



Calcasieu Parish School System
(CPSS) Technology Plan

Adopted on March 6, 2007

Calcasieu Technology Plan

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Calcasieu Technology Plan

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Calcasieu Technology Plan

INTRODUCTION/OVERVIEW

The Calcasieu Parish School System (CPSS) has been a leader in pioneering instructional technology in the state, nation, and international communities for a number of years. Those accomplishments materialized because a committed group of people throughout the school system set lofty, but reachable, goals and objectives that continue to move Calcasieu education forward. The Calcasieu Parish School System's plan for technology education continues to envision leadership, cutting edge ideas for training and implementation of new technology programs, and community outreach and assistance.

In the complex educational systems that exist today, a major consideration for implementing excellent technology programs and pursuing new initiatives lies with the system's ability to generate, allocate, and restructure funds. The Calcasieu Parish School System maintains a significant commitment to technology leadership and envisions continued growth in emerging technologies. Whenever budget limitations create roadblocks, the Calcasieu Parish School System will pursue alternative funding sources. High standards often come with high costs, but in Calcasieu Parish, the standards remain constant as the search for funding continues.

Four major action steps (objectives) are addressed in the plan and have been reviewed for alignment with state and national goals and expectations. Addressing the following four action steps will direct the local school system in developing technology integrated learning environments supported by all stakeholders:

Action Step 1: Strengthen Leadership

Action Step 2: Improve Teacher Training

Action Step 3: Support E-Learning and Virtual Schools

Action Step 4: Provide Improved Access and Technology Usage

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:

- CPSS administrators/leaders participate in statewide leadership programs such as Principal and Assistant Principal Induction Programs and LeadTech.
- CPSS administrators and teacher leaders participate in district professional development programs targeting the use of technology to support instruction and to collaborate and communicate online.
- Information is disseminated regarding E-rate, EETT allocations, EETT competitive grants, and other funding opportunities.
- Administrators and teacher leaders attend regional TNT Conference, state LACUE Conference and various national conferences spotlighting exemplary programs across the state and nation.

Benchmarks, Target Year 2014:

1. All educational administrators/leaders will be technology proficient according to state adopted standards found in the International Society for Technology in Education's National Educational Technology Standards for Administrators (NETS-A).
2. All current educational administrators/leaders will participate in ongoing leadership-focused professional development offered by the Louisiana Department of Education, CPSS, and Region V.
3. All current educational administrators/leaders will use technology to effectively monitor and evaluate teachers.
4. All newly appointed educational administrators/leaders will participate in ongoing professional development designed to develop/strengthen leadership skills and provide support during the first year(s) of service.
5. All educational administrators/leaders will routinely model appropriate use of technology and Internet resources to support administrative and instructional functions, demonstrating technology proficiencies.
6. All educational administrators/leaders will use a variety of emerging technologies (i.e., email, voice technologies such as cellular, local and long distance, VoIP - automated voice information services, "Homework Hotline," school intranet, Wireless Data Services, Networking Service and infrastructure) to communicate.
7. All administrators/leaders will know how to use data to personalize/individualize learning and guide decision-making.
8. Educational administrators/leaders will include components of effective technology integration in the development of school improvement plans.
9. Educational administrators/leaders will support, evaluate, coordinate, and modify their school technology plans and/or technology-embedded School Improvement Plans annually to include components of effective technology integration.
10. Educational administrators/leaders who design instructional budgets will use innovative restructuring and reallocation of existing budgets to purchase onsite technical support resources and needed technology (i.e. technology hardware,

software licenses, connectivity, technical assistance, maintenance, digital content, and web-based resources) and to provide access to high quality professional development opportunities.

11. All educational administrators/leaders will facilitate and assess integration of technology and curriculum in instruction into the state-mandated *Comprehensive Curriculum*.

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
State Technology Survey	Annual	May
State Technology Proficiency Self-Assessment	Annual	May
System/School Technology Surveys	Annual	April – July
Reports to Calcasieu Parish School Board or other state and federal agencies	Ongoing	Quarterly reports in SHARE / Annual Report
System/School Technology Plan associated with grant and/or E-Rate applications	Annual	Fall
Enrollment in state/national leadership network programs (i.e. NSBA, ISTE, CoSN, LACUE, NSDC, ASCD)	Ongoing	Fall, Spring
District and school-level monitoring of School Improvement Plans as it relates to educational technology leadership	Annual	Spring
Appropriate system reports (i.e. Title funds, E-Rate, etc.)	Annual	Fall
Budget reports (federal and/or state grants)	Annual	Fall, Spring

Strategies:

1. Establish and maintain district-wide systems of communication that support the effective use of electronic communication and remote collaboration.
2. 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 and Louisiana Principal Induction Program (LPI).
3. Provide each teacher and administrator with an up-to-date computer, software and appropriate training to ensure its effective use.
4. Conduct a technology needs assessment of each school and establish a plan for technology professional development for leaders/aspiring leaders.
5. Provide a plan to systematically update equipment which keeps pace with the changing world of technology.
6. 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.
7. Recommend implementation of technology-based applications for maintaining and reporting student grades, attendance records, scheduling, and other necessary record keeping.

8. Move toward web-based lesson plans, podcasts, and videos to communicate more effectively with parents and provide them with access to information relative to student learning and classroom activities.
9. Recommend leaders at all levels model technology integration.
10. Recommend authentic assessment of the technology proficiency of returning and newly hired personnel.
11. Recommend school websites include homework, weekly content focus of instruction, parent resources to help support curriculum, student products, and other appropriate information.
12. Seek all possible alternative sources of funding through strategic partnering with other programs/initiatives at the district and 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:

- CPSS offers high quality professional development opportunities online and face-to-face.
- CPSS, in partnership with the Region V Teaching, Learning and Technology Center (TLTC), provides access to high quality technology professional development.
- Online PK-12 database resources and accompanying professional development on using these resources are available.
- Online lesson plan resources and lesson planning tools focused on integration of technology into the curricula, including the *Comprehensive Curriculum*, are accessible district-wide through the CPSS website.

