

***TUCSON SMALL SCHOOL
PROJECT/
CITY HIGH SCHOOL***

**EDUCATIONAL TECHNOLOGY
PLAN**

JULY 1, 2010 – JUNE 30, 2013



LEA PROFILE

LEA Profile	
LEA NAME: Tucson Small School Project	
CTDS:	10-87-20000
NUMBER OF SCHOOLS IN LEA	1
E-RATE BILLED ENTITY NUMBER (if not applicable, indicate N/A)	16048572

TECHNOLOGY PLAN CONTACT INFORMATION

Primary Technology Plan Contact Information

Name: John Wolfe	Telephone #: 520-623-7223 x219
Title: Technology Coordinator	Fax #: 520.547.0680
Address: 48 E. Pennington St. Tucson,AZ 85701	E-mail: john-wolfe@hotmail.com

Secondary Technology Plan Contact Information

Name: Yash Shah	Telephone #: 520-623-7223 x220
Title: Business Manager	Fax #: 520.547.0680
Address: : 48 E. Pennington St. Tucson,AZ 85701	E-mail: yashs@cityhighschool.org

VISION AND MISSION STATEMENTS

Our Vision:

City High School strives to be a community of learners in which all members use their minds well and care about one another. We engage with challenging academics and the unique resources of our city and region in order to become active citizens and responsible stewards of our world. We will use technology in a relevant way to help build this community and provide 21st century skills for our students' life long success.

Our Mission:

- To provide staff with the training and resources they need to best support student learning.
- We will aggressively pursue new technologies resources that can be used to engage learners in relevant educational experiences and keep up with the ever-changing pace of technology.
- We will strive to promote a learning environment that promotes equitable access of technology resources to all learners and staff regardless of technology skill level.
- We will challenge learners to be innovative when using technology and how it can apply to many different kinds of academic pursuits, and help improve their performance.

NEEDS ASSESMENT AND STRATEGIES TO ADDRESS THOSE NEEDS

A. Student Learning / Curriculum Integration

Current Reality:

Students are using technology to support their learning throughout our core curriculum., however, it has been noted that the level of proficiencies in technology skills vary widely between students, even in the area of basic skills such as file management. We are currently focusing on the use of advanced media arts as method tech integration that connects the classroom with the community. A school wide effort has not yet been made to integrate state technology standards across our curriculum. We have not yet defined what specific technology skills are expected at the college level.

Specific needs and the strategies that address them:

1: Implement technology orientation sessions for students that provide a solid foundation for using technology throughout the school year.

Strategies:

Identify the technology skills that should be covered during the orientation sessions. and develop lesson plans accordingly.

Provide the appropriate training to staff that will be facilitating the sessions.

Schedule a specific timeline for the orientation sessions.

2: Structuring an integration plan for state standards around co-teaching/peer coaching and staff release time used to support other teachers as they implement projects in the classroom will be needed to assist in this effort.

Strategies:

-Identify which staff members have strong knowledge in specific areas of the tech standards.

-Determine the availability of the identified staff and how they can best disseminate their specific knowledge.

- The Technology Coordinator and Principal will work together to crosswalk technology standards to individual courses.

3. Structure a way of utilizing tech savvy students to assist other students.

Strategies:

Identify and categorize a list of tech savvy students that are willing and capable helping their fellow students who need additional assistance while working with technology.

Teachers will reference the list of students when planning/scheduling tech intensive projects.

Assess when the appropriate students are available to assist and schedule their assistance accordingly.

4. Consider student roles in summer enrichment programming.

-Investigate what technology skills the colleges are expecting incoming students to possess.

Strategy:

-Schedule a site visit and interviews with appropriate staff at various colleges.

Use technology to improve communication and collaboration among staff, students, parents, and other community members.

Strategy

-Utilize an effective combination of Google Ed apps, Powerschool, Moodle, and social networking.

B. Professional Development

Current Reality:

We have not carved out as much technology PD time as we feel is necessary to provide all teaching staff with a solid set of technology skills necessary to support their teaching. All teachers were surveyed on their usage and knowledge of technology and the results made it clear they need additional PD time and training resources focusing on technology are needed.

