

# Iberia Parish School System

## District Technology Plan



2007 - 2014

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**OVERARCHING GOAL: ALL IBERIA PARISH 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.**

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## INTRODUCTION/OVERVIEW

Computer technology can lead schools into an educational environment which enhances, enriches, facilitates, and offers additional opportunities for success in learning. Without doubt, computer technology will play an important role in future educational endeavors and will aid our students in their efforts to become productive citizens. The use of educational technology is engaging, promotes self-directed learning, allows students to use obtained information to create quality products, and can be integrated into all aspects of the curriculum.

The classroom experience envisioned in this technology plan is a progressive one. Iberia Parish students will become independent, life-long learners, while accomplished and enthusiastic teachers guide them in taking charge of their own exploration for knowledge. If technology is to surpass traditional educational methods, school districts must set attainable goals which will allow them to overcome the problems of implementation and costs associated with including technology in a classroom's curricula. Educational systems that do not recognize and incorporate computer technology will produce students who have limited opportunities in this rapidly changing world.

The Iberia Parish School System understands that the use of technology in the educational environment is a powerful tool with enormous potential. We envision a technologically advanced school system capable of providing high quality learning opportunities for all. Working toward this goal, will nurture a dynamic curriculum in its schools designed to enhance, broaden, strengthen, and transform learning to produce:

- students who will meet the challenges found in the work place in which a key to success is the ability to access, interpret, analyze, and communicate information in a meaningful manner; and to be productive citizens within a rapidly changing information society
- teachers and students who become partners in learning, enjoying the benefits of mutually synergistic discovery opportunities for the development of knowledge and its application; and
- schools that are energized centers of learning.

The Iberia Parish Technology Plan is aligned to the Louisiana State Technology Plan which is aligned to the national technology plan, *Toward a New Golden Age in American Education: How the Internet, the Law, and Today's Students are Revolutionizing Expectations*. Four major action steps (objectives) are addressed in this plan: Action Step 1: Strengthen Leadership; Action Step 2: Improve Teacher Training; Action Step 3: Support E-Learning and Virtual Schools; and Action Step 4: Provide Improved Access and Technology Usage. While necessary revisions will occur during the life of this document, it is intended to serve as a model by which this district and its schools will create an individual plan aligned to the state plan. System and school plans will be evaluated and revised every three years. This technology plan consists of the following sections: (1) statement of action step, (2) statement of current status, (3) listing of benchmarks/targets for 2014, (4) evaluation strategies and timelines, and (5) strategies which will be used to accomplish benchmarks/targets.

### **Action Step 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:**

- The Superintendent and 55% of principals have completed LEADTech training with a projected completion rate of 79% by Fall 2007.
- Forty percent of administrators (principals and assistant principals) participating in the State Technology Proficiency Self-Assessment instrument scored proficient in all state adopted standards.
- District fully supports all state, regional, and local professional development initiatives.
- All educational administrators/leaders use email as a method of communication.
- District Technology Plan and School Improvement Plans are reviewed/revised annually to ensure alignment with federal and state goals.
- All principals and assistant principals participate in the 24/7 Walkthrough Program.
- District employs a full-time technology facilitator (with district funds) whose primary responsibility is to implement technology related professional development initiatives.
- All principals monitor teacher lesson plans Online via OnCourse Lesson Plan Management Software.
- Newly appointed administrators participate in the Louisiana Educational Leaders Induction program.
- Some educational administrators/leaders use BlackBoard as a method of communication.
- Superintendent, assistant superintendents, supervisors, specialists, and school administrators use technology regularly in their work and fully support technology integration.

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

1. 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. Educational administrators/leaders will participate in leadership professional development offered by the Louisiana Department of Education.
3. Newly appointed educational administrators/leaders will participate in ongoing professional development designed to develop/strengthen leadership skills and provide support during the first years of service.
4. Educational administrators/leaders will be encouraged to use technology to effectively monitor and evaluate teachers.
5. Educational administrators/leaders will facilitate and evaluate the integration of technology and curriculum in instruction.
6. Educational administrators/leaders will routinely model appropriate use of technology resources to support administrative and instructional functions.
7. Educational administrators/leaders will use a variety of emerging technologies (e.g., e-mail, voice technologies, school and district intranet, and BlackBoard) as primary sources of communication.
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 district and school technology plans and/or school improvement plans annually to ensure alignment with overall federal, state, and district educational technology and accountability goals.
10. District and schools will use innovative restructuring and reallocation of existing budgets to purchase needed technology (including, but not limited to, hardware, software licenses, WAN and LAN connectivity, technical assistance, maintenance, digital content, replacement of obsolete equipment, etc.) and provide access to high quality professional development opportunities.
11. Educational administrators/leaders and curriculum specialists will integrate educational technology into the state-mandated *Comprehensive Curriculum*.
12. All schools will assign a site-based technology facilitator to act as the primary technology contact. The site-based technology facilitator will set up and maintain contact with the district technology staff and all school facilitators in the district. Site-based technology facilitators will meet with the district technology staff on a monthly basis.
13. Educational administrators/leaders will provide opportunities for continuous professional development and ongoing systematic mentoring to support use of technology in teaching and learning.
14. Educational administrators/leaders will encourage and support involvement in national, state, and local technology professional organizations and conferences.
15. District technology staff will collaborate with the Assistant Superintendent of Instruction, curriculum supervisors, principals, and teachers to evaluate the effectiveness of existing training programs by observing and mentoring participating teachers and implementing new training programs as needed to enhance the teaching and learning process.
16. District technology staff will continue to collaborate with the Louisiana Department of Education - Division of Leadership and Technology, Region IV Teaching and Learning Technology Center, various educational entities, and technology coordinators statewide to plan and implement educational technology initiatives, to promote best practices, to encourage the effective use of educational technology and to maximize resources.
17. Educational administrators/leaders will expand leadership initiatives and guidance to support the assessment, acquisition, and implementation of assistive technology.
18. Each school will have a technology committee with meetings being conducted on a regular basis. Meeting agendas should include plans for on-site professional development training, teacher mentoring, the promotion of technology use in the school, etc. The site-based technology facilitator will report to district staff for support and guidance.
19. Educational administrators/leaders will recognize certifications in educational technology facilitation and educational technology leadership.
20. Educational administrators/leaders and teachers will participate in Educational Technology Week to highlight the positive impact technology has in the teaching and learning process.

## Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
District/School Technology Surveys	Annual	April – June
District/School Technology Plans associated with grants and/or E-Rate applications	Annual	November - July
State Technology Proficiency Self-Assessment	Annual	May
Enrollment in professional development initiatives and/or conference attendance	Annual	Fall, Spring, Summer
District and school-level monitoring of School Improvement Plans as related to educational technology leadership	Annual	Spring
Budget reports (local, state and/or federal)	Annual	Fall, Spring
Sign-in sheets and agendas from monthly technology trainings/meetings.	Annual	August - July
Appropriate state and system reports (e.g., NCLB consolidated reports)	Annual	July

## 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 the following: 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 and/or professional organizations, such as, but not limited to, ISTE and COSN
- Advertise all technology training opportunities offered by the state, region, or district via email, school mail, brochures, and district website
- 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
- Use an indicator to monitor and evaluate not only the use of classroom technology but curriculum integration with technology on required observation, evaluation, or walk-through district forms
- Use technology-based applications for maintaining and reporting student grades, attendance records, scheduling, and other necessary record keeping
- Use web-based lesson plans and school/teacher website(s) 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. Recognize those who are exhibiting successful technology integration skills

- 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, school calendar, and other appropriate information
- Seek all possible alternative sources of funding through strategic partnering with other programs at the district/school level
- Certify as re-delivery agents for all state technology-training initiatives
- Design new professional development programs as needed to meet the needs of all administrators and teachers
- Promote the Educational Technology Facilitator and the Educational Technology Leader certifications
- Maintain active communication with educational technology leadership in the Louisiana Department of Education, the Region IV TLTC, and state technology coordinators
- Cultivate leadership within each school (Technology Committees and Site-Based Technology Coordinators) and district technology staff to guide the appropriate integration and curricula
- Resurrect the Iberia Computer Using Educators (ICUE) organization and encourage participation from all district administrators, principals, and teachers
- Utilize state provided tools and evaluation instruments for determining administrator technology proficiencies
- Promote Educational Technology Week

## **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:**

- The Iberia Center for Educational Technology (ICET) offers professional development opportunities year round.
- District staff and teachers participate in professional development opportunities offered by the Division of Leadership and Technology and the regional Teaching, Learning and Technology Centers. Sessions are re-delivered at the Iberia Center for Educational Technology.
- District staff and teachers participate in training sessions offered by the Assistive Technology Regional Centers which provides training and support for addressing increased accessibility for all students through technology. Sessions are re-delivered at the Iberia Center for Educational Technology.
- District offers STARTech (Successful Teachers Achieving Results with Technology), an online opportunity, designed to offer teachers an opportunity to earn CLUs while designing technology-integrated lessons.
- Onsite professional development workshops on various topics are offered by the district Technology Facilitator upon request.
- Based on 2005-2006 School Technology Survey data, 64% of Iberia Parish's teachers completed INTech.
- First year, first semester teachers in LAATAP program participate in INTech training.
- Based on 2005-2006 data, 28% of Iberia Parish's teachers scored proficient in all six strands of the State's proficiency self-assessment instrument.
- All district personnel must participate in the Internet/Email course before receiving an Iberia Parish email account. Topics in this class include, but are not limited to the Louisiana K-12 Educational Technology Standards, effective searching, acceptable use, copyright, and I-Safe.
- All schools have a site-based technology facilitator. This individual serves as the liaison between the school and district technology staff.
- All teachers maintain an electronic lesson plan book and gradebook.

