

Ysleta ISD Long-Range Technology Plan

Supporting the Initiatives

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 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 district 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 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)

Initiatives	Formative Assessment	Check Points	Personnel Responsible	Resources	Annual Review
<p>The District Technology Helpdesk will provide efficient and reliable support services to technology users within the district.</p> <ul style="list-style-type: none"> Define the required changes to the current helpdesk system to include the capabilities for campus access to track and enter their corresponding trouble tickets. Implement required changes. Inform campuses of new capabilities and setup pilot program. Setup training schedule for campus implementation and access. <p>Continually assess improvements and responsiveness of the helpdesk</p> <p>Develop procedures and guidelines to improve helpdesk processes and standardize end-user reporting protocols.</p>	<p>Document proposed changes</p> <p>Setup pilot program</p> <p>Setup training schedule</p> <p>User surveys and callback</p> <p style="text-align: center;">n i a H d d l n</p>	<p>December 2001</p> <p>March 2002</p> <p>May 2002</p> <p>September 2002</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Executive Director of Technology</p>	<p>Local Technology Funds \$100,000</p> <p>District staff</p> <p>District staff and campus designated personnel (CTC)</p> <p>Campus designated personnel (CTC)</p> <p>District staff and CTCs</p> <p>District staff and CTCs</p>	<p>December</p>

Ysleta ISD Long-Range Technology Plan

Supporting the Initiatives

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 **responsibility** 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 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.

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

Objectives	Implementation	Timeline	Personnel/Committee	Resources	Annual Review
<p>The District will have online a dynamic web based technology resource tool available for the entire district educational community.</p> <ul style="list-style-type: none"> • Form a committee from various district stakeholders to determine the scope and monitor, document and implement the process. • 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. • Determine hardware and software needs. • Implement procedures to input informational content into the resource tool and archive process. • Develop documentation and outreach program to inform district education community of available resources. 	<p>Monthly status reports sent to the Executive Director of Technology</p>	<p>June 2001 August 2001 October 2001 February 2002 April 2002</p>	<p>Executive Director of Technology and Committee Committee and Community Relations Department</p>	<p>District Personnel Local Technology funds \$100,000 District Personnel</p>	<p>June</p>

Ysleta ISD Long-Range Technology Plan

Supporting the Initiatives

YISD - I st 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)

Initiative	Strategic Alignment	Check Point	Person(s) Responsible	Resources	Annual Review
<ul style="list-style-type: none"> • Develop and implement the electronic transfer of information for payroll timecards, absence from duty forms, extra duty payment, stipends, etc. 		Spring 2003		Local Technology Funds Appropriate Personnel	
<ul style="list-style-type: none"> • Develop and implement the electronic transfer of information for travel forms, student fund raising, petty cash, etc. as allowed by law. • Reassess position control and define enhancements for more efficient use at the campus level. • Assess the budget amendment process as to the levels of approval and time lines and align it to campus needs. • Publish regulations for bid/quote standards along with the awarded bids/quotes. 	<p>Specifications for the Position control module.</p> <p>Budget amendments approved in a timely manner.</p>	Yearly in Mar.	<p>Executive Director of Technology, Network Services Manager, Finance Project manager, Budget Director</p> <p>Purchasing Director</p> <p>Finance Directors and Finance Project Manager team (MIS)</p>	<p>Personnel</p> <p>Personnel</p> <p>Personnel</p>	
<ul style="list-style-type: none"> • Ongoing enhancement of fixed asset module (inventory) and the work orders modules (trip, catering & warehouse requests). 		Spring 2002	Network Services Manager, other appropriate Directors	Local Technology Funds Appropriate Personnel \$30,000	

Ysleta ISD Long-Range Technology Plan

Supporting the Initiatives

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:

- o **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.

