Dr. M. L. Garza-Gonzalez 2018 – 2019 Technology Plan

Adopted January 2018

Section 1 of 4. LEA Information

ESC Region: 2

County District Number 013801

LEA Name: DR. M. L. GARZA-GONZALEZ

Superintendent: Alma (Dee Dee) Bernal

Address: 4129 Greenwood

City, State Zip: Corpus Christi, Texas 78416

Phone: 361-881-9988

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Does your LEA file E-rate? YES

If yes, please answer the following three questions:

1.) What is your Billed Entity Number? (enter numeric value)
2.) Is your LEA filing for Category 1 services this funding year? (yes/no) Yes
3.) Is your LEA filing for Category 2 services this funding year? (yes/no) No

Section 2 of 4: Contact Information

Please enter your LEA's technology coordinator's contact information in case TEA needs to contact them about the plan.

Name: Ryan McGee

E-mail: ryan.mcgee@gcclr.org

Phone: 361-881-9988

Section 3 of 4: Demographics

Total Student Enrollment: 232

LEA Size: K-8 Charter

Percent Economically Disadvantaged: 97.83%

Number of Campuses: 1

FCC Broadband targets: The E-rate bandwidth targets for Internet access for schools is at least 100kbps per user (students and staff) in the short term and 1Mbps Internet access per user in the longer term.

Number of campuses with high-speed broadband Internet access that meets the current FCC target: 1

Percentage of campuses with high-speed broadband Internet access that meets the current FCC target: 1

Computing device/Student Ratio (include computers and tablets, but not cell phones): 1/1

Computing device/Teacher Ratio (include computers and tablets, but not cell phones): 2/1

Number of classrooms with WiFi access: All

Percentage of classrooms with WiFi access: 100%

Projected data for the 2018–2019 school year.

Technology expenditures: $ 39,000 (currently 18-19 budget in total)

Technology expenditure per pupil: $286

Section 4 of 4: Plan Introduction

This technology plan covers the period starting on July 1, 2019, and ending on June 30, 2020, which aligns with the E-rate funding cycle.

Assessment Process

Describe the process used to determine the LEA technology needs that will be addressed in this plan.

The need assessment followed the Texas Accountability Intervention System (TAIS) needs assessment guidelines.

I. I. **Establish purpose of Needs Assessment and designate the planning team**: The technology planning team included the principal, tech apps instructor, curriculum consultant, teachers, para-professionals, parents and the network manager.

II. Gather Data: The relevant data, including campus improvement plans, PEIMS data; Student surveys, home surveys and Title Parent Meetings input was gathered. Areas considered:

- Potential barriers and methods to address issues that may surface about Technology Lending Program
- How to measure established technology competencies for staff and students
- Required staff develop needs to effectively create and deliver technology-integrated lessons
- Provide training for staff, students and parents
- Improve utilization of technology
- Investigate adaptive technologies for SPED population
- Does our server meet our needs?
- Do students have the storage necessary to save documents?
- Do SPED students have access to the software that they need to be successful?
- Providing technical support - Who?
- Check in and out equipment – Process?
- Integrate parent and community involvement effectively in the academic setting through technological advancement
- Ensure a working, safe, filtered environment

III. Data Analysis: The school is located on West Side of Corpus Christi, an area of older homes and a less affluent population. The zip-codes of the students who attend are predominately located in the two highest crime areas of Corpus Christi. The neighborhoods are generally older homes and the government housing, predominates the service area.

Ninety-five percent of the students are economically disadvantaged. A significant percentage of the student population have parents and/or guardians who are not technologically proficient Approximately 54% report they do not have access to the Internet outside the school or from home. Those students report that few local community access points are available within walking distance (library, some stores, restaurants) from their home. The nature of the surrounding community makes parents hesitant to have children walk to these venues even when they are available.

Root Cause Analysis & Prioritize Need: The root causes and the needs that would benefit most from intervention were listed, prioritized and addressed. 1 **Digital Divide;** 2. **gaps in knowledge,** 3. **Lack of readiness;** 4.Lack of **substantive enrichment activities**

Digital Divide - Students Mastery of K-8 Computer Technology Skills demonstrates a significant digital divide in the school. Some students are profoundly talented and creative with the technology and others are more passive users. Based on the ***K-8 TEKS Skill Checklist Assessment*** the Digital Divide becomes evident in the 4th grade and grows larger each year after. Comparing fifth and sixth grade students Baseline Skills assessment with Home Survey Date, the students falling behind are those without home access.

Learning Gaps – The divide is evident in learning gaps exhibited by students. Those with home technology are more proficient with creating computer projects and have better grasps of toolbars and technology concepts. While all students excel at accessing content and campus curriculum.

Enrichment Deficit – Students who participate in summer or after school tech programs are more proficient in understanding and applying science , engineering and math concepts.

Current Conditions

Describe the current conditions for the LEA and campuses targeted in this plan, including telecommunications services, hardware, software, and other services.

At some level DMLGG has a cutting edge technology program. The school has had a robotics and engineering program as part of summer and afterschool clubs that is now part of a full Tech programming. The afterschool clubs are available to students three through eigth. Beyond afterschool programming many of the students attend acitivities through the Boys and Girls which include technology and have been a strategic partner of the school.

Current technology available includes computer access in the form of a COW and tablet (I-Pad) access as well. The school has enough technology for each student to have access to either a computer or tablet during the school day. The academic tutorials are after school and also provide students additional access and training.

The school is applying for a computer lending grant with the goal of addressing the digital divide for students at home.

