MONROE CITY SCHOOLS

DISTRICT PLAN FOR EDUCATIONAL TECHNOLOGY
2012-2014

Revised and Adopted
February 7, 2012

Monroe City Schools
District Plan for Educational Technology

School Board and Superintendent

Mrs. Vickie Dayton, District 1

Mrs. Vickie Krutzer, District 2

Mr. Mickey Traweek, District 3

Mr. Clarence Sharp, District 4

Bishop Rodney McFarland, District 5

Mr. Verbon Muhammad, District 6

Mr. Glynn Ludley, District 7

Dr. Kathleen J. Harris, Superintendent

Monroe City Schools
District Plan for Educational Technology

TABLE OF CONTENTS

District Plan for Educational Technology
Monroe City Schools

INTRODUCTION

The Monroe City School District is committed to excellence in teaching and learning. We

hold high expectations for all students, parents, and staff. We share, with our community, the

responsibility for providing a safe, caring environment designed to help students become

productive citizens. We pledge all available resources to help prepare students to live and work

in a rapidly changing technological society.

Monroe City School District serves the approximately 53,000 citizens of the 31.6 square

miles city of Monroe. It is divided into seven educational districts, each served by a

representative on the Monroe City School Board. The 19 schools within the district are grouped

along grade-level lines from PreK to grade 12 and serve approximately 8250 students of which

84% are classified as high need.

The District Plan for Educational Technology offers a comprehensive guide that

addresses the changing needs of 21st century students and educators and supports federal and

state goals of improving student achievement through the use of technology, assisting every

student to become technologically literate by the end of the eighth grade, and encouraging the

effective integration of technology. The plan outlines the resources needed to produce literate

citizen who have the ability to identify, understand, interpret, create, communicate, compute and

use printed and written materials. It encompasses all learners from Pre-K through adult and

incorporates partnerships with the University of Louisiana at Monroe, the Ouachita Parish Public

Library and other community agencies. The plan supports connections between dispersed and

diverse learning populations and between learners and instructors. Furthermore, it offers

individuals who cannot attend traditional classes educational opportunities that they would not otherwise have. Serving as a cornerstone of the district improvement initiative, the plan ensures technology will continue to be a district priority and remains at the core of the educational experience.

Overarching Goal: All district educators and learners will benefit from technology-rich environments that support student achievement and produce life-long learners able to succeed in an information society.

Action Step 1: Increase Network Bandwidth, Access, Security, Safety and Support
The district infrastructure will provide the bandwidth needed to deliver rich content, (including voice and video) and will provide mobility, filtering, security and scalability to allow for increased usage by all stakeholders. Data systems will be centralized, equipment and software standardized, and processes streamlined, increasing the efficiency and responsiveness of services to district personnel.

Action Step 2: Improve Quality of Data Input and Efficiency of Data Management
Data is the basic element that provides information to the district and is critical to better allocation of resources and greater management efficiency. All administrative data systems (SIS, Human Resources, Business, Maintenance, Operations) will interact and exchange information, providing decision-makers with the accurate, timely information needed to increase efficiency and improve student learning.

Action Step 3: Strengthen Leadership and Improve Teacher Training
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. Teachers will participate in ongoing professional development that prepares them to effectively use and integrate technology into the curriculum to enhance standards-based teaching and learning.

Action Step 4: Support the Use of E-Learning and Digital Content
Electronic (E)-learning is more focused on the learner than traditional instruction, providing a variety of activities tailored to the individual student and his unique learning style. Additionally, the use of multimedia or online information (digital content) enhances learning opportunities in a format that engages today's web-savvy youth. Teachers and students will have access to high quality supplemental or full courses of instruction as well as immediate, current information that engages students.

Action Step 5: Ensure Improved, Equitable Access and Technology Usage
Although the use of the district network and technology resources is a privilege and not a right, it is the responsibility of the district to provide opportunities for all personnel and students to have access to them. A basic level of network access, hardware/software, resources, and services will be available to all internal stakeholders.

