

**YSLETA INDEPENDENT SCHOOL DISTRICT**  
**Long-Range Technology Plan**  
**STRATEGIC THINKING WORKSHOP**

<b>W) Ethical / moral / health consequences of using technology</b>	<ul style="list-style-type: none"> <li>▶ need for district "code of ethics"</li> <li>▶ personnel training</li> <li>▶ "carpal tunnel" syndrome realities</li> </ul>
<b>X) Cost of security and maintenance</b> <ul style="list-style-type: none"> <li>• hardware</li> <li>• software</li> <li>• training deliverables</li> <li>• support</li> <li>• services</li> <li>• replacement of technology</li> </ul>	<ul style="list-style-type: none"> <li>▶ evaluation methods</li> <li>▶ assessment tools</li> <li>▶ total cost of ownership</li> <li>▶ SBDM makes control difficult</li> </ul>
<b>Y) Need for assessment tools (part of state planning requirements)</b>	<ul style="list-style-type: none"> <li>▶ models</li> <li>▶ tools</li> <li>▶ technology impact difficult to assess</li> </ul>
<b>Z) Push towards standardization</b>	<ul style="list-style-type: none"> <li>▶ \$\$\$ impact</li> <li>▶ portability</li> <li>▶ need to maintain flexibility</li> <li>▶ ease of maintenance</li> <li>▶ availability</li> <li>▶ equity in access to the technology</li> </ul>

**YSLETA INDEPENDENT SCHOOL DISTRICT**  
**Long-Range Technology Plan**  
**STRATEGIC THINKING WORKSHOP**

## **BELIEFS**

*As it relates to technology (and its applications) focused on student achievement, we believe .....*

1. ... technology is a fundamental tool to enhance the learning process.
2. ... technology can be intelligently and effectively integrated into education.
3. ... unplanned or ill-conceived technology projects probably do more harm than good.
4. ... in introducing technology at Pre K and continue throughout school experience (technology use should be second nature from childhood).
5. ...community involvement with technology is essential to enriching the education in our students.
6. ... all students should have access to the latest technology and expertise.
7. ... all children can use/learn technology and that we can effectively provide the best practices.
8. ... technology can influence academic achievement.
9. ... in creating opportunities to help students (and all stakeholders) be creative and inventive, building productivity and self-esteem.
10. ... learning technology starts at home.
11. ... everyone can possess the technology skills and strategies to be effective members of the education community.
12. ... all educators can learn to use technology and be technologically literate.
13. ... all students deserve teachers proficient in technology related to their teaching assignments.
14. ... technology skills will result in higher employability and job marketability.
15. ... students need more time and freedom to independently explore various technologies.
16. ... technology is a continually changing tool, requiring constant training.
17. ... technology is a viable, alternative strategy to teaching/learning.
18. ...teachers must accept technology as a fundamental tool that permeates the entire teaching process (not just an add-on)

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**Long-Range Technology Plan**  
**STRATEGIC THINKING WORKSHOP**

19. we must provide timely, ongoing, meaningful training and support tools to effectively implement technology.
20. ... that relevant and ongoing technology training is essential for the entire education community to implement a district plan focused on student success.
21. ... in equal access to technology.
22. ... technology will continually change the face and structure of the education process/environment.
23. ... students should use a VARIETY of programs and systems in technology
24. ... technology can provide the means by which students with disabilities can be more fully integrated into the education process.
25. ... students can work with integrated packages and peripherals, to build multi-faceted skills and deliverables (learn life skills and develop transferable skills independent of technological changes).
26. ... technology can expose and afford opportunities and experiences not readily available to our students.
27. ... technology is here to stay and ever-changing. we must keep abreast or we will do our students a disservice.
28. ... all students should use technology to become fluent in different spoken languages.
29. ... technology provides flexibility, critical thinking, and divergent thinking skills.

**YSLETA INDEPENDENT SCHOOL DISTRICT**  
**Long-Range Technology Plan**  
**STRATEGIC THINKING WORKSHOP**

**S**trengths

What are YISD's current strengths as they relate to technology (unique or relatively better than other districts)?:

<b>Strengths</b>	<b>Basis of Strength?</b>
<ul style="list-style-type: none"> <li>• Superintendent's/School Board's vision (13 votes)</li> </ul>	<ul style="list-style-type: none"> <li>▶ vision for technology use</li> <li>▶ empowers people</li> <li>▶ relinquishes autonomy (decentralization)               <ul style="list-style-type: none"> <li>▶ support</li> <li>▶ funds</li> </ul> </li> <li>▶ Encourages creativity</li> </ul>
<ul style="list-style-type: none"> <li>• Front-runners in technology curriculum development and implementation (12 votes)</li> </ul>	<ul style="list-style-type: none"> <li>▶ video production: Middle and High School</li> <li>▶ state is adopting YISD video program as a standard</li> <li>▶ "net school" implementation</li> <li>▶ cyberdomes allow integration of technology into content and staff development</li> <li>▶ restructuring for LEP student success</li> <li>▶ TAAS scores have been raised</li> <li>▶ use of technology in Alternative schools-student access to prescriptive programs that address TAAS objectives</li> <li>▶ dual language support</li> </ul>
<ul style="list-style-type: none"> <li>• Identification of the need for district-wide support in instructional technology (11 votes)</li> </ul>	<ul style="list-style-type: none"> <li>▶ funding for an instructional training department</li> <li>▶ steering committee developed guidelines</li> <li>▶ 10 trainers to be hired by May 1998</li> <li>▶ support for campuses as an essential component</li> </ul>
<ul style="list-style-type: none"> <li>• Flexible nature of our district technology infrastructure (10 votes)</li> </ul>	<ul style="list-style-type: none"> <li>▶ easily upgrades</li> <li>▶ gives ability to implement new technology at minimal costs</li> <li>▶ supports multiple networking, strategies, topologies, media</li> </ul>
<ul style="list-style-type: none"> <li>• Minigrant Program / Matching Funds (2 votes)</li> </ul>	<ul style="list-style-type: none"> <li>▶ innovative ideas, programs, new technologies in campuses</li> <li>▶ alternative funding sources</li> <li>▶ collaborative projects</li> <li>▶ keeping technology current</li> </ul>

