

# CAVIT School Technology Plan

## Needs Assessment

### Current Reality

Central Arizona Valley Institute of Technology (CAVIT) is a Joint Technical Education District (JTED) serving 11-12<sup>th</sup> grade students with career and technical education training opportunities on our central campus located in Coolidge. Students from 8 area high schools attend CAVIT two-hours a day for two years. Students take their four required academic classes at their home school and then are transported over to CAVIT for intensive career training. Each of CAVIT's nine Career and Technical Education (CTE) programs (fire science, law enforcement, veterinary assistant, medical assistant, massage therapy, dental assistant, nursing assistant, aesthetics and cosmetology) offers students licensure/certification opportunities and/or dual enrollment CTE college credit through Central Arizona College and Pima Community College. Five of CAVIT's programs (dental, massage, medical, veterinary, cosmetology and aesthetics) operate student-run campus clinics that provide community residents free services provided by our students. CAVIT is an AdvancED accredited school and the recipient of the 2012 A+ School of Excellence and Exemplary Program awards sponsored by the Arizona Educational Foundation.

Each classroom has one teacher workstation, an Elmo document camera, an Extron wireless AV panel, projector and interactive whiteboard. Five classrooms have appointment/reception desks where students use industry appointment/scheduling software (Avimark, Salon Pro and Amazing Charts) to apply their front office technical skills as they greet clients/pets, take/record health information and schedule appointments. Each of our CTE programs have adopted software relating to teaching anatomy/physiology, medical terminology, crime scene reporting, and technical skill drills. Our school has two laptop carts that teachers can check out and take to their classrooms for student use.

Teachers use Schoolmaster to record attendance and Engrade for recording grades. The online Engrade system allows students and parents 24/7 access to current grade information. Teachers create benchmark and semester tests and upload them to Classmarker.com where students are able to take all formative and summative testing online. All tests, assessment data, curriculum and student/parent satisfaction surveys are stored on a networked teacher share drive that all staff can access allowing effective collaboration. Teachers use their software associated with their textbooks, along with the online teacher resource website, to enhance instruction. Teachers review YouTube videos for content appropriate to their student audience. Community residents accessing our school-based service learning clinics, as well as, students and parents access online Survey Monkey satisfaction surveys linked off of our website to gauge satisfaction with CAVIT services.

### CAVIT School Needs

- Provide training and support for teachers on how to fully integrate technology into daily classroom instruction through purposeful lesson planning.
- Develop pre/post testing and rubrics to measure student technology literacy.
- Create educational website listings that support the CTE standards.

# CAVIT School Technology Integration Self-Assessment

Components	Developing (1 point)	Approaching (2 points)	Fully Integrated (3 points)	<i>LEA Self-Assessment Score</i>
<b>Staff Technology Proficiency</b>	No instrument(s) are available or utilized for assessing the level of technology proficiency of staff members.	One or more instruments are made available for staff to assess their level of technology proficiency.	<p>An LEA utilizes a specific instrument(s) to assess the level of technology proficiency for staff.</p> <p>An LEA has identified expectations/standards for the level of technology proficiency of staff and provided professional development for staff members to meet the expected level of proficiency.</p>	<b>3</b>
<b>2009 Educational Technology Standard</b>	No specific curriculum resources with educational technology standard performance objectives are available and/or no alignment with educational technology standard performance objectives has occurred for any grade levels.	<p>Some curriculum resources with identified educational technology standard performance objectives are provided for one or more content areas and/or grade levels.</p> <p>Some alignment of Educational Technology Standard performance objectives with other core content areas may be evident across one or more grade levels.</p>	<p>Educational Technology Standard performance objectives have been aligned with other core content areas across all grade levels.</p> <p>Curriculum resources are available to assist teachers with implementing instructional activities that have educational technology standard performance objectives embedded.</p>	<b>3</b>
<b>Classroom Integration of Technology</b>	<p>No instrument(s) are made available for assessing how effective a teacher is integrating technology in his or her classroom.</p> <p>Technology in the classroom is almost exclusively used by the teacher.</p>	<p>One or more instruments are made available for teachers to self-assess how effectively technology is being integrated in their classroom.</p> <p>Teachers use a variety of technologies to enhance instruction. Student use of technology occurs occasionally and is generally for research, presenting information, and creating some text and multimedia products.</p>	<p>An LEA utilizes a specific instrument(s) to regularly assess how effectively a teacher integrates technology into their classroom.</p> <p>Teachers and students utilize technology daily to explore content, communicate and collaborate on real-world problems, provide real-time data of student progress and to assist teachers and students in individualizing a student's learning experiences.</p>	<b>3</b>