- o **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.
- c **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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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	Administrative Description	Check Dates	Person(s) Responsible	Resources	Annual Review
Student Systems <ul style="list-style-type: none"> • Standardize computerized grading programs K - 12 with student accounting systems. <ul style="list-style-type: none"> • Implement IGPro at all secondary schools. • Develop IGPro interface for Elementary grade reporting • Implement automated attendance at the classroom level. • Implement health and immunization for all school nurses K-12. • Implement Graduation Requirements module on SASI • Implement TAAS Data Results Module • Assess the student system to ensure that it is meeting campus/district dept. needs. • Replace adm. equip./matching funds 	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	
	All attendance will be sent via "Classroom" to the Attendance Office.	Spring 2002		Local Technology Funds Personnel	
	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	
	Student Audit Document available on line.	Fall 2002	SASI Project Mgr., Counselors, Student Clerks	Training \$5,000	
	Testing results on line	Spring 2003	SASI Project Mgr., Counselors	Training \$5,000	
	Draft of plan	Spring 2003	Executive Dir. of Tech., SASI Project Manager, District personnel		
				\$48,000 each year	

Ysleta ISD Long-Range Technology Plan

Supporting the Initiatives

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:

- o competition for technical support staff
- o hesitancy on the part of campuses/districts to hire non-teaching faculty
- o administrators outside of the Department of Technology are not fully aware of staffing demands
- o 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

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

Project/Initiative	Phase	Start Date	Primary Responsibility	Resources	Annual Review
<p>District will provide a web infrastructure that facilitates communication between district staff, students and community</p> <ul style="list-style-type: none"> Establish facilities for both Internet and Intranet sites that are secure and easy for a networked site, teacher and student to post pages. Establish policies and procedures relating to direct posting from staff intranet Post administrative information through the Web to allow secure access to student/employee information, et Establish web support for district web initiatives. 	Planning Process	Jan. 2002	Executive Director of Technology Committee	<p>Network Services, District staff</p> <p>Two (2) web staff members = \$100,000 Operations: 2001-2002=\$60,000 2002-2003=\$40,000 2003-2004=\$40,000</p>	
	Implementation	Jan. 2003	Network Services		
	Planning process	Sep. 2003	Committee		
	Planning process	May 2003	Committee		
	Implementation	May 2004	Network Services		
	District Web Applications	December 2001	Executive Director of Technology		
<p>The District will provide voice (telephone) services to all staff, and implement CIT (Computer Integrated Telephony) applications to support district staff, community communication</p> <ul style="list-style-type: none"> Develop policy and procedures for reporting of absences, special announcements (Phone messages) Fax or e-mail to e-mail Voice over IP 	Planning Document	Feb. 2002	Committee	District Personnel	
	Implementation	Feb. 2003	Telecom	To be determined by plan, Telecom staff	
	Implementation	Jan. 2003	Telecom	<p>\$800,000, Erate and local funds Telecom/Network Services staff</p>	
	Implementation	Jan. 2002	Telecom/Network Svcs		

Ysleta ISD Long-Range Technology Plan

Supporting the Initiatives

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** support 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 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. **YISD 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.

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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)*

Initiative	Administrative Assessment	Grade Point	Person(s) Responsible	Resources	Annual Review
	Written Standards	Dec. 31, 2001	Chief Technology Officer	District Technology and Facility Personnel	June
<p>Maintain Internet access at speeds acceptable to district users.</p> <ul style="list-style-type: none"> • Increase ISP service to district • Load Balance Service to improve fault tolerance. <p>Provide Email service to all students and staff.</p> <ul style="list-style-type: none"> • 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. 	Plan Construction	Jan. 2002 Jan. 2004	Facilities Construction	Dollar amount to be determined by plan and using Construction/ Tech fund	
	Performance Monitoring	Aug. 2001 Oct. 2001 Aug. 2001	Network services	Scalable Funding Tech Fund/E-rate 15,000 per year	
	UBER survey	Jan. 2002		300,000	
	Adoption of Plan	Mar. 2002	Email Committee Chief Technology Officer	To be determined by plan.	
		Jan. 2003	Network services	Existing resources	
		Aug. 2002 Aug. 2003	Network Services Network Services	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 in *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 in *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)

Initiative	Supportive Activities	Check Dates	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 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