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 such as digital content and Internet resources into *Comprehensive Curriculum*.
2. All teachers will engage in local and/or state-developed professional development designed to prepare them to integrate technology into classroom instruction 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 and Internet resources 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 teachers will be proficient in the use of technology to enhance student learning by 2014.
6. All teachers will be trained in current research-based learning strategies and 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 and guide decision making.
8. All PK-12 teachers will receive ongoing instructional technology support from a school technology facilitator so that there will be at least one half-time support person to support every site for every 20-30 teachers/administrators. This person will facilitate the achievement of technology competency and integration of technology into the curriculum.
9. Appropriate support for assessment, acquisition, and implementation of Assistive Technology as outlined in the *Louisiana Pupil Appraisal Handbook, Bulletin 1508* will be provided by at least one Assistive Technology Specialist and/or Augmentative Communication Specialist.

10. All teachers will be trained in software that uses technology to perform administrative tasks efficiently (i.e. digital records, *IEP Maker*, attendance, planning, electronic grade books, technical and networking support, etc.).

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
State Technology Survey	Annual	May
State Technology Proficiency Self-Assessment	Annual	May
System/School Technology Surveys	Annual	April – July
Reports to Calcasieu Parish School Board or other state and federal agencies	Ongoing	Quarterly reports in SHARE / Annual Report
System/School Technology Plan associated with grant and/or E-Rate applications	Annual	Fall
Certificates or sign in sheets showing participation in teacher professional development opportunities	Ongoing	Fall, Spring
Appropriate system reports	Annual	Fall
District and school-level monitoring of professional development plans as it relates to educational technology leadership	Annual	Fall, Spring
Teacher professional development portfolios	Ongoing	Fall, Spring
Classroom observations	Ongoing	Fall, Spring
Teacher presentations at conferences	Ongoing	Fall, Spring, Summer

Strategies:

1. Allocate sufficient funds and resources for professional development and technology support personnel.
2. 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.
3. Provide technical troubleshooting training for teachers.
4. Utilize e-mail as a main source of communication.
5. Encourage teachers to learn and use correct technology vocabulary.
6. Require all teachers to complete appropriate technology integration training(s) to become technology proficient by 2014.
7. Provide teachers with access to appropriate software and hardware in order to integrate technology into daily instruction to facilitate and enhance student learning.
8. 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 instruction and learning.
9. Recommend that school-based, monthly, grade-level meetings include activities that address the integration of technology into the curriculum.

10. Send regular email messages/electronic newsletters about sound educational websites, technology lesson plans and resources, and instructional tools.
11. Provide access to various levels of technology lesson plans and instructional resources (beginner to advanced) within the school and district.
12. 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.
13. Recommend a Technology Liaison serve as a member of the school improvement committee.
14. Recommend and support participation in professional organizations (i.e., LACUE, NECC, ISTE, CoSN) by providing financial assistance to staff.
15. Incorporate Universal Design for Learning strategies emphasizing accessible technology/ curriculum into professional development initiatives.
16. 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 to receive high quality academic and enrichment courses that meet requirements for high school graduation and entrance for higher education. Traditional schools are turning to these services to expand opportunities and choices for students and professional development for teachers.

Current Status:

- CPSS utilizes Louisiana Virtual School (LVS) for E-learning courses (i.e. Pre-AP and AP courses and other courses in English, Foreign Language, Math, Science, etc.).
- The CPSS, in partnership with LVS and Louisiana State University (LSU), are developing AP courses to be offered during the 2007-08 school year.
- CPSS offers nine different online learning professional development workshops for teachers to build instructional strategies.
- CPSS provides job-embedded and after-hours face-to-face workshops each semester to assist PK-12 teachers in building and facilitating E-learning environments to support classroom instruction and to communicate with parents.
- Face-to-face workshops are offered to administrators, department heads, and board members to support online collaboration and communication within schools and departments to centralize resources.
- All schools and district departments have an online web presence for communication and collaboration with district employees, students, parents, and the community-at-large.
- CPSS has one full-time E-learning facilitator.

Benchmarks, Target Year, 2014:

1. CPSS will provide high quality E-learning opportunities (i.e. online courses for students, teachers, and administrators and professional development for teachers and administrators).
2. CPSS will develop, enhance, and expand high quality E-learning programs.
3. Every student, teacher, and administrator will receive high quality facilitation in the CPSS secured E-learning environment and other E-learning initiatives provided by two (2) full-time E-learning facilitators.
4. Every teacher and administrator will receive high quality professional development opportunities via the E-learning environment.
5. Every teacher will establish and manage an E-learning community for students to support classroom instruction.
6. CPSS will expand enrollment in E-learning courses to include 95% of the student population.
7. CPSS will continue to provide for the needs of both students and teachers through an array of online curriculum and staff development programs that support the educational goals such as Comprehensive Curriculum implementation.
8. CPSS will expand enrollment by 10% annually in LVS E-learning courses to meet students' needs.

9. CPSS will become an exemplary model for online instruction in the PK-12 environment through continued redesign of courses that meet the evolving needs of Louisiana students and educators.
10. CPSS will conduct an annual E-learning institute for local and statewide participants.