Action Step 1: Increase Network Bandwidth, Access, Security, Safety and Support
The district infrastructure will provide the bandwidth needed to deliver rich content, (including voice and video) and will provide mobility, filtering, security and scalability to allow for increased usage by all stakeholders. Data systems will be centralized, equipment and software standardized, and processes streamlined, increasing the efficiency and responsiveness of services to district personnel.

Current Status:
1. Network and technical support is provided by MIS (4 full-time technicians) and a team of highly skilled system administrators.
2. Network management is centralized.
3. Compatible communication systems are used to support operation and service goals.
4. Equipment standards are followed consistently.
5. Internet safety education is not sufficiently addressed.
6. Security cameras are deployed district-wide and maintained by Facilities.
7. The district adopted a new Acceptable Use Policy that addresses online safety, Fair Use, intellectual property, and privacy issues.
8. The district provides an internet filtering system that protects minors from inappropriate materials in accordance with the Children's Internet Protection Act.

Benchmarks, Target Year 2014:
1. All schools will have a school-wide LAN with at least 100MBS connected to a district WAN of 1 gig Ethernet Fiber backbone or better, ensuring end users the ability to manage data, utilize online and technology-based assessment, and access high quality digital content.
2. Every student, administrator, and teacher will receive high quality technical support in a timely manner. There will be at least one full-time technical support person for every 500 computers.
3. All district facilities will be safe, protected environments with appropriate, adequate security measures in place.
4. The district will deploy a security portfolio with integrated, collaborative systems across the network to control and contain threats.

Strategies:
1. Implement the network plan to ensure adequate support of district instructional and administrative needs.
2. Establish service priority levels and acceptable timeframe for response at each level.
3. Implement fully the Help Desk services and utilize it to improve customer relations by providing follow up contact.
4. Continue to review and update Acceptable Use Policy and distribute to all personnel.
5. Design or adopt an Internet safety program that ensures all teachers and students are equally aware of the dangers and protective measures.
6. Streamline standard operating procedures to improve interagency communication and collaboration.

Evaluation:

Strategy	Frequency	Timeline
Networking Operating Center monitoring	Ongoing	Daily
Server tracking application	Ongoing	Daily
Help Desk records	Ongoing	Daily
Acceptable Use Policy	Annual	Spring
Professional development transcripts	As needed	As Conducted

Action Step 2: Improve Quality of Data Input and Efficiency of Data Management
Data is the basic element that provides information to the district and is critical to better allocation of resources and greater management efficiency. All administrative data systems (SIS, Human Resources, Business, Maintenance, Operations) will interact and exchange information, providing decision-makers with the accurate, timely information needed to increase efficiency and improve student learning.

Current Status:
1. Disparate administrative data applications are used across departments.
2. The district operates on a hybrid paper/electronic system.
3. Backup of critical data is consistent.
4. Access to documents is available via a private cloud within Monroe City. All users have personal and group storage which is backed up on a daily basis. Storage space is adequate for all users.

Benchmarks, Target Year 2014:
1. All district personnel will have access to the accurate information needed to increase efficiency and improve student learning.
2. Data will be available on demand.
3. All data systems will be integrated and interoperable, allowing for the timely exchange of information between systems.
4. District and school level data operators will be proficient on all applications germane to their positions and responsibilities.
5. Records will be digitized and stored in a district data warehouse, ensuring easy access.

Strategies:
1. Evaluate current data systems for expandability, interoperability, and usability.
2. Create or purchase secure, internal online interface to access district data.
3. Ensure interoperability by adopting SIF (School Interoperability Framework) Compliance Certification as a requirement in all RFPs and purchasing decisions.
4. Provide quality, ongoing professional development activities on data input, management, manipulation, and evaluation for all administrators and teachers.
5. Provide training for district and school level data operators to improve quality of data input.

