ELGIN ISD

LONG RANGE TECHNOLOGY PLAN

2024 – 2027

ELGIN ISD

ESC Region-13
County District Number 011902

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Introduction

In this day and age, Technology has the potential to affect almost every operational aspect of a school district. Learning, instruction, professional development, administration, facilities management, and communication in the Elgin Independent School District (EISD) are unquestionably influenced by technology each and every day.

Students can be given an educational edge with technology. It can provide a means to relieve them of the "boredom epidemic" found in so many classrooms. Technology empowers students while raising their confidence. It enhances the curriculum and incorporates a world full of digital resources and content. "It supports an engaging, relevant, and future-focused system of education for young Texas learners, preparing each student for success and productivity as a lifetime learner, a world-class communicator, a competitive and creative knowledge worker, and an engaged and contributing member of our emerging digital society." (Robert Scott, Texas Commissioner of Education, December 2010).

Technology can supply educators and administrators the means to tap into a network of innovative resources and techniques for instruction, collaboration, and communication. It can present fresh and contemporary approaches to assist students with diverse learning styles. With principals playing the role of campus instructional leaders, technology may very well provide solutions to improve communication and their overall effectiveness while possibly bridging the digital divide and closing student achievement gaps.

Due to technology, parents can enjoy improved access to information regarding their children's scholastic performance and attendance. In addition, community members can benefit from timely and relevant news regarding the school district.

It should be noted that technology is not an end unto itself. It is a means for accomplishing results. Ultimately, the effectiveness and usefulness of technology is determined by the way we as a district and community plan for, implement, and evaluate its use to achieve our goals.

In 2001, Marc Prensky published a series of articles entitled "Digital Natives, Digital Immigrants." Prensky campaigned for necessary changes in public education due to developments in technology.

> Today's students are no longer the people our educational system was designed to teach. Today's students have not just changed incrementally from those of the past, nor simply changed their slang, clothes, body adornments, or styles, as has happened between generations previously. A really big discontinuity has taken place. One might even call it a "singularity" – an event which changes things so fundamentally that there is absolutely no going back. This so-called "singularity" is the arrival and rapid dissemination of digital technology in the last decades of the twentieth century.
>
> Today's students – K-12 through college – represent the first generations to grow up with this new technology. They have spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age. Today's average college grads have spent fewer than 5,000 hours of their lives reading, but over 10,000 hours playing video games (not to mention 20,000 hours watching TV). Computer games, e-mail, the Internet, cell phones and instant messaging are integral parts of their lives. It is now clear that, as a result of this ubiquitous environment and the sheer volume of their interaction with it, today's students think and process information fundamentally differently from their predecessors. These differences go far further and deeper than most educators suspect or realize.
>
> The most useful designation I have found for these students is Digital Natives. Our students today are all "native speakers" of the digital language of computers, video games and the Internet. So what does that make the rest of us? Those of us who were not born into the digital world but have, at some later point in our lives, become fascinated by and adopted many or most aspects of the new technology are, and always will be, compared with them, Digital Immigrants.
>
> We need to invent Digital Native methodologies for all subjects, at all levels, using our students to guide us. Today's teachers have to learn to communicate in the language and
>
> style of their students. This doesn't mean changing the meaning of what is important, or of good

thinking skills. But it does mean going faster, less step-by step, more in parallel, with more random access, among other things. Digital Immigrant teachers assume that learners are the same as they have always been, and that the same methods that worked for the teachers when they were students will work for their students now. But that assumption is no longer valid.

"Every time I go to school I have to power down," complains a high-school student. Is it that Digital Natives can't pay attention, or that they choose not to? Often from the Natives' point of view their Digital Immigrant instructors make their education not worth paying attention to compared with everything else they experience – and then they blame them for not paying attention! Digital Immigrants typically have very little appreciation for these new skills that the Natives have acquired and perfected though years of interaction and practice. These skills are almost totally foreign to the Immigrants, who themselves learned – and so choose to teach – slowly, step-by-step, one thing at a time, individually, and above all seriously.

There are hundreds of examples of the digital immigrant "accent." They include printing out your e-mail (or having your secretary print it out for you – an even "thicker" accent); needing to print out a document written on the computer in order to edit it (rather than just editing on the screen); and bringing people physically into your office to see an interesting Web site (rather than just sending them the URL). I'm sure that you can think of one or two examples of your own without much effort. My own favorite example is the "Did you get my e-mail?" phone call. Those of us who are Digital Immigrants can, and should, laugh at ourselves and our "accent." But this is not just a joke. It's very serious, because the single biggest problem facing education today is that our Digital Immigrant instructors, who speak an outdated language (that of the pre-digital age), are struggling to teach a population that speaks an entirely new language. This is obvious to the Digital Natives – school often feels pretty much as if we've brought in a population of heavily accented, unintelligible foreigners to lecture them. They often can't understand what the Immigrants are saying.

