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TEXANS CAN!

And Affiliated Charters

LONG RANGE  
TECHNOLOGY PLAN

2003 – 2006

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Texans Can! & Affiliated Charter Schools  
Long-Range Technology Plan  
2003-2006

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## Executive Summary

Texans Can! is a 501(c) nonprofit that manages five charter schools: Austin Can! Academy (one campus), Dallas Can! Academy (two campuses with a third starting in the fall 2003), Fort Worth Can! Academy (two campuses), Houston Can! Academy (one campus with a second beginning in the fall 2003), and San Antonio Can! High School (one campus). While there are five separate charters, the campuses are operated as a single district with the home office located at the Oak Cliff facility in Dallas, Texas. This long-range technology plan addresses the needs of all campuses within our organization.

Each of the campuses in the Texans Can! organization serves students who are in the 9<sup>th</sup> – 12<sup>th</sup> grades. Most of the students are economically disadvantaged and are either Hispanic or African American. Many have not fared well in traditional public schools. They have either dropped out of school or at high risk of doing so when they choose to attend one of our schools. We frequently face the daunting challenge of raising reading and math skills from at or below sixth grade level as we prepare these young people to succeed academically and to earn their high school diplomas.

In addition, we face geographic challenges with which traditional public schools do not contend. Our campuses are spread across North and South Texas and are located, as shown above, in five urban cities: Austin, Dallas, Fort Worth, Houston and San Antonio. Each brings its own unique challenges but all are similar – every school serves students who see the need and benefit of a high school diploma and who need the extra help – academic, social and emotional – for that dream become a reality. Our costs to provide network and Internet access for our students and teachers are much greater than those faced by school districts where all campuses are in the same city.

At the current time, Texas STaR Chart assessments for each of our campuses show them as being “Early Developing” with regard to available technology and its use. Over the next three years, we look forward to watching that rating improve to “Advanced Tech” for most, if not all, of our campuses, including those which will be joining the organization this fall.

Over the next three years, with the benefit of a TARGET grant, e-rate funding, other grant sources, and local budget contributions, we expect to see a revolution in thinking among our staff as they are provided with badly needed professional development that shows them how to use the available tools to make their work easier, more enjoyable, and more productive and how they can provide students with new opportunities for learning and developing skills.

Much of the technology currently available in our schools is near obsolete, if not well past its useful life. The age of computer workstations, with the subsequent lack of ability to run the latest programs or to do so only at a snail’s pace, discourages the use of technology by teachers. It will be a far easier task to encourage the use of technology in the classroom when the student workstations are reliable and programs run according to manufacturer’s specifications.

Our 3-year plan addresses five critical areas:

- ▲ Teaching and Learning
- ▲ Educator Preparation and Development
- ▲ Administration and Support Services
- ▲ Infrastructure for Technology
- ▲ Integration of Technology with Curricula and Instruction

We have addressed a number of strategies in each area that will be put into place over the next three years in order to meet our ultimate goal of improving student learning and achievement. A timeline, budget, responsible parties, and effectiveness indicators or evaluation methods have been included.

This plan is designed as a roadmap for us to follow as we begin the electrifying journey of watching educators become excited about the tools available to them and students find new ways of learning and problem-solving and communicating. Changes will likely be necessary to the plan in upcoming months and years as the world of technology continues to evolve and change and new best practices and strategies for its effective use in K-12 education are discovered. It will be a constantly evolving document that will help guide us toward the provision and use of technology tools in all classrooms as a way to meet the diverse learning styles of our students and to prepare them for life in the technology-rich 21<sup>st</sup> century.

## Introduction

Texans Can! is a 501(c)(3) nonprofit corporation that serves as the parent organization to five separate charter schools: Austin Can! Academy, Dallas Can! Academy, Fort Worth Can! Academy, Houston Can! Academy, and San Antonio Can! High School. Texans Can! also oversees operations of three nonprofits that raise funds for the schools through the auction of donated cars: Dallas Cars for Kids, Houston Cars for Kids, and Fort Worth Cars for Kids.

In 1996, Dallas Can! Academy was designated a Texas Charter School and given full recognition as a local education agency by the Texas Board of Education with authority to award high school diplomas. There are currently two Dallas campuses with a third scheduled to open in the fall 2003. Houston Can! Academy began operations in September of 1998. A second Houston campus is also scheduled to open in the fall of 2003. Fort Worth Can! Academy started its first school in August 2000 and there are currently two campuses serving Fort Worth youth. San Antonio Can! High School began operations in the fall 2001 and Austin Can! Academy accepted its first student in September 2002.

The Texans Can! network of charters resembles a single school district with campuses in geographically diverse locations across the state of Texas. A single superintendent oversees all five charters and all management functions such as accounting, purchasing, fundraising and information technology are performed centrally from the Oak Cliff facility in Dallas.

The Information Technology department provides technical assistance for all academies. Networking, hardware, basic software, academic software, and curricular integration are all planned, managed, financially approved, provided and supported from the central site. The various academies are connected to the central site via leased T-1 communication lines that provide Internet connectivity, academic software, and basic Microsoft Office functions for both the classrooms and administration functions.

In order to have a meaningful and comprehensive long-range technology plan, all five charters and the Texans Can! central administration must be envisioned, planned, designed, implemented and evaluated as parts of an integrated whole. It is impossible to develop coherent or useful plans for each charter separately because they do not operate autonomously. This plan, therefore, will address organization-wide needs and planned solutions. This organizational-level plan encompasses the individual plans for each of the following five charters:

▲ Austin <u>Can!</u> Academy	ESC Region 13	County-District #227-818
▲ Dallas <u>Can!</u> Academy	ESC Region 10	County-District #057-804
▲ Fort Worth <u>Can!</u> Academy	ESC Region 11	County-District #220-804
▲ Houston <u>Can!</u> Academy	ESC Region 4	County-District #101-812
▲ San Antonio <u>Can!</u> High School	ESC Region 20	County-District #015-817

The goals, objectives, and strategies covered in this Plan refer to all academies within Texans Can! unless otherwise noted.

## Purpose

Texans Can! helps at-risk youth in grades 9 through 12 break the cycle of illiteracy, poverty and dependence on public assistance using a holistic approach that is concerned with the students' lives beyond their academic needs. The ultimate goal of Texans Can! is to educate these high-risk young people, teaching them the Texas Essential Knowledge Skills (TAKS) so they can, ultimately, obtain a high school diploma that will equip them to attend college or vocational training programs, or gain full-time employment, thereby alleviating the need for financial assistance from the government.

Demographic information, per our October 2002 PEIMS submission, for each of our five charters is as follows:

<i>Charter</i>	<i>Total Enrollment</i>	<i>African American</i>	<i>Hispanic</i>	<i>Anglo</i>	<i>Other</i>	<i>Percent Eco-Disadvantaged</i>
Austin <u>Can!</u> (1 campus)	81	35	37	7	2	66.67
Dallas <u>Can!</u> (2 campuses)	900	462	402	32	4	77.89
Fort Worth <u>Can!</u> (2 campuses)	503	227	236	40	0	82.11
Houston <u>Can!</u> (1 campus)	342	236	100	5	1	78.07
San Antonio <u>Can!</u> (1 campus)	198	4	181	13	0	73.74
<b>Total</b>	<b>2,024</b>	<b>964</b>	<b>956</b>	<b>97</b>	<b>7</b>	<b>75.70</b>

The number of students served each year will increase significantly as we open new campuses, each with expected enrollments of 500 students, in Carrollton-Farmer's Branch (as part of Dallas Can! Academy) and Houston in the fall of 2003. In addition, Austin Can! will be moving from its temporary location to a much larger facility in the fall of 2003 and is expected to have an enrollment of approximately 500 students. San Antonio Can! is currently expanding its operations and enrollment is anticipated to also be about 500 students when the expansion is complete.

Based on results from the Test of Adult Basic Education (TABE) that is administered to all incoming students, the reading and math skills of more than half are at or below the sixth grade level when they arrive at our schools. Technology plays an integral part in our program that is designed to accelerate the students' learning, to keep them interested in school, and to provide them with the skills they need to succeed in life.

Our long-range technology plan will serve as our navigational chart as we journey toward providing our students with learning opportunities that incorporate technology tools that will prepare them for life in the 21<sup>st</sup> century. This is not a static plan but rather one that will require continuous action and updates as we learn how to best use available technology with and for our students. The driving forces behind our technology plan are to:

- ▲ Implement and support a comprehensive system that effectively uses technology to improve student academic achievement.
- ▲ Increase the access to technology of our high-need students to prepare them for the post-secondary education and/or the workforce in the 21<sup>st</sup> century.
- ▲ Acquire, implement, improve, and maintain an effective educational technology infrastructure that expands access to technology for our students and teachers.
- ▲ Provide high quality professional development that provides teachers and school leaders with the capacity to integrate technology effectively into curricula and instruction that are aligned with TEKS.
- ▲ Improve the quality of education and access to emerging technology.

- ▲ Support the development and utilization of electronic networks and other methods such as distance learning to deliver specialized and/or rigorous academic courses and curricula for our students.
- ▲ Promote increased parent and family involvement in the education of their children.
- ▲ Evaluate the effectiveness of these programs on student academic achievement.

## Vision

- ▲ Students provided with the latest technology and learning opportunities that have never before been afforded them.
- ▲ Teachers and other staff members who possess the knowledge and skills to use the available technology tools in the classroom and in administrative and management functions.
- ▲ Technology used routinely by students and staff to find information, collect, organize and interpret data, and to present results.
- ▲ Parents and community able to access school, class, and student data any time and anywhere.

## Texans Can! Technology Plan Mission

The mission of this plan is to develop lifelong learners who can seamlessly use technology as a tool for communication, information gathering, collaboration and productivity. This will be accomplished by providing the students with opportunities to develop and practice their technological skills as an integrated part of the overall school environment. Teachers and administrators will be provided with the training they need to integrate technology into their daily teaching and administrative duties. Students, teachers and administrators will all contribute toward an online presence for each charter and for classrooms to increase involvement of parents and the community.

## Statement of Existing Conditions

### General Introduction

Texans Can! operates charter schools in five major Texas cities: Austin, Dallas, Fort Worth, Houston, and San Antonio. These charters all share the same educational mission and all serve high-risk students in grades 9-12. Central administrative services such as accounting, purchasing, fundraising, personnel, and information technology are handled for all charters out of Dallas, Texas. The organization is run like a single school district despite the fact that each city's schools operate under separate charters. We have challenges not faced by most school districts in that the charters that make up our "district" are in geographically diverse locations across the entire state of Texas and each is in a different Education Service Center region.

As noted above, Texans Can! has seen phenomenal growth since opening its first two charter campuses in Dallas in 1996. At least one new campus has opened every year since 2000. This year (2003) will bring particular opportunities and challenges as two new schools open (one in Dallas, one in Houston) and two expand operations significantly (Austin and San Antonio). The number of students served will increase substantially and this will precipitate new and greater challenges for the Information Technology staff and equipment.

Our information technology costs are much greater than those of a typical school district. We have much higher connectivity costs because of the distance between campuses. The staff must often travel across the state to handle network and desktop problems, which takes more time and costs more money. Fortunately, we have a strong, fully integrated network system and are developing methods that will allow us to address many of the problems that arise remotely from our Dallas central location.

The fast growth of the Texans Can! organization has put a strain on our technology resources. The majority of student workstations are obsolete PCs that have been donated when corporations and/or governmental agencies upgrade their own equipment. The machines are, for the most part, incapable of running the latest versions of many software programs. To offset this problem, every campus has at least one computer lab outfitted with late-model computers that classroom teachers may reserve.

We face unique challenges in providing professional development as well due to the miles that separate our schools. It is costly and time-consuming to bring teachers and administrators from all campuses together to provide training. In the past, Texans Can! was not successful in obtaining federal technology grants such as the Technology Integration in Education (TIE) grants that helped many Texas school districts build infrastructure and provide better equipment to teachers and students – including such resources as distance learning labs that permit training across the miles from diverse sources without travel.

The majority of our classes at all campuses are teacher-directed despite the availability of PLATO Learning software and access to the Internet available in every classroom. Most of the teachers have not received enough training to gain a comfort level with the use of PLATO as an integrated part of their lessons and/or as a valuable resource for accelerated learning. This deprives the students of many opportunities for collaborative learning, gaining problem-solving skills, and developing critical thinking skills. It also deprives the teachers of useful student assessments since the program generates immediate reports showing where each student has a strong understanding of the content and where he or she may need additional assistance.

Alignments of the PLATO software with TEKS have begun and several training sessions have been conducted to train lead teachers at the Dallas and Fort Worth Can! Academies on the program's use and value. Alignments with the PLATO software have been done for U.S. History, World History, Geography, Economics, Government, English 1,2,3,4, and reading. In addition, work has been done for Biology, IPC, Algebra 1, Geometry, Practical Writing, Communication Applications, Health, Sociology, and some TAAS review courses. Much additional training must be given before teachers will comfortably use the software as an integral part of their lessons.