Evaluation:

Strategy	Frequency	Timeline
Networking Operating Center monitoring	Ongoing	Daily
Server tracking application	Ongoing	Daily
Louisiana District Technology Survey Report	Annual	Summer
Professional development transcripts	As needed	As Conducted
Human Resources records	Annual	Summer

Action Step 3: Strengthen Leadership and Improve Teacher Training
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. Teachers will participate in ongoing professional development that prepares them to effectively use and integrate technology into the curriculum to enhance standards-based teaching and learning.

Current Status:
- Leadership for the 21st Century (LEAD21) is the primary professional development program for administrators. The majority of central office administrators, principals, and assistant principals are currently enrolled in or has completed LEAD21 or LEADTech.
- Technology Enhancing Curriculum in the 21st Century (TEC21) is the primary professional development program for school-level certified personnel. This eight week, face to face course is designed to incorporate the use of technology within the curriculum at every level of instruction.
- Administrators in the district have been trained on the use of iPads and the OBS360 walk-through program to provide current data and feedback to teachers and school leaders.
- Teachers and students are using web-based collaborative tools to promote 21st century skills that will enable students to succeed in a global economy.
- The district IT department offers professional learning opportunities designed to teach technology skills and/or curriculum integration techniques.
- Technology professional development training is optional for employees. Hardware and software are used as incentives to encourage participation.
- Administrators and teachers are assessed annually using the Louisiana Technology Proficiency Self-Assessment.
- Administrators and teachers have access to the following resources provided by the district: online lesson plan creator, learning management system, online registration system, online encyclopedia and database, SIS, online library system, and multiple e-learning systems. Additionally, the district provides face to face and online professional development opportunities in the use of all adopted systems.
- Empowering Parents As Teachers, Too (EPATT), provides instructional support to families to enhance learning at home. Parental participation is encouraged through the "I CARE" Positive Parenting Curriculum which is designed to help build strong relationships between parents, children and teachers.
- District teachers participate in the University of Louisiana at Monroe, Grambling State University and Louisiana Tech teacher training programs.

Benchmarks, Target Year 2014:
1. All educational leaders/administrators will possess an in-depth understanding of the role of instructional technology as it relates to total school improvement and increased student learning.
2. All educational leaders/administrators will be technology proficient according to the National Educational Technology Standards for Administrators. An annual performance-based proficiency assessment will be completed until proficiency is attained.

3. All teachers will possess the knowledge needed to create and sustain student-centered learning environments in which technology is used to access, manage, integrate, evaluate and create information.
4. All teachers will be technology proficient according to the National Educational Technology Standards. An annual performance-based proficiency assessment will be completed until proficiency is attained.
5. All teachers will receive instructional technology support on an on-going basis from a school and/or district technology facilitator so that there will be at least one half-time person to support every site or every 20-30 teachers.
6. All teachers will have access to content databases in the core curriculum areas.
7. All elementary schools will participate in the "ICARE" Positive Parenting Curriculum program.
8. All teachers will be aware of the various opportunities and programs at the three northeast Louisiana universities.

Strategies:
1. Promote participation in TEC21, an eight week course that consists of the following modules:
   - Leadership and Responsibility (Week 1)
   - Information Literacy (Week 2)
   - Multi-Media Technologies (Weeks 3 and 4)
   - Web 2.0 Tools (Weeks 5 and 6)
   - Interactive Teaching and Learning (Week 7)
   - Sharing Our Toolkit (Week 8)
2. Assess annually personnel using the LDE Technology Performance Assessment or a district developed instrument.
3. Continue to train and provide assistance for district/school administrators on the use of iPads and the OBS360 walk-through program.
4. Provide learning opportunities for teachers in the development and use of multimedia resources which assist students in developing 21st century skills of critical thinking and problem solving, communication, collaboration, and creativity and innovation.
5. Utilize emerging technologies such as iPads, iPods, and Kindles to develop 21st century skills. Provide professional development and support of the emerging technologies.
6. Develop or identify new professional development opportunities for district and school level administrators that focus on generating/accessing, manipulating and interpreting data.
7. Increase online learning opportunities and create new courses that utilize dynamic, interactive enhancements, such as Microsoft LYNC and Moodle.
8. Explore the use of delivery systems such as webinars, webexs, video conferencing, Microsoft LYNC, and/or learning management systems to conduct professional development activities.
9. Continue purchase of a professional development management system for registration and CLU tracking.
10. Provide online databases in the areas of math, English language arts, social studies and science.

