

Orleans Parish School Board

System Technology Plan 2010-2012

Adopted - May 2010



SCHOOL BOARD and SUPERINTENDENT

Name	Title
Darryl Kilbert	Superintendent
Woody Koppel	President
Lourdes Moran	Vice-President
Cynthia Cade	Board Member
Seth Bloom	Board Member
Brett Bonin	Board Member
Thomas Robichaux	Board Member
Ira Thomas	Board Member

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INTRODUCTION/OVERVIEW

The Orleans Parish School Board is committed to creating a *world-class* public education system that is child centered and supports the rebuilding of the City of New Orleans. This system is designed to create schools that attract and retain students from all socio economic and ethnically diverse backgrounds.

The role of technology in this district is one that supports the vision of the Board. Technology is a value-added commodity.

Essentially, the Information Technology Department (IT) provides support to enable, optimal learning opportunities; OPSB Strategic Goals and Prioritiesⁱ to support student achievement and staff productivity; to empower students, teachers, administrators, and support staff in the instructional enterprise; and to enhance the decision making process. As a valued-added commodity, technology impacts student achievement through instructional delivery, instructional management/curriculum development, productivity, communication, and library management.

The following goals derived from OPSB Strategic Goals and Prioritiesⁱⁱ provide the direction for integrating technology into the teaching and learning process and decision making to support student achievement in the district.

- All educators and learners will have access to technologies that are effective in improving student achievement including the data generation, accumulation, and analytical tools appropriate to drive data driven decisions from classroom level to district level administrative support of the classroom.
- All teachers will have the training and support they need to help all students learn through the appropriate use of technology and the information highway.
- All teachers will have multimedia computers in their classroom and the appropriate, repetitive, continuous training to enable them to make the greatest possible use of them in the development and delivery of their instruction.
- Every classroom will have Internet access at levels sufficient to provide very high speed access to appropriately integrated web resources in instructional designs.
- Effective and engaging software and online resources will be an integral part of every school curriculum including faculty, staff, and student e-mail, enrichment and remediation curricular software options sufficient to enable differentiated instruction in every classroom, on-line software to enable and encourage classroom teachers to provide complete and useable information around the courses they teach including assignments; lesson plans; assessments, attendance and demographic information to the home via web technology that can be accessed anywhere, anytime, anyway to encourage parental participation at the highest levels.

Overarching Goal

All Orleans Parish School Board educators and learners will benefit from technology-rich environments that promote maximized student achievement and produce lifelong learners able to excel in an information society.

Action Step 1: Strengthen Leadership

Building and district administrators will demonstrate leadership in the use of technology to support standards-based school improvement. Leaders at all levels will support systemic change through transformational leadership while monitoring effective use of instructional technology which supports standards-based school improvement efforts.

Current Status:

1. Administrators are encouraged to attend all in-service efforts targeting technology leadership and spotlighting exemplary programs across the nation.
2. Administrators are encouraged to participate in quarterly seminars aimed at demonstrating successful strategies for increasing the effective application of technology into the classroom, to join local, state and national technology organizations and to attend national and state technology conferences.
3. Monthly, Technology topics are addressed in leadership team meetings and site leader team meetings. Leadership conversations encourage open collaborative atmosphere around technology integration into operations and instruction efforts.

Benchmarks, Target year 2011:

- (A) All education 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).
- (B) All current education administrators/leaders will be encouraged to participate in leadership professional development offered by recognized authorities in instructional technology leadership.
- (C) All current education administrators/leaders will be encouraged to use technology to effectively monitor and evaluate teachers.
- (D) All newly appointed education administrators/leaders will participate in ongoing technology integration professional development designed to develop/strengthen leadership skills and provide support during the first years of service.
- (E) All education administrators/leaders will routinely model appropriate use of technology resources to support administrative and instructional functions.
- (F) All education administrators/leaders will use a variety of emerging technologies (i.e., e-mail, voice technologies, and school and district intranet and Internet) as primary sources of communication.
- (G) All education administrators/leaders will include components of effective technology integration in the development of school improvement plans.

