



**TANGIPAHOA PARISH**

**S C H O O L S Y S T E M**

Tangipahoa Parish School System Technology Plan

*SCHOOL BOARD and SUPERINTENDENT*

<b>Name</b>	<b>Title</b>
<b>Mr. Mark Kolwe</b>	<b>Superintendent</b>
<b>Ms. Ann Smith</b>	<b>School Board Member District A</b>
<b>Mr. Robert Potts</b>	<b>School Board Member District B</b>
<b>Mr. Leonard Genco</b>	<b>Board President, School Board Member District C</b>
<b>Mr. Al Link</b>	<b>School Board Member District D</b>
<b>Mr. Danny Ridgel</b>	<b>School Board Member District E</b>
<b>Mr. Robert Caves</b>	<b>School Board Member District F</b>
<b>Mr. Eric Dangerfield</b>	<b>School Board Member District G</b>
<b>Ms. Sandra Bailey-Simmons</b>	<b>School Board Member District H</b>
<b>Ms. Rose Dominguez</b>	<b>School Board Member District I</b>

# Tangipahoa Parish School System Technology Plan

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# Tangipahoa Parish School System Technology Plan

## INTRODUCTION/OVERVIEW

The TPSS Mission Statement and Educational Technology Goal align with the state's overarching goal that "All Louisiana 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."

The Tangipahoa Parish School System (TPSS) Mission Statement supports the contention that we live in an "Information Age" with technology as an ever-present component of our lives.

### **TPSS Mission Statement**

*The Tangipahoa School System, in alignment with the business and university communities, will empower students, teachers, other staff, parents and community members, to become life-long learners, productive workers, and responsible citizens in the Information Age.*

### **TPSS Educational Technology Goal**

*All educators, parents, and students in the Tangipahoa School System will have access to technologies that are effective tools for improving student achievement by enhancing teaching, learning, and communication in Tangipahoa schools.*

The Tangipahoa Parish School System (TPSS) Technology Plan is also aligned to the Louisiana State Technology Plan. The Louisiana State Technology Plan 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 (2004)* and outlines the state's vision for educational technology. The state and national plans offer guidance to educational leaders on how to build local capacity to support further implementation of technology in today's educational settings. The parish and state plans provide common visions for continued technological advancement and strategic planning for future growth to meet the educational technology needs of our teachers, students, administrators, and communities.

Four major action steps (objectives) have been reviewed for alignment with national goals and expectations, as well as, the overall state technology goal. Addressing the following four action steps listed in the plan will assist TPSS in developing technology integrated learning environments supported by all stakeholders.

While necessary revisions will occur during the life of this document, it is intended to serve as a model by which each school in TPSS will create an individual plan aligned to the system's plan. This plan and the related school plans will be evaluated and revised at least once every three years.

This technology plan will serve to guide and direct the district's efforts to enable technology to more effectively support teaching and learning for Tangipahoa Parish students and staff.

### **Action Steps 1: *Strengthen Leadership***

Leaders at all levels will support systemic change through transformational leadership while monitoring effective use of instructional technology which supports standards-based school improvement efforts.

#### **Current Status:**

- Participation in LEADTech by one-third of all principals
- Participation by all administrators in LADOE leadership initiatives
- Administrators in most schools use technology tools for communication and management
- Administrators in 6 schools use online approval of lesson plans
- Administrators and teacher-leaders at schools participate in school-level teams that determine school priorities and plan professional development to meet those priorities

