

Section II: Assessment and Strategies Components

Instructions: Add your responses by typing into the document below.

Technology Needs Assessment.

Describe the processes(s) used to determine the technology needs for the LEA for 2017-2022 and briefly summarize the needs that have been determined. Make sure to include any technology needs that will be supported through E-rate discounts, such as telephone, telecommunications access, Internet, and other E-rate eligible services:

Through the district's yearly evaluation surveys, utilization reports, and goal setting process, the district will derive a current state and needs analysis. Based on our districts current 2017 analysis and goals we have determined the following priorities and needs will be addressed throughout 2017-2022.

- Expanded technology capacity for student, teachers and leaders through increased Internet, WAN and LAN bandwidth, provide high density high availability wireless / WIFI access, increased device and resource access both in and out of school, increased access and use of communication tools, including but not limited to phone, email, VoIP, texting, Lync, and mobile apps.
- Expanded access and use of online instructional delivery methodologies.
- Provide anywhere, anytime access to files, materials and educational digital resources though both hosted and on-premise data storage and sharing services.

Goals and Strategies:

List the specific goals and strategies for 2017-2022 that address how your LEA will use technology to deliver education and assist with school administration:

Goal 1: All educators and learners will benefit from technology-rich environments that promote maximized student achievement and produce lifelong learners able to excel in a digitally-connected, information-based society.

Strategies:

- Continue to increase the district's current 100 mb/s Internet bandwidth to our administrative and school sites based on both State and SETDA recommended bandwidth targets and the actual utilization needs of our district to support technology integrated instruction and online assessments.
- Provide all administrators, teachers, and students with access to computers and other digital tools and resources which support instruction and expanded learning options
- Monitor robust wireless networks for all schools and administrative offices, ensuring both coverage and density and refresh as needed based on hardware lifecycle.
- Maintain and upgrade internal connections (connections include, but are not limited to, servers, switches, access points, wiring and related components, and uninterruptible power supplies) to facilitate data transport to all schools and administrative offices.
- Provide high-quality internal and contracted technical support to manage and maintain computer networks and plan for future needs.

Goal 2: Leaders and teachers will support systemic change and participate in effective professional development to ensure that technology and other educational resources available in schools are being used to enhance student learning.

Strategies:

- Establish and maintain district-wide systems of communication that support the effective use of electronic communication and remote collaboration.
- 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 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.

- Utilize e-mail as a main source of communication.
- Encourage teachers to learn and use correct technology vocabulary.
- Provide teachers with access to appropriate software and hardware in order to integrate technology into daily instruction to facilitate and enhance student learning.
- Recommend a Technology Liaison serve as a member of the school improvement committee.
- Utilize district-provided tools and evaluation instruments for determining teacher technology proficiencies.

Goal 3: All educators and learners will benefit from organized online instruction (E-learning) and “virtual” classes and schools, making it possible for educators to receive high quality professional development and students to receive high quality academic and enrichment courses that meet requirements for high school graduation and entrance for higher education.

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 entire school year, including summers.
- Disseminate information about and promote the enrollment of students in virtual classes and schools.
- 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.
- 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.
- Offer incentives to teachers and administrators who complete E-learning classes and/or workshops.
- Provide all high school students with the opportunity to complete at least one online E-learning experience prior to graduation.

Goal 4: All stakeholders will benefit from improved access to high-speed, high-capacity hardware, software, and broadband communications and technology usage empowering educators to transform teaching through integrated, interoperable data systems that are current and well-maintained.

Strategies:

- Seek local funding through property tax and sales tax revenues.
- Participate in state contract purchasing opportunities that support the school system.
- Continue to support CPSS budgeted line items for technology bandwidth and infrastructure.
- Seek bundled software packages with software vendors in order to lower costs and increase support.
- 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.
- 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.
- Maximize use of remote real-time monitoring and technology repair tools for technology support in order to enhance user experience.

Professional Development Plan:

Describe the professional development strategies you have in place for 2017-2022 to ensure LEA staff are prepared to use the technology infrastructure, software programs, and online resources provided:

Goal 1: All educators and learners will benefit from technology-rich environments that promote maximized student achievement and produce lifelong learners able to excel in a digitally-connected, information-based society.

Strategies:

- All education/administrators/leaders will regularly participate in leadership and professional development offered by recognized authorities in instructional technology leadership.

- All current education administrators/leaders will routinely model appropriate use of technology resources to support administrative and instructional functions.
- All current education administrators/leaders will use a variety of emerging technology (i.e. E-mail, instant messaging, learning management systems, online assessments, digital content and resources, voice technologies) as primary sources of communication and teaching.
- All current education administrators/leaders will include components of effective technology integration in the development and implementation of school and district strategic plans.