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
Student enrollment and course number offerings	Annual	Fall, Spring, Summer
Carnegie Units awarded for LVS course offerings annually	Annual	Fall, Spring, Summer
Professional development enrollment	Annual	Fall, Spring, Summer
Number of E-learning communities	Annual	Fall, Spring, Summer
Number of active E-learning users	Annual	Fall, Spring, Summer
Needs assessment	Annual	End of School Year
Local, state, and national presentations	Annual	End of Fiscal Year (July)

Strategies:

1. Inform district and school administrators, teachers, and students of E-learning opportunities provided for them by the district and state.
2. Allocate federal, state and local funds and resources for E-learning.
3. Offer students the opportunity to take E-learning courses during the summer school sessions.
4. Disseminate information about and promote the enrollment of students in the Louisiana Virtual School (LVS).
5. Offer low-income students the opportunity to have AP exam fees reimbursed through the Advanced Placement Test Fee Reimbursement Program.
6. Collaborate with legislators, State Board of Elementary and Secondary Education (SBESE) members, Board of Regents members and other policymakers to identify and secure funds to support E-learning.
7. Create E-learning opportunities that support goals and benchmarks provided by the state, district, and local levels.
8. 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.
9. Encourage teachers and principals to participate in state initiatives that provide E-learning experiences.
10. Provide after-hours' access to technology resources.
11. Offer incentives to teachers and administrators who complete E-learning classes and/or workshops.
12. Provide all high school students with the opportunity to complete at least one online E-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:

- One hundred percent (100%) of CPSS classrooms and offices have high-speed Internet access with a minimum of one (1) computer per classroom or office.
- Thirty percent (30%) of CPSS campuses have ubiquitous wireless coverage for mobile wireless devices for online data access.
- 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 types of student-level data, and (3) resources to assist in the analysis and use of data.
- CPSS provides access to 2600 PK-12 students with usernames and passwords through the CPSS Blackboard E-learning community.
- Over fifty percent (50%) of CPSS classroom teachers have a website to support classroom instruction through the CPSS Blackboard.
- CPSS provides centralized network storage for twenty percent (20%) of its schools to share data and individual home directories.
- The district is CIPA compliant which addresses online safety, fair use, intellectual properties, and privacy issues. Each school posts, disseminates, and reviews the district's Technology Acceptable Use Policy with faculty and students.
- All schools have broadband capabilities with a minimum of 45MB speed connection, with most schools at 100MB WAN speed connection, available to the end user for data management, online and technology-based assessments, E-learning, and accessing high-quality digital content and web-based resources.
- CPSS is piloting one-to-one laptop initiatives with students for infusing technology into the learning environment.
- CPSS utilizes data communication standards, like SIF (School Interoperability Framework), to setup real-time data integration between district applications for student teaching, attendance, grading, and facilities such as transportation and food-services.

Benchmarks, Target Year 2014:

1. All students, teachers, administrators, and administrative offices will have multimedia computers and appropriate connectivity in educational settings (i.e. network connectivity for Intranet and Internet web-based resources).
2. Appropriate assistive/adaptive technology will be available to address the unique requirements of persons with special needs.
3. At least eighty percent (80%) of all instructional spaces in PK-12 classrooms will exhibit a minimal ratio of 4:1 (student-to-networked, Internet-connected computer: one networked Internet-connected teacher computer, one networked printer, and a large screen display).

4. All students will utilize computers with virus protection and web-filtering software packages.
5. All students will utilize software packages, including a productivity package that promotes open-ended reasoning and higher-order thinking skills.
6. Every student, administrator, and teacher will receive high-quality technical support to manage and maintain computer networks and plan for future needs, so that there will be at least one (1) full-time technical support person for every 500 computers (can be provided by dedicated staff or equivalent services).
7. All districts/schools will establish recurring funding for technology in all public schools.
8. All districts/schools will restructure budgets to reveal cost savings and will reallocate monies to maximize technology resources.
9. All students will use age-appropriate technology and Internet resources to conduct research, solve problems, analyze data, collaborate, and communicate with peers and experts.
10. All PK-12 classrooms in which pre-service teachers are assigned for field experiences will meet the requirements of the Model Classroom where excellent models of technology integration are exhibited.
11. Every CPSS student, educator, and staff member will have access to public data share points for centralized network storage to share data and individual home directories.
12. All CPSS campuses will have 100% wireless networking connectivity for online data access.

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
Report tracking bandwidth utilization of districts/schools	Semi-annual	Fall and 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., NCLB consolidated monitoring reports)	Annual	Late Spring
Classroom observations and evaluations by faculty/principals	As designated by system	As Conducted
Technology departmental and network statistics	Annual	End of Fiscal Year

Strategies:

1. Seek local funding through property tax and sales tax revenues.
2. Participate in state contract purchasing opportunities that support the school system.
3. Continue to support CPSS budgeted line items for technology bandwidth and infrastructure.

4. Seek bundled software packages with software vendors in order to lower costs and increase support.
5. 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.
6. Participate in E-Rate to maximize the funds available for technology.
7. Seek federal, state and corporate grant funding for technology.
8. Encourage tracking of bandwidth utilization for district and school network environments.
9. Continue to expand the computer education courses of study for students.
10. Use data from both administrative and instructional systems to understand relationship between decisions, allocation of resources and student achievement.
11. Maximize use of remote real-time monitoring and technology repair tools for technology support in order to enhance user experience.

GLOSSARY OF TERMS & ACRONYMS

AP courses - Advanced Placement courses are college-level courses, in which you can earn credit or advanced standing at most of the nation's colleges and universities.

Acceptable Use Policy - AUP for Internet and District Network Resources found on the CPSS website: <https://www.cpsb.org/System/policies/aup.pdf>.

Advanced Placement Test Fee Reimbursement – This program removes the financial barriers that prevent many low-income students from taking the AP course test. Funding supports the payment of AP test fees for eligible students.

ASCD - Association for Supervision and Curriculum Development (<http://www.ascd.org>)

Assistive/Adaptive Technology - The term “assistive technology device” means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability. The term excludes medical devices that are surgically implanted, or the replacement of such devices.