<b>Components</b>	<b>Developing (1 point)</b>	<b>Approaching (2 points)</b>	<b>Fully Integrated (3 points)</b>	<b>LEA Self- Assessment Score</b>
<b>Professional Development/ Instructional Support</b>	No professional development or instructional support on the use of technology is offered.	Professional Development on the use of technology in the classroom is offered.  Instructional support for the effective use of technology is available for some teachers through instructional coaches or curriculum resources.	Professional Development is offered based on needs identified from Staff Technology Proficiency and Classroom Integration of Technology Assessments.  Professional Development is provided for content areas/grade levels on effective technology integration strategies and the use of curriculum resources available for educator's specific grade level and/or content area.  Coaches are available at each school site to assist teachers with implementing strategies for effectively integrating technology in the classroom.	<b>2</b>
<b>Availability of Technology</b>	Classrooms have 1-2 computers. Additional computers may be available in computer labs.	Classrooms include some additional instructional technology hardware (projector, interactive whiteboard, electronic response systems, document cameras, etc.) to assist with instruction. Classrooms have at least 1-2 computers and may have access to additional computers through computer labs and/or mobile carts.  Wireless access to the Internet is available in some schools.	Classrooms include a wide variety of instructional technology hardware (projector, interactive whiteboard, electronic response systems, document cameras, digital cameras, digital camcorders) to assist with instruction.  Students have access to individual computing devices that can access the Internet.  Wireless access to the internet is available campus-wide across all schools.	<b>2</b>
<b>Technology Funding/ Technology Support</b>	LEA maintains a technology support staff to computer ratio of 1 person per 750 computers or greater.  Technology funding provides for a computer replacement cycle of 6 years or longer.	LEA maintains a technology support staff to computer ratio of 1 person to between 400-750 computers.  Technology funding provides for a computer replacement cycle between 4 and 6 years.	LEA maintains a technology support staff to computer ratio of 1 person to 400 computers or less.  Technology funding provides for a computer replacement cycle of 4 years or less.	<b>2</b>
<b>Comprehensive LEA Technology Integration Status</b>	<b>Developing - Total 6-9 points</b>	<b>Approaching - total 10-15 points</b>	<b>Fully Integrated - total 16-18 points</b>	<b>15</b>

# CAVIT Student Learning Self Assessment

Summary of Recommendations for the Local Education Agencies: <i>AZ Long-Range Strategic Ed Tech Plan, 2009</i>	Already Implemented	Currently Implementing	Planning for Implementation	Not Implementing
Provide district policies, curriculum, and resources to ensure that every student has the tools for an individualized, collaborative, and authentic learning experience.	X			
Select and deploy a variety of technology-based tools to provide differentiated instruction for every child by monitoring student assessment and suggesting developmentally appropriate content.	X			
Embed the <i>Arizona Educational Technology Standard</i> within the curriculum at each grade level.		X		
Select and utilize local, commercial, and open source digital content, aligned to state standards, to provide online access to specialized, rigorous, dual enrollment, credit recovery, and remedial courses.			X	
Provide curriculum and resources that ensure personal safety for students in a digital world and policies that specify expectations of appropriate behavior and rules for students, parents, staff, and teachers.	X			

## Administrative Leadership

### Current Reality

The administrative team at CAVIT has access to the following communication tools: Microsoft Word, Microsoft Excel, Microsoft Publisher, Microsoft Power Point and Microsoft Outlook. The Outlook calendar is used to coordinate field trips, bus requests, guest speakers, internship rotations and special events. Schoolmaster and Engrade programs are used to manage student records. Teachers are held accountable for using technology to drive curriculum and generate assessment data. Additional needs are assessed through online surveys and demonstration of software usage.