#### **Benchmarks, Target year 2014:**

1. All educational administrators/leaders will be technology proficient according to state adopted standards found in the International Society for Technology in Education's National Educational Technology Standards for Administrators (NETS-A).
2. Current educational administrators/leaders will participate in leadership professional development offered by the Louisiana Department of Education (LEADTECH, etc.).
3. Current educational administrators/leaders will be encouraged to use technology to effectively monitor and evaluate teachers.
4. All newly appointed educational administrators/leaders will participate in ongoing professional development designed to develop and strengthen leadership skills and provide support during the first years of service.
5. All educational administrators/leaders will routinely model appropriate use of technology resources to support administrative and instructional functions.
6. All educational administrators/leaders will use a variety of emerging technologies (i.e., e-mail, Blackboard, video and voice technologies, web resources, and the district intranet) as primary sources of communication.
7. All educational administrators/leaders will include components of effective technology integration in the development of school improvement plans.
8. All educational administrators/leaders will support, evaluate, coordinate, and modify, as needed, the district and school technology plans and/or school improvement plan annually to ensure alignment with overall federal, state and district educational technology and accountability goals.
9. TPSS and its schools will use innovative restructuring and reallocation of existing budgets along with the provision of new funding sources to purchase needed technology and provide access to high quality professional development opportunities.
10. Educational administrators/leaders and curriculum specialists will integrate educational technology into the state-mandated *Comprehensive Curriculum*.

**Evaluation Strategies and Timeline:**

<b>Evaluation Strategy</b>	<b>Frequency</b>	<b>Timeline</b>
District Technology Survey	Annual	May/June
State Technology Proficiency Self-Assessment for Teachers, Students, and Administrators	Annual	April/May
School Technology Surveys	Annual	April - July
System Technology Plan Review	Annual	Spring
Enrollment of district leaders/potential leaders in the state leadership network programs (LELN)	Annual	Fall, Spring, Summer
District and School budgets that include technology line items	Annual	Spring
Number of parents utilizing web-based portal for communicating student information	Annual	Spring
Classroom walk-through observations recorded and analyzed using technology tools	Annual	Year-long
District- and school-level monitoring of School Improvement Plans as they relate to and include educational technology	Annual	Spring

**Strategies:**

1. Establish and maintain district-wide systems of communication that support the effective use of electronic communication. (IP Telephony, voice mail, video conferencing, web conferencing, parent communication portals, telephone calling systems, web portals, email, radio communications).
2. Provide support for leaders at all levels to enable participation in ongoing professional development activities such as, but not limited to: LEADTECH, TechTools for Administrators, Educational Leader Induction, and/or LA LEADS.
3. 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.
4. Provide each teacher and administrator with an up-to-date computer, software and appropriate training to ensure its effective use.
5. Conduct a technology needs assessment of each school and establish a plan for technology professional development for leaders/aspiring leaders.
6. Provide for a plan to systematically update equipment which keeps pace with the changing world of technology and the obsolescence of equipment.
7. Include an indicator that monitors and evaluates not only the use of classroom technology but curriculum integration with technology on required observation, evaluation or walk-through district forms.
8. Continue the implementation and expansion of technology-based applications for analyzing, maintaining, and reporting student information including accountability data, grades, discipline records, attendance records, scheduling, and other data.

9. Move toward web-based lesson plans to communicate more effectively with parents and provide them with access to information relative to student learning, classroom activities, and homework through web-based portals.
10. Implement web portals to communicate student information to parents, such as student assignments, grades, attendance, and discipline.
11. Recommend leaders at all levels model technology integration.
12. Seek possible sources of funding through strategic partnering with the community and other programs at the district and school level.

## **Action Step 2: *Improve Teacher Training***

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

### **Current Status:**

- TPSS provides high-quality professional development to teachers in the area of technology integration into the Louisiana Comprehensive Curriculum.
- TPSS provides comprehensive online professional development through the Blackboard environment.
- One full-time Instructional Technology Facilitator works directly in the classroom modeling, coaching, and assisting teachers in planning technology connected lessons that address the Louisiana Comprehensive Curriculum.
- One Instructional Technology Facilitator coordinates and provides training to our teachers.
- The TPSS Induction and other training programs include technology components.