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

1. Teachers will engage in professional development that includes both online and face-to-face local and state developed professional development opportunities.
2. Teachers will engage in professional development activities offered locally or through regional TLTCs that demonstrate how to integrate technology into the *Comprehensive Curriculum* and how to develop appropriate assessment measures for evaluation of student work.
3. Teachers will participate in professional learning communities that facilitate the integration of technology into student learning.
4. 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. Teachers will be proficient in the use of technology to enhance student learning by 2014.
6. Teachers will be trained in resources designed to allow students to conduct research safely and effectively using technology.
7. Teachers will be trained on how to use data to personalize/individualize instruction.
8. Teachers will receive instructional technology support on an on-going basis from a school and/or district technology facilitator.
9. 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.
10. Teachers will be trained in software that uses technology to perform administrative tasks efficiently. (e.g., digital records, such as electronic gradebooks, *IEP Maker*, attendance, discipline, and lesson planning)
11. Teachers will include a technology component in their Professional Growth Plan.
12. Librarians will participate in the Louisiana Information Literacy Initiative (LILI).
13. Teachers will model effective student management strategies to maximize the benefits of classroom learning and technology.
14. Teachers must participate in a sustained, high quality professional development program (e.g., INTECH) in order to receive district purchased equipment.
15. Teachers will be trained in software provided by adopted textbook publishers to enhance instruction, provide remediation, and design and administer assessment.

**Evaluation Strategies and Timeline:**

<b>Evaluation Strategy</b>	<b>Frequency</b>	<b>Timeline</b>
District/School Technology Surveys	Annual	April – June
District/School Technology Plans associated with grants and/or E-Rate applications	Annual	November - July
State Technology Proficiency Self-Assessment	Annual	May
Certificates and/or sign-in sheets showing participation in teacher professional development opportunities	Ongoing	Fall, Spring, Summer
District and school-level monitoring of professional growth plans as it relates to educational technology	Annual	Fall, Spring
Teacher professional development portfolios	Ongoing	Spring
Classroom observations and monitoring of lesson plans	Ongoing	August - May
Teacher participation/presentations at conferences	Ongoing	Summer
Appropriate state and system reports (e.g., NCLB consolidated reports)	Annual	July

## 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
- Design and implement a mentoring program for first-time teachers and for those teachers who are participating in extensive technology professional development programs (e.g., INTECH)
- Disseminate and discuss Louisiana K-12 Educational Technology Guidelines and the ISTE Technology Standards for Teachers and Students in professional development workshops
- Provide technical troubleshooting training for teachers
- Utilize e-mail as the official source of communication
- Encourage teachers to learn and use correct technology vocabulary
- Recommend 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 grade-level meetings/whole faculty study group meetings include activities that address the integration of technology into the curriculum
- Send regular email messages and/or 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 district technology facilitator and/or site-based technology facilitator to assist faculty with job-embedded staff development opportunities and needs, classroom modeling, and development of technology-integrated curriculum
- Recommend the site-based technology facilitator serve as a member of the school improvement committee
- Recommend and support participation in professional organizations (e.g., LACUE, NECC, ISTE, CoSN) by providing financial assistance to staff
- Utilize state-provided tools and evaluation instruments for determining teacher technology proficiencies
- Incorporate into professional development initiatives the Universal Design for Learning strategies which emphasize accessible technology/curriculum
- Provide training in technology-based applications for maintaining and reporting student grades, attendance records, scheduling, and other necessary record keeping
- Provide training in the use of web-based lesson plans and school/teacher website(s) in order for educators to communicate more effectively with parents and provide them with access to information relative to student learning and classroom activities

### **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:**

- All high schools have videoconferencing capabilities. Schools offer courses via videoconferencing on an as-needed basis.
- Some teachers use BlackBoard to enhance classroom instruction.
- District offers STARTech (Successful Teachers Achieving Results with Technology), an online opportunity, designed to offer teachers an opportunity to earn CLUs while designing technology integrated lessons.
- District staff and teachers participate in online professional development opportunities offered by the Division of Leadership and Technology.

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

1. District and schools will continue to offer courses via video conferencing to meet the curriculum needs of all students. Courses offered will be based on need and determined during scheduling process.
2. District and schools will utilize the Louisiana Virtual School as needed to meet the curriculum needs of all students.
3. Administrators will be encouraged to use BlackBoard with faculty/staff for professional development and to enhance communication.
3. Teachers will be encouraged to use Blackboard with students to enhance classroom instruction and improve student learning and achievement.
4. District will design and offer more E-Learning courses to meet the professional development needs of all administrators and teachers.
5. District staff and teachers will continue to participate in E-Learning opportunities offered by the Division of Leadership and Technology.