### CAVIT School Needs

Continued training in the following areas:

- Schoolmaster Software
- Microsoft Outlook
- Engrade.com
- Classmarker.com
- Youtube.com

## CAVIT Leadership Self Assessment

Summary of Recommendations for the Local Education Agencies: <i>AZ Long-Range Strategic Ed Tech Plan, 2009</i>	Already Implemented	Currently Implementing	Planning for Implementation	Not Implementing
Develop and implement a comprehensive Strategic Technology Plan, tied to the district's strategic plan and school improvement plans, that ensures the instructional and administrative use of technology at the classroom, library, campus, and district level.		X		
Adopt the <i>Consortium for School Networking's (CoSN) CTO Skills Framework</i> for the hiring and evaluation of Chief Technology Officers.			X	
Develop incentives for new and veteran educators to become technologically literate.		X		
Include community input into the planning and support for the integration of technology into teaching and learning.			X	
Coordinate the use of electronic data in district planning to support research-based decision-making focused on student success.	X			
Participate in collaboration with representatives from PreK-12, Higher Education, parents, businesses and community to share planning resources and services.		X		
Support and encourage leaders to attend and present at local/state/national educational technology conferences.			X	

## Preparation and Development of Educators

### Current Reality

CAVIT is working to increase performance on the ADE CTE end-of-program assessments by creating lesson plans that integrate technology. Teachers are administering quarterly and semester online benchmark tests to assess student proficiency with CTE and technology learning standards. Agenda items are added to faculty meetings throughout the year relating to technology integration into the classroom. Teachers have access to all district technology and their proficiency levels with that technology is assessed and monitored to ensure continued growth in technology literacy. All CAVIT teachers attend the summer Arizona Association for Career and Technical Education (ACTEAZ) conference where innovate technology sessions geared to CTE applications are available to participants. The effectiveness of attending these workshops is measured by student outcomes in CTE programs.

### CAVIT School Needs

1. Design a professional development yearly calendar that addresses technology training.
2. Design procedures to measure the effectiveness of technology professional development.
3. Maintain a calendar of out-of-district technology professional development workshops for teachers to access.

# CAVIT Preparation and Development of Educators

## Self Assessment

<b>Summary of Recommendations for the Local Education Agencies: AZ Long-Range Strategic Ed Tech Plan, 2009</b>	Already Implemented	Currently Implementing	Planning for Implementation	Not Implementing
Prepare administrators and district professional development personnel to conduct consistent observations of classroom use of technology using a technology integration observation form to determine levels of technology integration and effective use of technology that incorporates this observation into all formal professional evaluation.		X		
Develop and maintain funding models and budgets that support participation in statewide, technology professional development opportunities for all teachers and administrators.		X		
Develop and maintain professional learning communities that use appropriate technology to support learning and reflection by instructional personnel.		X		
Develop and maintain partnerships with Higher Education to pilot new instructional strategies for integrating technology.			X	
<b>Summary of Recommendations for the Local Education Agencies: AZ Long-Range Strategic Ed Tech Plan, 2009</b>	Already Implemented	Currently Implementing	Planning for Implementation	Not Implementing
Utilize innovative strategies for anytime/anywhere delivery of ongoing professional development, including online and other distance learning models and digital content delivery services to meet the diverse and personal learning needs of all educators.		X		
Provide instructional coaches and mentors to support technology integration efforts to improve learning in core curriculum areas.		X		
Provide professional development on the impact of non-compliance with district policies regarding the use of technology and include compliance with these policies as a component of teacher evaluation and observation instruments.		X		
Use grants and, where possible, district funds to host and cosponsor regional and statewide technology symposia and training that promote the sharing of instructional strategies and techniques.			X	
Work with parents and higher education to develop opportunities for parents to learn how technology can enhance their child's learning.			X	

# Infrastructure

## Current Reality

CAVIT has Ethernet wiring in all classrooms and offices. Wiring closets and patch panels are set up and data ports are connected to a hub/switch. Each classroom has one desktop computer workstation. Students have access to two computer carts containing 32 laptops configured with internet access, filtering software (Barracuda on server), network access, printing capability and program specific software. Telephones/Voicemail systems are installed in all classrooms. Each classroom is equipped with an interactive whiteboard, projector, Extron AV panel and Elmo document camera. Five of our classrooms also have a set of handheld student response devices. Our multipurpose room used for student/staff development is also equipped with this same equipment and available to teachers/community on a check-out basis.