### **Benchmarks, target year 2014:**

1. All teachers will engage in professional development activities offered locally or through regional TLTCs that demonstrate how to integrate technology into the *Comprehensive Curriculum* or the locally adopted curriculum.
2. All teachers will engage in professional development that includes both online and face-to-face local and state developed professional development opportunities.
3. All teachers will participate in professional learning communities that facilitate the integration of technology into student learning through differentiated instruction and activities that foster higher order thinking skills.
4. All new teachers will participate in ongoing professional development designed to facilitate the integration of technology into instruction and support the establishment of highly qualified teachers in Tangipahoa.
5. All Tangipahoa Parish teachers will be proficient in the use of technology to enhance student learning by 2014.
6. All teachers will be trained in resources designed to allow students to safely and effectively conduct research using technology.
7. All teachers will know how to use data to personalize/individualize instruction and inform classroom-level instruction.
8. All PK-12 teachers will receive instructional technology support on an on-going basis from a district instructional facilitator so that there will be at least one half-time support person to support every site or every 20-30 teachers.
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 for the district.
10. All teachers will be trained in software that uses technology to efficiently perform administrative tasks and to effectively communicate with parents. (i.e., electronic grade-books, IEP creation tools, attendance, planning, and data analysis)

### Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
School and district state technology surveys	Annual	Spring
State approved technology proficiency instrument	Annual	Spring
Reports to Tangipahoa Parish School Board	Ongoing	Spring
Teacher Professional Development Portfolios	Ongoing	Ongoing
Classroom Observations/Walkthroughs	As designated by system	As Conducted
Teacher presentations at conferences and district/local trainings	Ongoing	Ongoing
School Technology Nights	Ongoing	As Conducted
District and school level monitoring of professional development plans as it relates to educational technology leadership	Annual	Spring
Records of workshop participation such as sign-in sheets and data recorded in the TPSS Professional Development Portal.	Ongoing	Ongoing

### Strategies:

1. Allocate sufficient funds and resources for professional development and school-based Instructional Facilitators who support classroom technology integration.
2. Provide opportunities for all teachers to enhance their educational technology knowledge and skills by developing and providing access to professional development programs, funding stipends and substitutes, and providing travel assistance.
3. Utilize e-mail and Blackboard as the official sources of communication.
4. Encourage teachers to learn and use correct technology vocabulary.
5. Encourage all teachers to complete appropriate technology integration training(s) to become technology proficient by 2014.
6. Provide teachers with access to appropriate software and hardware in order to integrate technology into daily instruction to facilitate and enhance student learning.
7. When appropriate, include components of effective technology integration in the development of lesson plans.
8. Support the addition of 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.
9. Recommend school-level professional learning community meetings include activities that address the integration of technology into the curriculum.
10. Publish and disseminate electronically a newsletter that provides information on sound educational websites, technology lesson plans and resources, and other instructional tools.
11. Provide access to various levels of technology lesson plans and instructional resources (beginner to advanced) within the school and district.

12. Provide access to a school-based Instructional Facilitator to assist faculty with job-embedded staff development opportunities and needs, classroom modeling, and development of technology integrated curriculum.
13. Recommend a Technology Liaison to serve as a member of the school improvement committee.
14. Recommend and support participation in professional organizations (i.e., LACUE, NECC, ISTE, CoSN) by providing financial assistance to staff.
15. Incorporate Universal Design for Learning strategies emphasizing accessible technologies and curriculum resources into professional development initiatives.
16. Utilize state provided tools and evaluation instruments for determining teacher technology proficiencies.

### **Action Step 3: Support E-Learning and Virtual Schools**

In the past five years there has been significant growth in organized online instruction (E-learning) and “virtual” schools, making it possible for students 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:**

- Tangipahoa Parish students at some high schools consistently participate in the Louisiana Virtual School (LVS).
- If particular TOPS courses are not available at certain schools, students are encouraged to take these courses through LVS.
- Teachers at several schools use the Blackboard online environment to enable e-learning at the classroom level.
- TPSS teachers regularly engage in both district and university level e-learning coursework for both credit and non-credit courses.

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

1. Expand enrollment in LVS each year to fully meet the needs of all students.
2. Participate in the Algebra 1 online project in the district’s eighth grade classrooms for select students.
3. Increasing teacher participation in the creation and facilitation of instruction in an online environment.
4. Increasing participation in online professional development courses that are offered through TPSS, state agencies, schools and universities.