**YSLETA INDEPENDENT SCHOOL DISTRICT**  
**Long-Range Technology Plan**  
**STRATEGIC THINKING WORKSHOP**

● Completion of previous technology plans (1 vote)	▶ Infrastructure in place, whereas other districts have not followed through
● Removing socio-economic boundaries and limiting attitudes (1 vote)	▶ open enrollment ▶ alternative campuses ▶ attitude change from deficiency to abundance
● District computer/pupil ratio goals (0 votes)	▶ presently 1:3 ▶ future 1:1

**YSLETA INDEPENDENT SCHOOL DISTRICT**  
**Long-Range Technology Plan**  
**STRATEGIC THINKING WORKSHOP**

**W** *Weaknesses*

*What are the current weaknesses as they relate to technology (unique or relatively worse than other districts) of YISD ?:*

<b>Weakness</b>	<b>Basis of Weakness?</b>
<ul style="list-style-type: none"> <li>• Lack of training/trainers (12 votes)</li> </ul>	<ul style="list-style-type: none"> <li>▶ so few, hard to get committed</li> <li>▶ available technology is not being used</li> </ul>
<ul style="list-style-type: none"> <li>• Communication               <ul style="list-style-type: none"> <li>• telephone</li> <li>• e-mail</li> <li>• voice mail</li> </ul> </li> <li>(10 votes)</li> </ul>	<ul style="list-style-type: none"> <li>▶ information not filtered</li> <li>▶ non- effective means of delivery</li> </ul>
<ul style="list-style-type: none"> <li>• Purchasing and/or bid process (10 votes)</li> </ul>	<ul style="list-style-type: none"> <li>▶ bids are confining</li> <li>▶ time delays in acquisition/delivery/payment</li> </ul>
<ul style="list-style-type: none"> <li>• Lack of standardization (5 votes)</li> </ul>	<ul style="list-style-type: none"> <li>▶ site-based decisions impacts ability to standardize</li> <li>▶ no knowledgeable guidelines</li> </ul>
<ul style="list-style-type: none"> <li>• Lack of support/personnel (5 votes)</li> </ul>	<ul style="list-style-type: none"> <li>▶ funding</li> <li>▶ lack of experienced technology applicants</li> <li>▶ low pay</li> </ul>
<ul style="list-style-type: none"> <li>• Department cooperation (3 votes)</li> </ul>	<ul style="list-style-type: none"> <li>▶ poor communication</li> <li>▶ time wasted</li> <li>▶ poor resource utilization</li> </ul>
<ul style="list-style-type: none"> <li>• Lack of School Board decorum gets primary press (2 votes)</li> </ul>	<ul style="list-style-type: none"> <li>▶ district gets bad publicity</li> <li>▶ implies difficulty for recruiting technology talent</li> <li>▶ low morale</li> <li>▶ business partnerships are hindered</li> </ul>
<ul style="list-style-type: none"> <li>• Technology has not proven itself (2 votes)</li> </ul>	<ul style="list-style-type: none"> <li>▶ no accountability for it</li> </ul>
<ul style="list-style-type: none"> <li>• Technology tends to create more problems than it solves (1 vote)</li> </ul>	<ul style="list-style-type: none"> <li>▶ more resources for support: (J.D. Edwards; SASI)</li> <li>▶ politics</li> <li>▶ we buy sales pitch without proper evaluation</li> <li>▶ lack of proper implementation/band-aid approach</li> </ul>
<ul style="list-style-type: none"> <li>• Lack of leadership (1 vote)</li> </ul>	<ul style="list-style-type: none"> <li>▶ site-based vs. district</li> </ul>

**YSLETA INDEPENDENT SCHOOL DISTRICT**  
**Long-Range Technology Plan**  
**STRATEGIC THINKING WORKSHOP**

<ul style="list-style-type: none"> <li>• Lack of funding (1 vote)</li> </ul>	<ul style="list-style-type: none"> <li>▶ distribution (not balanced)</li> <li>▶ site-based</li> <li>▶ adequacy, equity</li> </ul>
<ul style="list-style-type: none"> <li>• Lack of time (0 votes)</li> </ul>	<ul style="list-style-type: none"> <li>▶ work time available</li> </ul>
<ul style="list-style-type: none"> <li>• Lack of Planning (0 votes)</li> </ul>	<ul style="list-style-type: none"> <li>▶ alignment with district and campus direction</li> <li>▶ schools unaware of need for technology planning</li> </ul>
<ul style="list-style-type: none"> <li>• Attitude: Lack of commitment by educators (0 votes)</li> </ul>	<ul style="list-style-type: none"> <li>▶ people not willing to learn/use technology</li> </ul>
<ul style="list-style-type: none"> <li>• Acquisition of current technology and continual upgrading (0 votes)</li> </ul>	<ul style="list-style-type: none"> <li>▶ funding</li> <li>▶ guidance</li> <li>▶ knowledge</li> <li>▶ obsolete technology</li> </ul>
<ul style="list-style-type: none"> <li>• Lack of assessment/ evaluations/ measurements/ reviews (0 votes)</li> </ul>	<ul style="list-style-type: none"> <li>▶ success vs. failure</li> <li>▶ need use of non-biased assessment companies</li> </ul>
<ul style="list-style-type: none"> <li>• The size of the district (0 votes)</li> </ul>	<ul style="list-style-type: none"> <li>▶ geography</li> <li>▶ numbers of students</li> <li>▶ inability to arrive at a consensus in all areas</li> </ul>

**YSLETA INDEPENDENT SCHOOL DISTRICT**  
**Long-Range Technology Plan**  
**STRATEGIC THINKING WORKSHOP**

**O**pportunities

What are the trends/opportunities as it relates to technology, that could enhance YISD ?:

<b>Opportunity/Trend</b>	<b>Basis of Oppty./Trend?</b>
<ul style="list-style-type: none"> <li>• Implement and fully integrate technology into the curriculum (13 votes)</li> </ul>	<ul style="list-style-type: none"> <li>▶ our beliefs are fulfilled</li> </ul>
<ul style="list-style-type: none"> <li>• Ysleta can become a technological model of integration, implementation, and accountability (12 votes)</li> </ul>	<ul style="list-style-type: none"> <li>▶ influence the direction and support of local, regional, state, and national initiatives</li> </ul>
<ul style="list-style-type: none"> <li>• To integrate an ethical framework into all aspects of the educational community (5 votes)</li> </ul>	<ul style="list-style-type: none"> <li>▶ students/adults behave in an ethical way (piracy, privacy, acceptable rules)</li> <li>▶ character education is developed</li> <li>▶ supports framework</li> </ul>
<ul style="list-style-type: none"> <li>• Take advantage of all financial opportunities (TIF, Challenge, TLCF, etc.) (5 votes)</li> </ul>	<ul style="list-style-type: none"> <li>▶ resources are increased</li> </ul>
<ul style="list-style-type: none"> <li>• Work more closely with higher education (5 votes)</li> </ul>	<ul style="list-style-type: none"> <li>▶ programs are identified to provide "win/win" for teachers, parents, students, and administration</li> </ul>
<ul style="list-style-type: none"> <li>• Redefine Partners in Education relationships (4 votes)</li> </ul>	<ul style="list-style-type: none"> <li>▶ more resources are better utilized with "win/win" scenarios/tradeoffs</li> </ul>
<ul style="list-style-type: none"> <li>• Pilot new innovations (ACT, SAT, Net Schools, etc.) (4 votes)</li> </ul>	<ul style="list-style-type: none"> <li>▶ YISD maintains currency</li> <li>▶ facilitates planning</li> <li>▶ increases student scores</li> <li>▶ enables problem solving and employability skills development</li> </ul>
<ul style="list-style-type: none"> <li>• Develop a governmental relation plan to educate state and national legislators (4 votes)</li> </ul>	<ul style="list-style-type: none"> <li>▶ better voice to garner support for future funding</li> </ul>
<ul style="list-style-type: none"> <li>• Develop greater parent and global community involvement through technological use opportunities (1 vote)</li> </ul>	<ul style="list-style-type: none"> <li>▶ community skills are improved/enriched</li> <li>▶ reciprocal opportunities are accomplished (ABE)</li> </ul>
<ul style="list-style-type: none"> <li>• Increase the human capital in the workforce (0 votes)</li> </ul>	<ul style="list-style-type: none"> <li>▶ acceptance of technology</li> <li>▶ an internalization and positive transfer of technology skills</li> </ul>

**YSLETA INDEPENDENT SCHOOL DISTRICT**  
**Long-Range Technology Plan**  
**STRATEGIC THINKING WORKSHOP**

**T**hreats

What are the threats related to technology use that could impact YISD?

<b>Threat</b>	<b>Basis of Threats?</b>
<ul style="list-style-type: none"> <li>• Site-based decision making (16 vote)</li> </ul>	<ul style="list-style-type: none"> <li>▶ different systems that make it difficult to support</li> <li>▶ funding (training and technology)</li> <li>▶ micro-management</li> </ul>
<ul style="list-style-type: none"> <li>• Fear of technology (14 votes)</li> </ul>	<ul style="list-style-type: none"> <li>▶ fear of technology will hold back the professional level training process (internal)</li> <li>▶ limited (external) support and the community involvement</li> <li>▶ internal support being the driving force</li> </ul>
<ul style="list-style-type: none"> <li>• Teacher turnover (10 votes)</li> </ul>	<ul style="list-style-type: none"> <li>▶ intensifies training efforts</li> <li>▶ young inexperienced teachers need training on new technology</li> <li>▶ specific skills being lost</li> </ul>
<ul style="list-style-type: none"> <li>• Effectiveness of use of technology in education process (5 votes)</li> </ul>	<ul style="list-style-type: none"> <li>▶ unable to function at a higher level</li> <li>▶ students rely on technology rather than the necessary basic skills</li> <li>▶ spreading ourselves too thin</li> </ul>
<ul style="list-style-type: none"> <li>• Lack of funding or finances (4 votes)</li> </ul>	<ul style="list-style-type: none"> <li>▶ can't meet the technology goals or needs</li> <li>▶ future legal action due to not meeting or satisfying basic educational needs</li> <li>▶ equity issues not addressed</li> </ul>
<ul style="list-style-type: none"> <li>• Lack of flexibility (systems-implementation) (2 votes)</li> </ul>	<ul style="list-style-type: none"> <li>▶ technology decisions</li> <li>▶ vision for future</li> </ul>
<ul style="list-style-type: none"> <li>• Principal's mind-set as to the value of technology (2 votes)</li> </ul>	<ul style="list-style-type: none"> <li>▶ fear of the unknown</li> <li>▶ that equity is impossible</li> <li>▶ difficult to standardize</li> </ul>
<ul style="list-style-type: none"> <li>• Uncertainty of the current way district is doing their business (reorganization) (2 votes)</li> </ul>	<ul style="list-style-type: none"> <li>▶ campuses see some new functions as a nuisance</li> <li>▶ campuses are not ready for new roles</li> <li>▶ authority versus responsibility contention</li> </ul>
<ul style="list-style-type: none"> <li>• Viruses/hacking</li> <li>• Theft/vandalism (1 vote)</li> </ul>	<ul style="list-style-type: none"> <li>▶ equipment/ hardware damages</li> <li>▶ security is breached</li> </ul>

**YSLETA INDEPENDENT SCHOOL DISTRICT**  
**Long-Range Technology Plan**  
**STRATEGIC THINKING WORKSHOP**

● Lack of direction and accountability (0 votes)	▶ poor student and total results
● Changing life cycle of equipment (0 votes)	▶ poorly trained students, if not using current technology ▶ need for continuous funds