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
A. Administrators/leaders will be assessed through the state technology proficiency survey.	Annually	Proficient by May 2009. Annually re-evaluated
B. Professional competency portfolio. End of year state technology assessment. Principals/administrators participation in ongoing technology leadership training	Throughout 2010-2012 school terms	Began Sept. 2007. Annually reviewed by C & I and I&IT.
C. Web pages, Data collection (grades, absence reports, etc.)	Weekly	Began Sept. 2007. Reviewed quarterly by C&I & I&IT.
D. Review of school improvement plans	Bi-Annually	Annually reviewed 2010-2012
E. Leaders will demonstrate their monitoring of technology integration with standards based curriculum through the use of the Evidence of Quality Teaching with Technology (EQTT) instrument developed by district staff and site leaders in collaboration with Pearson Instructional Technology Integration subject matter experts.	Annually	During site reviews in Fall 2010 for the 2010-11 academic year and fall 2012 for the 2011-12 academic year

Strategies:

- ❖ Establish and maintain district-wide systems of communication that support the effective use of electronic communication.
- ❖ Provide funding and technical support for leaders at all levels to enable participation in ongoing professional development activities such as, but not limited to: LEADTECH, Tech Tools 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 LACUE Conference.
- ❖ Provide each teacher and administrator with an up-to-date computer, software and appropriate training to ensure its effective use.
- ❖ Conduct a technology needs assessment of each school and establish a plan for technology professional development for leaders/aspiring leaders. (LearnKey)
- ❖ Provide a plan to systematically update equipment which keeps pace with the changing world of technology.
- ❖ Support leaders in managing an adjusted network whose characteristics empower students, faculty, and staff members to bring their own electronic devices for use in instruction endeavors.
- ❖ Implementation of technology-based applications for maintaining and reporting student grades, attendance records, scheduling, and other necessary record keeping. (Power School & INFORM)
- ❖ Implement web-based lesson plans to communicate more effectively with parents and provide them with access to information relative to student learning and classroom activities. (On-Course Implementation Completed)
- ❖ District and Site Leaders will conduct regular walk through observations to acquire data through utilization of the Evidence of Quality Teaching with Technology instrument for use in articulating encouragement and affirmation where practices are meeting goals, and recommended adjustments where practices have room for growth.
- ❖ Recommend authentic assessment of the technology proficiency of returning and newly hired personnel.
- ❖ School web pages include homework, weekly content focus of instruction, parent resources to help support curriculum, student products, and other appropriate information. (Blackboard)
- ❖ Seek all possible alternative sources of funding through strategic partnering with other programs at the district/school level.

Action Step 2: Improve Teacher Training

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

Current Status:

1. Regional Education Service Centers and Assistive Technology Centers offer professional development opportunities throughout the state.
2. Federal competitive EETT grants fund eight regional Teaching, Learning and Technology Centers which provide access to high quality technology professional development.
3. Online K-12 database resources and accompanying professional development on using these resources are available.
4. Assistive Technology Regional Centers provide educators with training and support for addressing increased accessibility for all students through technology.
5. Online lesson plan resources and lesson planning tools focused on integration of technology into the curricula, including the Louisiana Comprehensive Curriculum, are accessible statewide through On-Course Lesson Planner.
6. *OPSB has successfully produced Summer Technology Institutes for summer 2008 & 2009 in which training was offered in every application available to teachers tracked by specific core curriculum, grade level, or software.*
7. *OPSB has provided over 300 days of professional development around the appropriate integration of technology into the standards based curriculum instructional design. The training has been largely delivered in one on one in classroom planning/modeling/coaching sessions with roughly 20 % delivered in small group (3 to 6 classroom teachers per session) and about 10% delivered in large group (15 to 20 classroom teachers per session).*
8. *OPSB has begun the process of developing an instrument (Evidence of Quality Teaching with Technology (EQTT) via which site leaders are being trained to support the transformation of the instructional model toward a learner-led environment which provides for maximum differentiation of instructional delivery. The instrument is in its second round of testing and is planned to be utilized in earnest in Fall 2010 at the end of which time leaders will come back together for final tweaking and teachers will be surveyed for their perceptions of the instrument's value to their efforts.*

Benchmarks, target year 2009:

- (A) All teachers will engage in professional development activities that demonstrate how to integrate digital content into their standards-based educational objectives and how to develop appropriate assessment measures to evaluate this benchmark.
- (B) All teachers will model effective student management strategies to maximize the benefits of classroom learning with technology.
- (C) All teachers will be trained in software that uses technology to perform administrative tasks efficiently; e.g. digital records, such as electronic grade books, IEP Maker, attendance, planning, etc. **(Power School/Power Teacher & On Course)**
- (D) All teachers will engage in coordinated and multi-faceted, interactive professional development that includes group instruction, one-on-one, face-to-face, and online. **(Blackboard)**
- (E) All PreK-12 teachers will receive instructional technology on-going support from a technology facilitator from the school and/or district. This person will assist in the achievement of technology competency and integration of technology into the curriculum. **(Lead Tech Teachers & Coaches)**
- (F) 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 facilitator/specialist.
- (G) All teachers will be provided professional development designed to prepare them to integrate technology into classroom instruction in an on-going effort to achieve a fully integrated, student centered, discovery based learning environment differentiated to meet the specific needs of each individual learner.
- (H) All teachers will be encouraged to develop a professional learning plan to map a course toward becoming skilled in all areas delineated in the International Society for Technology in Education National Educational Technology Standards for Teachers – NETS-T.

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
A. Lesson plans, Teacher portfolios, Classroom activities, Student Products	Quarterly	September 2009
B. Classroom observations	Weekly	September 2007 through May 2012
C. Electronic grade books, Sign-in sheets, Digital records created	Quarterly	September 2007 through May 2012
D. Teacher created products, Teacher portfolio, Certificates of attendance, sign-in sheets, Conference Participation	Quarterly	September 2007 through May 2012
E. Job descriptions, Work logs, Faculty professional development training; Mentoring programs, Online workshops	Bi-Annually	September 2007 through May 2012
F. IEPs, Special Education services, Job description Faculty professional development training	Bi-Annually	September 2007 through May 2012
G. E-courses, Professional development activities to include: Continuing education coursework, University-based technology coursework, INTECH, INTECH II, Assistive technology training, etc.	Annually	September 2007 through May 2012

Strategies:

- ❖ Each OPSB site will have Instructional Technologists/Coaches/School Improvement Specialist/Professional Development Coordination and Assistance to integrate technology into the curriculum and to assume a leadership role in the training and support of teachers using the various technologies that have been and will be instituted by OPSB. Instructional Technologists/Coaches/School Improvement Specialist/Professional Development Coordination and Assistance will also take a leadership role in teacher technology proficiency.
- ❖ All teachers will have access to ongoing professional development that prepares them to effectively use and integrate technology into the curriculum to enhance standards-based teaching and learning.
- ❖ Trainings will be archived and made available for access via the OPSB website for use by individuals who were unable to attend or desire to review what was done. **(DMS)**
- ❖ Instructional Technologists/Coaches/School Improvement Specialist/Professional Development Coordination and Assistance assigned to each site will be responsible for one-to-one as well as small group instruction on integration of technology via coaching, modeling, collaborating, observation, and re-coaching as appropriate.
- ❖ Training in the effective use of the Microsoft Office Suite including Word, Excel, Power Point, Outlook, and Access as well as the effective use of Internet-based lessons that incorporate research from web-based information and collaboration. **(LearnKey & netTrekks & Microsoft Innovative Teachers Network)**
- ❖ 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 professional development programs, funding substitutes, and providing travel assistance.
- ❖ Provide technical troubleshooting training for teachers.
- ❖ Research grants and other funding sources for professional development.

Action Step 3: Support E-Learning and Virtual Schools

In recent 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:

1. Louisiana Virtual School courses are offered to students in OPSB and OPSB Charter schools.
2. Online training programs are available for students, teachers and administrators.
3. Compressed video conference for distance learning opportunities is available in all OPSB sites and will be made available in all Charter sites desiring to participate.