Goal 2: Leaders and teachers will support systemic change and participate in effective professional development to ensure that technology and other educational resources available in schools are being used to enhance student learning.

Strategies:

- Provide funding and technical support for leaders at all levels to enable participation in ongoing professional development activities.
- Move toward web-based lesson plans, podcasts, webinars, and videos to communicate more effectively with parents and provide them with access to information relative to student learning and classroom activities.
- Recommend educators at all levels model technology integration.
- Recommend authentic assessment of the technology proficiency of returning and newly hired personnel.
- Recommend school websites 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/initiatives at the district and school level.
- 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.
- Require all teachers to complete and/or continue appropriate technology integration training(s) to increase technology proficiencies.
- Recommend that school-based, monthly, grade-level meetings include activities that address the integration of technology into the curriculum.
- Send regular email messages/electronic newsletters 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 and support participation in professional organizations (i.e., LACUE, ISTE, CoSN) by providing financial assistance to staff.
- Incorporate Universal Design for Learning strategies emphasizing accessible technology/curriculum into professional development initiatives.

Goal 3: All educators and learners will benefit from organized online instruction (E-learning) and "virtual" classes and schools, making it possible for educators to receive high quality professional development and students to receive high quality academic and enrichment courses that meet requirements for high school graduation and entrance for higher education.

Strategies:

- Create E-learning opportunities for educators and learners that support goals and benchmarks provided by the state, district, and local levels.
- Encourage teachers and principals to participate in local, state, and national initiatives that provide E-learning experiences.
- Provide after-hours' access to technology resources.
- Offer incentives to teachers and administrators who complete E-learning classes and/or workshops.

Evaluation:

Explain the evaluation process for your technology plan for 2017-2022, including timeline, roles and responsibilities, and information gathered to assess how the technology plan goals and strategies are being met:

Goal 1: All educators and learners will benefit from technology-rich environments that promote maximized student achievement and produce lifelong learners able to excel in a digitally connected information-based society.

Goal 1 Evaluation:

Monitoring/Evaluation Tool	Person/People Responsible	Timeline
Technology Footprint	Produced by LDOE	Bi-Annually
Technology Readiness Tool	Chief Technology Officer	Bi-Annually
Bandwidth Utilization Reports	District Technology Staff	Monthly
Storage Utilization Reports	District Technology Staff	Weekly
Classroom Observations	School Principal/Curriculum Coordinators	Quarterly
Teacher and Student Portfolios	Teachers and Administrators	Quarterly
Reports to Calcasieu Parish School Board or other state and federal agencies	District Staff	Annually
System Technology Plan associated with grant and/or E-Rate applications	Chief Technology Officer	Annually
Enrollment in state/national leadership network programs (i.e. NSBA, ISTE, CoSN, LACUE, iNacol, ASCD)	Chief Technology Officer	Fall, Spring
District and school-level monitoring as it relates to educational technology leadership	Chief Technology Officer, School Principal/Curriculum Coordinators	Fall, Spring
Appropriate system reports (i.e. Title funds, E-Rate, etc.)	Central Office Staff, District Technology Staff	Fall
Budget reports (federal and/or state grants)	Chief Financial Officer, District Technology Staff	Fall, Spring

Goal 2: Leaders and teachers will support systemic change and participate in effective professional development to ensure that technology and other educational resources available in schools are being used to enhance student learning.

Goal 2 Evaluation:

Monitoring/Evaluation Tool	Person/People Responsible	Timeline
Technology Footprint	Produced by LDOE	Bi-Annually
Technology Readiness Tool	Chief Technology Officer	Bi-Annually
Reports to Calcasieu Parish School Board or other state and federal agencies	Chief Technology Officer, District Technology Staff	Annually
System Technology Plan associated with grant and/or E-Rate applications	Chief Technology Officer, District Technology Staff	Fall
Certificates or sign in sheets showing participation in teacher professional development opportunities	Chief Technology Officer, District Technology Staff, School Principal/Curriculum Coordinators	Fall, Spring
Appropriate system reports	Central Office Staff, District Technology Staff	Fall
District and school-level monitoring of professional development plans as it relates to educational technology leadership	Chief Technology Officer, School Principal/Curriculum Coordinators	Fall, Spring
Teacher professional development portfolios	School Principal/Curriculum Coordinators	Fall, Spring
Classroom observations	School Principal/Administrators	Fall, Spring

Teacher presentations at conferences	School Principal/ Administrators	Fall, Spring, Summer
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Goal 3: All educators and learners will benefit from organized online instruction (E-learning) and “virtual” classes and schools, making it possible for educators to receive high quality professional development and students to receive high quality academic and enrichment courses that meet requirements for high school graduation and entrance for higher education.