**YSLETA INDEPENDENT SCHOOL DISTRICT  
Long-Range Technology Plan  
STRATEGIC THINKING WORKSHOP**

# **SWOT ANALYSIS PROFILE**

**TOP FIVE PER CATEGORY AS PER GROUP CONSENSUS**

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> <li>• Superintendent's/school board's vision (13 votes)</li> <li>• Front runners in technology curriculum (Development and Implementation) (12 votes)</li> <li>• Identification of the need for district-wide support in instructional technology (11 votes)</li> <li>• Flexible nature of our district technology infrastructure (10 votes)</li> <li>• Minigrant program / matching funds (2 votes)</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of training/trainers (12 votes)</li> <li>• Communication               <ul style="list-style-type: none"> <li>◊ telephone</li> <li>◊ e-mail</li> <li>◊ voice mail</li> </ul> </li> <li>(10 votes)</li> <li>• Purchasing and/or bid process (10 votes)</li> <li>• Lack of standardization (5 votes)</li> <li>• Lack of support/personnel (5 votes)</li> </ul>
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> <li>• Fully integrated and implemented technology into the curriculum (13 votes)</li> <li>• Ysleta can become a technological model of integration, implementation, and accountability (12 votes)</li> <li>• To integrate an ethical framework into all aspects of the educational community (5 votes)</li> <li>• Take advantage of all financial opportunities (TIF, Challenge, TLCF, etc.) (5 votes)</li> <li>• Work more closely with higher education (5 votes)</li> </ul>	<ul style="list-style-type: none"> <li>• Site-based decision making (16 vote)</li> <li>• Fear of technology (14 votes)</li> <li>• Teacher turnover (10 votes)</li> <li>• What if all this technology does not help the education process (5 votes)</li> <li>• Lack of funding or finances (4 votes)</li> </ul>

**YSLETA INDEPENDENT SCHOOL DISTRICT**  
**Long-Range Technology Plan**  
**STRATEGIC THINKING WORKSHOP**

## **VISIONING**

### **THE PLANNING HORIZON...**

**For purpose of this planning process, the taskforce agreed on the following planning timetable**

- detailed plan ==> next three years
- long-term plan==> next five years

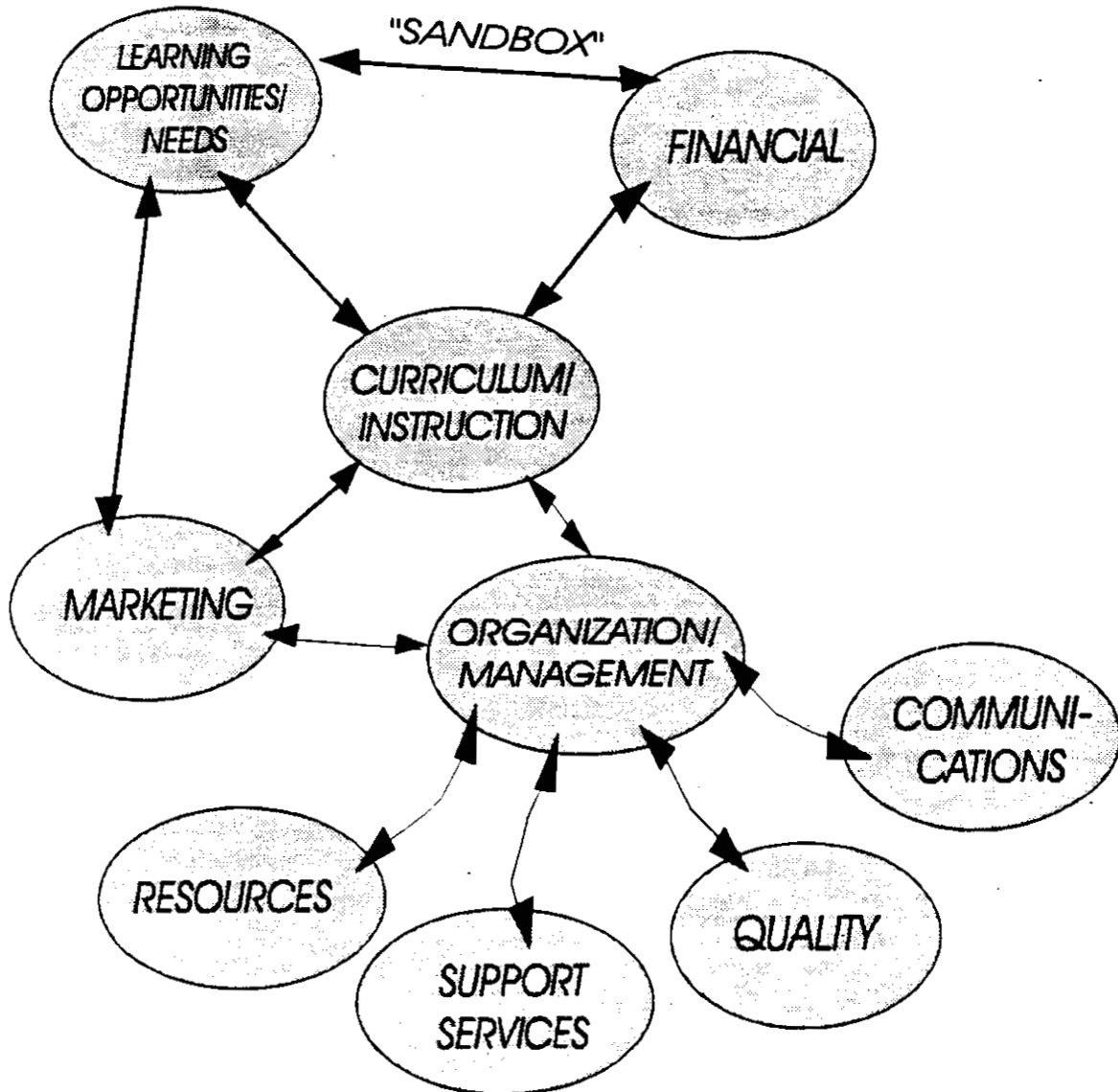
### **By the year 2001-2003, we envision...**