PLATO software is housed centrally at the Oak Cliff hub site. The total number of PLATO licenses held by Texans Can! limits student access. There are currently 291 licenses so no more than that number of students can access the program at any one time. This does not currently present a problem. As use of PLATO grows on each campus, additional licenses will be purchased to meet the district-wide need.

None of our campuses currently have online gradebooks or calendars or a way to electronically maintain attendance records. This increases the opportunity for error and increases the workload for teachers and student advisors. Likewise, no school currently has an adequate Web presence that is used as a communication tool for parents and students. Teachers are not yet savvy enough to use the Web for classroom assignments, projects, or to communicate with parents.

### Funding

State technology allotments are used to maintain the network, to pay for the portion of the T-1 lines that is not covered by e-rate, to pay staff salaries, and to update and repair classroom computers. Local funds are also used to help pay for PLATO licenses and upgrades and/or maintenance on accounting and fundraising software packages. In 2003-04, a total locally funded professional development budget is forecast to be approximately \$87,500, \$68,000 of which is allocated to the various campuses. Effective integration of technology, as well as teaching students with diverse learning skills, will be included in the professional development training.

Texans Can! actively seeks funding from outside sources – federal, state, corporate, foundation and individuals – to enhance and expand its available technology resources. As noted above, most of our student workstations have been donated by generous businesses and governmental agencies. Without these donations, our students would have little access to computers in the classroom. E-rate discounts have significantly decreased our connectivity costs and allow us to provide Internet and network access to all of our schools via leased T-1 lines. In the past, we have requested discounts only for telecommunications services. Looking to the future, we hope to expand our requests for discounts to include eligible internal connections and Internet access costs to help us better provide high speed WAN, LANs, and Internet access to all of our schools.

Many of our campuses have not been eligible to apply for Telecommunications Infrastructure Fund (TIF) grants because they had not been in existence long enough to qualify for funding. Dallas, Houston and one of the Fort Worth campuses (Campus Drive) have all benefited from TIF grants and have used the funds to set up computer labs and, in the case of Houston Can!, a distance learning lab. In some cases, teachers have been provided with updated computers through TIF grants.

Three Technology in Connection with Repair and Renovation grants (Austin, Houston, and San Antonio) have allowed us to greatly enhance our network infrastructure by providing a number of new high capacity, fast servers, routers, switches, cables, and network security tools. This infrastructure is imperative for the smooth operations of our wide area network and will allow us to serve all schools with greater efficiency and consistency in the future.

Austin Can! Academy was able to use funds from a Title X Charter School Start-up grant to purchase 50 new computers for staff and students, a couple of networked printers, and two portable projectors for classroom and training use.

The Texans Can! Academies have just been awarded a 3-year Technology Applications Readiness Grants for Empowering Texas (TARGET) grant that will help bring all existing campuses from a Texas STaR Chart rating of "Early Developing" to "Advanced Tech" over the next three years. This grant will allow us to provide the desperately needed professional development training, along with state-of-the-art equipment, that will help us ensure that all teachers can and will use the technological resources available to them to raise student achievement and to perform classroom administrative functions. This grant is scheduled to begin in July 2003 and has a significant positive impact on our long-range technology plan.

We have conducted a comprehensive needs assessment utilizing administrator/teacher/student surveys, inventories, and the Texas STaR Chart to determine the current status of technology at Texans Can! and each of its affiliated charter schools. Included in the analysis are: infrastructure, hardware, software, programs, courses, student achievement, technology resources, staff development, and technical support. The findings are shown below.

### **District-Wide**

Each of the Texans Can! charters offers an accelerated, learner-centered curriculum that allows students a way to earn their high school diplomas while only attending class for four hours each day. This schedule allows the young people the time they need to work, as many must either support themselves or help support their families. It also allows us to serve more students in less space and using fewer technological resources than those needed by high schools following traditional educational models.

Our current district-wide technology infrastructure status is summarized below:

- ▲ District-wide Wide Area Network (WAN). Star configuration used: all campuses are connected directly to the hub in Oak Cliff by T-1 WAN links
- ▲ Access to the Internet via leased T-1 lines
- ▲ Microsoft Windows 2000 servers
- ▲ Enterasys routers
- ▲ 10/100Mbps switches with gigabit links at the router
- ▲ Cat 5 wiring with fiber optic links at high traffic intersections
- ▲ Use of Citrix Metaframe for secure access to certain databases
- ▲ District Web servers host district-level and Cars for Kids information
- ▲ Written Acceptable Use Policy for all employees and students
- ▲ Multi-layered, comprehensive approach for CIPA compliance: includes use of Cisco PIX Firewall, Stratacache, Proxy cache, Packeteer Layer 7 packet filter, and Websense content filtering software.
- ▲ Policies and Procedures are written on an as-needed basis.
- ▲ Each Can! Academy campus rates "Early Developing" on the Texas STaR Chart
- ▲ Staff: Director of Information Technology, 3 Network Administrators, 1 User Support Specialist II, 1 User Support Specialist, 3 PC Support Specialists II, 1 PC Support Specialist
- ▲ Help Desk logs and tracks requests from all users (school and administrative)
- ▲ Annual surveys to determine administrator/teacher/student satisfaction

District-wide administrators were surveyed to determine their level of satisfaction with the technology available to them as well as with the support they receive in utilizing the tools. The

majority of respondents are satisfied with both their current technology and with the support they receive from the Information Technology staff. Every respondent uses email as a communication tool. Forty-two percent expressed an interest in receiving additional training to help them use Microsoft Office tools more effectively and efficiently. Only 6% of central administrators do not have access to a computer away from work. The complete results from the Spring 2003 survey are attached ([Attachment A-1](#)).

**Austin Can! Academy**

During its first year of operations (2002-03), Austin Can! Academy was housed in two large portable buildings located on the property of Austin Independent School District. With the help of a Repair and Renovation grant, the campus will move to a much larger facility in the fall 2003. The number of students served is expected to increase from approximately 100 to 500 by the end of the school year 2003-04.

In 2003-2004, Austin Can! Academy will be a Title I Targeted Assistance campus because this will be its first year to receive these formula funds. In future years, with TEA and regional service center approval, we anticipate becoming a Title I schoolwide campus.

Austin Can! Academy was the recipient of a Title X Charter School Start Up grant that allowed us to purchase 50 classroom computers, 4 teacher/administrator laptop computers, 2 network printers, and 2 portable projectors. Because of this grant, the Austin campus is the only campus represented by this technology plan that has been able to offer its students and staff fast, reliable computers. The computers available on the campus during 2002-03 were all Pentium 4 models. However, with the increase in facility size and number of students served, the campus will face many of the same technology challenges beginning in 2003 as its sister schools in Dallas, Fort Worth, Houston and San Antonio.

Austin Can! Academy was the recipient of a Technology in Connection with Repair and Renovation grant that allowed us to purchase 3 file/application/print/IT servers. We were also able to obtain network security tools, a router/chassis and various switches, transceivers, and cables.

Austin Can! Academy has not benefited from Telecommunications Infrastructure Fund (TIF) grants because they only began operations in the fall of 2002. No TIF grants have been offered for which they are eligible.

Below we have recreated the current status of Austin Can! Academy's Texas STaR chart. Like its sister schools, the Austin campus has many needs in all key areas. We have addressed those needs in our long-range Technology plan. Receipt of a TARGET grant, combined with e-rate discounts, per student technology funding through TEA, and local funds will allow us to greatly enhance student and teacher access and use of technology over the next three years. We will continue to pursue all avenues of additional funding to help us provide our schools with the absolute best technological resources possible.

Texas StaR Chart – Austin <u>Can!</u> Academy (as of 5/27/2003)					
Key Area I: Teaching and Learning				Score: 7 (Early)	
Teacher Role and Collaborative Learning	Patterns of Teacher Use	Frequency / Design of Instruction	Curriculum Areas	TEKS Assessment	Patterns of Student Use
1	1	1	2	1	1

Key Area II: Educator Preparation and Development				Score: 6 (Early)	
Content of Training	Capabilities of Educators	Leadership Capabilities of Administrators	Models of Professional Development	Understanding and Patterns of Use	Technology Budget
1	1	1	1	1	1
Key Area III: Administration and Support Services				Score: 9 (Developing)	
Vision and Planning	Technical Support	Instruction and Administrative Staffing	Budget	Funding	
2	2	1	2	2	
Key Area IV: Infrastructure for Technology				Score: 9 (Developing)	
Students per Computer	Internet Access, Connectivity, Speed	Distance Learning	LAN/WAN	Other Technologies	
1	3	1	3	1	

- ▲ Connection to the Internet via leased T1 line
- ▲ 3 file/application/print/IT servers
- ▲ Computer labs: 2 labs that serve as the classroom for TEA-required computer technology classes, classroom housing multiple courses with few students enrolled and a single qualified teacher, credit lab, and as a lab in which teachers can schedule classroom time for class projects, etc.
- ▲ Each classroom has at least 4 Cat-5 drops and at least 2 computers.
- ▲ 50 Pentium 4 computers.
- ▲ Teachers have Pentium 2, 3 and 4 computers and administrators have laptop Pentium-3 speed computers.
- ▲ There are 5 networked printers on the campus.
- ▲ 1 digital camera
- ▲ 2 portable data projectors are available to teachers for classroom checkout
- ▲ Underdeveloped, underutilized campus Web site (<http://www.texanscan.org/academies/austin.htm>)
- ▲ According to PEIMS data submitted in the fall 2002, Austin Can! Academy had 81 students, 66.7% of whom were economically disadvantaged. African American students accounted for 43.2% of the student body while 41.8% were Hispanic.
- ▲ Austin Can! Academy had 17 staff members (per Fall 2002 PEIMS submission).

Results of the Spring 2003 Teacher/Administrator Survey show that no teachers make use of the PLATO software, 55% believe they need additional training, and 75% use the Internet for class preparation, assignments, or research. For complete survey results, see [Attachment A-2](#).

### **Dallas Can! Academy**

Both Dallas Can! Academy campuses are Title I Schoolwide programs. The campuses participate in a shared services arrangement with Region 10 for Title II, Part A, Title III, Title IV, and Title V formula grants. Title II, Part D formula funds come directly to Dallas Can! Academy and were budgeted in 2002-2003 for professional development activities and to purchase equipment to help teachers integrate technology into the classroom and administrators to evaluate and assess the academic program.

Dallas Can! Academy has benefited from several Telecommunications Infrastructure Fund grants over the last several years that have allowed us to set up student computer labs and provide

TIFTech professional development training to the staff. Most of the classroom computers have been donated over the years by businesses and governmental agencies such as the IRS when they have upgraded their office systems. For the most part, the student workstations have outdated Pentium 90, 100, and 133 processors. The computers are often broken and are quite slow. In addition, they are incapable of running the latest versions of PLATO learning software and Microsoft Office.

Live Oak Campus

Texas StaR Chart – Live Oak (as of 5/27/2003)					
Key Area I: Teaching and Learning				Score: 7 (Early)	
Teacher Role and Collaboratiave Learning	Patterns of Teacher Use	Frequency / Design of Instruction	Curriculum Areas	TEKS Assessment	Patterns of Student Use
1	1	1	2	1	1
Key Area II: Educator Preparation and Development				Score: 6 (Early)	
Content of Training	Capabilities of Educators	Leadership Capabilities of Administrators	Models of Professional Development	Understanding and Patterns of Use	Technology Budget
1	1	1	1	1	1
Key Area III: Administration and Support Services				Score: 9 (Developing)	
Vision and Planning	Technical Support	Instruction and Administrative Staffing	Budget	Funding	
2	2	1	2	2	
Key Area IV: Infrastructure for Technology				Score: 9 (Developing)	
Students per Computer	Internet Access, Connectivity, Speed	Distance Learning	LAN/WAN	Other Technologies	
1	3	1	3	1	

- ▲ Connection to the Internet via leased T1 line
- ▲ 3 file/application/print/IT servers
- ▲ Computer labs. Labs are outfitted with the campus' fastest computers and each lab has at least 16 computers. There are 2 labs that serve as:
  - the classroom for TEA-required computer technology classes,
  - classroom housing multiple courses with few students enrolled and a single qualified teacher,
  - credit lab, and
  - lab in which teachers can schedule classroom time for class projects, etc.
- ▲ Each classroom has at least 4 Cat-5 drops and at least 2 computers.
- ▲ 153 workstations for student, teacher, and administrative use that range from Pentium 2 to Pentium 4 processing speeds. (Majority of workstations are Pentium 2s with 64 MB Ram
- ▲ 1 scanner
- ▲ 2 document cameras (one per lab)
- ▲ Access to online library
- ▲ Underdeveloped, underutilized campus Web site (<http://www.texanscan.org/academies/dallas.htm>)
- ▲ 2 television sets that can be checked out for classroom use

- ▲ The most recent teacher survey (2002-03) shows that only 18% of the teachers who responded use PLATO Learning software to enhance their lessons. Four out of 11 respondents use the Internet for class preparation, research, and/or assignments.
- ▲ According to PEIMS data submitted in the fall 2002, Dallas Can! Academy-Live Oak had 355 students, 80.85% of whom were economically disadvantaged. African American students accounted for 61.9% of the student body while 34.7% were Hispanic.
- ▲ The Live Oak campus had 16 staff members (per Fall 2002 PEIMS submission).

