work environments that Integrate instruction and technology for all student: and employees.

Objective 5: The District will deve . implement and continually assess all administrative systems (student, finance. human resources, web-based aoplicationn, Records Management) to insur at information management and program administration are completed with maximum efficiency and functionality, eliminating unnecessary paperwor streamlining processes, and providing multiple opportunities and avenues for communication and interaction among District Campuses, departments and users. *(Admin Systems)*

Initiatives	Evaluation/Assessment	Timeline	Personnel Responsible	Resources	Annual Review
Web Based Applications					
Plan and develop a pilot program for web based applications.: - Enrollment Benefits - Campus Registration - Campus Activities - Access to employee information - Employment Opportunities - Policies / Handbook - Peims & AEIS	Standards and awarded bids/quotes are available online. Guidelines available for all types of access.	Spring 2002	Executive Director of Technology, Network Services Mg. Services gr., Finance Project Mgr., SASI Project Mgr., Human Resources, Finance Director, Curriculum and Instruction.	Appropriate Personnel Programmers, training, $25,000	
Records Management					
Develop guidelines for complying with *the* "Open Records Act" with regard to electronic data.	Employees can access electronic data	June 2001	Records Management Specialist Appropriate personnel		
Develop guidelines for employee access of electronic data.		August 2001			
*Automate and streamLine the add, move and change request process for systems such as JDE, SASI, Notes, etc.	Plan/guidelines	Spring 2002	Existing Personnel		

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Goal 6 The District will provide equitable state-of-the-art learning and work environments that Integrate instruction and technology for all students and employees.

Objective 6: The District will facilitate the support and implementation of technology through the use of web-base resources and appropriate personnel. *(Support Services)*

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	Annual Review
The District will have online a dynamic web based technology resource tool available for the entire district educational community.			Executive Director of Technology and Committee		June
• Form a committee from various district stake holders to determine the scope and monitor, document and implement the process.	Monthly status reports sent to the Executive Director of Technology	June 2001		District Personnel	
• Create a survey and send to all campus and departmental personnel for information relative to the content of the resource tool, i.e., step-by-step troubleshooting guides, best practice accomplishments, software instruction procedures and availability, classroom technology curriculum guides and templates, hardware and software standards, hardware distribution, recycling and exchange process, training guidelines and opportunities.		August 2001			
• Determine hardware and software needs.					
• Implement procedures to input informational content into the resource tool and archive process.		October 2001 February 2002		Local Technology funds $100,000	
• Develop documentation and outreach program to inform district education community of available resources.		April 2002	Committee and Community Relations Department	District Personnel	

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Initiatives	Formative Assessment	Target Dates	Person(s) Responsible	Resources	Annual Review
The District will develop, fund and implement the Campus Technology Coordinator position at every campus over a three year period.			Executive Director of Technology	Local, State and Federal funds	April
• Develop CTC job description and staff guidelines, receiving input from campus, instructional and technology departments.	Formal Job Description created	June 2001	District staff		
• Budget for CTC positions.		Spring 2002			
• Implement a CTC position at every campus over the course 0f 2002-2004.	Written surveys to assess needs and effectiveness.				
	One per *feeder* pattern	September 2002 September 2003 September 2004		8 x $60,000 = $480,000	
The District will find (2) Technology System Specialists (Field Technicians) for each feeder pattern.		Spring 2002	Executive Director of Technology	Local, State and Federal funds	
Budget for TSS positions. • Implement (2) TSS positions at (7) feeder patterns.	Pre and Post survey results, including costs associated with campus external repair and cost of downtime.	September 2002		14 x $47.500 = $665,000	

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(S s)

Initiatives	Formative Assessment	Check Points	Person(s) Responsible	Resources	Annual Review
The District Technology Helpdesk will provide efficient **and reliable support** services to technology **users within the** district.			Executive Director of Technology		December
• Define the **required** changes to **the** current **helpdesk system to** include *the* capabilities for **campus** access **to track** and enta their corresponding trouble tickets.	Document proposed changes	**December 2001**		**Local Technology Funds $100,000**	
• Implement required changes.	Setup pilot program	March **2002**		District **staff**	
• Inform campuses of **new** capabilities and setup pilot **program.**		May **2002**		District **staff** and campus **designated personnel (CTC)**	
• Setup **training schedule** for campus implementation and **access.**	Setup **training** schedule	**September 2002**		Campus designated personnel (CTC)	
Continually **assess improvements and responsiveness of the helpdesk**	**User** s w a y s and callback	Ongoing		District **staff** and CTCs	
Develop procedures and guidelines **to improve helpdesk processes and** standardize end-user reporting protocols.	Document a Helpdesk procedural manual	Ongoing		District **staff** and **CTCs**	

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Activities	Performance Measures	Timelines	Personnel Responsible	Resources	Annual Review
The District will provide a district-wide virus scanning protection software and licenses.			Executive Director of Technology		December
• Develop RFP		September 2001		$120,000 (one time charge)	
• Board approval		October 2001			
• Implement and distribute software		December 2001			
• Annual maintenance cost				$20,000/ year	