Ysleta Independent School District Technology Plan 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	Measurement	Check Points	Person(s) Responsible	Resources	Annual Review
<p>All professional staff will meet or exceed the technology applications benchmarks (6th-8th)</p> <ul style="list-style-type: none"> All staff will receive a minimum of twelve hours of technology based training per year Training will be based on teacher proficiencies <p>Funding will be provided for:</p> <ul style="list-style-type: none"> Substitutes Stipends <p>A district based training staff will be created to serve all MSD personnel</p> <ul style="list-style-type: none"> Seven trainers (one per feeder pattern) and one support specialist. Design a plan of action based on district and campus technology needs. 	<p>ICAP Progress Report Evaluation Sign in sheets</p> <p>Documentation on the trainers activities will reflect training initiatives.</p>	<p>May 2002</p> <p>Ebeginning 2001-2002</p>	<p>Campus Administration and Instructional Technology Dept.</p> <p>Chief Academic Officer Director for Instructional Media & Technology</p>	<p>Stipends, 3000 teachers x 12 hrs. training each at \$50 day = \$300,000</p> <p>Local technology funds State technology funds District training staff Campus training staff Campus budgets Salaries - Seven trainers x \$60,000 + \$40,000 = \$460,000</p> <p>Operational Funds = \$250,000 which includes equipment, training, travel, and other needs.</p> <p>Local and State technology funds.</p>	
<p>Purchase mobile training labs to provide campus based training</p>	<p>Purchase equipment</p>	<p>October 2001</p>	<p>Chief Academic Officer Director for Instructional Media & Technology</p>	<p>One PC and MAC Lab @ \$40,000 each = \$80,000 hardware and software.</p>	
<p>Provide training for CTCs or campus based personnel to facilitate the integration of technology into the curriculum</p> <ul style="list-style-type: none"> Problem-based learning and integration strategies. Hardware and software 	<p>Training Modules Sign in sheets</p>	<p>Fall 2001</p>	<p>Chief Academic Officer Director for Instructional Media & Technology</p>	<p>Substitute pay for release time - 2 days per campus trainer = \$7,200</p> <p>Local and State technology funds.</p>	

Ysleta ISD Long-Range Technology Plan Supporting the Initiatives

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 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 district 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)

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Supporting the Initiatives

Defining Support (continued)

Support to Assure Fullest Use of Technology

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 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

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Supporting the Initiatives

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 responsibility 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 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.**

Ysleta ISD long-Range Technology Plan

Supporting the *Initiatives*

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 in troubleshoot LAN problems (hardware, operating systems, and administrative 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

Ysleta ISD Long-Range Technology Plan

Supporting the Initiatives

Supporting the Instructional Initiatives

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.

Ysleta ISD Long-Range Technology Plan

Supporting the Initiatives

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

- 4 **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.?
- 4 **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 efforts 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.

Ysleta ISD Long-Range Technology Plan

Supporting the Initiatives

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:**

- o **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.

- o **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.**
- c **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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Ysleta ISD Long-Range Technology Plan Supporting the Initiatives

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** or **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 goals 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 equipment 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**

Ysleta ISD Long-Range Technology Plan

Supporting the Initiatives

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:

- o competition for technical support staff
- o hesitancy on the part of campuses/districts to hire non-teaching faculty
- o administrators outside of the Department of Technology are not fully aware of staffing demands
- o 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

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

Ysleta ISD Long-Range Technology Plan

Supporting the Initiatives

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-to-day 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

Ysleta ISD Long-Range Technology Plan

Supporting the Initiatives

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 support 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 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**

Ysleta ISD Long-Range Technology Plan Supporting the Initiatives

Addressing Impediments to Effective Support (continued)

Defining an Appropriate Support Structure

K-12 districts throughout the country are grappling with how to support technology. Many scenarios for support organizations have been 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 sort 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 there are several different types of support 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 all 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 in 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 in 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.

Ysleta ISD Long-Range Technology Plan Supporting the Initiatives

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 level 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

All students who enroll in our schools will graduate from high school fluent in one 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 instruction and technology for all students and employees.

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

Initiative	Activities	Timeline	Staff/Committee	Resources	Annual Review
<p>Develop a funding plan that will provide equitable access to all staff and students for technology acquisitions.</p> <ul style="list-style-type: none"> 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. Provide 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. 	<p>Draft plan Presentation to the cabinet Final plan</p> <p>Guidelines for a definition of equity are established.</p> <p>Incorporate applicable portions of plan into ICAP</p>	<p>Oct.. 2001 Nov. 2001 Jan. 2002</p>	<p>Chairman I... of & ...</p> <p>Committee members: Dire of Budget and Finance Director of Technology Representatives from Special Programs Community Initiative all Other representatives appropriate</p>	<p>District Technology Budget Allocated in subsequent school year</p> <p>(At this point in time, approx. 730 elementary teachers still need laptops. At \$2300 each, it would cost \$1,674,400.)</p> <p>(As of Feb. 1, 2001, student pop. 46,207. Presently there are 5,000 student laptops O/H. Need 41,207 more. At approx. \$1750 each, it would cost \$72,112,250.)</p> <p>(Replacement batteries for the original 2900 student laptops will cost approx. \$60 each, which totals \$174,000.) The rest of the student laptops in succeeding years (see attached spreadsheet).</p>	<p>Jan. 2002</p>