Digital Natives are used to receiving information really fast. They like to parallel process and multi-task. They prefer their graphics before their text rather than the opposite. They prefer random access (like hypertext). They function best when networked. They thrive on instant gratification and frequent rewards. They prefer games to "serious" work. (Does any of this sound familiar?)

Based on Prensky's articles, we still have a Digital Native / Digital Immigrant divide. We must adapt to this new environment if we desire improved success with future generations of students. In EISD, our primary technology goal is to improving classroom instruction by providing educational technology resources to our teachers and students. This will serve to **enhance** curriculum, **engage** students, and **equip** students and staff for 21st Century life. Developing habits of mind that are necessary for self- and life-long learning will train our students to encounter problems with confidence. We must emphasize technology techniques for improving instruction and learning through the application of field research on effective schools and on models of instruction. Other related topics include the following:

- integration of technology and curriculum to support effective learning
- delivery, development, prescription, and assessment of instruction
- effective use of technology as an aid to problem solving and critical thinking
- school and classroom management
- educational research
- electronic information access and exchange
- personal and professional productivity
- technology leadership

This state and nation have moved from an industrial, manufacturing era to an information-based economy. The essential skills of this new economy are not forged in simple machines and basic literacy; instead, the essential skills required in this new era are those of agility, self-reliance, self-motivation, problem-solving, collaboration, life-long learning and facility in using

information and communication technologies. In the global economies of the 21st Century, educators are connecting undiscovered knowledge pools across the globe, where intellectual work and intellectual capital can be delivered from anywhere and at any time. Technology and

advanced communications have transformed the world into a global community where workplaces are constantly evolving to respond to global market expectations for products and services. Competitive businesses will require employees to acquire new knowledge, learn new technologies, rapidly process information, make decisions, and communicate in a globally diverse society.

Today's students are technology-savvy, feel strongly about the positive value of technology, and rely upon technology as an essential and preferred component of every aspect of their lives. Today's students need access to life-changing tools that are available for their use before they walk into a school building. With different expectations, these learners require a significant, immediate shift in teaching methodology.

The 21st Century learner expects content to be relevant and presented in a way that applies to the student's individual learning style. Learning no longer can be "one-size fits all," It must be tailored to the individual and accomplished through a multitude of learning resources, digital content, and multimedia resources in a variety of learning environments.

It is essential to teach the basics in which learning skills, in addition to content, are the focus. Students require skills that allow them to communicate in a technology-enriched society. They need technical as well as traditional reading and writing skills, and they need analytical skills for accessing and applying information. Problem-solving and reasoning skills must be learned so these students become analytical thinkers in a digital age. Students expect these skills and new subject matter to be taught with engaging methodologies and digital tools.

Today's students are different. They don't know a world without color TV, video games, cell phones, and the Internet. Outside the classroom, they are growing up in a multi-sensory, multimedia, computer-driven world which provides a clear, vivid presentation of information.

-Excerpts from the *Texas Education Agency's Long-Range Plan for Technology, 2006-2020*

More than ever, students, educators, and parents have many new learning opportunities made possible as a result of digital technology. The vision of the state's *Long-Range Plan* is obtainable in more ways than ever imagined through the use of digital content, new mobile technology devices, online and blended learning, professional learning communities, and the extension of learning into the home and into the broader community. Texas classrooms are being transformed with new instructional practices for teachers and new learning environments for students.

-Excerpt from the 2010 *Progress Report on the Long-Range Plan for Technology, 2006-2020*

Executive Summary

Elgin Independent School District (EISD) serves over 5900 students each year. Our percentage of annual growth has recently increased and the estimated growth projection is significant in the next few years. This forecasted population growth represents new opportunities for our educational technology implementation. EISD recognizes that technology plays an exponentially increasing role in both the instructional and operational sides of the school district.

Instructionally, we strive to create a technology environment that enhances and facilitates quality teaching and life-long learning; a setting where high performance and deep engagement occur consistently in the classroom and beyond the walls of the school. Technology serves as an agent for student achievement through academic performance, as well as the improvement of educational quality. It is a valuable tool and resource that enhances education, engages students, and equips students for a life of learning beyond K-12 education. The EISD teaching atmosphere will be improved through educator preparation and curriculum development. Furthermore, EISD students will have access to digital tools and resources twenty-four hours a day, seven days a week that are appropriate to their individual strengths, needs, talents, and learning styles. We must produce students that will thrive in today's competitive global workforce.