11. Offer incentives to schools to participate in the "I CARE" Positive Parenting Curriculum program.
12. Work with university personnel to determine and promote teacher training programs that will support state and district learning goals.

Evaluation:

Strategy	Frequency	Timeline
LA District Technology Survey Report	Annual	Summer
LA School Technology Survey Report	Annual	Spring
LA Technology Proficiency Self-Assessment	Annual	Spring
Professional development transcripts	As needed	As conducted
Teacher and student portfolios	Ongoing	Ongoing
Database access reports	Monthly	Ongoing
Parental Involvement Sign In Sheets	Monthly	Ongoing
Correspondence with university personnel	Semi-annually	Summer, Winter

Action Step 4: Support the Use of E-Learning and Digital Content
Electronic (E)-learning is more focused on the learner than traditional instruction, providing a variety of activities tailored to the individual student and his unique learning style. Additionally, the use of multimedia or online information (digital content) enhances learning opportunities in a format that engages today's web-savvy youth. Teachers and students will have access to high quality supplemental or full courses of instruction as well as immediate, current information that engages students.

Current Status:
1. Teachers and administrators have access to PD360, an online, on-demand library of professional development resources that makes professional learning more effective, convenient, and sustainable.
2. Textbooks are used across the curriculum.
3. Teachers and/or students have access to a district adopted e-curriculum system, a learning management system, and a variety of online learning resources. Other curriculum systems purchased by schools or departments are being used throughout the district, too.
4. All high schools have students enrolled in the Louisiana Virtual School.
5. E-books are being utilized in many schools.
6. Teachers and IT personnel are creating lesson plans, activities, and resources that can be accessed from the district web site.
7. All 8th grade students are assessed annually using the Louisiana Technology Proficiency Self-Assessment instrument.
8. Ouachita Parish Public Library sponsors the online Live Homework Help in which district students participate.
9. Students have access to an online encyclopedia, content database, learning management system, e-learning system and annotated web site resources.

Benchmarks, Target Year 2014:
1. All eligible students will have the opportunity to participate in courses offered by the Louisiana Virtual School.
2. All teachers will have the opportunity to participate in high quality, online professional development activities.
3. All students will have access to digital texts.
4. All educational leaders, teachers, and students will have access to high quality, technology-connected, and standards-based resources that support district learning goals.
5. All instructional facilitators will work together to design challenging, multi-curricular projects that allow students to collaborate and investigate.
6. All teachers and students will have access to and be proficient in the use of identified Web 2.0 tools and resources.
7. All 8th grade students will be technology proficient as mandated by the Louisiana K-12 Technology Standards.
8. Courses, advanced placement and regular education, will be offered by all three high schools via video conferencing.
9. All students will obtain a library card enabling them to fully participate in all public library activities.
10. All students will have access to core content resource databases.

Strategies:

1. Disseminate information about the Louisiana Virtual School to high school principals, counselors, and students to promote enrollment.
2. Provide credit recovery for high school students district-wide via e-learning.
3. Provide students access to LDE online learning opportunities that prepare them for high-stakes testing.
4. Identify and review digital texts that support district learning goals.
5. Establish or expand computer certification programs for teachers and students.
6. Review all e-learning systems and determine where they may be used best, if at all, within the district and the curriculum.
7. Provide training in the use of the Moodle Learning Management System.
8. Train additional personnel in online course content development and facilitation.
9. Synchronize the high school bell schedule and continue to send teachers to the university Advanced Placement courses.
10. Work with parental involvement organizations as well as school and public librarians to develop and sponsor awareness campaigns to inform students and parents of the resources, activities, and opportunities available at the public library.
11. Provide online databases in the areas of math, English language arts, social studies and science.