Board of Regents – The BOR is a state agency created by the 1974 Louisiana Constitution, which coordinates all public higher education in Louisiana.

Broadband - Data transmission scheme that sends multiple pieces of data over a single medium. Often refers to high-speed data transfer speeds when benchmarked with dial-up. FCC defines (2004) broadband speeds to be upstream/downstream data flow of a MINIMUM OF 200 kbps.

CIPA - Children’s Internet Protection Act

Comprehensive Curriculum - The curriculum is aligned with state content standards, as defined by grade-level expectations (GLEs), and organized into coherent, time-bound units with sample activities and classroom assessments to guide teaching and learning.

CoSN - Consortium of School Networking (<http://www.cosn.org/>)

EETT - Enhancing Education Through Technology

E-Learning - Web-based learning offered via the Internet.

Highly Qualified Teachers - NCLB identifies minimum qualifications needed by teachers and paraprofessionals who work in PK-12 classrooms.
(<http://www.doe.state.la.us/lde/tsac/1790.html>)

IEP - Individual Educational Plan

ISTE - International Society for Technology in Education. A nonprofit professional organization with a worldwide membership of leaders in educational technology dedicated to promoting appropriate uses of information technology to support and improve learning, teaching, and administration in K–12 education and teacher education. (<http://www.iste.org>)

IT Personnel – Information Technology Personnel

LACUE – Louisiana Association of Computer Using Educators - This state-based, nonprofit organization is an affiliate of ISTE. It offers free membership to Louisiana educators, a quarterly newsletter, and an annual conference. (<http://www.lacue.org/>)

LDE - The Louisiana Department of Education provides visionary leadership that seeks to identify the educational and related needs of its people along with quality services that meet the needs and enhance the quality of life for all in Louisiana. (<http://www.doe.state.la.us/lde/index.html>)

LEADTECH - LEADTech is a technology leadership initiative that prepares school and district administrators including superintendents with an in-depth understanding of the role of instructional technology as it relates to total school improvement and increased student learning. (<http://www.doe.state.la.us/lde/lcet/2020.html>)

Louisiana Components of Effective Teaching - Louisiana’s Teaching Standards for both new and experienced teachers, which have been developed from the professional knowledge base on teaching and “craft knowledge” acquired by experienced educators. (www.doe.state.la.us/lde////////uploads/5564.pdf)

Louisiana Principal Induction Program (LPI) - The Louisiana Principal Induction Program is based on the Standards for School Principals in Louisiana and the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders. The program was developed for first- and second-year principals and first-year assistant principals in response to Bulletin 741, Section 507. The program is funded partially through an 8(g) grant and through School Leadership Development state funds. (<http://www.doe.state.la.us/lde/lcet/1642.html>)

Louisiana Pupil Appraisal Handbook - *Bulletin* 1508 describes the process for the conduct of pupil appraisal services in the state of Louisiana.

LVS - Louisiana Virtual School. Louisiana Department of Education project funded through a 8(g) to provide Louisiana high school students access to standards-based high school courses delivered by Louisiana teachers via a web-based online learning environment. (<http://www.louisianavirtualschool.net/>)

Model Classroom - Classroom containing a minimal ratio of 5:1 student-to-networked multimedia computer, a networked teacher computer, a networked printer, and a large screen display. This configuration is designed to be an environment in which students and teachers can interact easily and students can work together as a team.

NCLB - No Child Left Behind - The No Child Left Behind Act of 2001 (Public Law 107-110) is a United States federal law that reauthorizes a number of federal programs that aim to improve the performance of U.S.'s primary and secondary schools by increasing the standards of accountability for states, school districts and schools, as well as providing parents more flexibility in choosing which schools their children will attend.

NECC – National Educational Computing Conference, an annual conference — presented by ISTE and keyed to the National Educational Technology Standards (NETS) — features hands-on workshops, lecture-format and interactive concurrent sessions, discussions with key industry leaders, and the largest educational technology exhibit in the world. (<http://www.neccsite.org/>)

NETS - National Educational Technology Standards. The primary goal of the ISTE NETS Project is to enable stakeholders in PreK-12 education to develop national standards for educational uses of technology that facilitate school improvement in the United States. (<http://cnets.iste.org/>)

NSBA - National School Board Association (<http://www.nsba.org>)

NSDC - National Staff Development Council (<http://www.nsd.org/>)

Online PK-12 Database Resources - Free, unlimited access to quality information resources via the Internet offered to all of Louisiana's public and non-public schools through the LA Department of Education. The project is funded with State Classroom-Based Technology Grant funds. The site includes reference resources of the *EBSCO* and *World Book, Inc.*

SBESE - State Board of Elementary and Secondary Education
(<http://www.doe.state.la.us/lde/bese/home.html>)

School improvement - Raised performance scores: increased test scores, increased attendance for both students and teachers, decreased student dropout rate.

SIF - School Interoperability Framework sets up real-time data integration among the entire network. SIF is the standard for interoperability between educational applications.
(<http://www.sifinfo.org/>)

TLTC - Teaching and Learning Training Centers located regionally around the state and designed to offer technology training and support to the districts within each region. They serve as extensions of the Louisiana Center for Educational Technology.
(<http://www.lcet.doe.state.la.us/laintech/tlt.htm>)

TNT - The Teaching aNd Technology Regional Conference, is geared to classroom teachers, school administrators, Title I program coordinators, library media specialists, and others with an interest in educational technology. (<http://www.cpsb.org/tnt/>)

Universal Design for Learning (UDL) - A concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, which include products and services that are directly usable (without requiring

assistive technologies) and products and services that are made usable with assistive technologies.

VoIP - Voiceover Internet Protocol or automated voice information services

WAN - Wide area network

APPENDIX A
Calcasieu Parish School System
NEEDS ASSESSMENT SUMMARY

List the System's strengths and weaknesses as identified by data collected.