Benchmarks, Target Year, 2010:

- (A) OPSB will expand LVS enrollment each year as appropriate to meet the curriculum needs of Orleans Parish students.
- (B) OPSB will additionally research and make available, as appropriate, virtual learning opportunities from a wide variety of sources to supplement course offerings to enable every student to achieve their fullest potential.
- (C) All teachers will engage in coordinated and multi-faceted, interactive professional development that includes group instruction, one-on-one, face-to-face, and online courses. **(Blackboard)**
- (D) **Teachers will be encouraged to engage the power of interactive learning management software (Blackboard) in the delivery of differentiated instruction aimed at maximizing the educational outcomes for individual students.**
- (C) Incorporate distance learning through the use of compressed video instruction and through training videos on the OPSB website. **(PolyCom & DMS)**
- (D) OPSB will complete the reconfiguration of its network to empower students, faculty and staff to employ their personal electronic devices in classrooms across the district in an effort to achieve a one-to-one student to computer learning environment in all district sites.
- (E) Parents will have access to data about their students 24 hours a day through OPSB student information system portal. **(Power Student & Power Parent)**
- (F) Parental training will be available through OPSB website. **(netTrekks; A+ Anywhere; Compass)**
- (G) All district sites will utilize community alert technology (Blackboard Connect) to maintain contact with parents regarding upcoming events and or alerts appropriate to the educational process.**

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
(A) Student enrollment records	Semester	Ongoing
(B) Teacher created products, Teacher portfolio, Certificates of attendance, sign-in sheets, Conference Participation	Throughout year	Sept 2007 through June 2012
(C) Distribution records, student portfolios	Throughout year	Beginning August 2007
(D) Registration and completion records	Throughout year	June 2008 through June 2012
(E) Courseware Reports	Annually	June 2008 through June 2012
(F) On Line Survey & Self Assessment	Annually	June 2008 through June 2012

Strategies:

- ❖ Inform district and school administrators, teachers, and students of e-learning opportunities provided for them by the district and state.
- ❖ Allocate federal, state and local funds and resources for e-learning.
- ❖ Offer students the opportunity to take e-learning courses during the summer school sessions.
- ❖ Disseminate LVS information and promote the enrollment of students in the Louisiana Virtual School.
- ❖ Offer low-income students the opportunity to have AP exam fees reimbursed through the Advanced Placement Test Fee Reimbursement Program.
- ❖ Create e-learning opportunities that support goals and benchmarks provided by the state and district.
- ❖ Allocate sufficient funds and resources for high quality professional development and technology support personnel for training personnel in using and creating e-learning opportunities and resources.
- ❖ Encourage teachers and principals to participate in state initiatives that provide e-learning experiences.
- ❖ Provide after-hour access to technology resources.
- ❖ Offer incentives to teachers and administrators who complete e-learning classes and/or workshops.
- ❖ Provide all high school students with online learning experiences prior to graduation.

Action Step 4: Encourage Improved Access and Technology Usage

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

Current Status:

1. All OPSB schools have Internet access, wireless connectivity, a LAN and a WAN at broadband speeds standardized at 100Mbps.
2. All OPSB schools and most OPSB Charter Schools use the district electronic student information system and electronic grade book.
3. OPSB e-mail accounts are provided for all district and district charter school employees.
4. OPSB has constructed a 21st Century network equipped with a complete suite of operational and instructional software. All students, faculty, and staff members have unique log on capability to appropriate applications for maximizing their potential as learners and/or workers.
5. OPSB currently enjoys a 1.72 to 1 ratio of students to multi-media Internet capable computers across the district such that every user has ample access to all technologies appropriate to maximizing their productivity in district sites.
6. OPSB has completed the deployment of all its Instructional Technology Applications and Operations Applications into the "Cloud" which provides 24/7 access to all services from any Internet capable device anywhere in the world.