Results of the Spring 2003 Teacher/Administrator Survey show that 18% of the teachers make use of the PLATO software, 45% believe they need additional training, and 37% use the Internet for class preparation, assignments, or research. For complete survey results, see [Attachment A-3](#).

Oak Cliff Campus

The central administrative offices for Texans Can!, including the superintendent and her staff, accounting, purchasing, fundraising, and information technology, are housed at the Oak Cliff campus.

Texas StaR Chart – Oak Cliff (as of 5/27/2003)					
Key Area I: Teaching and Learning					Score: 7 (Early)
Teacher Role and Collaborative Learning	Patterns of Teacher Use	Frequency / Design of Instruction	Curriculum Areas	TEKS Assessment	Patterns of Student Use
1	1	2	1	1	1
Key Area II: Educator Preparation and Development					Score: 6 (Early)
Content of Training	Capabilities of Educators	Leadership Capabilities of Administrators	Models of Professional Development	Understanding and Patterns of Use	Technology Budget
1	1	1	1	1	1
Key Area III: Administration and Support Services					Score: 9 (Developing)
Vision and Planning	Technical Support	Instruction and Administrative Staffing	Budget	Funding	
2	2	1	2	2	
Key Area IV: Infrastructure for Technology					Score: 9 (Developing)
Students per Computer	Internet Access, Connectivity, Speed	Distance Learning	LAN/WAN	Other Technologies	
1	3	1	3	1	

- ▲ Direct connection to the Internet via leased T1 line
- ▲ 6 file/application/print/IT servers, 1 backup server and 1 email server (serve Oak Cliff campus as well as all sister campuses and central administration; Oak Cliff is the location of the hub for all network services)
- ▲ Computer labs: Labs are outfitted with the campus' fastest computers and each lab has at least 16 computers. There are 3 labs that serve as:
  - the classroom for TEA-required computer technology classes,
  - classroom housing multiple courses with few students enrolled with a single qualified teacher,
  - credit lab, and
  - lab in which teachers can schedule classroom time for class projects, etc.

- ▲ Each classroom has at least 4 Cat-5 drops and at least 2 computers
- ▲ 250 workstations for student, teacher, and administrative use that range from Pentium 2 to Pentium 4 processing speeds. (Majority of classroom workstations are Pentium 2s with 64 MB Ram)
- ▲ 62 printers for school and central administration
- ▲ 4 data projectors available for classroom use
- ▲ 1 scanner
- ▲ 4 fax machines for campus and central administration
- ▲ 98 graphing calculators
- ▲ 2 digital cameras
- ▲ 8 copiers for campus and central administration
- ▲ 5 document cameras
- ▲ 40 PDAs for administrative use
- ▲ Access to online library
- ▲ Underdeveloped, underutilized campus Web site (<http://www.texanscan.org/academies/dallas.htm>)
- ▲ Only 5% of teachers who responded to the 2002-03 survey use PLATO Learning software to enhance their lessons or to provide students with accelerated learning experiences. However, 76% of the respondents use the Internet for research, class preparation, and/or assignments.
- ▲ According to PEIMS data submitted in the fall 2002, Dallas Can! Academy-Oak Cliff had 545 students, 75.96% of whom were economically disadvantaged. African American students accounted for 44.4% of the student body while 51.2% were Hispanic.
- ▲ The Oak Cliff campus had 27 staff members (per Fall 2002 PEIMS submission).

Results of the Spring 2003 Teacher/Administrator Survey show that 5% of the teachers make use of the PLATO software, 52% believe they need additional training, and 76% use the Internet for class preparation, assignments, or research. For complete survey results, see [Attachment A-4](#).

### **Fort Worth Can! Academy**

Both Fort Worth Can! Academy campuses are Title I Schoolwide. The school participated in Title I, Part A, Title II, Part A, Title II, Part D, and Title V programs during 2002-2003. The school's final Title II, Part D formula funds allocation was \$2,080.

Fort Worth Can! Academy – Campus Drive has benefited from two Telecommunications Infrastructure Fund grants over the last several years that have allowed us to set up student computer labs and provide TIFTech professional development training to the staff. Most of the classroom computers have been donated over the years by businesses and governmental agencies such as the IRS when they have upgraded their office systems. For the most part, the student workstations have outdated Pentium 90, 100, and 133 processors. The computers are often broken and are quite slow. In addition, they are incapable of running the latest versions of PLATO learning software and Microsoft Office.

#### Campus Drive Campus

Texas StaR Chart – Campus Drive (as of 5/27/2003)					
Key Area I: Teaching and Learning				Score: 8 (Early)	
Teacher Role and Collaborative Learning	Patterns of Teacher Use	Frequency / Design of Instruction	Curriculum Areas	TEKS Assessment	Patterns of Student Use

1	1	1	2	2	1
Key Area II: Educator Preparation and Development				Score: 6 (Early)	
Content of Training	Capabilities of Educators	Leadership Capabilities of Administrators	Models of Professional Development	Understanding and Patterns of Use	Technology Budget
1	1	1	1	1	1
Key Area III: Administration and Support Services				Score: 9 (Developing)	
Vision and Planning	Technical Support	Instruction and Administrative Staffing	Budget	Funding	
2	2	1	2	2	
Key Area IV: Infrastructure for Technology				Score: 9 (Developing)	
Students per Computer	Internet Access, Connectivity, Speed	Distance Learning	LAN/WAN	Other Technologies	
1	3	1	3	1	

- ▲ Connection to the Internet via leased T1 line
- ▲ 2 file/application/print/IT servers
- ▲ Computer labs. Labs are outfitted with the campus' fastest computers and each lab has at least 16 computers. There are 2 labs that serve the following 4 functions:
  - classroom for TEA-required computer technology classes,
  - classroom housing multiple courses with few students enrolled and a single qualified teacher,
  - credit lab, and
  - lab in which teachers can schedule classroom time for class projects, etc.
- ▲ Each classroom has at least 4 Cat-5 drops and at least 2 computers.
- ▲ 51 workstations for student, teacher, and administrative use that range from Pentium 2 to Pentium 4 processing speeds. (Majority of workstations are Pentium 2s with 64 MB Ram)
- ▲ 2 networked computers
- ▲ 3 FAX machines
- ▲ Underdeveloped and underutilized campus Web site (<http://www.texanscan.org/academies/ftworth.htm>)
- ▲ According to PEIMS data submitted in the fall 2002, Fort Worth Can! Academy-Campus Drive had 304 students, 86.84% of whom were economically disadvantaged. African American students accounted for 71.0% of the student body while 22.7% were Hispanic.
- ▲ The Campus Drive campus had 17 staff members (per Fall 2002 PEIMS submission).

Results of the Spring 2003 Teacher/Administrator Survey show that 18% of the teachers make use of the PLATO software, 46% believe they need additional training, and 91% use the Internet for class preparation, assignments, or research. For complete survey results, see [Attachment A-5](#).

*River Oaks Campus*

Texas StaR Chart – River Oaks (as of 5/27/2003)					
Key Area I: Teaching and Learning				Score: 8 (Early)	
Teacher Role and Collaborative	Patterns of Teacher Use	Frequency / Design of Instruction	Curriculum Areas	TEKS Assessment	Patterns of Student Use

Learning					
1	1	1	2	2	1
Key Area II: Educator Preparation and Development				Score: 6 (Early)	
Content of Training	Capabilities of Educators	Leadership Capabilities of Administrators	Models of Professional Development	Understanding and Patterns of Use	Technology Budget
1	1	1	1	1	1
Key Area III: Administration and Support Services				Score: 9 (Developing)	
Vision and Planning	Technical Support	Instruction and Administrative Staffing	Budget	Funding	
2	2	1	2	2	
Key Area IV: Infrastructure for Technology				Score: 9 (Developing)	
Students per Computer	Internet Access, Connectivity, Speed	Distance Learning	LAN/WAN	Other Technologies	
1	3	1	3	1	

- ▲ Connection to the Internet via leased T1 line
- ▲ 2 file/application/print/IT servers
- ▲ Computer labs. Labs are outfitted with the campus' fastest computers and each lab has at least 16 computers. There are 2 labs that serve the following 4 functions:
  - classroom for TEA-required computer technology classes,
  - classroom housing multiple courses with few students enrolled and a single qualified teacher,
  - credit lab, and
  - lab in which teachers can schedule classroom time for class projects, etc.
- ▲ Each classroom has at least 4 Cat-5 drops and at least 2 computers.
- ▲ 81 workstations for student, teacher, and administrative use that range from Pentium 2 to Pentium 4 processing speeds. (Majority of student workstations are Pentium 2s with 64 MB Ram; all teacher workstations are Celeron Pentium 4 machines)
- ▲ 2 laptop computers for administrator use
- ▲ 1 FAX machine
- ▲ 2 networked printers, 2 local printers, 1 fax/officejet
- ▲ 1 data projector for classroom use
- ▲ Underdeveloped and underutilized campus Web site (<http://www.texanscan.org/academies/ftworth.htm>)
- ▲ According to PEIMS data submitted in the fall 2002, Fort Worth Can! Academy-River Oaks had 199 students, 74.87% of whom were economically disadvantaged. African American students accounted for 5.5% of the student body while 83.9% were Hispanic.
- ▲ The River Oaks campus had 13 staff members (per Fall 2002 PEIMS submission).

Results of the Spring 2003 Teacher/Administrator Survey show that 8% of the teachers make use of the PLATO software, 45% believe they need additional training, and 84% use the Internet for class preparation, assignments, or research. For complete survey results, see [Attachment A-6](#).

### **Houston Can! Academy**

Houston Can! Academy is a Title I Schoolwide program. In addition to receiving Title I, Part A formula funds, the school also participated in the Title II, Part A, Title II, Part D, and Title V

programs during 2002-2003. The school budgeted \$1,386 in Title II, Part D entitlement funds for professional development activities and supplies and materials.

Houston Can! Academy has benefited from several Telecommunications Infrastructure Fund grants over the last several years that have allowed us to set up student computer labs, a distance learning lab and provide TIFTech professional development training to the staff. Most of the classroom computers have been donated over the years by businesses and governmental agencies such as the IRS when they have upgraded their office systems. For the most part, the student workstations have outdated Pentium 90, 100, and 133 processors. The computers are often broken and are quite slow. In addition, they are incapable of running the latest versions of PLATO learning software and Microsoft Office.

Houston Can! Academy was the recipient of a Technology in Connection with Repair and Renovation grant that allowed us to purchase a server for the existing campus and four servers will be purchased for the new campus. We were also able to obtain network diagnostic and security tools, a router/chassis and various switches and cables.

Texas StaR Chart – Houston <u>Can!</u> Academy (as of 5/27/2003)					
Key Area I: Teaching and Learning				Score: 8 (Early)	
Teacher Role and Collaboratiave Learning	Patterns of Teacher Use	Frequency / Design of Instruction	Curriculum Areas	TEKS Assessment	Patterns of Student Use
1	1	1	2	2	1
Key Area II: Educator Preparation and Development				Score: 6 (Early)	
Content of Training	Capabilities of Educators	Leadership Capabilities of Administrators	Models of Professional Development	Understanding and Patterns of Use	Technology Budget
1	1	1	1	1	1
Key Area III: Administration and Support Services				Score: 9 (Developing)	
Vision and Planning	Technical Support	Instruction and Administrative Staffing	Budget	Funding	
2	2	1	2	2	
Key Area IV: Infrastructure for Technology				Score: 9 (Developing)	
Students per Computer	Internet Access, Connectivity, Speed	Distance Learning	LAN/WAN	Other Technologies	
1	3	1	3	1	

- ▲ Connection to the Internet via leased T1 line
- ▲ 3 file/application/print/IT servers
- ▲ Computer labs. Labs are outfitted with the campus' fastest computers and each lab has at least 16 computers. There are 2 labs that serve the following 4 functions:
  - classroom for TEA-required computer technology classes,
  - classroom housing multiple courses with few students enrolled and a single qualified teacher,
  - credit lab, and
  - lab in which teachers can schedule classroom time for class projects, etc.
- ▲ Each classroom has at least 4 Cat-5 drops and at least 2 computers.