Administratively, we must use emerging technologies to work efficiently and raise productivity. We must continue to learn and utilize new ways to communicate with our stakeholders, and provide safe and secure digital environments for our students and staff members. Administration, support services, and community partnerships all play a part in this endeavor.

We believe technology will promote dimensions in the instructional program and will be used as a tool to support the work of individuals and groups, allowing students to synthesize knowledge, create solutions, and evaluate results. The latest innovations will be used in all areas of the school: administrative use, teacher utilization, student performance, distance learning, and life-long learning. Technology will be integrated into all disciplines: administrative, instructional, support services, community education, and business partnerships. Core curriculum courses, as well as electives, will reflect this implementation. Technology integration is a vital part of the TEKS and is continually implemented at all grade levels.

To succeed in the work force of the twenty-first century, each student must have more than just adequate technological skills. It is our goal to meet this need. Each student will exit Elgin Independent School District with a strong technological foundation. This foundation may include skills such as multimedia utilization, digital graphics, video technology, web mastery, animation design, network design, and desktop publishing.

This technology plan, developed in 2024, will be used to establish guidelines for current and upcoming technology initiatives over the next several years. The *EISD Long Range Technology Plan* is aligned with the EISD District Scorecard and the Texas Education Agency's Long Range Technology Plan. Within the framework of these state and local plans, the EISD Long Range Technology Plan identifies goals and objectives for the use of technology. It also outlines the specific steps that we must take to reach those goals, and defines metrics for each task to continually assess and evaluate our progress.

The *EISD Long Range Technology Plan* was the result of a collaborative effort by the EISD Technology Advisory Committee (TAC). TAC members include district and campus administrators, teachers, technology staff, and business and community representatives. The plan will be reviewed, updated, and amended semi-annually so that it reflects the changing nature of technology and its influence on educational methodologies.

The goals and strategies listed in this plan have been delineated to address the mission of EISD, the community's educational leader, which is to provide a high quality education for all children.

The following goals provide the focus for our plan:

- **GOAL 1 (Teaching and Learning): Improve student learning and achievement through the integration of technology into instruction and learning across all areas of the curriculum.**

- **GOAL 2 (Educator Preparation and Development): Provide district-wide professional development to equip EISD stakeholders with the knowledge, skills, and strategies to purposefully integrate technology resources into learning experiences.**

- **GOAL 3 (Leadership, Administration, and Instructional Support): Ensure that district and campus leadership have a shared technology vision, provide support, and sustain a collaborative and equitable technology-rich learning community for all district stakeholders.**

- **GOAL 4 (Infrastructure for Technology): Enhance and maintain a safe, secure, flexible, and reliable information technology infrastructure that provides a high-quality environment for teaching, learning, and administrative requirements.**

A successful implementation of this plan requires teamwork from all stakeholders along with the appropriation and assignment of essential resources. We will achieve our goals.

Technology Department: Responsibility Statement

The Elgin Independent School District supports state of the art technology in action as a model for the future. This technology must work synergistically and be infused into instruction ensuring a quality education with equitable access for all users.

Mission Statement

Elgin ISD ensures a high-quality education that guarantees a life-changing experience for all.

Vision Statement

Choice and opportunity for all.

Compelling Purpose

In Elgin ISD, we believe that every student deserves engaging, innovative educational experiences so that they are provided choice and opportunity for their future.

Technology Integration

The Elgin ISD Long Range Technology Plan is focused on student learning merged with technology. The technology is viewed as a means to an end, and not an end unto itself.

The following components are defined as essential to the effective technology integration for the Elgin ISD Long-Range Technology Plan for 2024 -2027 by the Technology Advisory Committee:

Here are some key factors for successful technology integration:

- Technology is integrated into the district curriculum documents.
- EISD devices are utilized in classrooms.
- Every student has access to a device.
- High speed Internet access is available for all staff members and students.
- Teachers are using learning strategies to gather real time feedback to adjust lessons.
- Campus administrators are using date to analyze the needs of students and teachers to develop a training plan for teachers.
- District leadership are using walkthrough observational data to make decisions and give support.

This plan is a result of careful consideration of the current state of technology in Elgin ISD, as well as previous actions taken to begin the evolution of technology integration in our district. It attempts to address curriculum needs of students and personnel in the district and is intended as a guide for all technology purchases so as to maintain our technology-rich school district. The plan addresses where we as a district want to go in the next 3 years, and outlines a coordinated plan to reach that goal. The plan should not be considered a final document. Considering today's rapidly changing technology and current environmental situations, any technology plan is a continually changing document, which must be updated annually.