Goal 3 Evaluation:

Monitoring/Evaluation Tool	Person/People Responsible	Timeline
Student enrollment and course number offerings	Management Information Services	Fall, Spring, Summer
Carnegie Units awarded for online course offerings annually	School Principal, Curriculum Directors	Fall, Spring, Summer
Professional development enrollment	District and School Level Staff	Fall, Spring, Summer
Number of E-learning communities	Chief Technology Officer, District Technology Staff	Fall, Spring, Summer
Number of active E-learning users	Chief Technology Officer, District Technology Staff	Fall, Spring, Summer
Needs assessment	Chief Technology Officer, District Technology Staff	End of School Year
Local, state, and national presentations	District and School Level Staff	End of Fiscal Year (July)

Goal 4: All stakeholders will benefit from improved access to high-speed, high-capacity hardware, software, and broadband communications and technology usage empowering educators to transform teaching through integrated, interoperable data systems that are current and well-maintained.

Goal 4 Evaluation:

Monitoring/Evaluation Tool	Person/People Responsible	Timeline
Report tracking bandwidth utilization of districts/schools	Chief Technology Officer, District Technology Staff	Fall and Late Spring
System technology plan updates	Chief Technology Officer, District Technology Staff	Spring
Human resource records of IT personnel	Central Office Staff, District Technology Staff	Late Spring
Appropriate state and system reports	Central Office Staff, District Technology Staff	Late Spring
Classroom observations and evaluations	School Principal/Administrators	As Conducted
Technology departmental and network statistics	Chief Technology Officer, District Technology Staff	End of Fiscal Year

Optional Links:

Provide links to district strategic planning documents, survey instruments, policies, or other resources that were used to provide data and help prepare the technology plan:

Links and Resources:

- <http://www.louisianabelieves.com/schools/digital-schools>
- <http://www.setda.org/priorities/equity-of-access/the-broadband-imperative/>
- <http://www.setda.org/wp-content/uploads/2013/11/Class-of-2020-Action-Plan-for-Education.pdf>
- <http://www.setda.org/outreach/press-releases/press-releases-2016/setda-announces-new-strategic-plan/>
- <http://www.setda.org/wp-content/uploads/sites/14/2016/10/SETDAstrategicPlan.pdf>
- <http://www.setda.org/priorities/digital-content/out-of-print/>
- www.iste.org/standards.aspx
- <http://www.cpsb.org/domain/193>
- <http://www.cpsb.org/Domain/87>

Section III: IT Infrastructure and Telecommunications Plan Components

List all telecommunication services and IT equipment being procured for the funding year(s) indicated within your technology plan. Be sure to include both E-Rate and non-E-Rate services and equipment that will be obtained to ensure full utilization of all requested E-Rate services. A basic list of services has been included to assist you in this process.

Additionally, included in Appendix A, is a worksheet

Service	Goals & Strategies	Professional Development	Monitoring & Evaluation
<p>List all services/equipment, as described in the E-Rate Eligible Services List, being procured during the FY 2018-19 funding year. Be sure to include any non-E-Rate services or equipment that will be purchased or implemented to ensure full utilization of requested E-Rate services.</p> <p>Please provide specific quantities and type of service</p>	<p>Provide a clear goal and a realistic strategy for using the requested services and internal connections to improve the delivery of educational services.</p> <p><i>Note: If you have already described your goals and strategies within your technology plan – just write “see plan and the page number” below</i></p>	<p>Provide all professional development strategies being instituted ensure staff and students are able to fully utilize the requested service to improve the delivery of educational services.</p> <p><i>Note: If you have already described your professional development process within your technology plan – just write “see plan and the page number” below</i></p>	<p>Provide a description of the evaluation process the school will utilize to monitor progress toward the identified goals and make mid-course (i.e. mid-year), corrections in response to new developments and opportunities as they arise.</p> <p><i>Note: If the process described in your current technology plan is very general, that description may not be sufficient to meet the expectations of the E-Rate program.</i></p>
E-Rate eligible services/equipment included on either form 470 and/or 471			
Internet Access	See Section 2, page 3-4	See Section 2, page 4-5	See Section 2, page 6-7
WAN Services for 72 sites @ 100 mb/s burstable to 1 gb/s (25 sites)	See Section 2, page 3-4	See Section 2, page 4-5	See Section 2, page 6-7
E-mail services	<p>Goal: to provide a service to all students, teachers and administrators which will transmit both text and other embedded data communications between school/district users and their intended audiences</p> <p>Strategy: Utilize hosted email services for 40,000 users; increasing or decreasing this number based on school/district population statistics</p>	Yearly staff in-service on new and existing technology	Technology staff will monitor and collect a yearly survey from users to determine the current effectiveness of communication strategies being used and to determine if new or upgraded delivery methods are required to meet communication goals.
E-Rate eligible services/equipment where E-Rate funding is not being sought			
Storage Area Network	See Section 2, page 3-4	See Section 2, page 4-5	See Section 2, page 6-7
Ineligible services/equipment			
iPads and Laptops	See Section 2, page 3-4	See Section 2, page 4-5	See Section 2, page 6-7
Support and maintenance of student devices	See Section 2, page 3-4	See Section 2, page 4-5	See Section 2, page 6-7

Section IV: Policies and Certifications:

To ensure all LEAs and schools meet with both federal education and E-Rate policies and certifications, please provide a copy of the following documents for the state to have on file.