- ▲ 101 workstations for student, teacher, and administrative use that range from Pentium 2 to Pentium 4 processing speeds. (Majority of workstations are Pentium 2s with 64 MB Ram)
- ▲ 2 FAX machines
- ▲ 34 printers
- ▲ 3 scanners
- ▲ 1 data projector for classroom use
- ▲ 4 televisions and 1 VCR for classroom use
- ▲ Distance learning lab has been installed but has not been used due to lack of training
- ▲ Underdeveloped and underutilized campus Web site (<http://www.texanscan.org/academies/houston.htm>)
- ▲ According to PEIMS data submitted in the fall 2002, Houston Can! Academy had 342 students, 78.07% of whom were economically disadvantaged. African American students accounted for 69.0% of the student body while 29.2% were Hispanic.
- ▲ Houston Can! Academy had 36 staff members (per Fall 2002 PEIMS submission).

Results of the Spring 2003 Teacher/Administrator Survey show that 38% of the teachers make use of the PLATO software, 75% believe they need additional training, and 88% use the Internet for class preparation, assignments, or research. For complete survey results, see [Attachment A-7](#).

### **San Antonio Can! High School**

San Antonio Can! High School is a Title I Targeted Assistance school in 2002-2003 and 2003-2004. We anticipate, upon approval by TEA and Region 20, becoming a Title I Schoolwide campus in 2004-2005. San Antonio Can! High School also applied for participation in Title II, Part, Title II, Part D, and Title V. Title II, Part D allocations were \$690 in 2002-2003.

San Antonio Can! High School has not benefited from Telecommunications Infrastructure Fund grants because it has not been eligible to apply due to the fact that it just began offering classes in 2001. It was the beneficiary of a Title X grant that allowed us to purchase some new computers and PLATO software licenses. However, most of the classroom computers have been donated over the years by businesses and governmental agencies such as the IRS when they have upgraded their office systems. For the most part, the student workstations have outdated Pentium 90, 100, and 133 processors. The computers are often broken and are quite slow. In addition, they are incapable of running the latest versions of PLATO learning software and Microsoft Office.

San Antonio Can! High School was the recipient of a Technology in Connection with Repair and Renovation grant that allowed us to purchase 3 servers, network security tools, and a variety of switches and cables – all designed to strengthen the network that serves the school.

Texas StaR Chart – San Antonio <u>Can!</u> High School					(as of 5/27/2003)
Key Area I: Teaching and Learning				Score: 7 (Early)	
Teacher Role and Collaborative Learning	Patterns of Teacher Use	Frequency / Design of Instruction	Curriculum Areas	TEKS Assessment	Patterns of Student Use
1	1	1	2	1	1
Key Area II: Educator Preparation and Development				Score: 6 (Early)	
Content of Training	Capabilities of Educators	Leadership Capabilities of Administrators	Models of Professional Development	Understanding and Patterns of Use	Technology Budget

1	1	1	1	1	1
Key Area III: Administration and Support Services				Score: 9 (Developing)	
Vision and Planning	Technical Support	Instruction and Administrative Staffing	Budget	Funding	
2	2	1	2	2	
Key Area IV: Infrastructure for Technology				Score: 9 (Developing)	
Students per Computer	Internet Access, Connectivity, Speed	Distance Learning	LAN/WAN	Other Technologies	
1	3	1	3	1	

- ▲ Connection to the Internet via leased T1 line
- ▲ 2 file/application/print/IT servers
- ▲ Computer labs. Labs are outfitted with the campus' fastest computers and each lab has at least 16 computers. There are 2 labs that serve the following 4 functions:
  - classroom for TEA-required computer technology classes,
  - classroom housing multiple courses with few students enrolled and a single qualified teacher,
  - credit lab, and
  - lab in which teachers can schedule classroom time for class projects, etc.
- ▲ Each classroom has at least 4 Cat-5 drops and at least 2 computers.
- ▲ 116 workstations for student, teacher, and administrative use that range from Pentium 2 to Pentium 4 processing speeds. (Majority of workstations are Pentium 2s with 64 MB Ram
- ▲ 7 laptop computers for administrator use
- ▲ 1 FAX machine
- ▲ 1 scanner
- ▲ 10 networked printers
- ▲ 1 data projector for classroom use
- ▲ (<http://www.texanscan.org/academies/sanantonio.htm>)
- ▲ According to PEIMS data submitted in the fall 2002, San Antonio Can! High School had 198 students, 73.7% of whom were economically disadvantaged. African American students accounted for 2.0% of the student body while 91.4% were Hispanic.
- ▲ San Antonio Can! High School had 26 staff members (per Fall 2002 PEIMS submission).

Results of the Spring 2003 Teacher/Administrator Survey show that 9% of the teachers make use of the PLATO software, 50% believe they need additional training, and 65% use the Internet for class preparation, assignments, or research. For complete survey results, see [Attachment A-8](#).

### **Telecommunications Services**

All students and staff at all of the Texans Can! Academies have access to the Internet. Local area networks (LANs) are in place on every campus and every campus is connected to the WAN. E-rate discounts help us fund these services, with discount rates ranging from 80% to 90%.

### **Accessibility**

Texans Can! and each of its affiliated charter schools strives to ensure equitable access and use of technology by all students, regardless of gender, socioeconomic status, race, ethnicity, or special needs. All of our students are provided with hands-on experiences using available technology resources. All students have access high quality content provided by PLATO Learning software and other resources.

## **Inventory**

The latest inventory of current technology available for student use for Texans Can! charter schools, as of May 2003, is approximately 4 students to every computer. This number includes Pentium speed or better, at least 64MB RAM, network-capable student workstations. When including only Pentium 3 speed or better computers (necessary to run much of the software such as PLATO effectively), the ratio drops considerably. Administrative computers and file servers are not included in this number.

# Goals, Objectives, Timeline, and Budget

## **Goals**

NEIR★TEC's *Strategies for Improving Academic Achievement and Teacher Effectiveness* states that for reform initiatives involving technology to be effective, they must be tied to leadership, core vision, professional development, time and assessment. Our plan articulates how we intend to address these five issues over the next three years at each of the Texans Can! charter schools.

Texans Can! and all affiliated charter schools adopt the following goals with regard to its use of technology:

- ▲ Students will be fully immersed in a learning process that promotes deep and complex understanding by using technology resources to solve problems and make informed decisions, to locate, organize, and evaluate new data, and to communicate their knowledge to others.
- ▲ Teachers will be empowered through long-term, sustained professional development to acquire the skills the need to facilitate a learner-centered, standards-based curricula that integrates the power of technological tools.
- ▲ Students, teachers, and administrators will have access to hardware capable of running the latest versions of software to promote student achievement and assessing the quality of curriculum and instruction, online resources, and support for all schools.
- ▲ Curriculum that is aligned with challenging academic content (TEKS) and student achievement standards (TAKS), with the power of full integration with technology tools, will be developed.

## **Objectives, Timeline and Budget**

The next section of the long-range technology plan splits our objectives into 5 main categories:

- ▲ Teaching and Learning
- ▲ Educator Preparation and Development
- ▲ Administration and Support Services
- ▲ Infrastructure for Technology
- ▲ Integration of Technology with Curricula and Instruction

Detailed information regarding strategies and activities, anticipated timeline, persons responsible for implementation, expected cost, and effectiveness indicators are included in charts that follow a brief introduction appearing before each category. Some of the strategies appear in more than one category. Some do not have associated budgets either because the budget has been delineated previously or there is no specific cost associated with the strategy.

The following information pertains to every charter school in the Texans Can! network or "district". The needs of each campus will be continually assessed and action will be taken to ensure that the technology tools and professional development needed to achieve our goals are provided. For instance, as we begin providing intensive, sustained professional development, we may find that teachers at one campus do not need as much assistance as those at another campus. As we upgrade our technology on campuses, each will receive its proportionate share of

the new equipment. All objectives, budgets, timelines, and effectiveness indicators are district-wide.

## Title II, Part D – Enhancing Education Through Technology

The No Child Left Behind Act of 2001 makes it clear that the Nation's leaders are interested in students having technology available to them to prepare them for life in the 21<sup>st</sup> century and that professional development for teachers and educators is vitally important if the technology is going to be used effectively. As with the Texans Can! long-range technology plan, the principal goal of the Title II, Part D formula grant program is to improve student academic achievement through the use of technology.

The program supports improved student academic achievement through the use of technology in schools by supporting high-quality professional development; increased access to technology and the Internet; the integration of technology into curricula; and the use of technology for promoting parental involvement and managing data for informed decision-making.

At least 25% of the entitlement funds received through Title II, Part D must be spent on high-quality professional development related to the integration of technology into instruction. In return for accepting these funds, districts must set goals to improve student achievement that are aligned with challenging state academic standards. Our goals are set forth in this plan.

Title II, Part D funds available in 2002-2003 for each of the Texans Can! charters is delineated below:

Austin <u>Can!</u> Academy	\$ 0
Dallas <u>Can!</u> Academy	8,020
Fort Worth <u>Can!</u> Academy	2,080
Houston <u>Can!</u> Academy	1,386
San Antonio <u>Can!</u> Academy	690

Planning amounts for 2003-2004 entitlements are not yet available for charter schools.

## Goal 1: Teaching and Learning

Changes in the roles of our teachers and students will begin to occur over the next three years as Texans Can! charters are provided with better and more powerful technology tools and teachers and all staff receive needed training. In the world of education and technology, we are all active learners and can all be teachers. We will all gain (learn) and share (teach) skills for collaboratively constructing, using and communicating knowledge for tasks, projects and learning pursuits.

TEA, in its *2002 Update to the Long-Range Plan for Technology, 1996-2010*, makes a number of requests to the Texas Legislature that will help keep the state in the forefront of leadership for innovation and improved learning with technology in schools. Using the recommendations for local education agencies, Texans Can! has identified the following as goals over the next three years for teaching and learning at each of its charter schools:

- *Develop strategies for students to improve academic achievement to meet the TEKS.* We will continue to align our curriculum with TEKS and with the PLATO Learning software.
- *Ensure the achievement of students' technology proficiencies according to the benchmarks for Technology Applications TEKS.* This includes Direct Technology Applications as defined by Chapter 126 of the TEKS and embedded technology skills (Chapters 110-125; 127-128 of TEKS).
- *Provide staff development for teachers, principals and administrators that aligns with SBEC Technology Applications standards and supports federal legislation.* Our teachers will receive sustained, ongoing professional development that will train them in the integration of advanced technologies into the curricula and instruction and in using those technologies to create new learning environments. This training will be done in-house as well as through consultants, workshops and the regional service centers.
- *Support the teacher's use of evolving technologies for greater levels of collaboration, inquiry, analysis, creativity and content production.* We will provide, as much as possible, the software and technical support teachers need and desire to assist them in achieving greater collaboration amongst themselves, with their peers in sister schools, with administrators, with students, and with parents. We will continue to provide the tools – such as high-speed Internet access and Web server space – and the encouragement and training necessary to help them in research and in Web content design.
- *Provide students with opportunities to work collaboratively in communities of inquiry to solve problems and communicate with a variety of audiences.* Teachers will be trained to provide assignments that encourage students to work in groups to solve problems. Ultimately some of the class projects will be displayed on the school Web site for parents, other students and teachers, and the community to enjoy and from which to learn.
- *Improve academic achievement across the curriculum through technology.* Teachers will be provided with the tools they need – professional development, fast student workstations, and curricula that has been aligned with TEKS and incorporates the use of technology – so that they can enhance and expand their students' learning experiences using available technology.
- *Integrate technology into teaching and learning in all areas.* Professional development will show the teachers that technology is nothing more than a tool that, when used effectively, encourages and increases communication skills, allows information gathering

- an important consideration since our schools do not have libraries, inspires collaboration and fosters productivity.
- *Ensure accessibility by all students to technology-based instruction and to adaptive/assistive devices, training and support as appropriate.* Texans Can! will ensure that all students, regardless of race, gender, ethnicity, income and/or special needs, are provided with technology-based education to encourage development of critical thinking and problem-solving skills.
- *Use student performance data and curriculum materials that are provided and managed electronically in instructional planning.* Teachers will be provided with the appropriate tools to closely monitor individual and classroom student performance so that weak areas can be addressed in a timely fashion.
- *Incorporate technology use into the teacher appraisal system where appropriate.* Teacher evaluations will include their use of available technology for their students and in appraising student performance.
- *Assess and report the extent to which students meet technology proficiencies in the TEKS in the annual Texas STaR chart campus submission.* Each campus will assess the technological proficiencies of its students and report it annually on the Texas STaR Chart.
- *Use distance learning and digital content services for expanding curricular offerings and meeting the needs of all students.* Distance learning will be used to expand the courses available to students at all campuses.
- *Provide incentives for using new effective models, tools and resources for teaching and learning.* A plan will be devised to provide incentives to those teachers that effectively use the technology available to them to increase student achievement and academic gains.

The chart below outlines how we will accomplish our goals, the timeframe for each strategy, persons responsible for ensuring that the strategy is implemented, effectiveness indicators that will be used to determine whether the strategy is successful, and the budget necessary to meet the strategy.