Expansion of the infrastructure for new facilities, support within the district, outreach to the community, maintaining the security of technology, fiscal responsibility, teacher competency and leadership, and most importantly student success and achievement, were the basis of the plan.

DISTRICT PROFILE

Number of Campuses - Elgin ISD	8
Non-Instructional Facilities	6
Total student enrollment	Planned for over 6000
Percent economically disadvantaged	78.01%
Number of campuses with high speed internet that meet or exceed FCC target (1 Gbps /1000 students)	1 - 1.6 GB 2 - 10 GB 5 - 40 GB
Percentage of classrooms with WiFi access	100%
Student/computing device ratio	1:1
Teacher/computing device ratio	1:1
CIPA compliance (Yes/No)	Yes
Years included in this Technology plan	2024-2027

TECHNOLOGY PLANNING COMMITTEE

Name	Title	Name	Title
Brian Page	Chief Technology Officer	Bobby Block	Director of CCMR & P-Tech
Sandra Negro	Coordinator of Digital Learning	Franck Yougone	ACE Director
David Wysocki	Systems Engineer	Kelly Clark	Librarian
Valerie Huss	Lead Technician	Dr. Elisa Clark	Coordinator of Bilingual Education
Jillian Robinson	Instructional Technology Coordinator	Ashton Booth	Director of Special Education
Ivonne Vasquez	Instructional Technology Coordinator	Alicia Woehl	Parent
Elliot Sung	Instructional Technology Coordinator	Ryan Green	Parent
Tianna Glover	Instructional Technology Coordinator	Charles Rogers	Parent
Contessa Lake	Elementary Technologist & Teacher		
Regina Farmer	Elementary Technologist & Teacher		
Natasha Pruitt	Elementary Technologist & Teacher		
Jeffrey Martinez	Principal		
Bobby Joe Truhill	Principal		
Megan Wehrle	Principal		
Rick Reyes	Executive Director of Leadership & Campus Support		

Elgin ISD would like to thank the Elgin community members and Board of Trustees for their many years of dedicated support of technology in Elgin Independent School District.

BACKGROUND

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

- A review of district goals and initiatives
- A review of district curriculum guides
- A review of district state of technology
- A survey of school site hardware and instructional resources
- Feedback from students, teachers, administrators, and parents
- Interviews with site and district administrators and representatives from the Elgin ISD community
- Past district technology plans
- Collaboration with other school districts
- Ongoing collaboration with the district technology advisory committee

PARAMETERS

This Technology Plan is driven by the curriculum standards and requirements of the Every Student Succeeds Act of 2015, FCC's E-Rate modernization order of 2014, and TEA's Long Range Technology Plan 2018-2023, and supports the educational mission and instructional goals of Elgin ISD. Specific attention is given to addressing student standards for technology as defined by the Technology Applications Texas Essential Knowledge and Skills (TEKS), required in the Texas Education Code, Section 28.002. The Technology Applications TEKS found in 19 TAC Chapter 126 describe what students should know and be able to do using technology. As a part of the enrichment curriculum, these TEKS are to be used as guidelines for providing instruction. The goal of the Technology Applications TEKS is for students to gain technology-based knowledge and skills and to apply them to all curriculum areas at all grade levels.

The plan stresses the importance of ongoing and sustained staff development in the integration of technology into the curriculum for teachers, principals, administrators, and school library media personnel to further the effective use of technology in any and all instructional areas, as well as at home. It also is consistent with the recommendations for LEAs as defined by the Texas Long-Range Plan for Technology in the areas of Teaching and Learning, Educator Preparation and Development, Administration and Support Services, and Infrastructure for Technology, and other state and national standards, such as the Technology Applications Standards for Teachers and Administrators.

PURPOSE

Elgin ISD has prepared this Technology Plan to articulate a common vision for technology in the district and identify the strategies that will help with the use of advanced technology. The purpose of the Elgin Independent School District technology program is to create, maintain, and perpetuate an environment in which students, teachers, administrators and the community use technology as a tool for learning. Students need to be able to locate and manage resources for problem solving, work cooperatively on a team, read for information and application, calculate and measure for information and application, and communicate verbally and in writing. Technology is a tool for accomplishing these student needs. The Elgin Independent School District supports innovative technology in action. This technology must work synergistically and be infused into the daily education experience ensuring equal access for all users and a collaborative effort between school, home, and community to maximize choice and opportunity.