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

<b>Evaluation Strategy</b>	<b>Frequency</b>	<b>Timeline</b>
Enrollment and course offerings (for local video conferencing initiative and LVS)	Annual	Fall, Spring
Carnegie Units awarded (for local video conferencing initiative and LVS)	Annual	Fall, Spring
Enrollment in online professional development courses offered by the state, region, or district	Annual	Fall, Spring, Summer
Number of teachers and/or students using Blackboard to enhance student learning	Annual	Fall, Spring

## Strategies:

- Create e-learning opportunities for administrators, teachers, and students that support goals and benchmarks provided by the state, district, and local levels
- Inform district and school administrators, guidance counselors, 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
- Allocate sufficient funds and resources for high quality professional development and technology support for training personnel in using and creating e-learning opportunities and resources
- Encourage teachers and principals to participate in state and/or local initiatives that provide e-learning experiences
- Provide after-hour access to technology resources
- Provide high school students with the opportunity to complete one online learning experience prior to graduation
- Provide training sessions for administrators and teachers in BlackBoard management and assistance in the development/maintenance of BlackBoard courses
- Offer incentives to teachers and administrators who complete e-learning classes and/or workshops

#### **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:**

- All classrooms have Internet access.
- All schools have broadband connectivity between location and district office and high speed Internet access. Bandwidth is monitored and documented for future upgrades.
- District uses E-Rate to assist in funding for telecommunication services, Internet access, and internal connections. District's portion is budgeted as a separate line item in District's General Fund Budget.
- All classrooms have at least one computer with a current operating system (Windows XP or Vista)
- Teachers use OnCourse for lesson planning and classroom websites and JPAMS for recordkeeping (attendance, discipline, grades).
- Teachers use United Streaming, K-12 Databases, WorldBook Online, and other Internet resources purchased by the district or state.
- District has an employee and student Acceptable Use Policy. Employees, students, and students' parent/guardian are required to sign the Acceptable Use Policy.
- District blocks and/or filters Internet access for all schools. Usage reports are reviewed at least once a week.
- District purchases "INTECH approved" software for all INTECH participants.
- All computers are purchased with the following licenses: Windows, Microsoft Office, Microsoft Client Access, and E-Trust Anti-Virus.
- District has a General Fund account to fund some technology-related purchases.
- District uses a variety of funding sources to make technology-related purchases.
- District website contains links to The Louisiana Department of Education, WorldBook Online, K-12 Online Databases, and the Comprehensive Curriculum, as well as the State and District Technology Plans.
- All district personnel must participate in the Internet/E-mail course before receiving an Iberia Parish e-mail account.

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

1. Students, teachers, and administrators will have access to computers and appropriate connectivity in educational settings.
2. All schools will have broadband capabilities available to the end user for research, data management, online and technology-based assessments, e-learning, and accessing high-quality digital content.
3. All schools will have wireless connectivity to the network and wireless computers and/or handheld devices for student use.
4. Appropriate assistive/adaptive technology will be available to address the unique requirements of persons with special needs.

5. At least eighty percent (80%) 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. At least eighty-five percent (85%) of students will use software packages, including a productivity package, virus protection, and software that promote open-ended reasoning and higher-order thinking skills.
7. 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 full-time technical support person for every 1000 computers.
8. All schools and administrative offices will have the necessary electrical wiring to support all technology equipment.
9. All schools will have the necessary internal connections (connections include, but are not limited to, servers, access points, wireless cards, wiring and related components, fiber transceivers, switches, routers, distance learning equipment, uninterruptible power supplies, racks, and cabinets) to facilitate data transport to all instructional spaces, faculty offices, and administrative offices. All equipment will be monitored and upgraded as needed.
10. District network will be equipped with appropriate hardware/software, including security, bandwidth utilization, and virus protection that will be used for monitoring, troubleshooting, and upgrading of existing equipment/infrastructure.
11. The Iberia Parish School System Acceptable Use Policy will be reviewed and revised annually, if applicable, to address issues such as online safety, security, fair use, copyright, intellectual properties, privacy issues, and other district policies regarding technology use.
12. District and all schools will enforce the Iberia Parish School System's Internet Acceptable Use Policy and certify compliance with the Children's Internet Protection Act (CIPA).
13. District will establish recurring funding for technology.
14. District and/or schools will provide students with age-appropriate technology to conduct research, to solve problems, to analyze data, to collaborate, and to communicate with experts and peers.
15. Teachers and students will have access to a variety of current electronic resources, such as interactive white boards, projectors, digital and video cameras, scanners, graphing calculators, and science probes.
16. All schools, with the assistance of the district technology staff, will purchase software and online resources based on national, state, and district content standards and state adopted technology guidelines.
17. Teachers will use the K-12 Educational Technology Guidelines for designing technology integrated lessons and evaluating student work.
18. All schools will increase technology use on an annual basis to implement the research-based strategies, as outlined in the school improvement and /or the school technology plan.
19. Teachers will document technology standards being addressed in daily lesson plans.
20. District technology staff will collaborate with Federal Programs (Title I, II, IV, V), Special Education, Carl Perkins, 8g, state programs (state allocated funds and grants), and local programs (curriculum, technology, and administration), individual schools, and business and community funding initiatives to maintain the district/school infrastructure, to implement benchmarks and strategies of technology plan, and to address future technological needs.
21. District/schools will provide after-hours access to technology resources.