System's Strengths	System's Weaknesses
The current district student to Internet computer ratio is 3.5 students per computer.	Some district schools lag behind the district computer ratio with six schools having ratios higher than 5 computers per student.
Tech support is able to manage 14,000 computers remotely on the network.	The technician / support specialist ratio is extremely high with ratios of 7000 computers per repair technician and 1750 users per support specialist.
All 2276 instructional classrooms are connected to the Internet.	As schools place more computers into the classroom, more Internet drops need to be added.
Thirteen schools report that technology integration is at "Advanced Tech" or higher.	Most of the district schools report that they are at the lower "Developing Tech" level of technology integration in the classroom.
District provides funding for 4 year refresh cycle of classroom computers.	
District provides funding for software needs of the district.	
District provides funding for tech support and networking staff.	As the number of computers and tech support issues grow, the district will need to automate some support and add staff as needed.
District provides funding for technology professional development facilitators.	
District provides stipends for part-time school-based tech support assistance.	District needs to work towards full-time, school-based tech support assistance.
District provides funds and leverages E-Rate funds to provide high-speed broadband connections to every classroom and district office.	

System's Strengths	System's Weaknesses																														
District and the Region V TLTC provide high quality, technology integration professional development in face-to-face and online formats for all teachers.																															
District and Region V TLTC provide PK-12 teachers professional development that incorporates the integration of database resources.																															
District digital database statistics indicate an increase in use of online resources in the schools and system.																															
District provides E-learning professional development for all employees.																															
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APPENDIX B
Calcasieu Parish School System
System Review Assurance

By signing this form, you confirm that your school board reviewed and approved the system technology plan for 2007-2014. This signed form is to be included with the system technology plan at the time of its submission to the State Department of Education.

WE HEREBY ACKNOWLEDGE THIS _____ DAY OF _____, 200___, THAT WE HAVE REVIEWED
AND APPROVED THE SYSTEM TECHNOLOGY PLAN
FOR ___CALCASIEU_____ PARISH.

SUPERINTENDENT

SCHOOL BOARD PRESIDENT

APPENDIX C
Calcasieu Parish School System
School Review Assurance

By signing this form, you confirm that you were issued a copy of the system technology plan for 2007-2014.

WE HEREBY ACKNOWLEDGE THIS _____ DAY OF _____, 200___, THAT WE HAVE REVIEWED AND ARE FAMILIAR WITH THE SYSTEM TECHNOLOGY PLAN FOR _____ PARISH. WE UNDERSTAND THAT OUR SCHOOL TECHNOLOGY PLAN SHOULD MIRROR THE SYSTEM’S PLAN AND SHOULD BE ON FILE WITH THE SYSTEM.

 SUPERINTENDENT

PRINCIPAL	SIGNATURE	SCHOOL
Jerry Adams	on file at LDE	Adult Education
Vance Richmond	on file at LDE	S P Arnett Middle
John W. Spikes	on file at LDE	Barbe Elementary
Charles Adkins	on file at LDE	Barbe High
Reinette Guillory	on file at LDE	Bell City High
Brent Washington	on file at LDE	Brentwood Elementary
Kenny Brown	on file at LDE	Career Center
Henry Hicks	on file at LDE	Clifton Elementary
Arlene Hobough	on file at LDE	College Oaks Elementary
Harold Winey	on file at LDE	Combre/Fondel Elementary
Fritzi Fralick	on file at LDE	T S Cooley Elementary Magnet
Cynthia Creel	on file at LDE	DeQuincy Elementary
Craig Neal	on file at LDE	DeQuincy High
Billy Kellogg	on file at LDE	DeQuincy Middle
Pam Quebodeaux	on file at LDE	Dolby Elementary
Louana Brown	on file at LDE	Fairview Elementary
Terry Gaudet	on file at LDE	Frasch Elementary
Timothy Savoy	on file at LDE	Gillis Elementary
Greg Whiteard	on file at LDE	Henning Elementary
Novella Miller	on file at LDE	Henry Heights Elementary
Michael Oakley	on file at LDE	Iowa High
Betty Sims	on file at LDE	J J Johnson II Elementary
Karen Williams	on file at LDE	Kaufman Elementary
Dinah Robinson	on file at LDE	John F. Kennedy Elementary

PRINCIPAL	SIGNATURE	SCHOOL
Chuck Sullivan	on file at LDE	E K Key Elementary
Bobby Jack Thompson	on file at LDE	LaGrange High
Rodney Geyen	on file at LDE	Lake Charles-Boston High
Thomas Finnie	on file at LDE	LeBlanc/Drost Middle
Jill Portie	on file at LDE	LeBleu Settlement Elem.
Tony Dougherty	on file at LDE	Lewis Middle
Margaret Goode	on file at LDE	Maplewood Middle
James Wilson	on file at LDE	Molo Middle Magnet
Charles Caldarera	on file at LDE	Moss Bluff Elementary
John Duhon	on file at LDE	Moss Bluff Middle
Jacqueline Smith	on file at LDE	Nelson Elementary
Melinda Hardy	on file at LDE	Oak Park Elementary
Martin Guillory	on file at LDE	Oak Park Middle
Gloria Marcantel	on file at LDE	D S Perkins Elementary
Irene Greathouse	on file at LDE	Prien Lake Elementary
Ellaweena Woods	on file at LDE	Reynaud Middle
Doug McCullor	on file at LDE	Sam Houston High
Sabrah Kingham	on file at LDE	St. John Elementary
Vickie Poole	on file at LDE	Starks High
Keith Bonin	on file at LDE	Sulphur High
Charles Hansen, Jr.	on file at LDE	Sulphur High 9th Grade
George Albers	on file at LDE	T & I Voc Center
Paul Champagne	on file at LDE	R W Vincent Elementary
Jean Hernandez	on file at LDE	Vincent Settlement
Steve Hardy	on file at LDE	Vinton Middle
Molly Beard	on file at LDE	Vinton Elementary
Mitch Manuel	on file at LDE	Vinton High
Merculus Chretien	on file at LDE	Washington-Marion High
Kay Victorian	on file at LDE	T H Watkins Elementary
Pat Schooler	on file at LDE	J I Watson Middle
Berna Dean Johnson	on file at LDE	Pearl Watson Elementary
M.L. Sarver	on file at LDE	S J Welsh Middle
Daniel Racca	on file at LDE	Western Heights Elementary
Steve Powers	on file at LDE	Westlake High
Phyllis Hess	on file at LDE	Westwood Elementary
Christopher Fontenot	on file at LDE	F K White Middle
Kim Broussard	on file at LDE	Ralph Wilson Elementary