An important factor in determining the successful use of technology in the classroom is the teacher's willingness and ability to appropriately integrate technology into the curriculum, as measured by TTESS evaluations.

To realize this vision:

- Technology will be pervasive in every instructional setting and integrated throughout the curriculum guides.
- Readily available support will be provided to teachers and staff by the Technology and Teaching & Learning Departments.
- Teachers and students will be provided with current technologies that make learning interesting, motivating, secure, and relevant.
    - Grades 7-12 will remain 1:1 with student to device ratio
    - All other grades will have carts of student devices as defined by the district and campus individual needs.
    - All campuses will have the necessary number of devices needed to move to remote learning solution, if needed.
- Teachers and staff will be prepared to use the tools of technology to improve the teaching and learning process through ongoing training by the Texas Computer Education Association and other integration resources.

Needs Assessment

ASSESSMENT PROCESS

An annual comprehensive needs assessment will be conducted collaboratively by the Technology and Teaching & Learning Departments. This effort will utilize classroom observations and online teacher, student, and parent surveys to obtain input regarding the direction technology should take in the district. The Technology Advisory Committee (TAC) will determine additional data sources, as needed.

In addition, a current inventory and life cycle refresh schedule was analyzed for funding projection needed to maintain and enhance existing equipment, as well as decommission outdated technology. Items analyzed included: infrastructure, hardware, software, programs, courses, student achievement, technology resources, staff development, and technical support.

CURRENT INSTRUCTIONAL TECHNOLOGY INVENTORY

Currently all classrooms have an established minimum technology standard.

Instructional Technology:

This consist of the following:

- Teacher Laptop
  - Standard: Windows Laptop (Dell)
- Projectors
  - Standard: Epson Projector (bulb)
  - New Standard: Laser Projectors (no bulb)
- Interactive Screen
  - Standard: Interactive Whiteboard (Promethean)
  - New Standard: Interactive Flat Panel (ClearTouch)
- Document Camera
  - Standard: AverMedia
  - New Standard: Ipevo
- Learning Management System
  - PK-12: Google Classroom
- Student Devices
  - K-2: iPads
  - 3-12: Chromebooks
  - 7-12: 1:1 Model
  - K-6: Classroom Cart Model
  - Computer Labs: (24 Computers per lab)
  - Library Computers (Student Look-up Stations)

INFRASTRUCTURE AND SECURITY

Currently the infrastructure and security utilized in EISD consists of the following:

Infrastructure Environment:

The classrooms are supported with an infrastructure environment consisting of the following:

- Access Points: Aruba
- Physical Servers
- Virtual Servers
- Storage Area Networks
- Internet Bandwidth: 10Gb
- Network Switches: Dell & Aruba
- CIPA Compliance Devices: Fortinet Firewall & Internet Filter
- Battery Back-Up: APC & Vertiv UPS units

Telecommunications Services

Currently, all faculty, staff, and students have access to the Internet through direct connections as well as wireless access points in each classroom. All campuses have private fiber connections, except for BTW which has a microwave antenna.

- ISP: Spectrum 10 GB
- Phone Systems: Cisco VoIP
- Main campus phone lines are POTS (Plain Old Telephone Service)

Safety and Security:

Currently, all campuses have a video monitoring and surveillance system that district and campus administrators may access.

- Video is footage is retained for at least 3-4 weeks and video clips are archived during active legal or discipline investigations.
- New Genetec system features:
    - Sophisticated search capabilities
    - Integration with door access and intrusion detection systems

Cybersecurity:

Technology has become an integral part of our daily personal and professional lives and as such, having a Cybersecurity Plan that includes Assessment, Policies and Controls, Education and training is needed for organizational and personal protection. In the simplest of terms, Cybersecurity refers to a set of techniques used to protect the integrity of networks, programs and data from attack, damage or unauthorized access. Understanding the importance of computer security and individual responsibilities and accountability for computer security are paramount to achieving organizational security goals and safeguarding district resources. Having the necessary training on how to protect the interest of the organization and our stakeholder's information is imperative to all individuals, and especially those individuals that operate within the realm of personally identifiable information (PII) and organizational financial interest. The following are completed annually:

- Training
- Audits
- Plan & Policy Review

Technology Advisory Disaggregated Data

Walk-Through Results

- Teachers want new interactive panels in classrooms.
- Techers need more technology integration training.

Classroom Equipment Challenges:

- Projectors: many are aging and need to be replaced with a newer solution.
- Interactive whiteboards are aging and need to be replaced with a newer solution.