22. District /schools will provide technology-related workshops for parents (e.g., I-Safe, LouisianaPASS, online resources, etc.).
23. District and schools will have an up-to-date website with links to educational resources proven valuable to teachers, students, and parents. (e.g., The Louisiana Department of Education, WorldBook Online, K-12 Online Databases, Louisiana PASS, Comprehensive Curriculum resources)
24. Teacher websites will include links to educational resources for student remediation and enrichment.
25. Educators will have an e-mail account and the capability of accessing the World Wide Web upon completion of a district required Internet/E-mail course.
26. All schools will have local and long distance telephone service used to facilitate and enhance communication between school, staff, parents, students, and other educational stakeholders.
27. Eligible school personnel will have cellular service for fast, on-demand communication while at school, in transit, on field trips, and at other educational activities.

**Evaluation Strategies and Timeline:**

<b>Evaluation Strategy</b>	<b>Frequency</b>	<b>Timeline</b>
Bandwidth utilization report	Annual	May
District/School Technology Survey data	Annual	Late Spring
District/School Technology Plan updates	Annual	Spring
Technology Proficiency Self-Assessment	Annual	April - May
Human resource records of technical support personnel	Annual	June
Teacher Portfolios	Annual	End of semester
Classroom observations and evaluations by district supervisors, principals, and/or teacher mentors	As designated by system	As conducted
Technology standards documented in teacher lesson plans	Annual	May
Appropriate state and system reports (e.g., NCLB consolidated reports)	Annual	July
Number of teachers maintaining a website with links to educational resources for student remediation and enrichment	Annual	Spring

**Strategies:**

- Support school system budgeted line items for technology bandwidth, infrastructure, computer hardware, software licensing, technical support, maintenance, digital content, professional development, and other technology-related material and supplies
- Participate in e-rate to maximize the funds available for technology
- Seek federal, state, and corporate grant funding for technology where available
- Seek partners for funding/support for technology implementation
- Provide training in grant writing

- Participate in state contract purchasing opportunities that support school systems
- 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
- Monitor and document bandwidth utilization for district and school network environments and upgrade as needed
- 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
- Create and disseminate a list of software packages that meet national/state/district content standards and model these packages in professional development workshops
- Equip all schools and administrative offices with necessary electrical wiring
- Develop and maintain staff to support technical infrastructure
- Upgrade network infrastructure (bandwidth and internal connections) as needed based on network performance and usage reports so that all locations are able to support needs, goals, and objectives of curriculum
- Review, revise as needed, and disseminate the IPSB Acceptable Use Policy annually
- Maintain compliance with the Children’s Internet Protection Act (CIPA)
- Equip all instructional spaces, faculty offices, and administrative offices with technology to support the teaching and learning process and instructional management needs
- Develop and implement a plan to replace obsolete computers
- Promote the usage of online resources such as WorldBook online, K-12 Online Databases, Making Connections, LouisianaPASS, and Newton’s Classroom, etc.
- Review and update the District Technology Plan annually
- Recognize one elementary, middle, and high school teacher as a Technology Instructor of the Year
- Encourage participation and presentations at the regional and state Louisiana Computer Using Educator’s conference
- Provide evaluation data as requested by the Louisiana Department of Education – Division of Leadership and Technology
- Publicize results of funded technology programs and projects and evaluation results showing the effect of technology use on student achievement
- Provide training sessions for administrators and teachers in website design and assistance in the development/maintenance of school/classroom websites
- Use technology-based applications for maintaining and reporting student grades, attendance records, scheduling, and other necessary record keeping
- Use web-based lesson plans and school/teacher website(s) to communicate more effectively with parents and provide them with access to information relative to student learning and classroom activities

## Appendix A Needs Assessment Summary

Strengths	Areas for Improvement
<ul style="list-style-type: none"> <li>• Support of technology initiatives by the Iberia Parish School Board</li> <li>• All classrooms have at least one computer with a current operating system (Windows XP or Vista).</li> <li>• All classrooms have Internet access.</li> <li>• Number of INTECH trained teachers (64% based on School Technology Survey Data 05-06)</li> <li>• Number of LEADTech trained principals (79% by Fall 07)</li> <li>• Number/hours of professional development opportunities offered at the district training lab</li> <li>• State-of-the-art training center and a district level Technology Facilitator dedicated to training and organizing professional development opportunities</li> <li>• Network Infrastructure / Standardization</li> <li>• Collaboration between departments (Curriculum, Title I, Special Education, Library/Media, Vocational Education, Principals) to offer high quality professional development, convergence of funds, and support of technology initiatives</li> <li>• Teacher and student use of Internet resources provided by state, district, or individual school (BlackBoard, Brain Pop, Accelerated Reader, United Streaming, LouisianaPass, WorldBook Online, Making Connections, K-12 Databases, etc.)</li> <li>• Teacher use of OnCourse for lesson planning and classroom websites and JPAMS for recordkeeping (attendance, discipline, grades)</li> <li>• Collaboration with regional and state technology leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Need a dedicated funding source to replace obsolete computers</li> <li>• Increase technical support</li> <li>• Need for more professional development courses in technology integration focusing on the Grade Level Expectations / Comprehensive Curriculum</li> <li>• Consistency of funding from the National and State level</li> <li>• Number of model classrooms</li> <li>• Need for more communication regarding technology (issues, awareness, success stories, technology night, etc.) between district/schools and community</li> <li>• Student use of technology in project-based learning, interdisciplinary, and/or real-world projects</li> <li>• Need an instructional technology facilitator within each school who could work directly with teachers in the classroom on integrating technology</li> <li>• Need to continue to upgrade network equipment, wiring, servers, etc.</li> <li>• Additional use of distance learning equipment when not being utilized for course delivery</li> <li>• Use of the Louisiana Virtual School</li> <li>• Percentage of administrators and teachers scoring proficient on the State Technology Proficiency Self-Assessment instrument</li> </ul>