- ◇ a phone in every classroom
- ◇ every classroom teacher has access to:
  - e-mail
  - computer (s)
  - tools needed for instruction
  - electronic gradebook (productivity tools)
- ◇ different classroom setting/environment that facilitates the use of technology
- ◇ more computer based training (multiple classrooms per teacher and more distance learning )
- ◇ distance learning is a common channel for staff development (including video conferencing)
- ◇ an environment where student computers have equal access to district technology resources
- ◇ world classroom concepts (inter-classroom communications is a common tool)
- ◇ all YISD students have daily, equal access allowing them to be productive despite any physical or cognitive impairment
- ◇ laptops replacing book- INTERNET is key source of information for classroom activities
- ◇ greater parent involvement through use of technology with students providing training for parents
- ◇ telecommuting students and teachers
- ◇ computer literate teacher workforce that has integrated technology into the classroom curriculum (utilizing all district resources available)
- ◇ libraries and classrooms come together for research and instruction
- ◇ YISD graduates can compete aggressively in the workforce (technologically literate)
- ◇ increased staff support that focuses on diverse and specialized training needs and facilities
- ◇ less paper work, more electronic communication ("paperless district")
- ◇ YISD community able to work from home
- ◇ students, teachers, parents, personnel, etc. use technology as an internal part of building life-long learning and productivity skills
- ◇ all children and adults have immediate and personal access to technology productivity and communication tools through a network environment, promotes critical thinking and problem solving
- ◇ paperless human resources function in the district serving the district and the public ( better use of INTERNET to apply for YISD, employee benefits, etc.)
- ◇ better internal systems that facilitate YISD operations and communications leading to timely, effective use of resources
- ◇ better ways for individual instruction
- ◇ technology has fully integrated multi-lingualism into the curriculum
- ◇ teacher's and student's learning/teaching process is a never ending-learning process is a continuum
- ◇ parents contact "teachers" anytime/have access 24 hours a day
- ◇ district wide use of voice mail(homework hotline, calendaring, automated attendance, etc.)
- ◇ YISD education community has a shared vision of how technology permeates the learning process, business, personal lives, etc.

**YSLETA INDEPENDENT SCHOOL DISTRICT**  
**Long-Range Technology Plan**  
**STRATEGIC THINKING WORKSHOP**

- ◇ teachers use technology at home to:
  - access new instructional information
  - converse with other teachers
  - do research
  - do staff development
  - plan for instruction
- ◇ more parental involvement via technology
- ◇ fully functional YISD TRAINING CENTER
- ◇ efficient integration/packaging of technology systems to facilitate coordination, timing, and implementation
- ◇ within the region, students using technology to “visually” compare notes, research, results, etc. to share experiences, collaborate, cooperate
- ◇ YISD is part of a virtual community
- ◇ technology supports “home bound” community
- ◇ YISD has a formal program that helps parents get affordable technology into the homes
- ◇ YISD has implemented an aging process to guarantee technology currency
- ◇ INTERNET is a viable means of district communication (voice, data, graphics, etc.)
- ◇ “YISD SUPPORT CENTER” is helpful in fixing what’s broken
- ◇ teachers/administration are more efficient in recognizing/analyzing learning styles for students/teachers
- ◇ all members of YISD community recognize we all need to know pedagogy and androgogy
- ◇ YISD is a viable resource for other districts to access technology resources, expertise, and systems
- ◇ YISD technology “gurus” have incentives to promote technology use/training
- ◇ fixing technology quickly using spare parts, carry in, etc., with maintenance strategies that includes onsite campus expertise and funding
- ◇ YISD is part of a transparent learning community using technology as the common denominator

## CATEGORIES FOR CRITICAL SUCCESS FACTORS



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**YSLETA INDEPENDENT SCHOOL DISTRICT  
Long-Range Technology Plan  
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***KEY TERMS TO CONSIDER  
IN THE PLANNING PROCESS.....***

***What does YISD include in its definition of INFRASTRUCTURE??***

- full networking access from any workstation?
- INTERNET access?
- information systems?
- life cycle replacement and maintenance?
- technology use policies?

***What does YISD include in its definition of UNIVERSAL ACCESS?***

- who is included?
- in what priority?
- under what groundrules?

**YSLETA INDEPENDENT SCHOOL DISTRICT**  
**Long-Range Technology Plan**  
**STRATEGIC THINKING WORKSHOP**

## CRITICAL SUCCESS FACTORS

No. of Votes	CRITICAL SUCCESS FACTORS	STATE PLAN CATEGORY
29	<p><b>A) We must develop strategies to increase and assess student and educator technology proficiencies where, stakeholders are able to manipulate, evaluate, and filter information in order to synthesize and communicate new knowledge. (Learning Opportunities)</b></p> <p>This must include:</p> <p>1.) an educator hiring criteria requiring technology knowledge and skills in order to minimize retraining and enhance implementation of the YISD Technology Plan. <b>(Resource Management)</b></p> <p>2.) preparing students to graduate with technology work skills in order to compete in the global society. <b>(Curriculum/Instruction)</b></p>	<p>TEACHING / LEARNING</p>   <p>EDUCATION PREP &amp; DEVELOPMENT</p>   <p>TEACHING / LEARNING</p>
20	<p><b>B. We must use student data and electronic curriculum materials to create a systematic planning vehicle integrating technology into teaching, learning, and accountability systems, as well as, communicating the best teaching practices in order for student performance to be increased across the curriculum. (Curriculum/Instruction)</b></p> <p>This must include:</p> <p>1.) providing meaningful integration of technology into the learning process in order for students to learn how, when, and where to access information. <b>(Curriculum/Instruction)</b></p>	<p>TEACHING / LEARNING</p>      <p>TEACHING / LEARNING</p>
19	<p><b>C. We must provide and ensure universal access to appropriate electronic information resources in order that no one is denied opportunities to acquire knowledge through information access. (Resource Mgt.)</b></p> <p>This must include:</p> <p>1.) interim to full NET Schools implementation, providing access to technology using multiple delivery channels (especially to home-bound students) in order to make best use of time. (for example, YISD could own a television station). <b>(Resource Mgmt.)</b></p>	<p>TEACHING / LEARNING</p>      <p>INFRASTRUCTURE</p>