Classroom Equipment Solutions:

Classroom instructional technology presentation equipment is scheduled to be replaced with the 2024 Bond funds. Interactive flat panels will replace existing projectors and interactive whiteboards. Once replaced, this equipment needs to be included on a replacement cycle, similar to other technology devices.

STUDENT SURVEY RESULTS

***** Survey completed prior to 2020 school year. (Pre-Covid)**

- Majority use their device to check assignments and grades
- Technology is not being used daily in all classroom for instruction
- Students prefer a district issued device
- Parents would like technology utilized in classrooms
- Parents would prefer a district issued device, as long as it can be limited to instructional applications.

PROFESSIONAL DEVELOPMENT

Professional learning experiences must respond to staff member's interests, needs, and classroom settings.

Feedback:

- We need to utilize the technology tools and resources available to us.
- I feel comfortable experimenting with new technology.
- I like new technology, but need more guidance on how to integrate those resources in my classroom.
- Technology helps me collaborate with other professionals.
- Technology helps students collaborate with each other.

The majority of our teachers realize the need to use the tools that the district has available for collaboration with other professionals and our students, as well as feel comfortable experimenting with new technology. However, there is a significant need for training in how to integrate technology in the classroom.

Life Cycle / Replacement Cycles

The Elgin ISD Technology Advisory Committee (TAC) established a Life Cycle Replacement that includes the following:

- Teacher Laptop: 4-5 Years
- Student Devices: 4-5 Years
- Classroom Technology Equipment: 5 Years
- Copiers: 5-Year lease
- Printers: Replace as needed

Recommendations

The Technology Advisory Committee has suggested a new course of action to meet the needs of our students and teachers. The recommendation is the following:

- Creation of the Minimum Technology Standards for Instruction
- Creation of the Technology Approval Standards for Software or Online Resources
- Student Devices:
    - All Middle & High School students will remain at 1:1 ratio
- Elementary Schools (Grades 3-5) will have one cart of Chromebooks
- Elementary Schools (Grades KG-2) will have one cart of iPads
- Classroom Technology
    - Interactive Flat Panels (IFP) w/ Sound
    - Document Cameras
- Faculty Devices:
    - All teachers will have a laptop
    - All administrative faculty will have a laptop
    - All instructional aides will have a device

BUDGET PLANNING

The Technology Department budget is designed with the following factors in mind:

- District-level needs
- Campus student enrollment
- Number of teachers at each campus
- Number of administrators at each campus
- Number of staff and student devices
- Number of computers in the labs and library
- Number and age of technology equipment in the classrooms

EVALUATION

Evaluation Process:

Evaluation of the Technology Plan will be a systematic ongoing process. Each strategy will be evaluated using the methods shown in the goals, objectives, and strategies below, and will be documented for evaluation and review. All aspects of the plan will be evaluated and updated annually. After which, updates to the plan will be made and presented to the school board.

The Technology Advisory Committee will be responsible for the ongoing evaluation of this plan. The intention of the evaluation will be to make decisions on the impact that technology has on the learning process for all students.

Elgin ISD survey results for each campus will be used to help Elgin ISD assess its progress toward meeting the goals of this Technology plan, and will also serve as the report template for the Technology plan. Elgin ISD will leverage the existing resources as long as the model is relevant and continues to align with instructional needs of the district.

Evaluation Method:

- Surveys of the staff, students, and parents are conducted at least once yearly with regard to their use of technology.
- Informal interviews conducted as needed by the campus Technology Advisory Committee representatives.
- Records of staff member participation in technology training monitored by sign-in sheets and teacher professional development records recorded through Eduphoria.
- Integration of training into the classroom as measured by lesson plans, the number and type of technology resources, and projects.
- Monitoring and documentation of community access to technology resources and communication portals such social media and the EISD web site.
- Monitoring and documentation of community involvement.
- Yearly inventory of hardware and software.
- Support and maintenance of technology as documented by technical support records.

Goals

GOAL 1 (Teaching and Learning): Improve student learning and achievement through the integration of technology into instruction and learning across all areas of the curriculum.

Objective 1.1: Enhance the quality and consistency of curricula, instruction, and assessment through instructional technology to support teaching and learning.

Strategies:

1.1.1 Work with principals to clarify campus-based technology facilitators' role in supporting curricula, instruction, and assessment and create a plan to help build capacity and fulfill role expectations.

1.1.2 Leverage technology resources to continue the use of local and state assessment data to identify student academic needs and to develop appropriate instructional strategies.

