

Tensas Parish School Board

System Technology Plan

Adopted on April 10, 2007

# Tensas Parish School Board Technology Plan

## *SCHOOL BOARD and SUPERINTENDENT*

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# Tensas Parish School Board Technology Plan

## *TABLE OF CONTENTS*

**OVERARCHING GOAL: ALL LOUISIANA EDUCATORS AND LEARNERS WILL BENEFIT FROM TECHNOLOGY-RICH ENVIRONMENTS THAT SUPPORT STUDENT ACHIEVEMENT AND PRODUCE LIFE LONG LEARNERS ABLE TO SUCCEED IN AN INFORMATION SOCIETY.**

Action Step 1: Strengthen Leadership

Action Step 2: Improve Teacher Training

Action Step 3: Support E-Learning and Virtual Schools

Action Step 4: Encourage Improved Access and Technology Usage

### Appendices

- Appendix A: Needs Assessment Data
- Appendix B: System Assurance (signed by Superintendent and Board)
- Appendix C: School Review Assurance (signed by Superintendent and Principals)
- Appendix D: Technology Plan Development Team Members (listed by name and occupation)
- Appendix E: E-rate budget (to be completed only if applying for e-rate)
- Appendix F: E-rate criteria (5 essential elements)

## **Tensas Parish School Board Technology Plan**

### **INTRODUCTION/OVERVIEW**

Tensas Parish School Board's Plan for Educational Technology incorporates technology/telecommunications in the educational program so that the teaching and learning process is improved through its use. Technology is not viewed as a separate curriculum, but as an appropriate part of every curriculum at every level of instruction. Students must become information navigators, critical thinkers and analyzers, creators of knowledge, and communicators using a variety of technologies. Integrating technological instruction throughout the curriculum provides the essential skills necessary to meet world-class standards.

The appropriate use of technology/telecommunications must continue to be a district priority and remain at the core of the educational experience, not at the periphery. The goals, objectives, and benchmarks stated ensure this inclusion and as such, are offered as a cornerstone in the district improvement initiative.

### **Action Steps 1: Strengthen Leadership**

Leaders at all levels will support systemic change through transformational leadership while monitoring effective use of instructional technology which supports standards-based school improvement efforts.

#### **Current Status:**

1. Administrative leadership preparatory programs for institutions of higher learning have been re-designed and submitted for evaluation and approval.
2. The Louisiana Educational Leaders Network builds the administrative and instructional skills of teacher leaders, new principals, mentors and veteran administrators through a series of coordinated programs.
3. Information is disseminated at the district and state levels regarding E-rate, EETT allocations, EETT competitive grants, and other funding opportunities.
4. The state sponsors LaLeads, an annual statewide in-service, to provide updates, pertinent information and offer a variety of sessions spotlighting exemplary programs across the state.

#### **Benchmarks, Target year 2014:**

1. All teachers will engage in professional development activities that demonstrate how to integrate digital content into their standards-based educational objectives and how to develop appropriate assessment measures to evaluate this benchmark.
2. All teachers will be trained in software that uses technology to administrative tasks efficiently: e.g. digital records, such as electronic grade books, IEP Maker, attendance, planning, PAMS, JPAMS, etc.
3. All teachers will be provided professional development designed to prepare them to integrate technology into classroom instruction.
4. Appropriate support for the assessment, acquisition and implementation of assistive technology as outlined in the *LA Pupil Appraisal Handbook, Bulletin 1508* will be provided by at least one assistive technology specialist and/or augmentative communication specialist for each district.
5. All educational administrators/leaders will facilitate and assess the integration of technology and curriculum in instruction.
6. All educational administrators/leaders will provide opportunities for continuous professional development and ongoing systematic mentoring to support use of technology in teaching and learning.
7. All education administrators/leaders will routinely model appropriate use of technology resources to support administrative and instructional functions.
8. Educational administrators/leaders who design instructional budgets will provide for technology hardware, software licenses, connectivity, technical assistance, maintenance, digital content, and professional development.

9. All educational administrators/leaders will use a variety of emerging technologies (i.e., e-mail, voice technologies, school intranet) to communicate with stakeholders.
10. Educational administrators/leaders will include components of effective technology integration in the development of school improvement plans.
11. Educational administrators/leaders will support, evaluate, coordinate, and modify their district and school technology plans annually to maximize financial resources and to address “state of the art” curriculum standards.