Benchmarks, Target Year 2011:

- (A) All instructional spaces, and administrative offices will have multimedia computers with printing access and Internet connectivity.
- (B) Every school will have at least a 5:1 student to computer ratio of multimedia, fully functioning, Internet-enabled computers.
- (C) Appropriate assistive/adaptive technology will be available to address the unique requirements of persons with special needs.
- (D) Fully (90%) of all instructional spaces in PK-12 classrooms will exhibit a ratio of 5:1 student-to-networked computer, one networked teacher computer, one networked printer, and a large screen display, or better.
- (E) Teachers and students will have access to a variety of electronic resources such as digital and video cameras, scanners, graphing calculator, and science probes.
- (F) At least 75% of all students will use software packages including a productivity package, software that promotes open-ended reasoning and higher-order thinking skills.
- (G) To ensure every student, administrator, and teacher will receive high-quality technical support, there will be at least one (1) fully capable technical support person for every 100 computers. OPSB is working to develop student teams at all sites to meet this need.
- (H) A Technology Acceptable Use Policy addressing online safety, fair use, intellectual properties, and privacy issues will be updated annually as appropriate and disseminated to all users for discussion and signed consent to adhere..
- (I) Schools will provide after-hours access to technology resources for students, teachers, and parents.
- (J) Every student will be served a unique network log on, e-mail account, and storage space for student work and collaboration with other student learners.

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
(A) End of the year Louisiana school surveys	Annually	Sept 2007 through June 2012
(B) End of the year Louisiana school surveys	Annually	Sept 2007 through June 2012
(C) Louisiana End-of-the-year report Individual Educational Plans (IEP) Pupil appraisal assessment	Annually	Sept 2007 through June 2012
(D) Report of "Model Classroom" data to determine schools in greatest need of computers	Semi-Annually	Jan 2008 through June 2012
(E) Annual school surveys	Annually	Sept 2007 through June 2012
(F) Students' portfolios demonstrating effective use of productivity and other types of software	Quarterly	Sept 2007 through June 2012
(G) Technical Support Personnel	Daily	Sept 2007 through June 2012
(H) Orleans Acceptable Use Policy on website	Annually	Sept 2007 through June 2012
(I) Collection of attendance (including name, date, in/out time, school affiliation and purpose of visit)	Daily	Sept 2007 through June 2012

Strategies:

- ❖ Develop and maintain staff to support the technical infrastructure.
- ❖ Apply for E-rate funding
- ❖ Seek partners for funding/support for technology implementation.
- ❖ Continue to develop and refine courses to develop students as resources for technology support.
- ❖ Allocate local funds and resources for educational technology.
- ❖ Provide ample model classrooms to meet the needs of students and teachers
 - (1- docked lap top for the teacher; 6 laptops for students; LCD projector; Promethean Board; Activ Slate; Qwizdom set; Web Cam; Digital Camera; Telephone w/speaker phone; networked printer; high speed Internet access; Elmo Document Camera; Digital Video Camera, Powered/Networked Cart w/ Multi Media Speakers; & Audio Enhancement System)
- ❖ Provide, support, and facilitate electronic communication throughout the district so that teachers, administrators, board members, and special groups are able to utilize e-mail fully.
- ❖ Provide students with e-mail and individual login accounts.

APPENDIX A

New Orleans Public Schools

NEEDS ASSESSMENT DATA

Assessment of Needs

While progress is being made with a good deal of success, there are needs that the technology plan will fulfill for the near term as well as in the future.

1. Seek partners for implementing training programs. Training is a major component for our success. We are actively pursuing grant options to address our needs and seek funding assistance for technology training for central office as well as school site staff and faculty.
2. The technology department additionally is woefully understaffed for the work required. It has been determined that to adequately support the technology we have and continue to deploy we will need qualified hands on site at every school to assist the Technology Lead Teacher in addressing trouble shooting and resolution for desktop issues and level 1 network issues. To that end we have begun the process of developing students using the activation of and support for the Students Willing to Assist with Technology (S.W.A.T.) clubs.