1.1.3 Integrate Technology Applications TEKS into the district's aligned curriculum for all content areas K-8.

1.1.4 Embed digital learning resources into curriculum documents across all content areas.

1.1.5 Expand digital resources to support lesson design and timely feedback across all learning environments.

1.1.6 Explore and implement innovative technologies for continuous improvement in teaching and learning.

Objective 1.2: Provide ALL students with rich educational opportunities to explore technology and achieve proficiency in the technology application TEKS to support learning within all content areas.

Strategies

1.2.1 Provide access to instructional activities that are aligned to state standards and are integrated into the curriculum.

1.2.2 Create a plan to implement a technology proficiency exam in a relevant course(s) or grades to ensure mastery of K-8 Technology Application TEKS.

1.2.3 Provide support for the planning and implementation of digital learning models such as blended learning or flipped instruction.

Objective 1.3: Provide all administrators, teachers, parents, and students with relevant Digital Citizenship learning experiences.

Strategies

1.3.1 Create and implement a district plan for delivering K-12 digital citizenship curriculum for all students which includes social-emotional health related to technology.

1.3.2 Provide digital and face-to-face learning opportunities for EISD families.

Goal 2: Provide district-wide professional development to equip EISD stakeholders with the knowledge, skills, and strategies to purposefully integrate technology resources into learning experiences.

Objective 2.1: Develop teacher, administrator, and staff knowledge and skills in district-standard technology resources.

Strategies

2.1.1 Allocate protected time to utilize Campus Technology Facilitators to educate and mentor teachers in the implementation of technology resources.

2.1.2 Provide professional learning and training for teachers and administrators in the use of district-wide resources.

2.1.3 Provide support for the planning and implementation of digital learning models such as blended learning or flipped instruction.

2.1.4 Increase the implementation of online professional collaboration and training through the Google Classroom platform.

2.1.5 Provide professional learning and training for teachers in collaborative learning resources such as G-suite.

Objective 2.2: Provide training, support, resources, and coaching for stakeholders in order to successfully integrate technology within the curriculum.

Strategies

2.2.1 Establish an understanding of the power of technology integration and why it is important in today's teaching and learning with all stakeholders.

2.2.2 Develop an ongoing professional development plan that is updated annually and aligned to the curriculum, district profiles, and goals outlined in the district scorecard based on a comprehensive needs assessment.

2.2.3 Explore and implement augmented campus support for technology integration through strategies such as student technology teams, expanded role of campus librarians, and/or increased support from campus technology facilitators.

2.2.4 Staff responsible for delivering digital citizenship curriculum will receive training prior to instruction.

Objective 2.3: Use appropriate technology to enhance communication with and facilitate the involvement of Elgin ISD parents and community.

Strategies

2.3.1 All administrators (campus and district), teachers, paraprofessionals, coaches, interventionists, counselors, nurses, and secretaries will complete student data privacy training.

2.3.2 All teachers and administrators will complete digital citizenship training.

2.3.3 Streamline the use of Google Classroom and School Status to communicate with families for teaching and learning information and resources.

2.3.4 Facilitate utilization of school social media tools such as Facebook, Instagram, and Twitter to share our school stories with parents, students, and community members in accordance with the district communication guidelines.

2.3.5 Leverage technology to provide timely and accurate emergency communications to families.

GOAL 3 (Leadership, Administration, and Instructional Support): Ensure that district and campus leadership have a shared technology vision, provide support, and sustain a collaborative and equitable technology-rich learning community for all district stakeholders.

Objective 3.1: Provide district administrators with technology leadership training to instill a skill set required to effectively support and evaluate technology integration into instruction.

Strategies

3.1.1 Develop and provide technology leadership training for district administrators on planning for technology integration into instruction, recognizing the value of technology to teaching and learning, and identifying and evaluating effective uses of technology.

3.1.2 District leaders will develop and communicate a vision, expectations, and a plan for technology use and integration into the curriculum.

Objective 3.2: Confirm that district and campus improvement plans incorporate technology strategies that are data-driven and align with district goals to increase student achievement.

Strategies

3.2.1 Integrate technology strategies into district and campus administrative improvement plans.

3.2.2 Utilize student achievement data to integrate technology strategies into district instructional improvement plans.

3.2.3 Utilize student achievement data to integrate technology strategies into campus instructional improvement plans and align with district goals.

3.2.4 Maintain a Technology Advisory Committee consisting of stakeholders including district staff, students, parents, and community members that meet on a regular basis to collaborate on technology planning.

3.2.5 Maintain and revise a district Long Range Technology Plan including input from all stakeholders including district staff, students, parents, and community members.

3.2.6 Utilize the Long Range Technology Plan as a measurement tool to ensure student achievement in accordance with ESSA.