APPENDIX D
Calcasieu Parish School System
TECHNOLOGY PLAN DEVELOPMENT TEAM MEMBERS

List the names and occupations of team members serving on your system's Technology Plan Development Team.

Dates of Meetings: ___01/30/07, 02/23/07, 02/26/07, and 03/06/07_____

NAME	OCCUPATION
Review Committee	
Karl Bruchhaus	Chief Financial Officer, <i>Committee Chairperson</i>
Leo Miller	Associate Superintendent, Curriculum & Instruction
Gary Anderson	Assistant Superintendent
David Buller	Administrative Director, High Schools
Charlotte Gallemore	Administrative Director, Middle Schools
Dolores Hicks	Administrative Director, Elementary Schools
Steering Committee	
Bobby Jack Thompson	High School Principal, LaGrange, <i>Committee Chairperson</i>
Sheryl Abshire	Administrative Coordinator of Technology
Yvette Ardoin	Grant Coordinator
Annette Ballard	School Board Member
Brad Brinkley	Curriculum Asst Principal, J.I. Watson Middle
Tiffany Broussard	Technology Facilitator
Al Burguieres	Title I Director
Dr. Mary Lou Caldarera	Supervisor Assessment, Research & Accountability
Celia Case	LA Radio Communications
Charlene Chiasson	Public Information/Quality Officer
Felicia Coleman	Assistant Principal, LeBlanc Middle School
Jim Crawford	Director, Management Information Services
Barbara Culpepper	Sulphur High School, Assistant Principal
Helen Curot	Library Consultant
Pat Deaville	Director of High School Curriculum
Mark Didelot	Chamber SW Technology Council
Phyllis Gain Derise	Region V Technology Facilitator
Steve Hardy	Middle School Principal, Vinton Middle
Tammy Hebert	High School Teacher/Quality Mentor
Mary Ann Hipp	Diocese of Lake Charles
Mary Beth Huber	Elementary Curriculum Consultant
Jim Karr,	School Board Member
Kim Leblanc	E-learning Coordinator
Renee LeJeune	Middle School Teacher, S.J. Welsh
Diane Mason	Technology Training Center Coordinator
Lisa Mullett	Web/Network Specialist
Ruby Dupuaie-Miller	Region V TLTC Coordinator
Pam Nicholson	St. John Elementary, Assistant Principal
Stephanie O'Quinn	Elementary School Teacher, Vincent Settlement Elementary
Pam Quebodeaux	Elementary Principal, Dolby Elementary
Dr. George Reado,	Director of Elementary Curriculum
Mickey Shannon	Parent

Steering Committee continued	
Scott Schonefeld	Tech Support Center Coordinator
James Spruel	Calcasieu Parish District Attorney's Office
Richard Vail	Supervisor PTR/CAI Labs
Dr. Faye White	McNeese State University, Burton College of Education
Dr. Betty Washington	Special Services Supervisor
Standards and Support Committee	
Charles Burton	Network Administrator, <i>Committee Chairperson</i>
Sheryl Abshire	Administrative Coordinator of Technology
Jim Crawford	Director, Management Information Services
Roger Creel	Career and Technical Education Supervisor
Mike Franks	Network Specialist
Mike Gray	Computer Repair Technician/Tech Help Desk
Diane Mason	Technology Training Center Coordinator
Scott Schonefeld	Tech Support Center Coordinator
Mark Smith	Computer Network Specialist

APPENDIX E
Calcasieu Parish School System
E-rate budget

The Analysis Sheet was prepared in accordance with Section 54.508(b) of the FCC's Rules and Regulations, Chapter 1 of Title 47 of the Code of Federal Regulations.

SYSTEM: Calcasieu Parish School System	FUNDING YEAR: 9 (2006-07)
---	----------------------------------

Prepared by: Sheryl Abshire Date: 3/06/2007

Specific E-Rate Service(s) Requested:

Plain Old Telephone Service (POTS); Cellular Service; Network Switches; WAN; Wireless Access Points w/ Antenna; Web & Email System; Wireless Control & Management; Client Access License; Hybrid Telephone System w/VoIP

E2T2 Goal(s) which are addressed by the service (either reference to a location within the plan or a brief narrative description):

- Goal 1 - Student achievement, including technology literacy, of all students is improved through the use of technology.
- Goal 2 - Teachers effectively use technology and research-based practices to support student learning.
- Goal 3 - Technology is integrated throughout the curriculum.

Evaluation Activity for the service (either reference to a location within the plan or a brief narrative description):

Each goal will be evaluated by evidenced performance on the Louisiana student, teacher, or administrative NETS self-assessment instruments generally administered late in the spring semester. Additionally, the district and school surveys will provide feedback data to track school system progress toward meeting established goals.

2007-2014 E-Rate Budget:

E-Rate budget subject to change based on annual E-Rate funding approval and district funding availability.