**Goal 1: Teaching and Learning**

*Students will be fully immersed in a learning process that promotes deep and complex understanding by using technology resources to solve problems and make informed decisions, to locate, organize, and evaluate new data, and to communicate their knowledge to others.*

Objective/Strategies	Timeline	Estimated Cost			Responsible Positions	Evaluation
		2003-2004	2004-2005	2005-2006		
Classrooms will be equipped with at least 3 new multimedia computers, for an approximate ratio of 1 high-speed computer to every 5 students. The new computers will have the latest versions of PLATO educational software and Microsoft Office installed on them to allow every student the opportunity to gain the necessary skills to graduate from high school and successfully move on into higher education or the workplace.	2003 – 2006	\$200,000	\$112,500	\$75,000	Director of Information Technology; Principals; Teachers	<ul style="list-style-type: none"> <li>▪ 1:5 computer/student ratio (with computers being Pentium 3 or higher with at least 64 MB Ram)</li> <li>▪ Student and teacher surveys expressing satisfaction</li> <li>▪ Improved student achievement through increased use of technology in the classroom</li> <li>▪ Improved student attendance</li> </ul>
Existing donated student workstations with operating speeds of at least 300 MHz will be upgraded to supplement the new computers so that the ratio of available computers to students will be reduced to at least 1 computer to every 4 students.	2003-2006	10,000	10,000	10,000	Director of Information Technology	<ul style="list-style-type: none"> <li>▪ Percentage of students with increased access to technology resources</li> <li>▪ Increased percentage of teachers indicating satisfaction with available technology</li> </ul>
Existing student workstations will be upgraded with Win2000Pro and MS Office so students will have access to the	2003-2005	21,450	21,450	0	Director of Information Technology	Percentage of students with increased access to technology resources

Objective/Strategies	Timeline	Estimated Cost			Responsible Positions	Evaluation
		2003-2004	2004-2005	2005-2006		
latest available software resources and to increase security and manageability of student workstations.						<ul style="list-style-type: none"> <li>Increased percentage of teachers indicating satisfaction with available technology</li> </ul>
Access to PLATO Learning software by all new multimedia computers so individual student progress can be continually assessed.	2003-2006	\$15,000	\$18,000	\$18,000	Director of Information Technology, Teachers	<ul style="list-style-type: none"> <li>Student and teacher surveys expressing satisfaction</li> <li>Improved student achievement through increased use of technology in the classroom and labs</li> </ul>
The use of technology (including VCR/DVD players, digital and video cameras, and portable video projectors) will be integrated into all subject areas. This will include the creation of curriculum that is aligned with TEKS and that includes technology skills and use of resources where appropriate and beneficial to student learning	2003-2005	46,800	8,400	0	Teachers	<ul style="list-style-type: none"> <li>Percentage of students with increased access to technology resources</li> <li>Increased percentage of teachers and students indicating satisfaction with available technology</li> <li>Improved student achievement through increased use of technology in the classroom</li> <li>Improved student attendance</li> </ul>
Teachers will be provided with the tools they need to collect, organize, analyze, disaggregate and report on student data. (Includes purchase of laptops and	2003-2006	138,000	130,000	90,000	Administrators, Teachers, Student Advisors,	<ul style="list-style-type: none"> <li>Percentage of teachers with access to latest technology</li> <li>Online student data</li> </ul>

Objective/Strategies	Timeline	Estimated Cost			Responsible Positions	Evaluation
		2003-2004	2004-2005	2005-2006		
necessary software for campus administrative duties (grade book, attendance, etc.					Director of Information Technology	available to staff throughout campus and central office. <ul style="list-style-type: none"> <li>Improved student achievement</li> </ul>
Technology will be used to support different learning styles to meet the needs of all of our students, the majority of whom meet the definition of high-risk and are at least two grade levels behind same-age peers in reading and mathematics skills.	2003-2006	0	0	0	Teachers, Assistant Principal for Instruction, Educational Diagnostician	<ul style="list-style-type: none"> <li>Improved student achievement</li> <li>Improved student attendance</li> </ul>
Every campus will develop a Web presence that students, parents, and the community can visit to find pertinent information about school policies, procedures, schedules, contact information and other data to make them feel a part of the learning community and their child's education.	2003	7,000	0	0	Director of Information Technology, Principals, School Staff	<ul style="list-style-type: none"> <li>Web presence for each school</li> <li>Number of hits on school Web sites</li> <li>Increased student and parent satisfaction based on survey responses</li> </ul>
Teachers will use Web pages to provide the students and their parents with class information, which extends the classroom beyond the physical walls of the school. Student projects, class schedules, assignments, etc. will be posted on the site.	2003-2006	0	4,000	7,000	Teachers, Principals, Students	<ul style="list-style-type: none"> <li>Improved student achievement</li> <li>Improved student attendance</li> <li>Increased student and parent satisfaction based on survey results</li> </ul>

Objective/Strategies	Timeline	Estimated Cost			Responsible Positions	Evaluation
		2003-2004	2004-2005	2005-2006		
Curriculum will be aligned with TEKS and will include strategies for ensuring integration of technology	2003-2004	(costs covered under salary of specialists)			Technology Integration Specialist, Principal, Superintendent	<ul style="list-style-type: none"> <li>Increased use of technology in the classroom</li> <li>Increased student achievement</li> </ul>
Teachers, administrators, and other staff will receive sustained, high quality professional development to ensure use of technology for student achievement	2003-2006	20,000	25,000	25,000	Superintendent, Principal, Technology Integration Specialists	<ul style="list-style-type: none"> <li>Increased use of technology in the classroom</li> <li>Increased student achievement</li> </ul>
Students will routinely be given tasks and assignments that use technology tools to find information, collect, organize and interpret data, and present results	2003-2006	0	0	0	Teachers	<ul style="list-style-type: none"> <li>Increased student use of computers</li> <li>Increased student achievement</li> </ul>
Teacher appraisals will be based, in part, on their use of technology in the classroom – for student learning and for administrative tasks	2004-2006	0	0	0	Superintendent, Principals	<ul style="list-style-type: none"> <li>Increased use of computers in the classroom</li> <li>Increased student achievement</li> </ul>
Texas STaR Chart will be updated annually and assessment of the needs of each campus performed	2003-2006	0	0	0	Director of Information Technology, Principals	<ul style="list-style-type: none"> <li>Updates to technology plan based on progress made</li> <li>Positive changes in STaR Chart measures</li> </ul>
Distance Learning labs will be installed at each campus and used to increase student and teacher access to a wide	2003-2005	240,000	120,000	0	Director of Information Technology	<ul style="list-style-type: none"> <li>Increased opportunities for teachers and students</li> <li>Increase in use of</li> </ul>

Objective/Stratgies	Timeline	Estimated Cost			Responsible Positions	Evaluation
		2003-2004	2004-2005	2005-2006		
variety of courses and opportunities						<ul style="list-style-type: none"> <li>▪ technology</li> <li>▪ Increase in student achievement</li> </ul>
Incentive and awards will be available to teachers who creatively use technology in their classrooms to improve student achievement and/or administrative tasks	2004-2006	0	5,000	5,000	Principals, Superintendent	<ul style="list-style-type: none"> <li>▪ Increased use of technology in the classroom,</li> <li>▪ Improved student achievement</li> </ul>
Students will be provided with email access, individual log-in passwords, and server storage space	2003-2004	3,000	15,000	0	Director of Information Technology, Teachers	<ul style="list-style-type: none"> <li>▪ Increased use of technology by students</li> <li>▪ Reduced number of lost assignments (due to ability to save to central server)</li> <li>▪ Ability to use any campus computer to complete assignment</li> </ul>

## Goal 2: Educator Preparation and Development

*2002 Update to the Long-Range Plan for Technology, 1996-2010* says, "In order to survive in the 21<sup>st</sup> century, students and teachers, administrators and new teachers and faculty must become skilled in the use of educational technology for problem-solving, critical thinking and learning new content." As shown in our section "Current Conditions," the staff at our schools is in need of professional development in order to make use of the technology tools available to them. Before we can encourage the use of technology in the classroom, we must provide the training necessary for its implementation.

Professional development is a key focus of the No Child Left Behind Act of 2001. The law requires that at least 25% of Title II, Part D Enhancing Education Through Technology entitlement funds be directed toward professional development that is ongoing, sustained, intensive and high quality.

TEA also makes educator preparation and development a priority in its *2002 Update to the Long-Range Plan for Technology, 1996-2010*. The Agency recognizes that the professional development must extend past teachers and include all of those in the professional education community. As noted in TEA's plan, the teaching and learning process will not become a reality without first providing the educational staff with technology proficiencies.

TEA sets forth a number of requests for Educator Preparation and Development to the Texas Legislature in its *Plan*. Texans Can! and each of its affiliated charters adopt the following as part of our 3-year technology plan:

- *Provide professional development for integrating Technology Applications into all other TEKS.* Teachers and professional staff will receive training that allows them to see that computers are more than keyboarding or "Introduction to Basic Computing" classes. They will understand how the use of computers and other technology in the classroom and in the school can make their administrative jobs easier and more effective and will learn how to use the tools to create a learning environment for their students that encourages critical thinking and problem-solving skills.
- *Include creation of core curriculum, student-centered, multimedia projects in educator professional development content.* Teachers will be provided with curricula that is aligned with TEKS and that integrates the use of technology into teaching and learning. Technology Integration Specialists will provide training and will model the use of technology in the core curriculum for teachers at each of the Texans Can! charter schools.
- *Provide opportunities, incentives, and support for educators to develop model practices in the integration of teaching, learning and technology.* Teachers will be encouraged to develop model practices that can be shared across the entire Texans Can! network and, ultimately, with colleagues across the U.S. via the Internet as appropriate. Web server space will be allocated for classroom use, needed resources will be purchased when possible, and training will be provided either onsite or through other outside professional development opportunities. Teachers who make use of the available technology in new and creative ways will be recognized.
- *Provide training in data examination and analysis through technology to support sound decision-making.* Texans Can! recognizes the importance of data examination and analysis to support sound decision-making. Teachers will be provided with the tools they

- need – including the professional development necessary to understand how the tools work and their related benefits – to assess student progress on a regular basis, to generate grade reports, to keep track of appointments and student attendance, and more.
- *Provide and assess professional development for integrating technology into teaching and learning, instructional management and administration.* Technology Integration Specialists, along with the superintendent, Texans Can! staff, and school administrators, will seek out appropriate training sources and resources to make the integration of technology into all facets of an educator’s job – teaching and learning, instructional management, and administration – easier and more comprehensive.
  - *Offer professional development to educators by distance learning, distributed learning, and through digital content services.* Educators will be offered the opportunity for just-in-time learning that takes place anytime anyplace. These opportunities may be Web-based or available through distance learning or video and/or digital productions.
  - *Integrate technology planning into all classroom, campus and district plans.* All campuses will be required to include the integration of technology in core curricula areas in their campus plans. The district plan will also incorporate the use of technology in all classes as a major component.