Grade	iPads	PC	Ratio		Tech Lending		Ratio	
k- 1	100	138	1		0		0	0
2- 3					0	0	0	0
4th				**1**	25	25	0	1:1
5th					25	25	0	1:1
6th					25	25	0	1:1
7th-8th					0	15	0	1:3

Identified Needs

Summarize the technology needs and issues identified by the assessment process.

As part of ongoing continuous improvement planning, the school has identified serious gaps in knowledge in regard to the use of technology. Students who participate in the summer programs available through a variety of community partnerships and attend after school clubs have some fabulous knowledge and skills with advanced technology but may lack basic data processing skills. Virtually all students are well trained to access the various curriculum materials at school. That is, they are proficient as passive receivers, or interacting with Instructional applications. Unfortunately, too many students are unevenly proficient in using productivity tools, researching, vocabulary and creating multimedia.

The Digital Divide appears in 4th grade and gets worse as the students get older.

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Alignment to Goals from District Improvement Plan

Each goal must have an objective and Strategy. Please indicate how the objective aligns with goals from the district improvement plan. Use additional lines as needed

Goal Statement	**Objective Statement**	**Alignment to Goals from District Improvement Plan**	**Budget for this Objective**
Goal 2 DMLGG will maintain a safe and disciplined environment in order to facilitate optimal teaching and learning	Objective 1 All students attending DMLGG will be given resources and support to foster optimal physical and mental health	#5 DMLGG will purchase a Renaissance . (Title I SW: 1,2,9,10) Target Group: All	$395
Goal 5 DMLGG will expand technology access for 100% of students in 4th through sixth grades and scale up the access each year.	Objective 1 Purchase technology materials and hardware within the first six weeks to ensure usage and successful implementation during the 2019-2020school year.	1. Increase IPAD inventory with 5 sets of 10 new updated tablets. (Title I SW: 1,9,20) (Target Group: All) Target group economically disadvantage **6.** Add 10 new computers to be used for special population students who take online state assessments. (Title I SW: 1,2,9,10) Target Group: ECD, ESL, LEP, SPED, AtRisk, Dys) Add 70 Laptops to be used to increase home use (ECD, AtRisk)	$45,000
Goal 5 DMLGG will expand technology access for 100% of students and teachers in order to increase the effectiveness of communicating with parents, students, learning, instructional delivery, staff	Objective 2 Purchase technology materials and hardware within the first six weeks to ensure usage and successful implementation during the 2018-2019 school year.	**1.** Teachers will utilize DMAC data reports to create TEKS based lessons based on student needs (Title 1 SW: 2,10) (Target Group: All) **2.** Teachers and administrators will use software programs	$22,130

Goal Statement	Objective Statement	Alignment to Goals from District Improvement Plan	Budget for this Objective
Staff Training		(STAR REN, Lead4ward, DMAC, State Adopted Resources, Rosetta Stone, to measure growth and prescribe accelerated instruction and grouping based on data. (Title I SW: 1,2,8,9,10)	
Total			$89,000

Budget Detail for 2020

Budget Item	Cost	Funding Sources
Staff Development		
Telecommunications & Internet Access	**$6,861**	**FSP & ERATE Grant**
Materials & Supplies	**$89,135**	**Local, FSP & Grant**
Equipment		
Maintenance	**$1,820**	**FSP**
Miscellaneous Expenses	**$400**	**FSP**
Total	**$98,216**	

The sum of the total amounts currently allocated in the Objectives for this plan must match the Total Technology Expenditures included in the Budget above.

Evaluation Process

Describe the process that will be used to monitor and document progress made in the implementation of the plan, including how frequently the plan will be evaluated and updated, who is responsible for evaluating the plan, and how the findings of the evaluation will be communicated and distributed.

Surveys, Walkthroughs, self- assessment and the TEKS Skills Checklist

Evaluation Methods

Describe the accountability methods and measures that will be used to evaluate the extent to which activities are effective in:

- Integrating technology into curriculum and instruction
- Increasing the ability of teachers to teach
- Enabling students to meet challenging state academic standards
- Acquiring and deploying technologies and telecommunication services
- Meeting timelines for implementation

The school will measure the following:

Integrating technology into curriculum and instruction
Increasing the ability of teachers to teach
Enabling students to meet challenging state academic standards
Acquiring and deploying technologies and telecommunication services
Meeting timelines for implementation
Through:
Dr. Charles will work with the tech instructor, instructional leaders and principal to review challenges and successes of the technology implementation. The Tech Instructor will coordinate and will visit with the students, parents, and teachers on a quarterly basis during the year to guarantee student success. Each quarter of the grant period the Board of Trustees will receive a report on the status of the Technology Lending Program. Any problems associated with the grant will be addressed, corrected and documented.

During the spring semester an evening showcase event for parents and community will highlight the student learning that is taking place. Opportunities will also be available at this showcase for family members to share ways their students have benefited at home from the lending program. The tech coordinator will provide an analysis which will include student, parent, and teacher feedback at the showcases.

Administrators will gather testing data for all 3rd–8th grade students beginning of year, middle of year, and end of year to monitor student growth. Teacher walkthrough data will be aggregated and evaluated monthly at campus SBDM meetings and instructional meetings with teachers of target students to reinforce the student level benefit of engaging instruction with digital tools and curriculum.

The program director, Tech apps instructor and Dr. Charles will report quarterly to the SBDM committee on program progress and outcomes. Quarterly, and again at the end of each school year in the grant period, Texas Academic Performance Report data such as attendance, discipline placements, and student achievement will be evaluated and procedures adjusted to increase student success. The results of this analysis will be shared with the Board of Trustees at the end of each school year.