APPENDIX F

E-Rate Technology Plan Component

System: Calcasieu

Funding Year 09 - 2006-07

Updated: 03/06/07

Telecommunications Services and Internet Access	Goals and Strategies	Professional Development	Budget E-Rate (Our share ___%)	Assessment	Evaluation
Plain Old Telephone Service	Action Step 1 Action Step 2 Action Step 3 Action Step 4	Ongoing Training Face-to-Face and Online	10%	Monthly Statement	Usage Report
Cellular Service	Action Step 1 Action Step 4	Ongoing Training Face-to-Face and Online	10%	Monthly Statement	Usage Report
Network Switches	Action Step 1 Action Step 2 Action Step 3 Action Step 4	Ongoing Training Face-to-Face and Online	10%	Real-time Utilization & Monitoring System	Usage Report
WAN	Action Step 1 Action Step 2 Action Step 3 Action Step 4	Ongoing Training Face-to-Face and Online	10%	Real-time Monitoring System	Utilization Statistics
Wireless Access Points w/ Antenna	Action Step 1 Action Step 2 Action Step 3 Action Step 4	Ongoing Training Face-to-Face and Online	10%	Real-time Utilization & Monitoring System	Usage Report
Web & Email System	Action Step 1 Action Step 2 Action Step 3 Action Step 4	Ongoing Training Face-to-Face and Online	10%	Real-time Utilization	Utilization Statistics
Wireless Control & Management	Action Step 1 Action Step 2 Action Step 3 Action Step 4	Ongoing Training Face-to-Face and Online	100%	Real-time Utilization & Monitoring System	Usage Report
Client Access License	Action Step 1 Action Step 2 Action Step 3 Action Step 4	Ongoing Training Face-to-Face and Online	100%	Concurrent Utilization	Utilization Statistics
Hybrid Telephone System w/ VoIP	Action Step 1 Action Step 2 Action Step 3 Action Step 4	Ongoing Training Face-to-Face and Online	10%	Real-time Utilization	Usage Report

APPENDIX G

Calcasieu Parish School System Networking Bid Specifications

1. Wiring shall be a minimum of Category 5e UTP with RJ-45 specifications in compliance with ANSI EIA/TIA 568B-TSB 40 standards. Plenum cable shall be run when required by local fire code. For connections between buildings or external cabling, any use of copper media should be applied in conduit. The cable should be certified as exterior burial cable. All buried cable should be a minimum of three feet. If copper media is used, lightning/surge protection needs to be attached to each end of the cable at the point that it enters the building. This protection needs to meet the same specifications as the cabling. If the above conditions cannot be met with copper media, a fiber connection is required. All fiber runs need to be run through conduit from WIC box to WIC box. All network backbones must be fiber and all fiber transceivers must be internal to the switch gear. No external fiber transceivers will be accepted.
2. Certification to 100 MB with both a hard copy and digital copy of each certified connection upon request. CPSS reserves the right to validate this certification.
3. A minimum of two wire pulls is required for each network connection point in a room or office. The pulls will be terminated into a wall rack with a minimum of Category 5e rated patch panels and the corresponding ends will be terminated into a minimum of Category 5e rated wall jacks. Hardware shall be compliant with recognized networking standards.
4. A scaled wiring schematic of the floor plan that includes all connections and hardware attachments shall be submitted to the Tech Support Center at the completion of the installation.
5. All wiring must be labeled by number and color code on wall box and patch panel and on each end of the wire, i.e. EIA/TIA Code 606 and 607. All drops must be patch down from patch panel into the network switch in order to be fully functional at completion.
6. All wire molding must be secured to walls with adhesive and hardware.
7. When it is necessary to use conduit, a pull string must be left in the conduit to allow for any future pulls.
8. A minimum of a one-year warranty is required on all installations. Additional warranty time will be considered in reviewing bids for selection.
9. All work will be inspected and certification validated by the CPSS Tech Support Department prior to approval for payment.
10. The bid should be itemized by cost (conduit, wiring, etc.) for the particular site. Any part of the bid can be accepted or rejected upon review by the Tech Support Center.

11. The district provides manpower and materials for the installation of network infrastructure and configuration in schools and offices. Requests for work should be handled through the CPSS Help Desk at tech.help@cpsb.org. All schools and departments are highly encouraged to use this procedure when network infrastructure is needed. However, if a school or department needs to use a contractor to install network infrastructure, they will be required to contact the network administrator so that he is involved in the project from the planning stage to final completion of work.

12. Contractors performing network wiring and infrastructure work must hold recognized networking/communication industry certifications and proof of those certifications should be provided as part of the bid. Due to the technical nature of networking, contractors possessing at least five years of network infrastructure installation experience are preferred for bid jobs.

13. All contractors doing network infrastructure work must not do anything that will harm or degrade the functionality of the existing network. If any problems do arise as a result of the work of a contractor, they will be required to notify CPSS staff and may be responsible to restore the network's prior functionality at their cost.

APPENDIX H

Calcasieu Parish School System Standards and Support Guidelines

The purpose of this list will be to insure competitive pricing, quality products and prompt service. In addition, this list is important to establish a uniform base of hardware & software to manage the technology Total Cost of Ownership (TCO) for the district. This Standards and Support Committee will review and recommend standards in hardware and software that will be supported by the Calcasieu Parish School System. The committee will present a written list of recommendations to the Chief Financial Officer.

NEW COMPUTER HARDWARE PURCHASES

The only approved computer hardware for new purchases using district or school funds will be the set Windows PC district configurations posted on the Tech Support Center (TSC) website at <http://help.cpsb.org>. No other computer hardware outside of these official configurations will be approved or supported by the district. Budget expenditures involving computer hardware will be checked for compliance by the Internal Auditing department. The following computer hardware is explicitly **prohibited** from being purchased by schools and departments:

- Any HP, Compaq or Dell “home line” computer sold to home users which are generally found in retail stores. (Ex. HP Pavillion, Compaq Presario, Dell Dimension & Inspiron)
- Any home and / or business line Windows PC from a company other than Dell, Compaq or HP.
- Any Apple Macintosh OS X computer.