Considerations/Applications/Assets

- 1) The current level of Internet bandwidth will remain at 100Megabits as we continue to expand on line instructional support for differentiated learner communities.
- 2) The wiring of schools will continue as appropriate.
- 3) Addressing LAN electronics needs will similarly include revisiting formerly completed sites. Cost models will remain roughly the same.
- 4) Expanding the functionality of the wireless network will be important as we attempt to manage with greatly reduced staff.
- 5) Repair and restoration of our original design for video communication across the LAN/WAN will require reconfiguration of the DMS system and developing a plan to support the Video Portal. The current thinking is to garner student support for this project.
- 6) Implementation of a training application as part of the video solution will be advisable if we are to leverage the training resources we are able to access not only for classroom applications, but for staff development efforts.
- 7) Developing a web portal solution to establish crosswalks between the disparate systems used in operations efforts will add dramatically to the productivity of the administrative efforts to support classroom efforts. To that end we will work with developers on the redesigned web site and implement portals for Purchasing, RFP/Bid, Accounts payable, and document management. The full implementation of a 24 hour Help Desk with SMS; Single User sign on; Home Folders for all users; and remote access to systems is completed. There is a need for additional awareness of the availability of these applications and instruction on how to benefit from them
- 8) Last but not least the greatest possible attention will be given to matters of security for our children, our staff, and our assets using every avenue appropriate; i.e. electronic locking systems, video surveillance, asset management perhaps including RF devices 800MHZ radio in addition to the current cellular, Blackberry and Land line networks, and network forensics.

NEEDS ASSESSMENT SUMMARY

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

System's Strengths	System's Weaknesses
<ol style="list-style-type: none">1. Computer LAN and WAN2. Types of classroom technology.3. Number of classroom computers4. Teacher laptops5. Administrative recognition of importance of technology in educating students.6. Teachers' willingness to learn to use technology.7. District and school technology initiatives.8. Technical support	<ol style="list-style-type: none">1. Teacher technological skills2. Ongoing teacher training3. Funding4. Adequately trained and organized technology support in school sites..

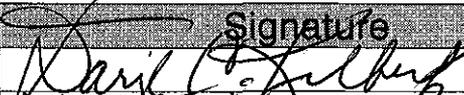
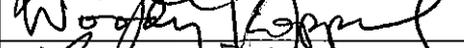
APPENDIX B

New Orleans Public Schools

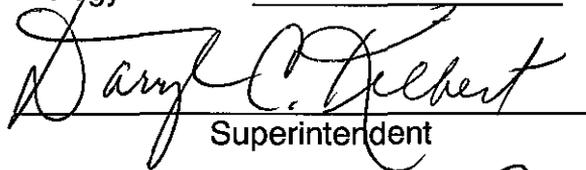
SYSTEM REVIEW ASSURANCE

By signing this form, you confirm that your school board reviewed and approved the system technology plan for 2010-2012

. This signed form is to be included with the system technology plan at the time of its submission to the State Department of Education.

Name	Title	Signature
Darryl Kilbert	Superintendent	
Woody Koppel	President	
Lourdes Moran	Vice-President	
Cynthia Cade	Board Member	
Brett Bonin	Board Member	
Ira Thomas	Board Member	
Thomas Robichaux	Board Member	
Seth Bloom	Board Member	

We hereby acknowledge this 18th day of May, 2010, that we have reviewed and approved the System Technology Plan for Orleans Parish.


 Superintendent


 School Board President

APPENDIX D

New Orleans Public Schools

TECHNOLOGY PLAN DEVELOPMENT TEAM MEMBERS

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

Dates of Meetings: November 17, 2009; December 15, 2009; January 26, 2010. Many informal conversations e-mails and conference calls were held.

NAME	Date Reviewed	OCCUPATION
Gail Audrict	April 2010	Director Curriculum & Instruction
Dana Gonzales	April 2010	Curriculum Consultant – Math & Science
Zelda Smith	April 2010	Curriculum Consultant – English Language Arts & Social Studies
Charlotte Steber	April 2010	Curriculum Consultant – Limited English Proficiency
Yolanda Oates	April 2010	Testing and Accountability Coordinator
Andrea Walker	April 2010	Assistant Curriculum and Instruction – Math & Science
Leslie Garibaldi	April 2010	Curriculum and Instruction Consultant – Early Childhood
Eric Roubion	April 2010	Instructional Technology Coordinator
Michele Walker	April 2010	Student Data Base Administrator
Peggy Abadie	April 2010	Executive Director Information Technology
Colleen Fiegel	April 2010	Site Based – Technology Coordinator
Ana Chea	April 2010	Site Based – Technology Coordinator
Theron Lewis	April 2010	Site Based – Technology Coordinator
Keith Lewis	April 2010	Site Based – Technology Coordinator
Willie Palmer	April 2010	Site Based – Technology Coordinator
Nancy Dunne	April 2010	Site Based – Technology Coordinator
Chris Jeansonne	April 2010	Site Based – Technology Coordinator
Stacey Davis	April 2010	Site Based – Technology Coordinator
Patricia Britten	April 2010	Site Based – Technology Coordinator
Emily McLendon	April 2010	Site Based Technology Coordinator
Cathy Hoffman	April 2010	Manufacturer's Representative - HP
Cindy Matranga	April 2010	Retired Solutions Architect AT&T
Lee Spurlock	April 2010	Parent
Dionya Mills	April 2010	Parent
Debra Lowe	April 2010	Parent