Evaluation:

Strategy	Frequency	Timeline
LA District Technology Survey Report	Annual	Summer
LA School Technology Survey Report	Annual	Spring
LA Technology Proficiency Self-Assessment	Annual	Spring
Professional development transcripts	As needed	As conducted
Teacher and student portfolios	Ongoing	Ongoing
Student enrollment records	Semester	Ongoing
Communications and sign-in sheets with public and school librarians and parental organizations	Semi-annual	Summer, Winter

Action Step 5: Ensure Improved, Equitable Access and Technology Usage
Although the use of the district network and technology resources is a privilege and not a right, it is the responsibility of the district to provide opportunities for all personnel and students to have access to them. A basic level of network access, hardware/software, resources, and services will be available to all internal stakeholders.

Current Status:
1. All instructional spaces and administrative offices have up-to-date computers with appropriate software, printing access, and Internet connectivity.
2. All schools have 21st Century Classrooms: laptop and/or desktop with age appropriate software, mounted projector, interactive white board, student response system, and document camera.
3. All schools have a minimum standard set of equipment.
4. All teachers have access to Computers on Wheels (COWS), probeware, digital camera packs, video camera packs, student response systems, Global Positioning Systems (GPS), proscopes, laptops, and projectors.
5. All administrators and teachers have the opportunity to have current, up-to-date equipment and software through the TEC21, LEAD21 and RenewTech programs.
6. Technology equipment, tools, and resources are primarily funded by Instructional Technology, MIS, General Fund, Title 1, School Improvement, Vocational Education and grants.

Benchmarks, Target Year 2014:
1. All schools will have a sufficient number of mobile labs to meet teacher/student requests.
2. Technology will be integrated into the teaching/learning environment as defined in the School Improvement Plan and District Plan for Educational Technology.
3. Twenty-first Century Skills (Digital-Age Literacy, Inventive Thinking, Effective Communication and High Productivity) will be recognized by all district and school leaders as essential skills that serve as a bridge to authentic, intellectually challenging work by students.
4. All students will have access to high quality, online resources provided by the district and use age appropriate technology to conduct research, solve problems, analyze data, collaborate, and communicate.
5. All schools will achieve Advanced Tech status in all areas assessed on the Louisiana School Technology Survey.
6. 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.
7. The district will continue to provide annual funding for the purchase of technology equipment, tools, and resources.

Strategies:
1. Continue to prioritize school equipment needs and purchase as funding permits.
2. Continue to purchase mobile labs as funding permits.

3. Work with school personnel to determine how technology can best be utilized to help them meet growth targets and to integrate it into the School Improvement Plan.
4. Connect 21st Century Skills to the state's accountability system and prepare high quality professional development activities for curriculum leaders and teachers.
5. Continue to work with Student Support Services to ensure all students receive appropriate resources and services.
6. Continue to solicit funds from all federal, state, and local sources to purchase 21st Century Classroom equipment.

Evaluation:

Strategy	Frequency	Timeline
LA District Technology Survey Report	Annual	Summer
LA School Technology Survey Report	Annual	Spring
LA Technology Proficiency Self-Assessment	Annual	Spring
Professional development transcripts	As needed	As conducted
Teacher and student portfolios	Ongoing	Ongoing
District Budget	Annual	June

Plan Evaluation:

The achievement of the district's overarching goal and action steps will serve as a basis for the evaluation. This will be accomplished by conducting an annual review of the:

- District Composite Report.

- School Report Cards.

- Louisiana District Technology Survey and Evaluation Report.

- Louisiana School Technology Survey and Evaluation Report.

- Louisiana Student Proficiency Self-Assessment Survey.

- Louisiana Teacher Proficiency Self-Assessment Survey.

- Louisiana School-Based Administrator Proficiency Self-Assessment Survey.

- Louisiana Central Office Administrator Proficiency Self-Assessment Survey.

The plan will be reviewed annually. A formal evaluation and revision will be performed every three years. The evaluation will be conducted by a review committee that will assess the success of implementation based upon the evidence gathered annually and the data obtained from the LDE.