**Evaluation Strategies and Timeline:**

<b>Evaluation Strategy</b>	<b>Frequency</b>	<b>Timeline</b>
Develop and implement a long-range technology plan that reflects needs of the 21 <sup>st</sup> century to equip all districts/schools with technology necessary to support the teaching and learning process and instructional management needs.	Ongoing	September 2008
Develop and maintain staff to support the technical infrastructure	Ongoing	2007, 2008, 2009, 2010
Meet with schools to disseminate the Acceptable Use Policy and explain how it should be implemented	Annual	August 2007, 2008, 2009, 2010
Purse or create courses to develop students as resources for technology support	Annual	August 2007, 2008, 2009, 2010
Allocate local funds and resources for educational technology	Annual	July 2007, 2008, 2009, 2010
Provide, support, and facilitate electronic communication throughout the district so that teachers, administrators, board members, and special groups are able to utilize e-mail fully	Ongoing	August 2007, 2008, 2009, 2010
Use of wireless technology in the district and schools	2007 and Ongoing	2007, 2008, 2009, 2010

**Strategies:**

- Provide cohesive, multi-faceted technology leadership professional development opportunities including, but not limited to LEADTECH, LA LEADS, Educational Leader Induction, and Tech Tools for Administrators
- Encourage technology based, creative and supportive partnerships between schools, higher education, businesses and the community.
- Encourage e-mail as the official source of communication to strengthen leader’s technology skills at all levels.
- Provide samples of indicators that monitor and evaluate the use of technology for curriculum integration to be used on district/school required observation, evaluation or walk-through district forms.

- Encourage all task force and special committees established to focus on technology-related issues to include memberships comprised of all appropriate stakeholders.
- Encourage all administrators to have a basic understanding of accessible technology and universal design principles and their impact on instructional practice.
- Pursue educational technology funding for PK-16+.
- Foster the development of administrators as “instructional leaders” providing technology leadership models and programs highly focused on instruction, technology integrated curriculum and curriculum planning including technology.

### **Recommended District and School Strategies**

- Establish and maintain district-wide systems of communication that support the effective use of electronic communication.
- Provide funding and technical support for leaders at all levels to enable participation in ongoing professional development activities such as, but not limited to: LEADTECH, TechTools for Administrators, Educational Leader Induction, and LA LEADS.
- Provide funding and technical support for leaders at all levels to participate in leadership conferences such as, but not limited to the state LaLeads Conference.
- Provide each teacher and administrator with an up-to-date computer, software and appropriate training to ensure its effective use.
- Conduct a technology needs assessment of each school and establish a plan for technology professional development for leaders/aspiring leaders.
- Provide for a plan to systematically update equipment which keeps pace with the changing world of technology.
- Include an indicator that monitors and evaluates not only the use of classroom technology but curriculum integration with technology on required observation, evaluation or walk-through district forms.
- Recommend implementation of technology-based applications for maintaining and reporting student grades, attendance records, scheduling, and other necessary record keeping.
- Move toward web-based lesson plans to communicate more effectively with parents and provide them with access to information relative to student learning and classroom activities.
- Recommend leaders at all levels model technology integration.
- Recommend authentic assessment of the technology proficiency of returning and newly hired personnel.
- Recommend school webpages include homework, weekly content focus of instruction, parent resources to help support curriculum, student products, and other appropriate information.
- Seek all possible alternative sources of funding through strategic partnering with other programs at the district/school level.

## **Action Step 2: *Improve Teacher Training***

Teachers will participate in effective professional development to ensure that technology and other educational resources available in schools are being used to enhance student learning.

### **Current Status:**

- Regional Education Service Centers and Assistive Technology Centers offer professional development opportunities throughout the state.
- Federal competitive EETT grants fund eight regional Teaching, Learning and Technology Centers which provide access to high quality technology professional development.
- Online K-12 database resources and accompanying professional development on using these resources are available.
- Assistive Technology Regional Centers provide educators with training and support for addressing increased accessibility for all students through technology.
- Online lesson plan resources and lesson planning tools focused on integration of technology into the curricula, including the *Louisiana Comprehensive Curriculum*, are accessible statewide through Making Connections.
- University teacher preparation programs are promoting technology integration through content based methods courses including assistive technologies, developing and implementing technology-connected lessons in field experiences.