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

<b>Evaluation Strategy</b>	<b>Frequency</b>	<b>Timeline</b>
LVS enrollment numbers	Annual	Fall and Spring
Students completing TOPS courses through LVS	Annual	Fall and Spring
Students enrolling in Algebra 1 online	Annual	Fall and Spring
Number of schools facilitating an e-learning environment for faculty	Annual	Spring
Number of Teachers participating in online learning as recorded in the TPSS Professional Development Portal	Annual	Spring
Number of local classroom-level e-learning components in courses offered locally	Annual	Spring

#### **Strategies:**

1. Inform district and school administrators, teachers, and students of e-learning opportunities provided for them by the district and state.
2. Allocate federal, state and/or local funds and resources for e-learning development and participation.

3. Disseminate LVS information and promote the enrollment of students in the Louisiana Virtual School.
4. Offer low-income students the opportunity to have AP exam fees reimbursed through the Advanced Placement Test Fee Reimbursement Program.
5. Collaborate with legislators, SBESE members, BOR members and other policymakers to identify and secure funds to support e-learning.
6. Create e-learning opportunities for teachers and students that support goals and benchmarks provided by the state, district, and local levels.
7. 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.
8. Encourage teachers and principals to participate in state initiatives that provide e-learning experiences.
9. Provide after-hour access to technology resources.
10. Collaborate with district policymakers, legislators, and community members to secure annual funds to support e-learning.
11. Provide all high school students with the opportunity to complete one online learning experience prior to graduation.

#### **Action Step 4: *Encourage Improved Access and Technology Usage***

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

##### **Current Status:**

- 100% of Tangipahoa Parish classrooms, appropriate offices, and administrative spaces have high-speed Internet access and at least one computer that is connected to the Internet.
- 40 school/district sites are connected to the wide area network via 10 MB, 100 MB, or 1 GB fiber optic connections.
- District Internet access is at 45 MB
- Two district schools have full-coverage wireless networks with 34 more having partial coverage
- Six schools have at least one mobile laptop cart for in-class student use to address the Louisiana Comprehensive Curriculum.
- TPSS strives to facilitate providing the needed assistive technology devices for appropriate student need. TPSS has 11 classrooms with classroom amplification systems.
- TPSS participates in available training opportunities and the sharing of information on E-Rate and other funding resources to help with broadband and network support.
- Access to State and District integrated data systems provide educators with access to (1) school performance data and analysis tools, (2) different types of student-level data, and (3) resources to assist in the analysis and use of data.
- District is CIPA compliant with all computer users and/or parents signing the district AUP.

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

1. All students, teachers and administrators will have access to computers and appropriate connectivity in educational settings.
2. Every school will have broadband capabilities available to the end user for data management, online and technology-based assessments, e-learning, and accessing high-quality digital content. (District Internet connections will total at least 145 MB)
3. Appropriate assistive/adaptive technology will be available to address the unique requirements of persons with special needs and all students. This includes classroom amplification systems, specialized user input devices, software accommodations, and others.
4. 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.
5. 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 sufficient technical support staff to maintain high-availability of technology resources.

6. The district will modify as needed its Technology Acceptable Use Policy. The policy will address online safety, Fair Use, intellectual property, and privacy issues.
7. The district will establish recurring funding for technology in all public schools. The district will continue to seek recurring funding sources to support systems and schools in implementing their technology plans and also encourage strategic system level convergence of funds
8. The district and all schools will leverage available funds to maximize technology resources.
9. All students will use age appropriate technology to conduct research, to solve problems, to analyze data, to collaborate, and to communicate with experts and peers.

**Evaluation Strategies and Timeline:**

<b>Evaluation Strategy</b>	<b>Frequency</b>	<b>Timeline</b>
Report tracking bandwidth utilization of schools	Ongoing	Ongoing
School and District technology survey report data	Annual	Spring
School and District technology plan updates	Annual	Spring
Technology Proficiency Self-Assessment	Annual	Spring
Appropriate System reports (consolidated monitoring reports)	As Available	As available
Classroom observations/walkthroughs and evaluations by administrators	As designated by system	As Conducted

**Strategies:**

1. Seek local funding such as local sales or property tax initiatives to provide recurring, sustained funding for technology.
2. Participate in State Contract purchasing opportunities that support the school system’s technology efforts.
3. Continue to support and expand school system budget line items for technology bandwidth, infrastructure, and information systems.
4. 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.
5. Participate in e-rate to maximize the funds available for technology.
6. Seek federal, state and corporate grant funding for technology where available.
7. Encourage tracking of bandwidth utilization for district and school network environments.
8. Continue to expand the computer education courses of study for students.
9. Use data from both administrative and instructional systems to understand the relationship between decisions, allocation of resources, and student achievement.