**Goal 2: Educator Preparation and Development**

*Teachers will be empowered through long-term, sustained professional development to acquire the skills they need to facilitate a learner-centered, standards-based curricula that integrates the power of technological tools.*

Objective/Strategies	Timeline	Estimated Cost			Responsible Positions	Evaluation
		2003-2004	2004-2005	2005-2006		
Technology Integration Specialists will provide teachers with one-on-one long-term professional development.	2003-2006	\$97,180	\$102,039	\$107,141	Technology Integration Specialists, Principals	<ul style="list-style-type: none"> <li>▪ Increased use of technology as a tool in the classroom</li> <li>▪ Improved student grades</li> <li>▪ Improved teacher satisfaction based on survey responses</li> </ul>
Teachers, administrators, and Technology Integration Specialists will participate in workshops and conferences related to teaching strategies that integrate technology into the curriculum.	2003-2006	10,000	7,500	6,000	Superintendent Principals	<ul style="list-style-type: none"> <li>▪ Increased use of technology as a tool in the classroom</li> <li>▪ Improved student grades</li> <li>▪ Improved teacher satisfaction based on survey responses</li> </ul>
Professional development will be enhanced and extended through the use of online learning using videoconference capabilities and the Internet.  (Includes purchase & installation of distance learning labs)	2004-2006  2003-2005	0  240,000	2,500  120,000	4,000	Technology Integration Specialists, Principals, Superintendent	<ul style="list-style-type: none"> <li>▪ Increased use of technology as a tool in the classroom</li> <li>▪ Improved student grades</li> <li>▪ Improved teacher satisfaction based on survey responses</li> </ul>
Provide teachers with laptop computers for use in the classroom and at home.	2003-2006	(Costs detailed on pg 16)	(Costs detailed on pg 16)	(Costs detailed on pg 16)	Director of Information Technology,	<ul style="list-style-type: none"> <li>▪ Increased use of technology as a tool for student achievement and</li> </ul>

Objective/Strategies	Timeline	Estimated Cost			Responsible Positions	Evaluation
		2003-2004	2004-2005	2005-2006		
					Teachers, Principals, Superintendent	<ul style="list-style-type: none"> <li>for administrative tasks</li> <li>▪ Improved teacher satisfaction based on survey responses</li> <li>▪ Improved student achievement</li> <li>▪ Improved student attendance</li> </ul>
Technology Integration Specialists will attend training workshops and conferences to stay abreast of all the latest thinking and developing technologies that are being used effectively to increase student achievement. Using a "train the trainer" model, the Specialists will bring the knowledge gained back to the campuses so that all of the staff will benefit.	2003-2006	(Costs included on page 18)	(Costs included on page 18)	(Costs included on page 18)	Technology Integration Specialists, Principals, Superintendent	<ul style="list-style-type: none"> <li>▪ Increased use of technology in the classroom</li> <li>▪ Improved student and teacher satisfaction survey results</li> <li>▪ Improved student achievement</li> </ul>
Principals and administrators will provide an instructional vision that incorporates the full integration of technology into the curriculum, including setting of goals and expectations for improved student academic achievement and parental communication.	2003-2006	0	0	0	Principals, Assistant Principals, Superintendent	<ul style="list-style-type: none"> <li>▪ District and Campus Improvement Plans address use of technology</li> <li>▪ Teacher evaluations based, in part, on use of technology</li> <li>▪ Improved parental involvement</li> <li>▪ Improved student achievement</li> <li>▪ Increased use of technology in the classroom</li> </ul>

Objective/Strategies	Timeline	Estimated Cost			Responsible Positions	Evaluation
		2003-2004	2004-2005	2005-2006		
Campus and District plans will include the use of technology in the classroom as a component necessary for student achievement	2004-2006	0	0	0	Superintendent, Principals	<ul style="list-style-type: none"> <li>▪ Increased use of technology in all classes</li> <li>▪ Increased student achievement</li> </ul>
Electronic gradebooks and other tools will be used in the classroom to help with administrative and evaluation tasks	2004-2006	5,000	5,000	5,000	Principals, Teachers	<ul style="list-style-type: none"> <li>▪ Student grades online for easier access by professional staff and for greater ability to assess student progress</li> <li>▪ Student attendance records online</li> <li>▪ Improved student achievement and attendance</li> </ul>
Provide training for principals and teachers in data examination and analysis through technology to support sound decision-making	2003-2006	3,000	3,000	1,500	Superintendent, Principals	<ul style="list-style-type: none"> <li>▪ Improved student achievement</li> <li>▪ Improved student attendance</li> </ul>
Provide professional development for teachers using curriculum that is aligned with TEKS that includes strategies for using technology to improve student learning	2004-2006	(costs previously detailed)			Technology Integration Specialists, Lead Teachers	<ul style="list-style-type: none"> <li>▪ Increased use of technology in the classroom</li> <li>▪ Improved scores on TAKS</li> </ul>

## Goal 3: Administration and Support Services

While lack of funds have prevented us from making the progress we would like in providing the schools with state-of-the-art technology and professional development, the Texans Can! administration fully supports and encourages its use. A considerable investment has been made in PLATO Learning software licenses, in setting up computer labs, in providing high speed Internet access and in creating a reliable, state-of-the-art network system. The infrastructure is in place; the goal for the next three years is to provide students, teachers, and all educational staff with technological tools to make their jobs more interesting, more effective, and less burdensome. Every leader – at the campuses and in the central office – fully supports the integration of technology into the curriculum and its use as an administrative tool.

Annual surveys are taken at every campus and from central administrative staff to determine level of current satisfaction and to provide a venue for staff members to describe what needs they still have. Students are also surveyed as to their satisfaction with the level of technology provided and its use in their education. These surveys are assessed carefully and, to the extent possible, identified needs are addressed.

When deciding to use the PLATO Learning software tool, teachers and administration evaluated a number of different software packages. The majority of teachers chose PLATO as the tool of choice.

As the Texans Can! organization has grown, so too have the number of Information Technology support staff. Due to the high cost of personnel, the staff has not grown as significantly as the organization has. However, using tools to make the staff work smarter and more efficiently – such as the ability to monitor systems and correct many of the problems that arise from the central location saves time and money while still addressing the campus needs. We have continued to seek grant funds to enable us to serve each campus even more efficiently by having a technologist for each charter or within a short driving range so that problems that cannot be addressed centrally can be overseen within a few hours time.

We have provided, with TIF grant funds, staff development in the form of TIFTech training for the staff at Dallas, Fort Worth-Campus Drive and Houston Can! Academies. In addition, teacher workshops providing both technical expertise and curriculum tied to TEKS and integrating the use of PLATO have been given in U.S. History, World History, Geography, Economics, Government, English 1,2,3,4, and reading, Biology, IPC, Algebra 1, Geometry, Practical Writing, Communication Applications, Health, Sociology, and for some TAAS review courses. These workshops, along with classroom modeling of the use of technology – including PLATO – will continue and intensify over the next three years.

Over the next three years we also will be investing in software and professional development that will train the staff to use the computer and other tools for more effective and efficient communication with parents, students, and colleagues. Tools will be provided, and their use required, for electronic gradebooks, attendance and calendars. Teachers will be trained to use technological resources to regularly assess individual student performance and will be expected to use the assessments to see that all students are provided with the help they need to succeed in all coursework.

TEA sets forth a number of requests for Administration and Support Services to the Texas Legislature in its *Plan*. Texans Can! and each of its affiliated charters adopt the following as part of our 3-year technology plan:

- *Integrate planning for technology into all classroom, campus and district planning.* Texans Can! and its affiliated campuses do and will continue to integrate planning for technology into district and campus planning. Evidence of commitment will be included in required district and campus plans.
- *Integrate the examination and analysis of data to support sound decision-making focused on student success.* Teachers and administrators will be trained to input and analyze student performance data, including grades and attendance data. Teachers and student advisors will be required to monitor attendance and student academic progress on no less than a biweekly basis and to make necessary arrangements for those students who are falling behind to receive additional assistance.
- *Integrate technology into instructional management and administration.* Technology use is already more prevalent in administration and by campus leaders than by teachers at the Texan Can! academies. However, continued training will be available for all employees of Texans Can! in the use of technology for analysis, decision-making, research, and communication.
- *Expand community access to school information through technology.* Every campus will create and maintain a school Web site that includes information of value and interest to the community, parents and students. Teachers will be encouraged and taught how to design and upload class Web sites to encourage creativity, decision-making and problem-solving among students and to provide a vehicle for parents and students to keep up with classroom happenings and assignments. The Web site will also be a vehicle to inform parents of attendance and/or discipline issues.
- *Maintain client-centered district technical assistance and support for the integration of technology into teaching and learning and school operations.* Our Information Technology Department and its staff are customer-service oriented and realize that the teachers, students, and other staff are their customers. Every effort is and will continue to be made to ensure that all computers and other technology are in working order. In the next three years, we will add staff to Information Technology through use of grant funds and will hire Technology Integration Specialists who will be liaisons between the IT department and educators. These Specialists will be charged with ensuring that all teachers are appropriately trained and equipped to use technology tools in their classrooms.

**Goal 3: Administration and Support Services**

*Students, teachers, and administrators will have access to hardware capable of running the latest versions of software to promote student achievement and assessing the quality of curriculum and instruction, online resources, and support for all schools.*

Objective/Strategies	Timeline	Estimated Cost			Responsible Positions	Evaluation
		2003-2004	2004-2005	2005-2006		
2 additional IT Support Coordinators will be hired to oversee network and computer operations at schools – that currently must wait for assistance to be dispatched from Dallas – to ensure that students and teachers will have ready access to the tools they need	2003-2006	\$124,300	\$130,515	\$137,041	Director of Information Technology	<ul style="list-style-type: none"> <li>▪ Reduced time between reported problems and corrections</li> <li>▪ Increased satisfaction reported on surveys by teachers, administrators and students</li> <li>▪ Increased usage of computers in the classroom</li> <li>▪ Increased student achievement</li> </ul>
Purchase and install electronic grade books and attendance software to allow easier assessment of student attendance and student grades/progress	2003-2006	5,000	5,000	5,000	Principals, Teachers	<ul style="list-style-type: none"> <li>▪ Student grades online for easier access by professional staff and for greater ability to assess student progress</li> <li>▪ Student attendance records online</li> <li>▪ Improved student achievement and attendance</li> </ul>
Campus and district plans will include the use of technology as a teaching and administrative tool.	2004-2006	0	0	0	Superintendent, Principals	<ul style="list-style-type: none"> <li>▪ Increased use of technology by teachers and administrators</li> </ul>

Objective/Strategies	Timeline	Estimated Cost			Responsible Positions	Evaluation
		2003-2004	2004-2005	2005-2006		
Teacher and administrator evaluations will be based, in part, on effective use of technology as a classroom teaching, instructional management and administrative tool.	2004-2006	0	0	0	Superintendent, Principals	<ul style="list-style-type: none"> <li>▪ Increased use of technology at each campus</li> <li>▪ Increased student achievement</li> </ul>
Develop and maintain campus and class Web sites to expand community access to school information	2004-2006	0	4,000	7,000	Principals, Teachers	<ul style="list-style-type: none"> <li>▪ Increased satisfaction on surveys by parents and students</li> <li>▪ Increased involvement by parents in the education of their students</li> </ul>
Information Technology staff will remain customer-service oriented and will strive to ensure that all technology – and access to it – is operating properly at all times.	2003-2006	476,446	500,268	525,281	Director of Information Technology	<ul style="list-style-type: none"> <li>▪ Increased use of technology</li> <li>▪ Increased satisfaction with overall support and quality of equipment reported on student, teacher, and administrator surveys</li> </ul>
Continual review of latest technology tools available to ensure that we are using the best-valued, best quality equipment available	2003-2006	0	0	0	Director of Information Technology, Superintendent, Principals, Technology Integration Specialists	<ul style="list-style-type: none"> <li>▪ Increased student achievement</li> <li>▪ Increased use of technology in the classroom and in administration</li> </ul>

## Goal 4: Infrastructure for Technology

NEIR★TEC's Technology Brief, *Steps to Increase Accessibility*, reminds us that "accessibility extends beyond hardware and connections to encompass a complex combination of factors that includes training, content, attitudes, learner differences, and supportive environments for both teachers and students." We have address these other factors previously. So, while the provision of technology tools is not the end-all answer, it is a critical component of the overall plan. As the Web-Based Education Commission said, "Without broad access, there will be little demand for innovative content and applications that can bring new teaching techniques and new assessment models."

The Texans Can! infrastructure for technology will improve dramatically over the next three years, due primarily to the receipt of a 3-year TARGET grant. This grant will allow us to add the infrastructure that has been dreamed of and discussed and wished for by teachers, administrators and executives – but that could not be a reality without financial assistance.

We have actively sought grants and e-rate discounts to assist us with the high cost of providing technology in our schools. We also campaign for equipment donations. A partnership with Enterasys Networks is responsible for the donation of network hardware infrastructure valued at over \$300,000. In 2002, the IRS donated 180 computers for classroom workstations (90 for the Dallas-Fort Worth schools and 90 for Houston). Several banks such as Capital One and Bank One have also generously donated equipment when they have upgraded their offices.

As previously noted, TIF grants have allowed us to set up computer labs at both Dallas campuses, at Fort Worth-Campus Drive, and in Houston. Additionally, funds from a TIF grant were used to purchase equipment for a distance-learning lab in Houston last year.

Title II, Part D – Enhancing Education Through Technology entitlement grants allowed us to begin professional development training. These entitlement grants are not large (ranging from Dallas Can!'s entitlement of \$8,020 to San Antonio's entitlement of \$690 in 2002-2003) but principals have made the most out of them by providing training and purchasing needed tools such as digital cameras, a laptop computer, and a portable projector.

In part through our partnership with Enterasys, and through Technology in Connection with Repair and Renovation grants for our Austin, Houston and San Antonio charters, our network is very strong. Our concentration in the next three years will be to build up the classroom infrastructure – our network is ready to handle the increased load.

E-rate discounts have enabled us to connect all of our geographically diverse locations to one another using a Wide Area Network (WAN). Local area networks (LAN) are in place at each school. Because we will be adding distance learning labs in six schools and beginning to make strong use of them – and because there will be additional strain on the access due to increased use by teachers and students as they learn more about how to use the technology, we will increase the size and speed of our WAN over the next three years. This would be cost-prohibitive without the substantial discounts for telecommunications available through the e-rate program.

Our local budget pays for the Information Technology staff that oversees the network and provides assistance to schools in ensuring all technology is in working condition. These include a Director, 3 Network Administrators (located in Dallas, San Antonio/Austin, and Houston), 2 User Support Specialists, and 4 PC Support Specialists (3 in Dallas, 1 in Fort Worth).