### **Benchmarks, target year 2014:**

1. All teachers will engage in professional development activities offered locally or through regional TLTCs that demonstrate how to integrate technology into the *Comprehensive Curriculum* or the locally adopted curriculum.
2. All teachers will engage in professional development that includes both online and face-to-face local and state developed professional development opportunities.
3. All teachers will participate in professional learning communities that facilitate the integration of technology into student learning.
4. All new teachers will participate in ongoing professional development designed to facilitate the integration of technology into instruction and support the establishment of highly qualified teachers in Louisiana.
5. All Louisiana teachers will be proficient in the use of technology to enhance student learning by 2014.
6. All teachers will be trained in resources designed to allow students to safely and effectively conduct research using technology.
7. All teachers will know how to use data to personalize/individualize instruction.
8. All pre-service teachers will participate in technology integrated courses designed to model best practices in integrating technology into the *Comprehensive Curriculum* or locally adopted curriculum.
9. All PK-12 teachers will receive instructional technology support on an on-going basis from a school/district technology facilitator so that there will be at least one half-time support person to support every site or every 20-30 teachers.

10. Appropriate support for the assessment, acquisition and implementation of Assistive Technology as outlined in the *LA Pupil Appraisal Handbook, Bulletin 1508* will be provided by at least one Assistive Technology Specialist and/or Augmentative Communication Specialist for each district.
11. All teachers and teacher preparation faculty will be trained in software that uses technology to perform administrative tasks efficiently. (i.e., digital records, such as electronic gradebooks, *IEP Maker*, attendance, planning)

**Evaluation Strategies and Timeline:**

<b>Evaluation Strategy</b>	<b>Frequency</b>	<b>Timeline</b>
State Technology Survey	Annual	May
State Technology Proficiency Self-Assessment	Annual	May
System/School Technology Surveys	Annual	April - July
Reports to BESE or other state agencies	Ongoing	Monthly meetings when appropriate
System/School Technology Plan associated with grant and/or E-Rate applications	Annual	
Certificates or sign in sheets showing participation in teacher professional development opportunities-	Ongoing	Fall, Spring, Summer
Appropriate state and system reports (i.e., NCBL consolidated monitoring reports)	Annual	July
District- and school-level monitoring of professional development plans as it relates to educational technology leadership	Annual	Fall, Spring
Federal Monitoring Reports	Annual	Fall, Spring
Teacher Professional Development Portfolios	Ongoing	
Classroom Observations	According to district-approved cycle	Fall, Spring
Teacher presentations at conferences	Ongoing	

**Strategies:**

- Allocate sufficient funds and resources for professional development and technology support personnel.
- Provide opportunities for all teachers to enhance their educational technology knowledge and skills by developing and providing access to professional development programs, funding stipends and substitutes, and providing travel assistance.
- Provide technical troubleshooting training for teachers.
- Utilize e-mail as the official source of communication.
- Encourage teachers to learn and use correct technology vocabulary.
- Require all teachers complete appropriate technology integration training(s) to become technology proficient by 2014.

- Provide teachers with access to appropriate software and hardware in order to integrate technology into daily instruction to facilitate and enhance student learning.
- Include components of effective technology integration in the development of lesson plans.
- Add a technology strand to teacher/administrator evaluations in line with *Louisiana Components of Effective Teaching* so that technology becomes a seamless part of daily classroom teaching and learning.
- Recommend monthly grade-level meetings include activities that address the integration of technology into the curriculum.
- Send regular email messages about sound educational websites, technology lesson plans and resources, and instructional tools.
- Provide access to various levels of technology lesson plans and instructional resources (beginner to advanced) within the school and district.
- Provide access to a school-based Technology Integration Specialist to assist faculty with job-embedded staff development opportunities and needs, classroom modeling, and development of technology integrated curriculum.
- Recommend a Technology Liaison serve as a member of the school improvement committee.
- Recommend and support participation in professional organizations (i.e., LACUE, NECC, ISTE, CoSN) by providing financial assistance to staff.
- Incorporate Universal Design for Learning strategies emphasizing accessible technology/ curriculum into professional development initiatives.
- Utilize state provided tools and evaluation instruments for determining teacher, technology proficiencies.