**APPENDIX A**  
**Tangipahoa Parish School System**  
**NEEDS ASSESSMENT DATA**  
**NEEDS ASSESSMENT SUMMARY**

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

<b>System’s Strengths</b>	<b>System’s Weaknesses</b>
<p>Connectivity of all classrooms to the District’s high-speed Internet connection</p> <p>Wireless labs in 11 schools</p> <p>One-to-one Project at one school</p> <p>158 teachers (13.7%) completing TangiTech or Intech in 2006-07, with a total of 540 teachers in district (47%) that have completed TangiTech or Intech</p> <p>Several principals require teachers to include technology in lesson plans.</p> <p>Students enrolled in distance learning courses.</p> <p>All schools with a website</p> <p>All teachers have been trained to use electronic grade-book software and 8 schools use online lesson planning</p> <p>Online Comprehensive Curriculum resources</p> <p>Six schools have piloted use of the Parent Communication Center, a parent portal for tracking student attendance, assignments, grades, and discipline.</p> <p>Highly developed technical support system that supports almost 6,400 computers with 4 technicians and 1 network specialist.</p> <p>Classroom Amplification has been shown to help regular and special education students. It is available in 10 classrooms.</p>	<p>Relatively small numbers of teachers completing TangiTech 2 Courses (53 in 2006-2007)</p> <p>Just under one-half (16 of 36 or 44%) of principals completing or currently attending LEADTech</p> <p>Most principals do not require teachers to include technology in lesson plans.</p> <p>Only about 24% of the teachers have classroom websites</p> <p>More students need to be encouraged to take advantage of distance learning opportunities including LVS and SLU AP courses.</p> <p>Most schools report on the state survey that they are at “Developing Tech” for technology integration.</p> <p>As demand for wireless services grow, a fully-managed solution will need to be implemented and the support of greater density of computers will be required.</p> <p>No system-wide dedicated funding stream for technology resulting in no overall/systemic plan for system refresh or network expansion.</p> <p>Only 28% of teachers measured ‘proficient’ on the state SEDL proficiency instrument.</p> <p>Classroom amplification systems need to be provided in an increased number of classrooms.</p>

System's Strengths	System's Weaknesses
<p>District receives significant funds from the E-Rate program that funds the district's high-speed network and Internet access.</p> <p>Technology Resource Teacher provides professional development in various formats including online and face-to-face.</p> <p>51.9% of our teachers stated that BlackBoard was used in training they attended with over 85% stating that PowerPoint and Web resources were used in trainings they attended.</p> <p>One technology facilitator works in classrooms directly with teachers and students to model lessons, help teachers plan, and assist teachers with technology connected lessons.</p>	<p>Only 14% of students measured 'proficient' on the state SEDL proficiency instrument.</p> <p>Much of the student technology use is dedicated drill and practice or computer assisted practice and remediation of basic skills.</p> <p>Not enough effort is being made to use technology to develop higher order thinking skills using resources available in the schools.</p> <p>49% of our teachers feel that technology professional development is a top personal priority.</p> <p>There is only currently one technology facilitator working in teacher classrooms and yet 52% of the teachers feel that technology staff development should be job embedded. More Instructional Facilitators are needed.</p> <p>More online courses are needed to better accommodate the busy schedules of teachers.</p>

## **Appendix B**

# **Tangipahoa Parish School System System Review Assurance**

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

WE HEREBY ACKNOWLEDGE THIS FIFTEENTH DAY OF MAY, 2007, THAT WE HAVE REVIEWED AND APPROVED THE SYSTEM TECHNOLOGY PLAN FOR THE TANGIPAHOA PARISH SCHOOL SYSTEM.