Objective 3.3: Collaborate with district and community leaders to create policies that promote secure district and community access to district technology resources.

Strategies

3.3.1 Compile, revise, and publish all technology standards, policies, procedures, and plans and publish these items in one location

3.3.2 Partner with campus principals to develop a standard discipline and enforcement structure for technology policy violations.

3.3.3 Evaluate, revise, and implement policies related to parent and community access to district facilities, library resources, and non-secured data.

3.3.4 Collaborate with community members including district staff, higher education, parents, and business leaders to author a plan to share resources and services effectively.

Objective 3.4: Improve and expand technology support though effective use of personnel.

Strategies

3.4.1 In cooperation with the Human Resources Department, develop organizational plan, job descriptions, and staffing guidelines including ratios of instructional technology staff to students and technicians to devices. Align staffing guidelines with TEA recommendations. Incorporate these into hiring and budgeting processes.

3.4.2 Evaluate the need for a Database Administrator and an Instructional Technology Director.

3.4.3 Revise and improve staff evaluation documents and process for technology-related positions including co-evaluations for Campus Technologists.

3.4.4 Develop and fund a continuing education plan for technology department staff that includes professional development, involvement in professional organizations and conferences, and knowledge sharing between district and campus-level positions using a train-the-trainer approach.

Objective 3.5: Improve and expand communication within the district and with the community to facilitate access to and online submission of critical information.

Strategies – TBD with Communications Department

Goal 4 (Infrastructure for Technology): Enhance and maintain a safe, secure, flexible, and reliable information technology infrastructure that provides a high-quality environment for teaching, digital learning, operational efficiency, and administrative requirements.

Objective 4.1: Design, monitor and evaluate the implementation and efficiency of technology and technology services.

Strategies

4.1.1 Determine and publish standards for technology infrastructure, computing devices, classroom technology, labs, libraries, and collaborative learning spaces to be reviewed annually.

4.1.2 Implement and standardize a process for technology resources evaluation, recommendation, and authorization for campuses/departments to purchase/use.

4.1.3 Provide updates on technology projects and receive stakeholders' feedback on technology initiatives.

4.1.4 Collaboratively complete needs assessments at least annually and respond to customer needs.

Objective 4.2: Enable equitable and sustainable technology lifecycle management

Strategies

4.2.1 Determine ongoing budgetary needs and replacement schedules for routine teacher and student device replacements.

4.2.2 Evaluate the effectiveness of BYOD practices and implement any changes based upon identified needs. Establish district-provided device ratios. Implement and standardize a process for technology resources evaluation, recommendation, and authorization for campuses/departments to purchase/use.

4.2.3 Develop 5-year technology roadmap by categories that includes both capital and operational expenditure projections including funding sources.

Objective 4.3: Provide and maintain a high-quality technology infrastructure.

Strategies

4.3.1 Maintain and enhance a network infrastructure that allows for up-to-date industry standard security features, such as authentication, authorization and access control.

4.3.2 Continue deployment and upgrade of technology infrastructure in both modernization of existing campuses and new construction, to ensure that infrastructure allows for equitable access to digital resources.

4.3.3 Augment Wi-Fi capabilities, as needed, to accommodate the increasing number of connected devices, systems, sensors, and users.

Objective 4.4: Provide safe and secure digital environments.

Strategies

4.4.1 Establish formal cybersecurity standards to protect the district's confidential information, personally identifiable information (PII), and meet compliance objectives.

4.4.2 Leverage cybersecurity automation and threat intelligence to reduce risk.

4.4.3 Maintain ongoing collaboration between technology, communications, and those responsible for safety and security to ensure systems are designed and implemented to promote safety.

APPENDIX

Item A: Education Technology planning
https://tea.texas.gov/technology/https://tea.texas.gov/academics/learning-support-and-programs/technology-planning/long-range-plan-for-technology

Item B: FCC E-Rate Modernization Order (contains short- and long-term internet connectivity targets
https://www.fcc.gov/general/summary-e-rate-modernization-order

Item C: FCC Second E-Rate Modernization Order
https://www.fcc.gov/general/summary-second-e-rate-modernization-order

Item D: FCC CIPA reference
https://www.fcc.gov/consumers/guides/childrens-internet-protection-act

Item E: ESSA In Texas - consolidated state plan, submitted Sep 25, 2017
https://tea.texas.gov/About_TEA/Laws_and_Rules/ESSA/Every_Student_Succeeds_Act/

Item F: TAC Chapter 126 - Technology Applications TEKS, Adopted 2011
http://ritter.tea.state.tx.us/rules/tac/chapter126/index.html