Ysleta Independent School District Technology Plan 2001-2004

All 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.

6: The I will provide available technology for all to use and help them learn that instruction and technology for

3: All schools will use a PreK-12 technology plan for using the National Standards and district as a model.
(*Integration*)

Initiative	Implementation	Timeline	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.	<ul style="list-style-type: none"> •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	<ul style="list-style-type: none"> •Digital portfolios •Surveys •District/Campus wide Technology fair 	June 2002	Department of Instructional Media & Technology, Division of Instruction Campus personnel	Printed : and Tech Fair = 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	

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)

Instructional Program	Instructional Strategies	Frequency	Personnel/Responsibility	Resources	Annual Review
Develop a district wide program to provide community access to technology. SAT, GED, CBE opportunities on campus Tutorials Enrichment Problem solving/research Internet access	<ul style="list-style-type: none"> • Community surveys • Sign-in sheets • Informal/formal session evaluations 	By session, weekly, monthly, end of year.	Administrator, campus personnel	Campus and district, computer labs, libraries and campus licensed software. District Resources	none

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	Formative Assessment	Check Points	Person(s) Responsible	Resources	Annual Review
<p>Facilities standards will be developed to define requirements for new schools and retrofitting existing campuses for the support of technology.</p> <ul style="list-style-type: none"> • Electrical Standards Committee • Data communications pathway standards • Environmental Standards <p>Develop and implement plan to upgrade existing facilities to meet standards.</p> <ul style="list-style-type: none"> • Plan Prioritize • Implementation <p>Maintain Internet access at speeds acceptable to district users.</p> <ul style="list-style-type: none"> • Increase ISP service to district • Load Balance Service to improve fault tolerance. <p>Provide Email service to all students and staff.</p> <ul style="list-style-type: none"> • 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. 	<p>Written Standards</p> <p>Plan Construction</p> <p>Performance Monitoring</p> <p>User Survey</p> <p>Adoption of Plan</p>	<p>Dec. 31, 2001</p> <p>Jan. 2002 Jan. 2004</p> <p>Aug. 2001 Oct. 2001 Aug. 2001</p> <p>Jan. 2002</p> <p>Mar. 2002</p> <p>Jan. 2003</p> <p>Aug. 2002</p> <p>Aug. 2003</p>	<p>Chief Technology Officer</p> <p>Facilities Construction</p> <p>Network Services</p> <p>Email Committee Chief Technology Officer</p> <p>Network Services</p> <p>Network Services</p> <p>Network Services</p>	<p>District Technology and Facility Personnel</p> <p>Dollar amount to be determined by plan and using Construction/ Tech fund</p> <p>Scalable Funding Tech Fund/E-rate \$15,000 per year</p> <p>\$300,000</p> <p>To be determined by plan.</p> <p>Existing resources Scalable Funding Tech Fund/E-rate</p> <p>To be determined by plan Existing personnel resources</p>	<p>June</p>

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)

Objectives	Timeline	Responsibility	Resources	Annual Review
<p>Provide Remote Access Services (RAS) to District staff and students.</p> <p>Provide adequate communications facilities for the WAN.</p> <ul style="list-style-type: none"> • Upgrade T-1 (1.54Mbps) to 100 Mbps service 	<p>Nov. 2001 Jan. 2002 Aug. 2002 Jan. 2002</p>	<p>Network Services</p>	<p>Existing resources Staff & E-rate/Tech Fund</p> <p>Tech Fund and E-rate \$1.5 M total, E-rate: \$1.15 Million, Local: \$350,000 Committee-District Staff</p> <p>To be determined by plan District LAN Design Committee (ACAC staff, CTCs, CIT's)</p>	
<p>District will provide standards regarding Network Connectivity.</p> <ul style="list-style-type: none"> • 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) 	<p>Oct. 2001</p> <p>Oct. 2001 & perdc., revised</p> <p>Oct. 2001</p> <p>Feb. 2002</p>	<p>Network Services</p> <p>District Charter (Net Svcs/Inst Tech)</p>		

