IDEA PUBLIC SCHOOLS

LONG RANGE TECHNOLOGY PLAN

2009 - 2011

Vision

Students engage in high-level activities at all classes that prepare them for real life in any university through accessible technology inside and outside the classroom. Students can access the highest instructional technologies 24/7 and take advantage of customized on-line courses and learning reinforcement. All teachers engage in professional development to enhance their own skills and become experts in the integration of technology applications and state curriculum. Educators make use of educational technologies to design effective lesson plans that provide students with optimal learning. Educators benefit from accessible technology inside and outside the school to assess students through well elaborated computer-based assessments whenever they determine. Technology and infrastructure is available for students, educators, administrators, parents and stakeholders to enhance the teaching-learning process on a 24/7 basis.

Assessment

The actual state of IDEA Frontier Academy in regards to the four key areas of technology integration was measured by using the STaR Chart tool.

Teaching and learning

Most teachers do not design an instructional setting by integrating technology skills with content curriculum. In our vision all educators are able to design effective instructional planning by using technology application skills and creating an on-line supported learning environment.

Educator preparation and development

Most teachers participate in continuous training to develop computer literacy for administrative assignments. In our vision all educators are not just computer literates, but they are experts in the integration of technology applications and content curriculum. To do so, all educators must attend professional training on technology integration and on-line based assessing.

Leadership, administration and instructional support

The IDEA Frontier Academy leads a technology integration setting by providing and communicating a vision of integration of technology, establishing annual objectives and assigning budget to necessary resources to meet the goals in the campus improvement plan. In our vision educators receive support and follow-up to implement their technology integration skills. In our vision educators guide their decisions by specific policies and guidelines about technology integration and on-line teaching/learning.

Infrastructure for technology

The IDEA Frontier Academy campus is equipped with the adequate bandwidth for Internet connection inside all rooms. Computers in the classrooms are available just when a previous request is made by the teacher. The average students per computer connected to the Internet is 8. In our vision all classrooms have a ratio of 4 students to 1 access to Internet-connected computer.

Goals and Planning

Key Area: Teaching and Learning

Goal 1: All Educators will use a minimum of one online tool per school year to reinforce learning process.

Action	All educators must attend a minimum of 5 hours per school year of training on online tools	Teachers will use a minimum of one online tool per school year with educational purposes to create an online supported environment in class	Teachers will create a portfolio of online tool used with record of lesson plans
Time	Aug/2009 – Jul/2010	Aug/2009 – Jul/2010	Aug/2009 – Jul/2010
Responsible Parties	Administrators	Educators	Educators
Estimated Cost	10,000	N/A	N/A
Evaluation	Training attendance records	Portfolio and lesson plans	Portfolio and lesson plans
Notes		Teachers must start using online tools as soon as they finish the first 5 hours of training on online tools.	

Key Area: Educator Preparation and Development

Goal 2: All Educators will attend a minimum of ten hours of professional development per school year on technology integration.

Action	All educators must attend a minimum of 10 hours per school year of training on technology integration in the classroom	Teachers will design effective lesson plans that integrate technology skills with content curriculum in a minimum of once a day	As part of teachers' evaluation, administrators will follow-up on technology integration by observing classes and verifying how

			effectively technology is being used
Time	Aug/2009 – Jul/2010	Aug/2009 – Jul/2010	Aug/2009 – Jul/2010
Responsible Parties	Administrators, educators	Educators	Administrators
Estimated Cost	20,000	N/A	N/A
Evaluation	Training attendance records	Lesson plans	Teachers' evaluation on technology integration
Notes		Teachers must start integrating technology in lesson plans the next week after the training is finished	

Key Area: <u>Leadership, Administration and Instructional Support</u>

Goal 3: To create a handbook for technology integration and online supported environment to serve as a guide to educators and administrators on the use of technology in the classroom.

Action	Create a committee in charge of establishing policies for technology integration handbook	Committee will establish policies and guidelines concerning professional development, implementation, assessment, evaluation and enhancement of technology integration	Communicate the handbook to all educators, administrators and staff	Review handbook and make the necessary adjustments
Time	Aug/2009 – Sep/2009	Oct/2009 – Apr/2010	May/2010 – Jun/2010 As stated in	As stated in handbook

			handbook	
Responsible Parties	Administrators, educators, MTT	Technology integration committee	Stated in handbook in distribution list	Stated in handbook
Estimated Cost	N/A	N/A	N/A	N/A
Evaluation	Committee members list	Technology integration handbook	Checklist of distribution list	Adjustments-to-handbook record
Notes	The committee must include educators, administrators, MTT. Total members will be 6.		Handbook must establish a distribution list and assign times to give out	Handbook must establish times and responsible parties to review handbook

Key Area: <u>Infrastructure for Technology</u>

Goal 4: All classrooms will have a ratio of 4 students to 1 access to Internet-connected computer.

Action	Recommend minimum system requirements for classroom computers based on students' grade level and the software they use	Purchasing process to acquire computers	Computer installation (hardware and software) inside classrooms in a ratio of 4 students to 1 computer connected to Internet
Time	Aug/2009 – Nov/2009	Dec/2009 – May/2010	Jun/2009 – Jul/2010 (summer break)
Responsible Parties	Technical staff	Administrators	Technical staff
Estimated Cost	N/A	90,000	20,000
Evaluation	Minimum system requirements file	Computers	Computer installation checklist

Notes			Outsourcing company to support technical staff for installation

Implementation

In order to successfully implement this technology plan, administrators, educators and staff must actively participate as indicated in the planning. All staff on campus, including teachers, should collaborate to technology integration by correctly informing administrators and MTT their progress and needs. Every effort made to effectively integrate technology will lead to shape 21st century skilled students, and this is our goal.

Educators must commit in attendance to professional development and beyond to integrate technology in content classes in a substantial value. Although educators might use technology to teach, it is imperative to continuously enhance their lesson plans and request the resources they need for an excellent technology supported class.

Administrators must facilitate and support educators and staff with every effort for providing the necessary resources for creating a technology supported environment that improves high quality teaching. No educator should find boundaries on their way to integrate technology in the classroom, and that is the administrators' duty.

Administrators, parents and community leaders will remain informed about plan's progress through monthly reports that briefly describe the action plan in course and its importance. In one paper sheet we should be able to explain to stakeholders how technology is helping our students improve their academic skills based on evaluation of this plan, upgrade in STaR chart and better scores in TAKS.

The forces that will propel this technology plan forward are mostly about people; our educators and administrators make their best every day to team play towards a high-quality education for students and their parents, who are expecting their children to get the tools to go to university. Educators, administrators and parents are committed to make IDEA the best option for students and parents that want a higher-level education. Nevertheless, there will be limitations in the plan success mostly about own people's limitations. Some teachers will not be as successful as others to implement technology integration because they will not understand technology as good as other teachers will. Educators were taught in a non-technology supported environment and it will be difficult to change their teaching style.

Evaluation

As methods to evaluate the action plan progress we will use mostly lesson plan records, checklists, training attendance, teacher's evaluations and a handbook, as stated in the planning section. The information returned by the evaluation will be of the use of administrators and MTT, both parties will be in charge of collecting above mentioned records and using them to corroborate the plan's progress and monthly inform stakeholders, including parents, of the impact to student's learning progress. As part of evaluation, there must be attachments added to this plan with the monthly reports and an internal report (for administrators) on how the estimated cost and times are developing. The evaluation also will be useful to propel the plan towards success if it is not going to the correct path.