### **Action Step 3: Support E-Learning and Virtual Schools**

In the past five years there has been significant growth in organized online instruction (E-learning) and “virtual” schools, making it possible for students at all levels to receive high quality supplemental courses or full courses of instruction personalized to their needs. Traditional schools are turning to these services to expand opportunities and choices for students and professional development for teachers.

#### **Current Status:**

- The Louisiana Virtual High School (LVS) provides access to high quality teachers and courses for students and schools across the state.
- Louisiana students can now access courses required for the Louisiana TOPS Opportunity Scholarship Core Curriculum through the Louisiana Virtual High School, if their district does not offer the course.
- Algebra I online courses are available to students in areas of the state experiencing certified teacher deficiencies.
- Online professional development courses are offered through state agencies, schools and universities.

#### **Benchmarks, Target Year, 2014:**

1. The LVS will expand enrollment by 10% each year to meet the curriculum needs of Louisiana students.
2. The LVS will remain available to schools as an effective channel of equal access to educational programs.
3. The LVS will continue to provide for the needs of both students and teachers through an array of curriculum and online staff development programs that support the educational goals of schools/districts.
4. The LVS will become an exemplary model for online instruction in the K-12 environment through continued redesign of courses that meet the evolving needs of Louisiana students.
5. The LVS, through its online professional development activities, will continue to provide highly qualified instructors to Louisiana students.
6. The LVS will continue to expand course offerings based on needs (including advanced placement courses and dual enrollment courses)

#### **Evaluation Strategies and Timeline:**

<b>Evaluation Strategy</b>	<b>Frequency</b>	<b>Timeline</b>
Enrollment and course offerings numbers	Annual	Fall, Spring, Summer*
Carnegie Units awarded for LVS course offering annually	Annual	Fall, Spring, Summer*
*When Summer school is offered.		

**Strategies:**

- Provide every 9-12 student the opportunity to enroll in online courses.
- Give students the opportunity to expand learning opportunities by offering e-learning courses that help prepare them for high stakes testing (i.e., LEAP and GEE) and college placement testing (i.e., ACT).
- Revise and disseminate the Louisiana standards for Distance Education.
- Disseminate LVS information and promote the enrollment of students in the Louisiana Virtual School.
- Provide 8-12 Louisiana students with a certified Algebra I instructor and with a high quality Algebra I curriculum through the web-based course, Algebra 1 Online.
- Collaborate with legislators, BESE members, BOR members and other policymakers to identify and secure funds to support e-learning.
- Offer online Professional Development courses that train teachers in “Designing and Teaching Online Courses.”
- Provide enrichment opportunities, teacher in-service, and staff development via the state Compressed Video Conference Network.
- Form collaborative partnerships with parents, community members, business and industry representatives and others to promote the use of e-learning.
- Provide e-learning professional development opportunities for faculties and staffs.
- Offer grant and/or matching funds opportunities that encourage districts to expand e-learning courses and activities for staff and students.
- Develop and offer a complete core curriculum and additional online AP courses in order to meet TOPS requirements.
- Develop online standards that inform and guide the development and quality of online courses.
- Develop standards for the successful delivery of online courses

**Recommended District and School Strategies**

- Inform district and school administrators, teachers, and students of e-learning opportunities provided for them by the district and state.
- Allocate federal, state and local funds and resources for e-learning.
- Offer students the opportunity to take e-learning courses during the summer school sessions.
- Disseminate LVS information and promote the enrollment of students in the Louisiana Virtual School.
- Offer low-income students the opportunity to have AP exam fees reimbursed through the Advanced Placement Test Fee Reimbursement Program.
- Collaborate with legislators, SBESE members, BOR members and other policymakers to identify and secure funds to support e-learning.
- Create e-learning opportunities that support goals and benchmarks provided by the state, district, and local levels.

- Allocate sufficient funds and resources for high quality professional development and technology support personnel for training personnel in using and creating e-learning opportunities and resources.
- Encourage teachers and principals to participate in state initiatives that provide e-learning experiences.
- Provide after-hour access to technology resources.
- Collaborate with district policymakers, legislators, and community members to secure annual funds to support e-learning.
- Offer incentives to teachers and administrators who complete e-learning classes and/or workshops.
- Provide all high school students with the opportunity to complete one online learning experience prior to graduation.