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)*

Initiative	Implementation	Start/End Dates	Responsible Party	Resources	Annual Review
<p>District will provide a web infrastructure that facilitates communication between district staff, students and community.</p> <ul style="list-style-type: none"> Establish facilities for both Internet and Internet web sites that are secure and easy for a campus, department, teacher/class, student to post pages. Establish policies and procedures relating to direct posting from staff and students. Push administrative information through the Web to allow secure access to student/employee information, etc. Establish a web support team for district web initiatives. <p>The District will provide voice (telephone) services to all staff, and implement CIT (Computer Integrated Telephony) applications to enhance student, staff, community communications.</p> <ul style="list-style-type: none"> Develop policy and standard technologies for parent reporting of absences, special announcements (Phonemaster). Fax on demand/Fax to Email Voice over IP 	Planning Process	Jan. 2002	Executive Director of Technology Committee	Network Services, District staff	
	Implementation	Jan. 2003	Network Services		
	Planning process	Sep. 2003	Committee		
	Planning process	May 2003	Committee		
	Implementation	May 2004	Network Services		
	District Web Applications	December 2001	Executive Director of Technology	Two (2) web staff members = \$100,000 Operations: 2001-2002=\$60,000 0 30 0 30	
	Planning Document	Feb. 2002	Committee	District Personnel	
	Implementation	Feb. 2003	Telecom	To be determined by plan. Telecom staff	
	Implementation	Jan. 2003	Telecom	\$800,000, Erate and local funds Telecom/Network Services staff	
	Implementation	Jan. 2002	Telecom/Network Svcs		

Ysleta Independent School District Technology Plan 2001-2004

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Initiatives	Formative Assessment	Check Points	Person(s) Responsible	Resources	Annual Review
<p>Develop a plan to improve network availability and computer availability by implementing Network Mgmt./ remote desktop management capabilities.</p> <ul style="list-style-type: none"> • SNMP agents/monitors • remote control software • self-healing/repairing installations 	Draft of the plan	June 2002	Network Services Instructional Technology	Network Services Staff	June
<p>Community Technology Centers Available to students, staff, and community for internet, applications, etc.</p>	Draft of Plan	June 2003		Existing personnel resources Community block grant	
<p>Protect Infrastructure with Uninterruptable Power Supplies</p>	Installed UPSs	June 2002		E-Rate, Tech Fund \$400,000	
<p>Wireless Infrastructure</p> <ul style="list-style-type: none"> • 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	

Ysleta Independent School District Technology Plan 2001-2004

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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	Comprehensive Assessment	Check Points	Person(s) Responsible	Resources	Annual Review
<p>Standard 11</p> <ul style="list-style-type: none"> Standardize state grading programs K-12 with student accounting systems. <ul style="list-style-type: none"> In most IGPs, all schools Discontinue for data grade reporting Implement automated attendance at the classroom level. Implement health and immunization for all school nurses K-12. Implement Graduation Requirements module on SAS Implement TAAS Data Results Module Assess the student system to ensure that it is meeting campus/district dept. needs.. Replace adm. equip./matching funds 	<p>All grades will be exported using IGPro.</p> <p>All attendance will be sent via "Classroom" to the Attendance Office.</p> <p>All health and immunization is available on the SASI system for all nurses K-12.</p> <p>Student Audit Document available on line.</p> <p>Testing results on line</p> <p>Draft of plan</p>	<p>Fall 2001</p> <p>Fall 2002</p> <p>Spring 2002</p> <p>Fall 2001</p> <p>Fall 2002</p> <p>Spring 2003</p> <p>Spring 2003</p>	<p>Executive Director of Technology, Network services Manager, SASI Project Manager-Chief Academic Officer, Campus Principal</p> <p>Executive Director of Technology, SASI Project Mgr., Director of Health Services</p> <p>SASI Project Mgr., Counselors, Student Clerks</p> <p>SASI Project Mgr., Counselor</p> <p>Executive Dir. of Tech., SASI Project Manager, District personnel</p>	<p>Local Technology Funds Stipend for training district Staff \$12,500</p> <p>Existing Resources</p> <p>Local Technology funds Appropriate Personnel</p> <p>Existing Personnel</p> <p>Training 55,000</p> <p>Training \$5,000</p> <p>\$48,000 each year</p>	