**YSLETA INDEPENDENT SCHOOL DISTRICT**  
**Long-Range Technology Plan**  
**STRATEGIC THINKING WORKSHOP**

	<p>2.) maximizing learning opportunities with technology outside the classroom for acceleration, remediation, and enrichment, (e.g., independent study), in order to raise student expectations, choices, and productivity. (<b>Learning Opportunities</b>)</p> <p>3.) the integration of university, trade schools, and continuing education to individualize professional growth providing more convenience and flexibility for YISD personnel in order to maintain skill currency and facilitate the sharing and distribution of technology knowledge and skills. (<b>Learning Opportunities</b>)</p>	<p>TEACHING / LEARNING</p> <p>EDUCATOR PREP &amp; DEVELOPMENT</p>
11	<p><b>D.</b> We must provide positive incentives and support to learn and use new teaching strategies, models, tools, and resources providing positives in the exploration and productive use of technology in order to challenge all educators to new levels of technology expertise. (<b>Organizational / Management</b>)</p> <p>This must include:</p> <p>1.) developing a critical mass of technology subject matter experts in order to promote technology as a basic skill and make available timely expertise in every level/ area needed. (<b>Organization / Management</b>)</p>	<p>EDUCATOR PREP &amp; DEVELOPMENT</p> <p>ADMINISTRATION &amp; SUPPORT</p>
24	<p><b>E.</b> We must develop and fund a training plan and provide opportunities to learn and develop model practices using technology in order to support and prepare educators to integrate technology in the classroom curriculum thus facilitating student learning. (<b>Resource Management</b>).</p> <p>This must include:</p> <p>1.) ongoing and appropriate training with quality trainers and training sites in order to properly utilize our technology resources. (<b>Resource Management</b>)</p> <p>2.) immediate integration of technology with current curriculum in order to make better use of current technology resources. (<b>Curriculum</b>)</p>	<p>EDUCATOR PREPARATION &amp; DEVELOPMENT</p> <p>EDUCATOR PREPARATION &amp; DEVELOPMENT</p> <p>TEACHING / LEARNING</p>
9	<p><b>F.</b> We must research, create, and implement <b>POLICIES</b> for access to information for the school community in order to integrate technology into instructional planning, management, and administration. (<b>Organization / Management</b>)</p>	<p>ADMINISTRATION &amp; SUPPORT</p>

**YSLETA INDEPENDENT SCHOOL DISTRICT**  
**Long-Range Technology Plan**  
**STRATEGIC THINKING WORKSHOP**

	<p>It must include:</p> <p>1.) maximizing technology availability throughout the district in order to minimize disruption of the learning process. ( for example, YISD Support Service Center) or feeder to high school regional support. <b>(Support Services)</b></p> <p>2.) expanding the “learning day” for schools and the community by using flexible staff scheduling in order to make district resources more widely available to the total community. <b>(Community Engagement)</b></p> <p>3.) improvement of the bid process in order to improve the delivery of services and equipment. <b>(Finance/ Support Services)</b></p>	<p>ADMINISTRATION AND SUPPORT</p> <p>ADMINISTRATION AND SUPPORT</p> <p>ADMINISTRATION AND SUPPORT</p>
<p>39</p>	<p><b>G. We must plan with the school community to create and commit the moneys for acquisition, support, maintenance and replacement of equipment, in order to build a shared vision and commitment to an organized and efficient use of varied funding sources for infrastructure and equipment. <b>(Financial)</b></b></p> <p>This must include:</p> <p>1.) providing the necessary technologies and support (human and materials) to connect communication devices into a cohesive and coherent network in order to enhance district communications and provide equitable access to all members of the learning community. <b>(Resource Management)</b></p> <p>2.) prioritization of technology implementation in order to ensure effective use of all resources. <b>(Resource Management)</b></p> <p>3.) implementation of district-wide obsolescence and replacement (AGING PROCESS) standards in order to have equitable access to up-to-date technology, information, and training and facilitate standardization. <b>(Quality)</b></p> <p>4.) addressing issues of technology redundancy and survivability in order to minimize the impact of hardware and software failure. <b>(Quality)</b></p> <p>5.) developing a flexible plan for constructing new facilities and retrofitting existing buildings in order to accommodate the needs of YISD’s evolving technology plan. <b>(Resource Management)</b></p>	<p>INFRASTRUCTURE</p> <p>INFRASTRUCTURE</p> <p>INFRASTRUCTURE</p> <p>ADMINISTRATION &amp; SUPPORT</p> <p>INFRASTRUCTURE</p> <p>INFRASTRUCTURE</p>

**YSLETA INDEPENDENT SCHOOL DISTRICT**  
**Long-Range Technology Plan**  
**STRATEGIC THINKING WORKSHOP**

	6.) providing an INTRANET for our instructional and administrative community in order to increase efficiency and provide timely service to our campus personnel. <b>(Communications)</b>	INFRASTRUCTURE
30	<p>H. We must have the proper financing to buy equipment, hire personnel, provide training, supply maintenance, and construct facilities in order to integrate YISD with the technological education community. <b>(Finance)</b></p> <p>We must include:</p> <p>1.) pursuit of outside funding (grants, advertising, partners in education, etc.), in order to garner additional money for technology acquisition. <b>(Finance)</b></p>	<p>ADMINISTRATION &amp; SUPPORT</p> <p>ADMINISTRATION &amp; SUPPORT</p>
6	<p>I. We must accept that technology advances breed change in the education process (e.g., changing teacher roles, redeployment of staff, new teaching strategies, etc.) in order to embrace YISD's technology plan focused on building critical, independent thinkers. <b>(Attitude)</b></p> <p>We must include:</p> <p>1.) delivering equitable and standardized technology in our schools, homes, and community in order to change the mindset of parents. <b>(Community)</b></p> <p>2.) accommodating changing roles and attitudes of educators in order to enhance the learning process. <b>(Attitude)</b></p>	<p>EDUCATOR PREP &amp; DEVELOPMENT</p> <p>EDUCATOR &amp; DEVELOPMENT</p> <p>EDUCATOR &amp; DEVELOPMENT</p>
23	<p>J. We must commit to on-site technology specialists on a full-time basis for every "x" number of technology devices, in order to more efficiently manage technology so learning goes uninterrupted. <b>(Support Services)</b></p>	ADMINISTRATION & SUPPORT
13	<p>K. We must define the parameters surrounding district vs. site-based management decisions in order to facilitate decision-making for more effective use of resources, thus eliminating unnecessary conflict and waste. <b>(Organization and Management)</b></p>	ADMINISTRATION AND SUPPORT
20	<p>L. We must establish and maintain alignment and congruence among the technology plan, district vision, stakeholders, and the community in line with government mandates in order to ensure YISD students can compete in the global community. <b>(Organization &amp; Management)</b></p>	ADMINISTRATION AND SUPPORT