#### **Action Step 4: *Encourage Improved Access and Technology Usage***

Most public schools, colleges and universities now have access to high-speed, high-capacity hardware, software, and broadband communications. However, improved access, usage and integrated, interoperable data systems that are current and well-maintained could empower educators to transform teaching.

#### **Current Status:**

- 100% of Tensas Parishes' classrooms have Internet access. Tensas Parish School Board is using Wireless Broadband Internet Access with 3 Megabits of Up and Down speed.
- Training opportunities and sharing of information on E-Rate and other funding resources to help with broadband and network support are available.
- Integrated data systems provide educators with access to (1) school performance data and analysis tools, (2) different type of student-level data, and (3) resources to assist in the analysis and use of data

#### **Benchmarks, Target Year 2014:**

1. All instructional spaces, faculty offices, and administrative offices will have multimedia computers with printing access and Internet connectivity.
2. All schools will have a school-wide LAN connected to a district/system WAN at T-1 or better.
3. Every school will have at least a 5:1 student to computer ration of multimedia, fully functioning Internet-enable computers.
4. Appropriate assistive/adaptive technology will be available to address the unique requirements of persons with special needs.
5. At least sixty percent (60) of all instructional spaces in PK-12 classrooms will exhibit a minimal ratio of 5:1 student-to-networked computer, one networked teacher computer, one networked printer, and a large screen display.
6. Teachers will have access to a variety of electronic resources such as digital and video cameras, scanners, lap to computer, and science probes.
7. Students will use software packages including a productivity package, virus protection, and software that promote open-ended reasoning and higher-order thinking skills.
8. Every student, administrator, and teacher will receive high-quality technical support so that there will be at least one (1) part-time technical support person for every 300 computers. (Technical support can be provided by dedicated staff or equivalent services.)
9. The district will adopt a Technology Acceptable Use Policy. The policy will address online safety, Fair Use, intellectual properties, and privacy issues.
10. The district will upgrade the network infrastructure using e-rate funds to purchases servers, hubs, wireless access points, wireless nic cards and telephone switch for the central routing office.
11. The district will use basic maintenance and network maintenance to maintain the network.

12. The district will receive an e-rate discount on POTS.

**Evaluation Strategies and Timeline:**

<b>Evaluation Strategy</b>	<b>Frequency</b>	<b>Timeline</b>
Report tracking bandwidth utilization of districts/schools	Annual	Late Spring
School and System Technology Survey Report Data	Annual	Spring, Summer
System/School technology plan updates	Annual	Spring
Technology Proficiency Self-Assessment	Semi-annual	Fall and late Spring
Human resource records of IT personnel	Annual	Late Spring
Appropriate state and system reports (i.e., NCBL consolidated monitoring reports)	Annual	Late Spring
Student teacher and supervising teacher electronic portfolios	Annual	End of Semester
Classroom observations and evaluations by faculty/principals	As designated by system	As Conducted

**Strategies:**

- Advocate that all teachers and students have access to a variety of electronic resources such as digital and video cameras, scanners, graphing calculators, and science probes.
- Work to create and expand opportunities for distributing computers to low income students for home use
- Continue partnerships with SREB, CoSN, SETDA and other organizations.
- Support the creation of local and state recurring funding sources for technology in Louisiana schools.
- Seek grant awards and support local efforts to obtain grants at the corporate, state and federal levels.
- Continue to provide purchasing-related outreach activities to support school systems.
- Encourage all districts and schools to establish budget line items for technology maintenance and a replacement plan to address aging technology resources.
- Encourage districts to develop clear and concise guidelines/policies for online resources (i.e., online gradebook, attendance and email system requirements). Provide access to data for school systems to facilitate reporting without duplication of effort and to simplify district and school use of data.

**Recommended District and School Strategies**

- Seek local funding such as property tax and sales tax.
- Participate in State Contract purchasing opportunities that support schools systems.
- Continue to support school system budgeted line items for technology bandwidth and infrastructure.

- Collaborate with other local and state educational entities for purchasing power by establishing a clearinghouse for local bids that can be accessed by schools and systems.
- Participate in e-rate to maximize the funds available for technology.
- Seek federal, state and corporate grant funding for technology where available.
- Encourage tracking of bandwidth utilization for district and school network environments.
- Continue to expand the computer education courses of study for students.
- Use data from both administrative and instructional systems to understand relationship between decisions, allocation of resources and student achievement.