**Appendix B**  
**Iberia Parish School District**  
**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 2<sup>ND</sup> DAY OF MAY, 2007, THAT WE HAVE REVIEWED AND APPROVED THE SYSTEM TECHNOLOGY PLAN FOR IBERIA PARISH.

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SUPERINTENDENT

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SCHOOL BOARD PRESIDENT

## Appendix C Iberia Parish School District 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 3RD DAY OF MAY, 2007, THAT WE HAVE REVIEWED AND ARE FAMILIAR WITH THE SYSTEM TECHNOLOGY PLAN FOR IBERIA PARISH. WE UNDERSTAND THAT OUR SCHOOL TECHNOLOGY PLAN SHOULD MIRROR THE SYSTEM'S PLAN AND SHOULD BE ON FILE WITH THE SYSTEM.

\_\_\_\_\_  
SUPERINTENDENT

<b>School</b>	<b>Principal</b>	<b>Signature</b>
ANDERSON MIDDLE	JAMES RUSSELL, JR.	
AVERY ISLAND ELEMENTARY	JON GONSOLIN	
BANK AVENUE ELEMENTARY	MAXINE JONES	
BELLE PLACE MIDDLE	BERTHA MYERS	
CANAL STREET ELEMENTARY	CONSUELA GRAY	
CENTER STREET ELEMENTARY	LINDA FOREMAN	
COTEAU ELEMENTARY	DEBORAH VIATOR	
DASPIT ELEMENTARY	KENNETH BRANTLEY, JR.	
DELCAMBRE ELEMENTARY	DANELLE RENARD	
DELCAMBRE HIGH	CORY BOURQUE	
DODSON ELEMENTARY	SIDNEY JAY LEGER	
GRAND MARAIS ELEMENTARY	DOROTHY SMALL	
HOPKINS ELEMENTARY	PAMELA RICHARDSON	
IBERIA MIDDLE	MICHAEL BONIN	
IBERIA PARISH CAREER CENTER	RAYMOND MARCEAUX	
JEANERETTE ELEMENTARY	ATHENA SELF	
JEANERETTE MIDDLE	CHERYL BROUSSARD	
JEANERETTE SENIOR HIGH	CYNTHIA ANTOINE	
JOHNSTON STREET ELEMENTARY	PAMELA LANDRY	
LEE STREET ALTERNATIVE	DARIUS SIAS	
LIVE OAK PRESCHOOL	PATRICIA DOUGLASS	
LOREAUVILLE ELEMENTARY	GANNON DOOLEY	
LOREAUVILLE HIGH	CARROLL MICHAEL JUDICE	
MAGNOLIA ELEMENTARY	JANIS WILSON	
NEW IBERIA SENIOR HIGH	CURT LANDRY	
NORTH LEWIS ELEMENTARY	PATRICIA BREAUX	
NORTH STREET ELEMENTARY	TERRY MAGAR	
PARK ELEMENTARY	EVELYN LOUIS	

PEEBLES ELEMENTARY	CHANTEL HELMS	
PESSON ELEMENTARY	WILLIE MAE JEFFERSON	
ST. CHARLES ELEMENTARY	J.M. TROTTER	
SUGARLAND ELEMENTARY	VIRGINIA LEWIS	
WESTGATE HIGH	JAMES GRAY	

**Appendix D**  
**Iberia Parish School District**  
**Technology Plan Development Team Members**

NAME	AFFILIATION
Roxy Blanton	Vocational Specialist
Claire Cook	Teacher
Ron Cormier	Supervisor of Instruction and School Management
Loren Decuir	Teacher
Susan Garcia	Library/Media Specialist
James Gray	Principal
Dale Henderson	Assistant Superintendent of Instruction
Jennifer Joseph	Supervisor of Federal Programs
Carey Laviolette	Supervisor of Instruction and School Management
Dianne LeBlanc	Supervisor of Technology
Virginia Lewis	Principal
Denise Matthews	Teacher
Frank Mixon	Network Administrator
Charlotte Olivier	Assistant Principal
Penny Smith	Technology Facilitator
Linda Sumrall	Parent

## Appendix E Iberia Parish School District Projected E-Rate Budget

Pending Final Approval by Iberia Parish School Board in August 2007

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.