Ysleta Independent School District Technology Plan 2001-2004

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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	Timeline/Implementation	Start/End	Responsible Administrator	Resources	Annual Review
<p>Finance System:</p> <p>Develop a plan to automate Human Resources.</p> <ul style="list-style-type: none"> • Reassess automated applicant process specifications. • Based on reassessment, develop an applicant process for distributed (campus/department) use. • Implement the electronic inquiry of the employee's general information and benefits. • Complete the online benefit enrollment process. <p>Develop a plan to automate all payroll/accounting/purchasing/budget functions as they relate to campus and departments.</p>	<p>Draft of plan</p> <p>Specifications for the application process.</p> <p>Online access of employee data.</p> <p>Online access of employee data.</p> <p>Campuses can electronically transfer information to the appropriate department.</p> <p>Draft of the Plan</p>	<p>Spring 2004</p> <p>Spring 2002</p>	<p>Executive Director of Technology Network Services Mgr. Finance Project Mgr., Director of Human Resources</p> <p>Executive Director of Technology, Network Services Manager</p> <p>Finance Project Manager, Director of Human Resources</p> <p>Payroll Director, Purchasing Director</p>	<p>Local Technology Funds District Personnel \$800,000</p> <p>To be determined as per reassessment Local Technology Funds Appropriate Personnel Existing Personnel</p> <p>Local Technology Funds Appropriate Personnel</p> <p>To be determined as per reassessment Local Technology Funds Appropriate Personnel</p>	

Ysleta Independent School District Technology Plan 2001-2004

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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)*

Initiative	Comprehensive Assessment	Check Points	Person(s) Responsible	Resources	Annual Review
<ul style="list-style-type: none"> • Develop and implement the electronic transfer of information for payroll timecards, absence forms, extra duty payment, stipends, etc. • Develop and implement the electronic transfer of information for travel forms, student fund raising, petty cash, etc, as allowed by law. <ul style="list-style-type: none"> ▫ Reassess position control and define enhancements for more efficient use at the campus level. • Assess the budget amendment process as to the levels of approval and time lines and align it to campus needs. <ul style="list-style-type: none"> ▫ Publish regulations for bid/quote standards along with the awarded bids/quotes. <p>Ongoing enhancement of fixed asset module (inventory) and the work orders modules (trip, catering & warehouse requests).</p>	<p>Specifications for the Position control module.</p> <p>Budget amendments approved in a timely manner.</p>	<p>Spring 2003</p> <p>Yearly in May</p> <p>Yearly in May</p> <p>Spring 2002</p>	<p>Executive Director of Technology, Network Services Manager, Finance Project manager, Budget Director</p> <p>Purchasing Director</p> <p>Finance Directors and Finance Project Manager team (MIS)</p> <p>Network Services Manager, other appropriate Directors</p>	<p>Local Technology Funds Appropriate Personnel</p> <p>Personnel</p> <p>Personnel</p> <p>Personnel</p> <p>Local Technology Funds Appropriate Personnel \$30,000</p>	

Ysleta Independent School District Technology Plan 2001-2004

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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	Anticipated Assessment	Timeline	Personnel Responsible	Resources	Annual Review
<p>Web Based Applications</p> <p>Plan and develop a pilot program for web based applications:</p> <ul style="list-style-type: none"> - Enrollment Benefits - Campus Registration - Campus Activities - Access to employee information - Employment Opportunities - Policies / Handbook - Peims & ABIS 	<p>Standards and awarded bids/quotes are available online.</p> <p>Guidelines available for all types of access.</p>	Spring 2002	<p>Executive Director of Technology, Network Services Mgr., Finance Project Mgr., SASI Project Mgr., Human Resources, Finance Director, Curriculum and Instruction.</p>	<p>Appropriate Personnel Programmers, training, \$25,000</p>	
<p>Records Management</p> <p>Develop guidelines for complying with the "Open Records Act" with regard to electronic data.</p> <p>Develop guidelines for employee access of electronic data.</p> <p>*Automate and streamline the add, move and change request process for systems such as JDE, SASI, Notes, etc.</p>	<p>Employees can access electronic data</p> <p>Plan/guidelines</p>	<p>June 2001</p> <p>August 2001</p> <p>Spring 2002</p>	<p>Records Management Specialist Appropriate personnel</p> <p>Existing Personnel</p>		