There are also local funds set aside for professional development activities – a total of \$68,000 is budgeted in 2003-2004 for the campuses. Some of the training will include integration of technology into the curriculum, addressing different learning styles through the use of technology, and completing classroom administrative tasks online.

Campuses have local budgets totaling \$68,200 for 2003-2004 to purchase computers and equipment and an additional \$17,000 is budgeted for the purchase of administrative computers and equipment. We anticipate the cost of T-1 lines and telecommunications, after e-rate discounts, to be approximately \$47,700 during 2003-2004. Funds to cover these costs are included in the general operating budget. There is \$36,000 budgeted for new licenses and maintenance fees for PLATO and an additional \$15,000 allocated for software maintenance agreements for our accounting and fundraising packages.

The infrastructure provided to each Texans Can! academy – and to the organization as a whole – is a critical element. Without the infrastructure, no other goal can be reached.

- *Integrate planning for technology into all classrooms, campus and district planning.* Texans Can! and its affiliated campuses do and will continue to integrate planning for technology into district and campus planning. Evidence of commitment will be included in required district and campus plans.
- *Design, install and maintain a technology and telecommunications infrastructure for communications and service to ensure equitable access for all campuses.* As noted above, e-rate discounts allow us to provide all campuses with high-speed Internet access via leased T1 lines. Email servers are equipped with antivirus software and there is an antivirus monitoring system included on every workstation that checks for virus infection and reports status back to a central console so any outbreaks are identified and contained very quickly. The monitoring system also ensures that the configuration of the antivirus program installed on each workstation is not tampered with. The email server also has a SPAM filter to reduce incidences of unwanted email.
- *Investigate multiple financial arrangements for securing and maintaining workstations, infrastructure and other technologies.* Texans Can! allocates local budget to ensuring that the network infrastructure – including the technical assistance needed to keep in good working order is available. We have noted several times previously our aggressive fundraising campaign where we seek assistance from state, federal, corporate and foundation grantors. Additionally, we actively solicit business partnerships for assistance in providing computer workstations and network infrastructure. Our pursuit of additional funding will continue in an aggressive manner.
- *Meet the technology equipment target of a student-to-workstation ratio of 4:1.* The TARGET grant will, over the next 3 years, have a huge impact on our ability to meet the student-to-workstation ratio of 4:1. Classrooms on every campus currently have at least 4 drops in them for student and teacher workstations. The TARGET grant will allow at least 3 late model, multimedia computers to be installed in every classroom. We will keep the least obsolete of the equipment in our inventory to supplement classroom access and will upgrade those computers to the extent possible given machine and funding limitations.
- *Meet the technology equipment target of all professional educational staff to a workstation ratio of 1:1 to ensure that access is available as appropriate. Provide a dedicated workstation to each educator.* All of our teachers currently have dedicated workstations but many of them are quite old. The TARGET grant will allow us to purchase a new laptop for every teacher over the next three years. They will be able to take the computers home with them to assist them as they communicate with colleagues

and parents, become more familiar with PLATO, and conduct research on best practices and for additional classroom materials to supplement textbook lessons.

- *Continue to provide high-speed access to the Internet for students and staff.* E-rate discounts allow us to provide high-speed Internet access via leased T1 lines to all schools. Every classroom has access to the Internet. Over the next three years, we will increase that access by increasing bandwidth.
- *Seek strategic partnerships with public and private entities.* As previously noted, a partnership with Enterasys Networks provided us with needed network hardware and businesses and government agencies donate student workstations. We will continue to seek partnerships with both public and private entities throughout the upcoming years.
- *Seek external funding for the technology infrastructure.* Enterasys Networks provided us with needed network hardware and businesses and government agencies donate student workstations. We will continue to seek partnerships with both public and private entities throughout the upcoming years. We have been granted awards for Technology in Connection with Repair and Renovation, TARGET, and various TIF grants. Our aggressive quest for additional grant funding for technology infrastructure from public entities as well as foundations and corporations will continue.
- *Commit to participate in the comprehensive state technology system.* Texans Can! and its affiliated charter schools are committed to participating in the state technology system to the extent we are able to do so.
- *Replace or reposition obsolete technology and infrastructure on a scheduled basis to ensure maximum efficiency and use.* As we purchase new workstations for students, the oldest of the equipment will be given to students for home use based on a lottery system. A written obsolescence plan will be instituted.
- *Provide and maintain an infrastructure for communications with parents and community members, including access to school news, educational resources, data and personnel.* Web server space will be allocated, programs will be purchased, and staff and students will be trained to maintain school and classroom Web sites. These sites will provide a vehicle for communication with parents and the community about the school and class.

**Goal 4: Infrastructure for Technology**

*Students, teachers, and administrators will have access to hardware capable of running the latest versions of software to promote student achievement and assessing the quality of curriculum and instruction, online resources, and support for all schools.*

Objective/Strategies	Timeline	Estimated Cost			Responsible Positions	Evaluation
		2003-2004	2004-2005	2005-2006		
Classrooms will be equipped with at least 3 new computers and 1 upgraded computer so that the ratio of student to high-speed (min P3) computer will be approximately 4:1. When possible, more upgraded computers will be added to the classrooms to reduce the ratio further.	2003-2006	\$200,000  10,000	\$112,500  10,000	\$75,000  10,000	Director of Information Technology	<ul style="list-style-type: none"> <li>▪ Ratio of computers to students in each classroom</li> <li>▪ Increase in student achievement</li> <li>▪ Increased use of computers in classroom</li> </ul>
Students will have the benefit of a learner-centered environment by utilizing PLATO educational software that continuously assesses individual performance.	2003-2006	30,000	35,000	40,000	Superintendent, Principals, Assistant Principals of Instruction, Technology Integration Specialists	<ul style="list-style-type: none"> <li>▪ Number of teachers using PLATO in the classroom</li> <li>▪ Increased student achievement</li> </ul>
Obsolete computers will be given to students who do not have computer access at home. A lottery system will be used to determine which student receives the computer for home use.	2004-2006	0	0	0	Principals	<ul style="list-style-type: none"> <li>▪ Increase in number of students with home computers</li> <li>▪ Increase in student achievement</li> </ul>
Planning for the purchase and use of technology will be included in campus and district plans	2003-2006	0	0	0	Superintendent, Principals, Director of Information	<ul style="list-style-type: none"> <li>▪ Increased use of technology by teachers and administrators</li> </ul>

Objective/Strategies	Timeline	Estimated Cost			Responsible Positions	Evaluation
		2003-2004	2004-2005	2005-2006		
					Technology	
Increase bandwidth available to all campuses to ensure equitable access to technology/telecommunications infrastructure for all students, teachers and administrators.	2004-2006	0	40,000	60,000	Director of Information Technology	<ul style="list-style-type: none"> <li>▪ Increased satisfaction expressed by students, teachers and administrators</li> </ul>
Seek funding and equipment from outside sources through grants and donations	2003-2006	150,000	157,500	165,375	Board of Trustees, Foundation President, Grant writers, Fundraisers, Superintendent, Principals	<ul style="list-style-type: none"> <li>▪ Increased access to technology equipment and/or professional development</li> </ul>
Provide all teachers and professional staff with laptop computers	2003-2006	128,000	120,000	80,000	Director of Information Technology, Superintendent, Principals	<ul style="list-style-type: none"> <li>▪ Increased use of technology at home and at school</li> <li>▪ Increased satisfaction expressed on staff surveys</li> <li>▪ Increased student achievement</li> </ul>
Strive toward meeting the goals of the state of Texas technology plan	2003-2006	0	0	0	All staff	<ul style="list-style-type: none"> <li>▪ Increased student achievement</li> <li>▪ Increased access to technology for all students and staff; parents and community</li> <li>▪ Texas STaR Chart rating</li> </ul>

Objective/Strategies	Timeline	Estimated Cost			Responsible Positions	Evaluation
		2003-2004	2004-2005	2005-2006		
Students will be provided with email access, individual log-in passwords, and server storage space	2003-2004	3,000	15,000	0	Director of Information Technology, Teachers	<ul style="list-style-type: none"> <li>▪ Increased use of technology by students</li> <li>▪ Reduced number of lost assignments (due to ability to save to central server)</li> <li>▪ Ability to use any campus computer to complete assignment</li> </ul>
Provide server space, necessary software and support, domains, and training for school and class Web sites	2003-2006	5,000	5,000	5,000	Director of Information Technology, Technology Integration Specialists, Superintendent, Principals	<ul style="list-style-type: none"> <li>▪ Content of Web pages for schools and classes</li> <li>▪ Increased use and involvement by parents and community</li> <li>▪ Increased satisfaction reported by parents and students</li> </ul>

## Goal 5: Integration of Technology with Curricula and Instruction

A change in thinking must occur in order for technology to be fully integrated into the curricula and the instruction of our students. Technology must be viewed as nothing more a tool that impacts almost every facet of our lives. While we seem to accept that on a logical basis when purchasing cars with satellite systems or VCR or DVD players for our homes, it seems to be a more difficult concept to convey for use in the classroom. So then, our task is to ensure that teachers and students alike understand that technology is nothing more than a tool that can and should be used to find information, to collect, organize and interpret data, and to present results. It is a communication tool and a timesaving device with its offerings of anytime anyplace learning. It is not simply about learning keyboarding skills or basic computer skills. Its use can easily be integrated into every classroom if teachers and students understand its function as a way to make learning a more enjoyable, richer experience, administrative tasks easier and more efficient, and communication broader, less time-consuming, and more effective.

NEIR★TEC's Technology Brief, *Promotion of Curricula and Teaching Strategies that Integrate Technology*, provides research, resources, and suggestions for effectively integrating technology into curricula and instruction. The following statement contained in the Technology Brief, supports our overall technology plan (that includes all five Texas charters under one "district" umbrella):

*Identifying relevant research and using it to promote strategies that effectively integrate technology into curricula and instruction is critical; by strategically planning and promoting technology integration at the curriculum development stage, schools and districts can align both technology and curriculum directly to teaching strategies and therefore stand a better chance of achieving effective technology integration from classroom to classroom across the organization.*

Educators in every core subject will be provided with the training they need to understand how the use of technology tools will make their lessons more enjoyable, more memorable, and more effective for every student, regardless of the student's race, ethnicity, gender, economic level, learning style, or special need. Every educator from the superintendent to the classroom teacher will be actively involved in the development and use of technology (including "old-fashioned" films and video) in the everyday classroom experience. Teachers will be provided with subject-specific frameworks that are aligned with TEKS from which to develop curricula to use at all schools.

The Technology Integration Specialists will serve the important role of supporting teachers in matching technology to curriculum needs and in developing strategies that make the best use of the technology while maximizing student learning. These highly qualified, technology-savvy teachers will co-teach and model units for less experienced teachers, and will provide workshops and more traditional professional development activities as well. Their purpose is to support the needs of the teachers in effectively using the technology tools to improve the education of all students.

**Goal 5: Integration of Technology with Curricula and Instruction**

*All teachers will use the available technology tools to increase student achievement and to assess student progress. Students will learn to use the tools for communication and decision-making, for expressing creativity, for working collaboratively, and for developing critical thinking skills.*

Objective/Strategies	Timeline	Estimated Cost			Responsible Positions	Evaluation
		2003-2004	2004-2005	2005-2006		
Technology Integration Specialists will model the use of technology as a tool in the classroom	2003-2006	\$97,180	102,039	107,141	Superintendent, Principals, Technology Integration Specialists	<ul style="list-style-type: none"> <li>▪ Increased use of computers in the classroom</li> <li>▪ Increased student achievement</li> </ul>
Curricula integrating technology will be aligned with TEKS	2003-2006	(costs detailed elsewhere – such as salaries of Technology Integration Specialists and professional development opportunities)			Technology Integration Specialists, Principals, Teachers	<ul style="list-style-type: none"> <li>▪ Increased student achievement</li> <li>▪ Increased teacher satisfaction</li> </ul>
Teachers will be provided with online resources and software applications to enrich the curricula they are teaching and will be encouraged to seek out and share resources they discover with their colleagues	2003-2006	5,000	5,000	5,000	Technology Integration Specialists, All staff members	<ul style="list-style-type: none"> <li>▪ Increased use of technology in the classroom</li> <li>▪ Increased satisfaction by teachers and students</li> <li>▪ Increased student achievement</li> </ul>
Teachers will be provided with training that includes planning lessons, evaluating student work, and developing curriculum	2003-2006	(costs detailed elsewhere – such as salaries of Technology Integration Specialists and professional development opportunities)			Technology Integration Specialists, Principals, Superintendent	<ul style="list-style-type: none"> <li>▪ Increased student achievement</li> <li>▪ More effective use of technology</li> </ul>

Objective/Strategies	Timeline	Estimated Cost			Responsible Positions	Evaluation
		2003-2004	2004-2005	2005-2006		
Use of technology tools in the classroom will be included in district and campus plans	2003-2006	0	0	0	Superintendent, Principals	<ul style="list-style-type: none"> <li>▪ Increased use of computers in the classroom</li> <li>▪ Increased student achievement</li> </ul>
Students will have increased access to technology: server space on which to save assignments and projects, email access, and individual log-ons to the network.	2003-2006	3,000	15,000	0	Director of Information Technology, Principals, Teachers	<ul style="list-style-type: none"> <li>▪ Increased student satisfaction expressed on surveys</li> <li>▪ Increased use of technology as a learning and communication tool</li> </ul>

## Evaluation

A plan is only a worthwhile endeavor if it is subsequently put into action. We have listed in the previous section of this plan, the effectiveness indicators or evaluation criteria by which we will judge the success of our implementation of this plan.