EXISTING COMPUTER HARDWARE SUPPORT

During the past years there have been a variety of Dell, Compaq, HP and Apple computer configurations purchased for use in the system. The Tech Support Center will provide technical support and repairs for the following configurations listed below:

Apple Macintosh

Only Apple desktop and laptop computers built around the G3 series processor and above will be repaired by the TSC if parts are needed. Repairs for earlier Power PC computers will be done only if parts do not need to be purchased. All repair and support for the earlier Power PC computers is no longer provided.

Help desk support will be provided only for Apple Macintosh computers running the OS 9 and OS X operating systems and that support may be limited.

Windows PCs

Only Dell, Compaq and HP Windows PCs built around the Pentium III series processor and above will receive tech support or be repaired by the TSC if parts are needed. Repairs for the original Pentium II processor computers will be done only if parts do not need to be purchased. All repair and support for the Pentium II processor computers will be phased out by December 31, 2007. Repair support will be provided for Dell Dimension & Inspiron, Compaq Presario and HP Pavillion "home line" computers purchased before December 31, 2004. Computers from these lines purchased after this date will not be repaired by the TSC.

Help desk support will be provided for only Dell, Compaq & HP computers running Windows 2000, Windows XP & Windows Vista operating systems. Windows 95/98/ME support is no longer provided

Refurbished or Donated Computer Hardware

Any school or department purchasing refurbished computers may only purchase Dell, Compaq or HP business line computer systems in order to receive repair and help desk support. These computers must be processed through the Tech Support Center upon arrival to ensure the proper CPSS disk image is installed on the computers so they will operate correctly on the district network. Proof of purchase of the Windows operating system and Office suite will need to be provided.

Donated computer hardware should be checked by the Tech Support Center before being accepted by schools and departments. In most cases, only Dell, Compaq or HP computers no more than four years old will be considered acceptable donations and **only the business line** models will be eligible for hardware repairs.

File Server Hardware

All computer file server purchases will be specified by the Network department on a case by case basis using Dell, Compaq or HP servers that can be supported by the Tech Support Center. Any school or department needing a file server should contact the TSC for more information.

NEW & EXISTING PERIPHERAL HARDWARE PURCHASES

Printer Hardware

The only printers to be purchased with district or school funds are Dell, HP and Lexmark inkjet / laser printers. No other brand of printers will be supported or repaired. Laser printers are recommended over inkjet printers due to a lower total cost of consumables.

Other Peripheral Hardware

While the Tech Support Center may offer recommendations on other peripherals such as scanners, external drives, memory keys, cameras, televisions, etc, none of these items are officially supported or repaired. All support and repairs will have to be provided by the product vendor.

Television Output Hardware

The only supported hardware for providing television output from desktop computers is the ATI All-in-Wonder series of video adaptors. In laptop computers, only the built-in ATI or nVidia television output will be supported.

APPLICATION SOFTWARE SUPPORT

Because there is wide variety of software that may be purchased by schools and departments, it is impossible to provide support for every application installed on CPSS computers. Therefore help desk support can be provided for the following “standard” applications that are in wide use across the district:

- **General productivity:** Microsoft Office – Word, Excel & PowerPoint (PC / Mac)
- **Email:** Microsoft Outlook (PC) & Microsoft Outlook Express (Mac Only)
- **Internet Browsing:** Internet Explorer (PC) & Safari (Mac)

If you require support for any application not listed here, contact the CPSS Help Desk via email at tech.help@cpsb.org for what help may be available on a case by case basis. However for most applications you should expect that the application will have to be primarily supported by the company that produces the software.

NETWORK APPLICATION SOFTWARE SUPPORT

Any software that requires network access in order to operate and transmit and receive data **must** be approved by the Network department before the software may be purchased as per district policy. The following applications that require network use have been approved for purchase and installation on the CPSS network:

- **Renaissance Learning:** Renaissance Place products
- **Scholastic:** Reading 180 Enterprise
- **Pearson Digital Learning:** Success Maker
- **Plato Learning:** Plato

If a school or department is considering the purchase of application software that requires use of the network, they must fill out the “CPSS Network Server, Software, Device or Service Evaluation” form located on the Tech Support Center (TSC) website at <http://help.cpsb.org>.

Network Hardware

All switching and routing hardware purchased and installed in the district must be from an approved manufacturer. Switching and routing gear must be network manageable using industry standards like SNMP and highly interoperable to meet the needs of an education environment. The only brand of switching gear currently approved by the networking department is Hewlett Packard ProCurve. Current switching gear models approved for installation can be found on the Tech Support Center (TSC) website at <http://help.cpsb.org>.

Voice Systems & Hardware

The Technology Department has been tasked with managing voice communications in the district therefore standards for these systems are being formulated. Today all voice communication hardware investments involved with call processing or trunking are to be evaluated by the Networking Department. Preference will be given to systems that demonstrate interoperability with the districts current VoIP system. VoIP based telephony solutions will be the standard for typical voice communications in the foreseeable future.

STUDENT INFORMATION SYSTEM

Pentamation is the only approved student information system for the district. "Making the Grade" may be used for grade book purposes. Any questions regarding the student information system should be addressed to Jim Crawford in the MIS department.

VIRUS PROTECTION

The district has an agreement with a solution provider to provide anti-virus software for all Windows 2000/XP/Vista computers. It is the responsibility of each person to ensure that this software is installed on their computer to protect themselves and the district from viruses.