<b>SYSTEM: Iberia Parish School District</b>	<b>FUNDING YEAR: 2007 - 2008</b>
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Prepared by: Dianne LeBlanc

Date: March 2007

<p><b>Specific E-Rate Service(s) Requested:</b> Telecommunications, Internet Access, Internal Connections</p>
<p>E2T2 Goal(s) which are addressed by the service (either reference to a location within the plan or a brief narrative description): Iberia Parish Technology Plan – Action Step 4: Encourage Improved Access and Technology Usage (Pages 14 - 17)</p>
<p><b>Evaluation Activity for the service (either reference to a location within the plan or a brief narrative description):</b> Iberia Parish Technology Plan – Action Step 4: Encourage Improved Access and Technology Usage (Pages 14 - 17)</p>

Current level/amount of service:	Level after E-Rate request is filled:	Budget for system's share (for each charge involved in the service):	Planned budget source or line item for each amount:
1. Local and long distance telephone service for all locations 2. 18 MB to all locations 3. 9 MB to Internet	1. Local and long distance telephone service for all locations 2. Hybrid data network – speeds of 1 GB, 100 MB, 50 MB, 36 MB, and 1.5 MB depending on location 3. 25 MB to Internet	\$207,000	General Fund

### NON-ELIGIBLE REQUIREMENTS TO MEET GOALS

Hardware Required:	Current Level:	New Required:	Projected Budgeted:	Source of Funds:
Computers/peripherals	6,000	500	\$750,000	General Funds, Library Funds, Title I, SPED, Carl Perkins, Special Education, School Funds, EETT Funds

<b>Software Required:</b>	<b>Current Level:</b>	<b>New Required:</b>	<b>Projected Budgeted:</b>	<b>Source of Funds:</b>
1. Anti-Virus, Windows and Office licenses, Client Access Licenses 2. BlackBoard, OnCourse, United Streaming 3. Educational software (INTECH approved) such as Inspiration and Timeliner 4. JPAMS 5. Successmaker, Accelerated Reader	1. 6,000 2. annual subscription 3. 3,000 4. annual license 5. all Title I schools	1. 500 2. subscription renewal 3. 250 4. annual license renewal 5. upgraded on a rotating basis	\$200,000	General Funds, Title I, Special Education, Library Funds, Carl Perkins, School Funds, EETT Funds
<b>Professional Development Required:</b>	<b>Current Level:</b>	<b>New Required:</b>	<b>Projected Budgeted:</b>	<b>Source of Funds:</b>
INTECH, Conferences and Workshops			\$50,000	General Funds, Title I, Title II, Special Education, EETT Funds
<b>Retrofitting Required:</b>			<b>Projected Budgeted:</b>	<b>Source of Funds:</b>
Electrical upgrades			\$50,000	Maintenance Department Funds
<b>Maintenance Required:</b>	<b>Current Level:</b>	<b>Location of Serviced Items:</b>	<b>Projected Budgeted:</b>	<b>Source of Funds:</b>
1. Technology Staff Salaries 2. Contracted Services for Technical Support 3. Network Expenses – monitoring, back-ups, content filtering, etc.		All locations	\$500,000	General Funds

**Total amount budgeted for Non-Eligible Requirements: \$1,757,000**

**Appendix F**  
**Iberia Parish School District**  
**E-Rate Technology Plan Component**  
**Funding Year 10 (2007 – 2008)**  
**Updated: March 2007**

<b>Telecommunications Services and Internet Access</b>	<b>Goals and Strategies</b>	<b>Professional Development</b>	<b>Budget E-Rate (Our share 20%)</b>	<b>Assessment</b>	<b>Evaluation</b>
Local and Long Distance Telephone Service for all Locations	Action Step 4: Improved Access and Technology Usage – Benchmark 23 - All schools will have local and long distance telephone service used to facilitate and enhance communication between school, staff, parents, students, and other educational stakeholders.	Staff has been and will continue to be trained in the use of existing services. Staff will have access to other services as needed to enhance service use.	Revenues will come from the district and/or school general funds. The district and/or school will pay all ineligible costs and the non-discounted share. (Total Cost: Approx \$75,000)	District/School staff will monitor annually, at minimum, actual use and recommend changes to enhance the productivity and effectiveness of these services.	Telephone E-Rate Coordinator and/or Director of Business will evaluate the need for increase or decrease by surveying superintendent, clerical, and/or other staff annually.
Wide Area Network (WAN) – Hybrid Data Network speeds of 1GB, 100 MB, 50 MB, 36 MB, and 1.5 MB depending on location  Internet Access – 25 MB	Action Step 4: Improved Access and Technology Usage – Benchmark 2 - All schools will have broadband capabilities available to the end user for research, data management, online and technology-based assessments, e-learning, and accessing high-quality digital content.	Staff has been and will continue to be trained in the use of these services.  See also – Action Step 2 – Improve Teacher Training	Revenues will come from the district's general fund and assistance from E-Rate. The district will pay all ineligible costs and the non-discount share. (Total Cost: Approx. \$102,050 for WAN and \$13,225.00 for Internet Access)	Network Administrator will monitor usage and recommend changes. Changes such as upgrades may be made to enhance the productivity and effectiveness of these services.	The evaluation of the effectiveness of Internet Access and WAN circuits will be measured in multiple ways, including proficiency of staff and students and measurable learning outcomes as evaluated by application software programs and/or teacher made rubrics. See entire Technology Plan for additional methods of evaluation.