APPENDIX E

New Orleans Public Schools

E-RATE BUDGET

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

SYSTEM: Orleans Parish School Board	FUNDING YEAR: 2008-09
Prepared by: Peggy Villars Abadie	Date: April, 12, 2010
Specific E-Rate Service(s) Requested: Dial Tone (Analog and PRI); Long Distance; Cellular Voice and Data; WAN; ISP; Internal Connections for wiring, LAN electronics.	
E2T2 Goal(s) which are addressed by the service (either reference to a location within the plan or a brief narrative description): All of the services listed in cell above address the need for connectivity to the classroom. The goals of this plan are to increase the effective use of technology in the classroom and the E-Rate eligible portions of that provision are listed above.	
Evaluation Activity for the service (either reference to a location within the plan or a brief narrative description): The success of this plan will be measured bilaterally: (1) Actual port counts for connectivity of each classroom to the complete suite of data/voice/video technologies aimed at providing technology rich instructional environments. (2) Collected classroom teacher and student portfolios that demonstrate the utilization of connectivity in the delivery and reception of instruction.	

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:
<ul style="list-style-type: none"> - 8 drops per classroom - 32 drops per lab/library - 16 drops per front office - LAN electronics driving 10/100/1000 LAN speeds standardized on Cisco - Cat 6 Ethernet cable to all ports - District wide Call Manager to deliver voice via IP technology to all users - Video technology to provide both video conferencing capability and IPTV to every desktop - Cellular service for all mobile users - Voice/Voice mail/Long Distance to all users - E-mail to 12,000 users 	<ul style="list-style-type: none"> - OPSB needs to upgrade all campuses to 'N' radios to provide high bandwidth/high demand access for all end user devices. 	\$75,000.00	General Fund

NON-ELIGIBLE REQUIREMENTS TO MEET GOALS

Hardware required:	Current level:	New required:	Budgeted \$:	Source of funds:
<ul style="list-style-type: none"> - 3500 Docked lap top Computers - 8 Video Conferencing units - Expanded MCU utilization for multi-point use - Video Portal for adhoc contribution of content for podcast, streaming, and download - Cisco Meeting Place Express 100 users - 550 telephones - 	<ul style="list-style-type: none"> - 3500 Computers - 8 Video Conferencing units - MCU requires upgrade to empower classroom acceptance. - Cisco DMS 1000 encoders on site, all sites; 2 DMS 2000s deployed - Cisco Meeting Place Express 100 users - 550 Telephones 	<ul style="list-style-type: none"> - 0 Computers - 0 Video Conferencing units - Upgrade to MCU for implementation of user interface for call set-up at user level. - DMS training and production plan including internal capacity for support. - 0 Additional users on Cisco Meeting Place Express - 0 telephones - 	<ul style="list-style-type: none"> \$25K \$20K \$13K 	<ul style="list-style-type: none"> - General Fund - Competitive Grants

Software required:	Current level:	New required:	Budgeted \$:	Source of funds:
<ul style="list-style-type: none"> C & I Software Lesson Planning Software 	<ul style="list-style-type: none"> Software acquired – None 	<ul style="list-style-type: none"> Support – Web Based Standardized Solution 	<ul style="list-style-type: none"> \$500K \$300K 	<ul style="list-style-type: none"> Title Funds Competitive grants