**YSLETA INDEPENDENT SCHOOL DISTRICT**  
**Long-Range Technology Plan**  
**STRATEGIC THINKING WORKSHOP**

	<p>This must include:</p> <p>1.) changing the organizational management structure in order to effectively implement the district's technology. (<b>Organization &amp; Management</b>)</p>	<p><b>ADMINISTRATION &amp; SUPPORT</b></p>
4	<p>N. We must showcase our successes in implementing assistive technology programs (e.g., fine arts, medical school, entrepreneurship, disabled student communications, CATE initiatives, etc.) in order to market choices and attract new students allowing them to visualize the opportunities available through technology. (<b>Marketing</b>)</p>	<p><b>TEACHING / LEARNING</b></p>
3	<p>O. We must have timely delivery of district communications by using technology resources in our everyday operations (e.g., global broadcasting, electronic PIP, bulletin boards, newsletters, etc.) in order to maximize personal time management, communications, and productivity. (<b>Communications</b>)</p>	<p><b>ADMINISTRATION &amp; SUPPORT</b></p>
2	<p>P. We must maximize our technical investment by using campus technology, libraries, tech labs, WAN, etc. in order to GTBBFOB, (or "get the big bang for our buck") by opening campuses in the evening. (<b>Resource Management</b>)</p>	<p><b>INFRASTRUCTURE</b></p>
0	<p>Q. We must address the feasibility and congruency of the current campus application/access roll-out plan with the new YISD technology plan in order to maintain a high level of morale and enthusiasm, comply with state mandates, satisfy the e-rate criteria, and ensure the best use and coordination of resources. (<b>Organization/ Management</b>)</p>	<p><b>INFRASTRUCTURE</b></p>

**YSLETA INDEPENDENT SCHOOL DISTRICT**  
**Long-Range Technology Plan**  
**STRATEGIC THINKING WORKSHOP**

## **CRITICAL SUCCESS FACTORS SUMMARY**

*(Bold Items had 15 or more votes)*

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<b>LEARNING OPPORTUNITIES / NEEDS</b>	<b>(A, C2, C3)</b>
<b>CURRICULUM / INSTRUCTION</b>	<b>(A2, B, B1, E2)</b>
<b>MARKETING / COMMUNITY</b>	<b>(F2, I1, N)</b>
<b>COMMUNICATIONS/ ATTITUDE</b>	<b>(G6, I, I2, O)</b>
<b>FINANCIAL</b>	<b>(F3, G, H, H1 )</b>
<b>RESOURCE MANAGEMENT</b>	<b>(A1,C,C1, E, E1, G1,G2,G5, P)</b>
<b>SUPPORT SERVICES</b>	<b>(F1, J)</b>
<b>ORGANIZATION / MANAGEMENT</b>	<b>(D, D1, F, K, M, M1,Q)</b>
<b>QUALITY</b>	<b>(G3, G4, L)</b>

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**YSLETA INDEPENDENT SCHOOL DISTRICT**  
**Long-Range Technology Plan**  
**STRATEGIC THINKING WORKSHOP**

## **GOALS / OBJECTIVES**

### **I. CURRICULUM / INSTRUCTION**

**GOAL I-A** To use technology to INCREASE STUDENT PERFORMANCE across the curriculum.

Measured by:

- quality and number of student whose products demonstrate technology use (1998-1999)
- increased graduation rates (1998-1999)
- reduced failure rates (1998-1999)
- increased attendance rates (1998-1999)
- increased enrollment in technology classes (1998-1999)

**GOAL I-B** To provide instruction to prepare students with TECHNOLOGY WORK SKILLS ready to compete in a global society.

Measured by:

- 100% of students demonstrate mastery of target set by technology TEKS by 2001
- feedback / input from business/ community using YISD alumni starting summer of 1998
- 75% satisfaction of alumni regarding technology preparation (1999-2000)

### **II. LEARNING OPPORTUNITIES/NEEDS**

**GOAL II-A**: To synthesize and communicate relevant knowledge by developing strategies to increase/ assess student/educator TECHNOLOGY PROFICIENCIES.

Measured by:

- 100% of student projects demonstrate comprehensive use/ application of technology by 1998-1999  
100% of all students demonstration technology related outcomes in age appropriate activities by 1998-1999
- 100% of all educators demonstrate knowledge skills in use/ application of technology by 2001
  - ◊ gradebooks
  - ◊ portfolios
  - ◊ lesson plans
  - ◊ e-mail
  - ◊ INTERNET
- integration of technology into curriculum (PDAS) to use all available technology resources to produce age-appropriate student products by 1998-1999

**GOAL II-B**: To provide access to technology to raise student expectations, choices and productivity by MAXIMIZING LEARNING OPPORTUNITIES.

Measured by:

- educator 1:1 computer ratio by 2001
- student computer/ workstation ratio 3:1 by 2001
- student laptop ratio 1:1 by 2010

**YSLETA INDEPENDENT SCHOOL DISTRICT**  
**Long-Range Technology Plan**  
**STRATEGIC THINKING WORKSHOP**

**GOAL II-C** To maintain EDUCATOR'S SKILL CURRENCY and facilitate the sharing and distribution of technology knowledge and skills.

Measured by:

- Integration of distance learning starting in 1998-1999
  - ◊ university classes
  - ◊ professional development
  - ◊ continuing education
  - ◊ peer modeling
- 100% of enrollment in technology-related classes by 2000
- 100% participation in YISD staff development training
- 80% of educators satisfy the district minimum technology skills profile by 2001

**GOAL II-D**: To provide opportunities to acquire knowledge through information by providing/ENSURING UNIVERSAL ACCESS to appropriate electronic information resources.