CAVIT currently has two T1 lines providing adequate internet speed for the current needs of our central campus. There is a security system (ADT) that includes intrusion alarms on all exits. There are motion detectors that are activated after school hours to help maintain campus security. There are wireless outside cameras on each building that records live video surveillance feed of the campus. Through an agreement with Directv, free basic cable television programming is available in one classroom.

With one campus and 14 staff, we contract out all technology maintenance and services with an outside vendor, ACCA Technology Solutions. This services meets our technology support needs with 24/7 support.

## CAVIT School Needs

### Infrastructure

Continue to budget for teacher workstation replacement cycle to ensure teachers have access to computers with a high speed internet and software program connection.

Continue to evaluate the services provided by the school's technology support consultant to determine speed and efficiency of services rendered.

To increase the efficiency of immediate communication access to all buildings, staff need to investigate the costs associated with the installation of a wireless clock/communication system in every classroom and office.

## CAVIT Infrastructure Self Assessment

Summary of Recommendations for the Local Education Agencies: <i>AZ Long-Range Strategic Ed Tech Plan, 2009</i>	Already Implemented	Currently Implementing	Planning for Implementation	Not Implementing
Develop and implement new strategies and practices for the funding, purchase and support of technology infrastructure and services.		<b>X</b>		
Provide a 1:1 learning environment for 6th-12th grade students and at least a 3:1 ratio for students below 6th grade. (ETAC has avoided using "computer to student ratios" because other digital learning devices, i.e. net books or smart phones, might describe these ratios)			<b>X</b>	

<b>Summary of Recommendations for the Local Education Agencies: AZ Long-Range Strategic Ed Tech Plan, 2009</b>	Already Implemented	Currently Implementing	Planning for Implementation	Not Implementing
Maintain an internal wide area network that provides connections from the district to each school and between schools of at least 100 Mbps per 1,000 students/staff within the next one to four years and at least 1 Gbps per 1,000 students/staff within the next five to seven years. (Adapted from <i>High-Speed Broadband Access for All Kids</i> )		<b>X</b>		
Provide and maintain an infrastructure for communications with parents and community members, including year-round anytime/anywhere access to school news, educational resources, and data.	<b>X</b>			
Utilize technologies that are environmentally safe and can be used to ensure the safety of students (i.e. surveillance and emergency warning systems).	<b>X</b>			
Provide and maintain an infrastructure for online grading and assessment systems that are standards based and allow access to student performance data to students, parents, and appropriate district personnel.	<b>X</b>			
Develop strategies, resources, and best practices that facilitate anytime/anywhere access to digital learning resources and activities by all students within the district. This includes secure access to network resources and ensuring that critical technology applications and data can be recovered in a timely manner.			<b>X</b>	
Provide funding and release time for support staff from districts of common size, interests, and technologies to meet and share best practices in infrastructure support.		<b>X</b>		

## Evaluation

CAVIT's Technology Committee meets on a quarterly basis to evaluate the status of technology use and integration.

### Meetings Topics

- Curriculum and content standards that enhance student learning using technology
- Procedures for technology usage, maintenance and repair
- Identification of new and emerging technologies for future purchases



With support from the Technology Committee, CAVIT School will

- Keep abreast of emerging technology and associated skills to ensure our students are both college and career ready
- Choose and implement educational software that will promote academic enrichment, support and remediation for all students to ensure differentiated instruction exists in the classroom
- Carefully monitor the effectiveness of technology use at CAVIT and make recommendations/changes as warranted by data and observation

CAVIT staff will ask the following questions to assess our technology needs:

1. Is technology fully integrated into each CTE program?
2. Is all technology being fully utilized by both staff and students? If not, what are the issues?
3. Is all technology being maintained effectively and running at full capacity?
4. Are teachers and students increasingly using technology with greater proficiency?