Professional development required:	Current level:	New required:	Budgeted \$:	Source of funds:
<ul style="list-style-type: none"> - Achieve 3000 - Compass Learning - NetTrekks - A+ Anywhere - Model Classroom - On Course - Scantron * - Blackboard 	<ul style="list-style-type: none"> Weekly contacts from vendor representatives, district personnel, and site based personnel to instruct support and encourage. 	<ul style="list-style-type: none"> On-going support 	<ul style="list-style-type: none"> \$200K \$110K* \$50K 	<ul style="list-style-type: none"> Title Funds General Fund * EETT Competitive Grants

Retrofitting required	Budgeted \$:	Source of funds:
OPSB is currently supplied with a full maintenance program to carry the current technology through 2011-2012. There is no plan at this time to refresh the technology as it is currently configured. In an effort to address the demonstrated need for every student to have full access to their own digital learning device, OPSB has focused attention on the reconfiguration of the network to allow for the proliferation of personal devices in the network. Additionally OPSB is setting up a number of vendor relationships to empower parents and students to acquire the device of their choice at aggressively priced options. This will greatly reduce the need for OPSB to refresh, insure, or maintain end user devices of faculty and students which accounts for the overwhelming majority of the technology in the district..	0	n/a

Maintenance required:	Current level:	Location of serviced items:	Budgeted \$:	Source of funds:
\$720K	\$420K	Throughout the district schools	\$200K *	General Fund *

Total amount budgeted for Non-Eligible Requirements: \$1,540,000 M
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APPENDIX F

New Orleans Public Schools

CRITICAL E-RATE COMPONENTS to TECHNOLOGY PLAN

Address the five critical e-rate components shown below. This should be reflective of your Form 470 and 471 and must be submitted every year as proof of having a written plan prior to submitting the Form 470 and/or 471.

E-Rate Criteria for the Technology Plan

To qualify as an approved Technology Plan for a Universal Service discount, the plan must meet the following five criteria that are core elements of successful school technology initiatives:

- The plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services; **DONE**
- The plan must have a professional development strategy to ensure that staff know how to use these new technologies to improve education or library services; **DONE**
- The plan must include an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services; **DONE**
- The plan must provide for a sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development, and other services that will be needed to implement the strategy; and **DONE**
- The plan must include an evaluation process that enables the school to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise. **DONE**

E-Rate Technology Plan Component System Orleans Parish School Board -
 Funding Year 2010 - 2012
 Updated: April 2010

Telecommunications Services and Internet Access	Goals and Strategies	Professional Development	Budget E-Rate (Our share 20%)	Monitoring & Evaluations
Dial Tone (Analog and PRI)	All school sites and administrative offices will have appropriate access to analog and digital tele-communications services.	Current employees already trained. Training provided by IT for new employees	General Fund	Tele-communication invoices
Long Distance	All school sites and administrative offices will have appropriate access to long distance tele-communications services.	Current employees already trained. Training provided by IT for new employees	General Fund	Tele-communication invoices
Cellular Voice and Data	All school sites and administrative offices will have appropriate access to cellular voice and data tele-communications services.	Current employees already trained. Training provided by IT for new employees	General Fund	Tele-communication invoices
WAN	All teachers, students, and administrators will have appropriate access to Internet based content.	Current employees already trained. Training provided by IT staff for new employees	General Fund	Cisco Works, IP Gold, Carrier Reports
ISP	All teachers, students, and administrators will have appropriate access to Internet based content.	No training required	General Fund	ISP invoices
Internal Connections for wiring	All school sites and administrative offices will have the internal wiring necessary for the effective operation of the system's WAN and the school's LAN.	No training required	General Fund	Cabling invoices
LAN electronics	All school sites and administrative offices will have the electronics necessary for the effective operation of the system's WAN and the school's LAN.	No training required	General Fund	Cisco Works
E-Mail	Cisco Works, IP Gold, Carrier Reports	Current employees already trained. Training provided by IT for new employees	General Fund	Tele-communication invoices IP Gold
Servers	All teachers, students, and administrators will have access to appropriate software.	No training required	General Fund	IBM

ⁱ OPSB Strategic Goals and Priorities can be viewed in the approved Budget for the Fiscal Year.

ⁱⁱ ibid