Internal Connections	Action Step 4: Improved Access and Technology Usage – Benchmark 9 - All schools will have the necessary internal connections (connections include, but are not limited to, servers, access points, wireless cards, wiring and related components, fiber transceivers, switches, routers, distance learning equipment, uninterruptible power supplies, racks, and cabinets) to facilitate data transport to all instructional spaces, faculty offices, and administrative offices. All equipment will be monitored and upgraded as needed.	See technology plan for professional development strategies to ensure student academic success.	Revenues will come from the district's general fund and assistance from E-Rate. The district will pay all ineligible costs and the non-discounted share. (Total Cost: Approx. \$20,765)	Network Administrator will monitor usage, and recommend changes. Changes such as upgrades may be made to enhance the productivity and effectiveness of these services.	Network Administrator will evaluate the need to upgrade annually, based on network reports.
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## Glossary

<b>Assistive Technology</b>	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. [20 U.S.C. Section 602.1]
<b>Broadband</b>	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.
<b>CIPA</b>	Children’s Internet Protection Act. CIPA was signed into law on December 21, 2000. To receive support for Internet access and internal connections services from the Universal Service Fund (USF), school districts must certify that they are enforcing a policy of Internet safety that includes measures to block or filter Internet access for both minors and adults to certain visual depictions.
<b>CoSN</b>	Consortium of School Networking
<b>DLT</b>	Division of Leadership and Technology – Office of Educator Support
<b>E-Rate</b>	The Schools and Libraries Program of the Universal Service Fund, commonly known as "E-Rate," is administered by the Universal Service Administrative Company (USAC) under the direction of the Federal Communications Commission (FCC), and provides discounts to assist schools and libraries in the United States to obtain affordable telecommunications and Internet access.
<b>GEE</b>	Graduate Exit Exam
<b>INTECH</b>	An intense, research-based, content-rich, hands-on, 56-hour staff development program for educators. An adaptation of the Georgia INTECH model, it provides teachers with many examples of effective technology-based strategies that support and enhance curriculum and that can serve as catalysts for fundamental change in overall teaching and learning processes.
<b>ISTE</b>	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
<b>JPAMS</b>	Iberia Parish’s student information/management software
<b>K-12 Online Database Resources</b>	Free, unlimited access to quality information resources via the Internet offered to all of Louisiana’s public and non-public schools through the Louisiana Department of Education. This project was funded with State Classroom-Based Technology Grant funds. This database includes reference resources for <i>EBSCO Databases</i> and <i>World Book, Inc.</i>
<b>LACUE</b>	Louisiana Association of Computer Using Educators. LACUE is the premier technology-using professionals' organization in Louisiana.
<b>LEADTECH</b>	Technology high quality professional development training designed for superintendents and principals. This project is administered by the Division of Leadership and Technology.

<b>Louisiana Information Literacy Initiative (LILI)</b>	This initiative is designed to assist librarians in transforming a school library to meet the needs of the students of the 21st Century. With the large amount of information now available on the Internet, it is important that librarians involve themselves in helping students become information literate. Issues pertinent to this goal are explored in this training.
<b>LVS</b>	Louisiana Virtual School. A Louisiana Department of Education project funded through an 8(g) grant) to provide Louisiana high school students access to standards-based high school courses delivered by Louisiana teachers via a web-based online learning environment.
<b>Making Connections</b>	A web-based resource that has been termed a “one-stop shop” for educators across the state of Louisiana. It links lesson plans, web site resources, and software product previews to the Louisiana Content Standards and Benchmarks and to the statewide accountability assessment items (LEAP21) in the areas of mathematics, science, social studies, English, language arts, foreign languages, and fine arts.
<b>NECC</b>	National Educational Computing Conference
<b>NETS</b>	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.
<b>OnCourse</b>	OnCourse Lesson Planner is an online tool that assists teachers and administrators in creating, managing, and sharing of lesson plans. OnCourse Lesson Planner can be accessed and used at school, at home, or from any Internet-connected workstation. By automating plans and integrating online educational standards, this application enables teachers to map lessons to standards in just a few clicks of the computer mouse. It also allows administrators to quickly and easily generate reports about what's being taught, when, and by whom. It even allows teachers to create classroom websites that link to lesson plans - so homework can be automatically posted online.
<b>STARTech</b>	A district online professional development initiative designed to offer teachers an opportunity to earn continuing learning units (CLUs) while developing technology-integrated lessons in a specified content area.
<b>TLTC</b>	Teaching, Learning and Technology 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 Division of Leadership and Technology.
<b>Universal Design for Learning (UDL)</b>	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 (Assistive Technology Act 105-394, § 2432 (iv)(2)(a)(1).