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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)

Objectives	Support/Implementation	Timeline/Start	Personnel/Personnel(s)	Resources	Annual Review
<p>The District will have online a dynamic web based technology resource tool available for the entire district educational community.</p> <ul style="list-style-type: none"> • Form a committee from various district stake holders to determine the scope and monitor, document and implement the process. • 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. • Determine hardware and software needs. • Implement procedures to input informational content into the resource tool and archive process. • Develop documentation and outreach program to inform district education community of available resources. 	<p>Monthly status reports sent to the Executive Director of Technology</p>	<p>June 2001 August 2001 October 2001 February 2002 April 2002</p>	<p>Executive Director of Technology and Committee Committee and Community Relations Department</p>	<p>District Personnel Local Technology funds \$100,000 District Personnel</p>	<p>June</p>

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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	Formal Job Description	Schedule Dates	Personnel Responsible	Resources	Annual Review
<p>The District will develop, fund and implement the Campus Technology Coordinator position at every campus over a three year period.</p> <ul style="list-style-type: none"> Develop CTC job description and staff guidelines, receiving input from campus, instructional and technology departments. Budget for CTC positions. Implement a CTC position at every campus over the course of 2002-2004. 	<p>Formal Job Description created</p> <p>Written surveys to assess needs and effectiveness.</p> <p>One per feeder pattern</p>	<p>June 2001</p> <p>Spring 2002</p> <p>September 2002 September 2003 September 2004</p>	<p>Executive Director of Technology</p> <p>District staff</p>	<p>Local, State and Federal funds</p> <p>8 x \$60,000 = \$480,000</p>	April
<p>The District will find (2) Technology System Specialists (Field Technicians) for each feeder pattern.</p> <p>Budget for TSS positions.</p> <ul style="list-style-type: none"> Implement (2) TSS positions at (7) feeder patterns. 	<p>Pre and Post survey results, including costs associated with campus external repair and cost of downtime.</p>	<p>Spring 2002</p> <p>September 2002</p>	<p>Executive Director of Technology</p>	<p>Local, State and Federal funds</p> <p>14 x \$47,500 = \$665,000</p>	

Ysleta Independent School District Technology Plan 2001-2004

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- Goal 6: The District will provide equitable distance learning and workstations 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-based systems and appropriate personnel.

Objectives	Component/Requirement	Check Points	Personnel Responsible	Resources	Annual Review
<p>The District Technology Helpdesk will provide efficient and reliable support services to technology users within the district.</p> <ul style="list-style-type: none"> Define the required changes to the current helpdesk system to include the capabilities for campus access to track and enter their corresponding trouble tickets. Implement required changes. Inform campuses of new capabilities and setup pilot program. Setup training schedule for campus implementation and access. <p>Continually assess improvements and responsiveness of the helpdesk.</p> <p>Develop procedures and guidelines to improve helpdesk processes and standardize end-user reporting protocols.</p>	Document proposed changes	December 2001	Executive Director of Technology	Local Technology Funds \$100,000	December
	Setup pilot program	March 2002 May 2002		District staff District staff and campus designated personnel (CTC)	
	Setup training schedule	September 2002		Campus designated personnel (CTC)	
	User surveys and callback	Ongoing		District staff and CTCs	
	Document a Helpdesk procedural manual	Ongoing		District staff and CTCs	

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

Objectives	Timeline	Personnel Responsible	Resources	Annual Review
<p>The District will provide a district-wide virus scanning protection software and licenses.</p> <ul style="list-style-type: none"> • Develop RFP • Board approval • Implement and distribute software • Annual maintenance cost 	<p>September 2001 October 2001 December 2001</p>	<p>Executive Director of Technology</p>	<p>\$120,000 (one time charge) \$20,000/ year</p>	<p>December</p>