As can be seen by the criteria, our primary goal is to increase student achievement and all of our strategies are designed with that ultimate goal in mind. Given the current state of technology and its use at our organization, it will take time to “get there from here” but we are confident that, by following the plan outlined here, we will arrive over the course of the next three years.

Evaluation of the progress we are making toward supplying the necessary technology to our teachers, to providing the professional development that must come prior to expecting its use in the everyday learning environment of our students, and to increased use of technology tools by students and staff, to the ultimate goal of increased student learning and achievement is critical. Our plan calls for continual assessment of progress made in each of these areas. If we are falling short in any one of the areas, a complete review of the processes will be undertaken so remedies can be made quickly.

We will use the evaluation of our progress in meeting the goals of this plan to:

- ▲ Serve as a continuous accountability guide
- ▲ Provide feedback and results
- ▲ Provide required information to TEA
- ▲ Document the extent to which the goals and objectives of the project are actually achieved.

Our evaluation will be performed in such a way that the following three overarching questions are answered:

- ▲ What steps have been taken to increase accessibility to technology?
- ▲ What is the quality and reach of the professional development and related technology tools provided under this plan?
- ▲ What is the impact of the implementation of this plan?

We will collect data through surveys, through observation, and through assessment of student scores in classes as well as on TAKS and other assessment tests.

### Survey Results – Central Administration

	<b>% Yes</b>	<b>% No</b>	<b>N/A</b>	<b>% - No Answer</b>
Does the computer in your office function properly?	79	21		0
Can you print from the computer in your office?	89	11		0
Do you know how to contact the Computer help Desk to report problems?	95	5		0
Does Information Technology respond in a timely manner for reported problems?	89	0		11
Do you know your network and e-mail usernames and passwords?	100			
Do you use e-mail?	100			
Do you need additional training to effectively use your computer?	42	58		
If yes, for what software programs?	Word, Excel, Powerpoint			
What additional software would you like to see implemented at Tx CAN! and why do you feel it would be useful?	Scanner, Scheduler, Publisher, Outlook Calendar, Pagemaker			
Do you have access to a computer away from work?	84	11		5
If yes, does it access the Internet?	94	6		0
Satisfaction rating: 1=Least Satisfied; 5=Most Satisfied				
How satisfied are you with our current technology?	Average: 3.83			
How satisfied are you with our technology support staff?	Average: 4.39			

Teacher/Administrator Survey Results  
 Austin

	<b>% Yes</b>	<b>% No</b>	<b>N/A</b>	<b>% - No Answer</b>
Does the computer in your classroom/office function properly?	82	18		0
Can you print from your instructor computer?	91	9		0
Do the students' computers in your classroom function properly most of the time?	60	0		40
Can your students print from the classroom printers?	50	0		50
Do you know how to contact the Computer Help Desk to report problems?	91	9		0
Does IT respond in a timely manner for reported problems?	73	0		27
Do you know your network and e-mail usernames and passwords?	91	9		0
Do you use e-mail?	91	9		0
Do you need additional training with computers?	45	55		0
If yes, for what software programs?	Excel, PLATO, PowerPoint			
Do you use PLATO with your students?	0	73		27
If yes, how often do you assign students work on PLATO?	N/A			
Do you use PLATO for your TAAS students?	0	33		67
What additional software would you like to see implemented at TX CAN!?	Filmmaker, CD ROM Drive, Attendance, Grades, Concept mapping, Windows update, Texas Library, Unified PEIMS software with scheduler and report cards			
Do you use the Internet for class prep, assignments, or research?	75	8		17
Do you have access to a computer away from work?	92	8		0
If yes, does it access the Internet?	91	9		0
Satisfaction rating: 1=Least Satisfied; 5=Most Satisfied				
How satisfied are you with our current technology?	Average: 3.45			
How satisfied are you with our technology support staff?	Average: 4.20			
Comments: Update to new computers, grades on computer program, too many sites blocked (even chess & classical music.				

Teacher/Administrator Survey Results  
 Dallas-Live Oak

	<b>% Yes</b>	<b>% No</b>	<b>N/A</b>	<b>% - No Answer</b>
Does the computer in your classroom/office function properly?	73	9		18
Can you print from your instructor computer?	82	9		9
Do the students' computers in your classroom function properly most of the time?	45	0		55
Can your students print from the classroom printers?	28	27		45
Do you know how to contact the Computer Help Desk to report problems?	100	0		0
Does IT respond in a timely manner for reported problems?	82	0		18
Do you know your network and e-mail usernames and passwords?	91	9		0
Do you use e-mail?	91	9		0
Do you need additional training with computers?	37	45		18
If yes, for what software programs?	Excel, PLATO, WinSchool, Word			
Do you use PLATO with your students?	18	27		55
If yes, how often do you assign students work on PLATO?	25-33% of the time			
Do you use PLATO for your TAAS students?	18	18		64
What additional software would you like to see implemented at TX CAN!?				
Do you use the Internet for class prep, assignments, or research?	37	36		27
Do you have access to a computer away from work?	82	9		9
If yes, does it access the Internet?	70	9		30
Satisfaction rating: 1=Least Satisfied; 5=Most Satisfied				
How satisfied are you with our current technology?	Average: 3.45			
How satisfied are you with our technology support staff?	Average: 4.27			

Teacher/Administrator Survey Results  
 Dallas – Oak Cliff

	<b>% Yes</b>	<b>% No</b>	<b>N/A</b>	<b>% - No Answer</b>
Does the computer in your classroom/office function properly?	76	13		11
Can you print from your instructor computer?	79	13		8
Do the students' computers in your classroom function properly most of the time?	53	10		37
Can your students print from the classroom printers?	42	16		42
Do you know how to contact the Computer Help Desk to report problems?	97	3		0
Does IT respond in a timely manner for reported problems?	79	5		16
Do you know your network and e-mail usernames and passwords?	97	3		0
Do you use e-mail?	92	8		0
Do you need additional training with computers?	45	52		3
If yes, for what software programs?	Excel, Word, PowerPoint, PLATO			
Do you use PLATO with your students?	5	71		24
If yes, how often do you assign students work on PLATO?				
Do you use PLATO for your TAAS students?	0	29		71
What additional software would you like to see implemented at TX CAN!?	Clip art, Gradebook, Career Works, Teacher's Toolbox, Print Shop, Progress Reports			
Do you use the Internet for class prep, assignments, or research?	76	16		8
Do you have access to a computer away from work?	76	24		0
If yes, does it access the Internet?	90	3		7
Satisfaction rating: 1=Least Satisfied; 5=Most Satisfied				
How satisfied are you with our current technology?	Average: 3.82			
How satisfied are you with our technology support staff?	Average: 4.83			

### Teacher/Administrator Survey Results Fort Worth-Campus Drive

	<i><b>% Yes</b></i>	<i><b>% No</b></i>	<i><b>N/A</b></i>	<i><b>% - No Answer</b></i>
Does the computer in your classroom/office function properly?	91	9		0
Can you print from your instructor computer?	91	9		0
Do the students' computers in your classroom function properly most of the time?	91	9		0
Can your students print from the classroom printers?	73	27		0
Do you know how to contact the Computer Help Desk to report problems?	91	9		0
Does IT respond in a timely manner for reported problems?	91	0		9
Do you know your network and e-mail usernames and passwords?	91	9		0
Do you use e-mail?	91	9		0
Do you need additional training with computers?	39	46		0
If yes, for what software programs?	Excel, PLATO			
Do you use PLATO with your students?	18	47		35
If yes, how often do you assign students work on PLATO?	Every 2 weeks			
Do you use PLATO for your TAAS students?	0	50		50
What additional software would you like to see implemented at TX CAN!?				
Do you use the Internet for class prep, assignments, or research?	91	9		0
Do you have access to a computer away from work?	100	0		0
If yes, does it access the Internet?	91	9		0
Satisfaction rating: 1=Least Satisfied; 5=Most Satisfied				
How satisfied are you with our current technology?	Average: 3.54			
How satisfied are you with our technology support staff?	Average: 4.00			

Teacher/Administrator Survey Results  
 Fort Worth-River Oaks

	<b>% Yes</b>	<b>% No</b>	<b>N/A</b>	<b>% - No Answer</b>
Does the computer in your classroom/office function properly?	100	0		0
Can you print from your instructor computer?	100	0		0
Do the students' computers in your classroom function properly most of the time?	92	0		8
Can your students print from the classroom printers?	23	69		8
Do you know how to contact the Computer Help Desk to report problems?	100	0		0
Does IT respond in a timely manner for reported problems?	77	15		8
Do you know your network and e-mail usernames and passwords?	100	0		0
Do you use e-mail?	92	8		0
Do you need additional training with computers?	55	45		0
If yes, for what software programs?	PowerPoint, PLATO			
Do you use PLATO with your students?	8	84		8
If yes, how often do you assign students work on PLATO?	Weekly			
Do you use PLATO for your TAAS students?	0	91		9
What additional software would you like to see implemented at TX CAN!?	Publisher, Virtual math manipulatives			
Do you use the Internet for class prep, assignments, or research?	84	8		8
Do you have access to a computer away from work?	83	17		0
If yes, does it access the Internet?	100	0		0
Satisfaction rating: 1=Least Satisfied; 5=Most Satisfied				
How satisfied are you with our current technology?	Average: 3.75			
How satisfied are you with our technology support staff?	Average: 3.75			

Teacher/Administrator Survey Results  
 Houston

	<b>% Yes</b>	<b>% No</b>	<b>N/A</b>	<b>% - No Answer</b>
Does the computer in your classroom/office function properly?	75	25		0
Can you print from your instructor computer?	75	25		0
Do the students' computers in your classroom function properly most of the time?	50	50		0
Can your students print from the classroom printers?	50	50		0
Do you know how to contact the Computer Help Desk to report problems?	88	0		12
Does IT respond in a timely manner for reported problems?	88	0		12
Do you know your network and e-mail usernames and passwords?	88	12		0
Do you use e-mail?	88	12		0
Do you need additional training with computers?	25	75		0
If yes, for what software programs?	Excel, PowerPoint			
Do you use PLATO with your students?	38	62		0
If yes, how often do you assign students work on PLATO?				
Do you use PLATO for your TAAS students?	13	50		37
What additional software would you like to see implemented at TX CAN!?	Word, Excel, PowerPoint, Math Skills software			
Do you use the Internet for class prep, assignments, or research?	88	12		0
Do you have access to a computer away from work?	63	25		12
If yes, does it access the Internet?	100	0		0
Satisfaction rating: 1=Least Satisfied; 5=Most Satisfied				
How satisfied are you with our current technology?	Average: 3.38			
How satisfied are you with our technology support staff?	Average: 4.13			

## Teacher/Administrator Survey Results San Antonio

	<i><b>% Yes</b></i>	<i><b>% No</b></i>	<i><b>N/A</b></i>	<i><b>% - No Answer</b></i>
Does the computer in your classroom/office function properly?	77	12		11
Can you print from your instructor computer?	85	12		3
Do the students' computers in your classroom function properly most of the time?	54	4	15	27
Can your students print from the classroom printers?	26	33		41
Do you know how to contact the Computer Help Desk to report problems?	81	15		4
Does IT respond in a timely manner for reported problems?	62	8		30
Do you know your network and e-mail usernames and passwords?	81	12		7
Do you use e-mail?	100			
Do you need additional training with computers?	46	50		4
If yes, for what software programs?	PLATO, Excel, PowerPoint			
Do you use PLATO with your students?	9	86		5
If yes, how often do you assign students work on PLATO?				
Do you use PLATO for your TAAS students?	8	28		64
What additional software would you like to see implemented at TX CAN!?	Typing Tutor, Educational Games, Web Design, Science CDs, Grades Program, Mavis Beacon, Media Player			
Do you use the Internet for class prep, assignments, or research?	65	23		12
Do you have access to a computer away from work?	88	12		0
If yes, does it access the Internet?	87	9		4
Satisfaction rating: 1=Least Satisfied; 5=Most Satisfied				
How satisfied are you with our current technology?			Average: 2.58	
How satisfied are you with our technology support staff?			Average: 4.13	

Comments: We need more updated computers. Ours are slow.