Specific needs and the strategies that address them:

1. Find time for technology training within our professional development schedule. Significant training needs include the transition to Google ed apps, the new PowerSchool gradebook, and updated office software, etc.

Strategies:

-Administrative staff will identify what staff will we need to know prior to the beginning of the school year, and what they can learn as the year progresses.

-Administrative staff will develop a PD schedule with tech specific sessions that fit well with the master calendar and specific project schedules.

2. Encourage more staff participation in technology workshops and conferences through AzTEA, Office of Pima County Schools, Apple, etc.

Strategy:

Administrative staff will research opportunities and notify all appropriate staff of outside PD opportunities as they become available.

3. Optimize utilization of the staff technology blog.

Strategies:

- Move the blog over to our new website.
- Create a user friendly web page that categorizes blog post for the various tech specific areas.
- Focus on content that will be helpful for the upcoming transitions to Google, new grade book, etc.

C. Equitable Access of Technology

Current Reality:

We are currently maintaining a 3 to 1 computer ratio. The availability of computers and other technology devices for student use is being stretched thin. Some families do not have access to a computer at home.

Specific needs and the strategies that address them:

1. Keep moving towards a 2 to 1 student to computer ratio to boost access to computers.

Strategies:

Look into lower cost alternatives to traditional laptops and desktops. (Netbooks/iPods/iPads)
Make purchases according to needs reflected on the staff survey and other observations.

2. Provide more structure for access to technology resources.

Strategies:

Determine when major tech-intensive projects will be happening during the school year.
Organize computers and devices according to level of usefulness.

3. Create a program for low-income families that are in need of a computer.

Strategies:

- Identify families who need a computer.
- Come up with a user policy for these families.
- Utilize outdated computers and organizations such as rise to provide the equipment.

D. Infrastructure

Current Reality:

Our version of Microsoft Office is functionally obsolete. We are using a file server that while not obsolete has become cumbersome compared to alternatives. The current level of bandwidth will likely not support emerging 21st century technologies such as Google Ed apps very well. Our phone system is out of date and costly to maintain. The wireless network is stable but new technologies that improve performance and security have emerged. We have several laptops that are reaching the end of their useable life for academic purposes.

Specific needs and the strategies that address them:

1. Replace the current version of Microsoft Office

Strategy:

Select the best choice for a replacement considering costs, available funding, and usability issues.

2. Look into new wireless networking technologies and implement them as needed.

Strategy:

Have networking vendors analyze our current network and provide proposals for an upgrade.

3. Look into replacing our current phone system that is costly to support (possibly with a VOIP system).

3. Have phone vendors analyze our current phone system and provide proposals for a replacement system.

4. Move to Google Ed apps to provide a better method of file transfer, email services, and general communication.

Strategies:

-Complete all of the administrative technical steps needed for the transition.

-Provide training for staff and students to access their accounts.

5. Replace outdated computers

Strategy:

- Create a replacement cycle for outdated computers while considering alternatives to high end desktops and laptops.

EVALUATION

Our technology plan will become a relevant tool that we will use to gauge the effectiveness of our technology integration. Relevant. An assortment of data will be collected through the use of surveys, classroom observations, analysis of student scores, and other sources as a means of assessment.

Evaluation Questions:

The data gathered will be reviewed using the following questions to determine the effectiveness of the plan and to focus in on areas of the plan that need to be changed.

- How have students been impacted by technology integration in various courses?
- Has technology improved student achievement, had no impact, or perhaps negatively impacted achievement?
- Are our teachers using technology in ways that achieve the district goals for 21st Century Learning?
- Have school technology resources been adequately allocated for students, teachers and staff?
- How effective has our professional development model been in helping teachers achieve technology proficiency?

Our technology plan will be evaluated on an annual basis to monitor and assess progress in meeting the goals of plan. A committee of various stakeholders who are invited by administrative staff to participate will perform the evaluation. An annual report that summarizes the data collected will be created and distributed to all relevant stakeholders for review and recommendations.