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MARK KOLWE, SUPERINTENDENT

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LEONARD GENCO, SCHOOL BOARD PRESIDENT

## Appendix C

# Tangipahoa Parish School System

## School Review Assurance

*By signing this form, you confirm that you were issued a copy of the system technology plan for 2007-2014. WE HEREBY ACKNOWLEDGE THIS FOURTEENTH DAY OF MAY, 2007, THAT WE HAVE REVIEWED AND ARE FAMILIAR WITH THE SYSTEM TECHNOLOGY PLAN FOR TANGIPAHOA PARISH SCHOOL SYSTEM. WE UNDERSTAND THAT OUR SCHOOL TECHNOLOGY PLAN SHOULD MIRROR THE SYSTEM'S PLAN AND SHOULD BE ON FILE WITH THE SYSTEM.*

\_\_\_\_\_  
SUPERINTENDENT

<b>Principal Name</b>	<b>Signature</b>	<b>School Name</b>
Libby Covington		Amite Elementary
Lucille Morris		Amite High
Anthony Sciortino		Champ Cooper
Orene Lea		Chesbrough Elementary
Marilyn Baker		Crystal Academy
Ashley Walker		O.W. Dillon Elementary
Glenda O'Banion		Hammond Eastside Primary
Reginald Elzy		Hammond Eastside Upper
Henry Carmon Moore		Hammond High
Janice Williams		Hammond Junior High
Marilyn Dunn		Hammond Westside Primary
Alexa Hookfin		Hammond Westside Upper
Wanda Recile		Independence Elementary
Cindy Williams		Independence High
Malcolm Mizell		Independence Middle
Ginger Francois		Kentwood High
Deborah Browning		Loranger Elementary
Dr. Billie Theriot		Loranger High
Andre' Pellerin		Loranger Middle
Roxanne Patti		Midway Elementary
JoAnn Whitmer		Natalbany Elementary
Maureen Terese		Nesom Middle
Rhea Marrs		Northwood High
Patricia Foster		Perrin Early Learning Center
Cynthia Foster		Ponchatoula High
Gwen Barsley		Ponchatoula Junior High
Danette Ragusa		D.C. Reeves Elementary
Brenda Johnson		Roseland Elementary
Dr. Fawn T. Ukpolo		Southeastern Lab
Rod Lea		Spring Creek Elementary
John Alston		Sumner High
Dale Brouillette		TPSS PM High
Daniel Williams		Tucker Elementary
Sandra Johnson		Vinyard Elementary
Jo Fairburn		Westside Middle
Carolyn Roman		Woodland Park ELC

## APPENDIX D

# Tangipahoa Parish School System

### TECHNOLOGY PLAN DEVELOPMENT TEAM MEMBERS

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

Dates of Meetings: August 4, 2006; November 16, 2006; January 17, 2007; February 7, 2007; February 28, 2007

NAME	OCCUPATION
Jake Ragusa	Technology Director
Mike Diaz	Network Administrator
Vicki Blackwell	Instructional Technology Facilitator
Dr. Beth Moulds	Administrator-at-Large
Pat Williams	Administrative Coordinator of Staff Development
Mary McMahan	Technology Facilitator – Hammond Eastside Upper
Aletha Johnson	Technology Resource Teacher
Linda Travis	Technology Resource Teacher
Dorothy Sledge	TPSS Support Teacher
Raymond Pierce	Southeastern Louisiana University professor
Jo Fairburn	Principal of West Side Middle School
Maureen Terese	Principal of Nesom Middle School
Daniel Keen	Coordinator of Career and Technical Education
Cathy LeBlanc	Principal of Holy Ghost Catholic School
Mike Minkus	Technology coordinator for Holy Ghost Catholic School
Denise Grigas	Special Education Technology Facilitator
Danny Williams	Principal of Tucker Elementary School
Gwen Myers	Supervisor of Curriculum and Instruction – Secondary
Brian Harper	Mgt. and Sales Support Level 3 Telcom
Phil Calvin	Southeastern Louisiana University TEC
Shana Puma	Parent

## APPENDIX E Tangipahoa Parish School System

### E-rate budget

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

<b>SYSTEM: Tangipahoa Parish School System</b>	<b>FUNDING YEAR: 2007-2008</b>
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Prepared by: Jake Ragusa and the Technology Committee

Date: May, 2007

**Specific E-Rate Service(s) Requested:** Internet Services, email and web services, network support, wireless and wired infrastructure (including switches, access points, routers, and cabling), WAN connections, phone services (including POTS, PRI, cellular, and long distance)

**Technology Goal(s) which are addressed by the service:** Action Plan 4 involving access is directly applicable to these services with virtually all components of this plan being at least indirectly impacted by these services.