1. District's policies pursuant to the Children's Internet Protection Act of 2000 (CIPA) and Internet Safety Policies pursuant to (FCC 11-125).

LEAs/schools must certify that they are in CIPA compliance by having an Internet Safety Policy adopted and implemented at the start of the given funding year. This policy must include a technology protection measure that blocks or filters internet access to visual depictions that (a) are obscene, (b) are child pornography, or (c) are harmful to minors. Filtering is required for all Internet-enabled computers whether used by minors or adults. For E-rate purposes, filtering for adult Internet usage can be disabled for "bona fide research or other lawful purpose."

In addition, any LEA/school applying for E-Rate discounts on anything more than telecommunications services must "...include monitoring of online activities of minors and must provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response."

A CIPA Compliance Checklist has been included in the appendix of this document to assist LEAs and schools in either creating or evaluating their policy's compliance with CIPA.

a. Acceptable Use Policy (aka Internet Safety Policy) (include policy number, if applicable, and the date of adoption)

Schools subject to CIPA are required to adopt a policy that addresses:

- i. Access by minors to inappropriate matter on the internet
- ii. The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications
- iii. Unauthorized access including "hacking" and other unlawful activities by minors online
- iv. Unauthorized disclosure, use, and dissemination of personal information regarding minors
- v. Restricting minors' access to materials harmful to minors.

b. Proof of Internet Filtering

LEAs/schools must be able to provide proof that all internet traffic is being filtered for obscene and harmful materials to minors. In the past, many LEAs/schools have just provided a copy of a cancelled check or invoice documenting that a filtering package or service has been acquired. LEAs/schools should expand this proof to include a listing of the categories/types of material that are being filtered and periodic reports on all key words, sites and locales being filtered. It is also recommend that any LEA/school who allow exceptions to their filtering policy for certain users, document and retain these exceptions for auditing purposes.

c. Monitoring Policy and/or Proof of Monitoring

Under FCC 11-125, LEAs/schools will now be required to have an official monitoring policy which describes monitoring activity within the LEA's/school's network for compliance with CIPA. This may be through a software package, teacher monitoring, remote viewing of online activities, etc. There is no required type of monitoring activity that a LEA/school must provide; the only requirement is that whatever policy an LEA/school states within its policy must be adhered to by the LEA/school.

Types of monitoring activities that might be included in a LEA/school policy could include: software which scans email for key identifiers or words, reviewing filtering reports and documenting changes/updates being made based upon report data, monitoring of firewall rules and reports, desktop and device level monitoring software for screenshot capturing, document tracking, remote monitoring, device logging, PC activity, etc.

d. CIPA Education Policy/Plan and/or Proof of CIPA Education

LEAs/schools should provide at least one training session for all staff, students and other users of the LEAs/school's internet and intranet regarding the LEA's/school's technology and compliance policies. The training should also include specific information on appropriate online behavior, interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response. The training should make users aware of cultural, societal, political and other issues that may

LEAs/schools are not required to purchase software or other specific training materials distributed by any specific provider of an e-safety education courses or materials. LEAs/schools should have proof that all internet and intranet users have been through the LEA/district training and certifying they understand and will abide by the LEA/school policies.

e. **Policy on On-site Use of Personal Portable Devices**

Under current federal guidelines, policies related to personal portable devices that may access either a schools internet or computer network or accesses a mobile network not controlled by the LEA/school while on a LEA/school's campus have not been fully clarified and more detailed guidance is still needed. The FCC has announced that new rules and regulations will be addressed in its upcoming proceedings as they are aware of the increased need by schools to provide students and teachers with flexible options for accessing and using more up-to-date and robust technology devices that the LEA/school does not own, manage, or administratively control due to budget or other constraints. An LEA/school policy might include:

- i. Access to the LEA's/school's network
- ii. Access by minors to inappropriate matter on the internet
- iii. Unauthorized access including "hacking" and other unlawful activities by minors online
- iv. Anti-virus, anti-malware software requirement
- v. Indemnification clauses for the LEA/school
- vi. Approval process, certifications and other documents required of any user who want to use their personal devise while on the LEA/school campus