Measured by:

- 30+% annual student enrollment increase in technology related courses
- 100% connectivity of students by 2000-2001 academic year
- 100% of all new resources coming into YISD will be by network - LAN/WAN
- integrate existing resources at the rate of 30% annually to be completed by 2000-2001

### III. MARKETING/COMMUNITY

**GOAL III-A**: To make district resources widely available to the community by EXPANDING THE "LEARNING DAY" and using FLEXIBLE STAFF SCHEDULING.

Measured by:

- 80% satisfaction of the user community with the hours for technology access (survey by YE 2000) (summer school program/ weekend program)
- starting 1998-1999, definitive yearly assessment of the technology use and inventory
- 75% of all campus use home liaison personnel to open campuses (by 1998-1999)

**GOAL III-B**: To change parental mindsets by delivering EQUITABLE and STANDARD TECHNOLOGY in our schools, homes, and community "getting the best bang for our buck" (GTBBFOB) by opening campuses in the evenings.

Measured by:

- community volunteers identified and trained by 1999-2000
- the number (no less than one) of schools opened (community access) after school hours per attendance area by 1999-2000
- 60% of parents are satisfied with access to technology as surveyed by May 1999
- 10% of increase of annually in parental attendance in technology related classes/ activities
- by end of 1998/1999, build home inventory survey to determine
  - ◊ parental attitude
  - ◊ use of technology by parents/ siblings at home, work, other environments (inventory of home technology-VCR's, computers, etc.)
  - ◊ parental needs (e.g. more and better equipment, etc.)

**YSLETA INDEPENDENT SCHOOL DISTRICT**  
**Long-Range Technology Plan**  
**STRATEGIC THINKING WORKSHOP**

**GOAL III-C:** To market technology choices and attract new students to the district by **SHOWCASING OUR SUCCESSES** in technology related support programs.

Measured by:

- 2% increase annually of students from other districts attending YISD school/ programs
- number of students who graduate from our schools and are successful in technology related fields (outsource contract)
- 20% annual increase in number of avenues used to "advertise" district programs (magnet schools, former students, actual student products in the community [ on TV, in paper. in community] )

## IV. COMMUNICATIONS/ATTITUDE

**GOAL IV-A:** To convince YISD educators (faculty and administrators) that the YISD **TECHNOLOGY** plan **CAN ENHANCE** the **LEARNING** process, encourage parental involvement, and increase teacher effectiveness.

Measured by:

- all teachers demonstrate use of technology within the evaluation process(PDAS) by the end of 1998-1999 evaluation process timelines
- with in 3 years ( 1999-2000) all attendance areas will have a minimum of 5 "technologists" each to serve administration with instructional technology needs within 3 years (1999-2000)

## V. FINANCIAL

**GOAL V-A:** To improve the delivery of services and equipment through **AN IMPROVED BID PROCESS** that aligns the competitive market process with the educational focus so that the receipt of goods does not impair the teaching and learning process.

Measured by:

- 50% decrease in current delivery time for technology by YE 1998-1999
- establish a "technology procurement team" that increase delivery service by September 1999
- 80% user satisfaction level regarding the concurrent delivery of technology with services and completion of projects by September 1998
- establish a procedure to handle emergency (walk through) purchases by June 1998
- require participating vendors to reply "electronically" by August 1998
- performance review of vendors to ensure timely delivery (September 1998)
- annually participate in purchasing consortiums (regional, state-wide)
- development of quality standards to assure 80% of consumer satisfaction by September 1998
- 100% of all campus have a technology plan (standards) to facilitate the purchase of technology by September 1998
- annually produce procurement standards to configure/ recommended systems used by 100% of the district by 1998-1999

**YSLETA INDEPENDENT SCHOOL DISTRICT**  
**Long-Range Technology Plan**  
**STRATEGIC THINKING WORKSHOP**

**GOAL V-B:** To build a shared vision and commitment to an organized and EFFICIENT USE OF VARIED FUNDING for full integration of technology into YISD, planning with the school community on how to commit proper funding for equipment, personnel, maintenance, and construction.

Measured by:

- providing and taking advantage of current leasing options for technology (1998-1999)
- implementing a formal marketing process to support an established YISD Technical Support Foundation to access funding from the outside (May 1999) with a target of \$1M per year for the next five years
- pursuit of collaborative grant sources to fund technical initiatives of \$1 million for each of the next five years starting in September 1998
- 100% of YISD employees will have district provided e-mail, INTERNET, etc. access by September 1999
- by September 1999, contracted resources, dedicated personnel, and time will be formally committed in the YISD budget

## VI. RESOURCES MANAGEMENT

**GOAL VI-A:** To minimize retraining and enhance implementation of the YISD technology plan by implementing a HIRING CRITERIA REQUIRING TECHNOLOGY knowledge and skills.

Measured by:

- job descriptions have technology skills integrated as requirements/ desirable by April 1998
- applicants demonstrate skills as appropriate to job responsibilities
- 100% of technology related profile skills are used in substitute teacher and librarian training starting August 1998
- by Spring 1999, integration of district technology skills into the interviewing process and competency testing (e.g., portfolios)

**GOAL VI-B:** To deliver enhanced instruction, time, and programs by providing access to technology using MULTIPLE DELIVERY CHANNELS, especially to home-bound students.

Measured by:

- yearly evaluation of teachers demonstrating 30+% usage of teaching devices
- 80% satisfaction level of effectiveness of access by unique student populations and educators with access to defined delivery media channels starting in 1998-1999
- implementation of effectiveness evaluation tools starting in 1998-1999

**GOAL VI-C:** To support and prepare educators to integrate technology in the classroom by developing/funding on-going and appropriate TRAINING, providing opportunities to learn and model practices..

Measured by:

- 30% educators trained- attend NLT one workshop 1998-1999
- District Technology Training Department created in 1998
- 100% campuses delivering in-house technical training 1998-1999( CEIC/CAP/Calendars)
- training sites by attendance area available by 1999