**Evaluation Activity for the service (either reference to a location within the plan or a brief narrative description):** The evaluations of the plan will apply plus data collected on use, Internet available bandwidth, Internet bandwidth utilized, and communications delivered by web and phone.

Current level/amount of service:	Level after E-Rate request is filled:	Budget \$ for system's share:	Planned budget source:
45 MB Internet Service, Wireless Internet (4)	145 MB Internet Service, Wireless Internet (4)	\$30,000	GF/E-rate Account
Network Support/Hardware Maintenance (all eligible)	Hardware Maintenance	\$60,000	GF/E-rate Account
Email and Web Services	All students	\$8,000	GF/E-rate Account
Wireless and Wired Infrastructure to all classrooms	Added for new construction and renovations	0	GF/E-rate Account
WAN Connections (all sites)	WAN Connections (all sites)	\$60,000	GF/E-rate Account
Phone services to all schools, facilities, and staff	Phone services to all schools, facilities, and staff	\$30,000	GF/E-rate Account
			GF/E-rate Account
			GF/E-rate Account
			GF/E-rate Account
	<b>Total Budgeted</b>	<b>\$500,000</b>	GF/E-rate Account

### NON-ELIGIBLE REQUIREMENTS TO MEET GOALS

Hardware required:	Current level:	New required:	Budgeted \$:	Source of funds:
Desktop Computers, Notebook Computers, firewalls, filters, data storage	5500 desktops, 1000 notebooks, Filter, 4 TB storage	200 desktops, 100 notebooks, second filter, added firewalls, add 2 TB storage	\$300,000	Title I, EEF, GF, Local Delegations

Software required:	Current level:	New required:	Budgeted \$:	Source of funds:
Antivirus, management, helpdesk and tracking, inventory control	Effective products implemented	Ongoing costs for licensing and updates	\$25,000	EEF, GF

<b>Support required:</b>	<b>Current level:</b>	<b>New required:</b>	<b>Budgeted \$:</b>	<b>Source of funds:</b>
Helpdesk Clerk, technicians, network technicians, network administrator	1 Helpdesk Clerk, 4 technicians, 3 network technicians, 1 network administrator	Maintain current level	\$360,000	Title I, EEF, GF, EETT

<b>Professional development required:</b>	<b>Current level:</b>	<b>New required:</b>	<b>Budgeted \$:</b>	<b>Source of funds:</b>
TangiTech	160 teachers per year 540 teachers to date 1 Instructional Facilitator, 1 Technology Resource Teacher	160 per year, 3 Instructional Facilitators, 1 Technology Resource Teacher	\$200,000	Title I, EEF, GF, EETT

<b>Retrofitting required</b>	<b>Budgeted \$:</b>	<b>Source of funds:</b>

<b>Maintenance required:</b>	<b>Current level:</b>	<b>Location of serviced items:</b>	<b>Budgeted \$:</b>	<b>Source of funds:</b>
Infrastructure Maintenance: switches, routers, servers, access point management	Needed coverage for ineligible items and those items not covered when the correct discount rate is not reached.	Central Office, Technology Center, Schools, and Admin offices	\$40,000	EEF, GF

<b>Total amount budgeted for Non-Eligible Requirements: \$925,000</b>
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**APPENDIX F**  
**Tangipahoa Parish School System**  
**Critical E-Rate Components to Technology Plan**  
**E-Rate Technology Plan Component**  
**Funding Year 2007 – 2008 (Updated 12/2006)**

<b>Telecommunications Services and Internet Access</b>	<b>Goals and Strategies</b>	<b>Professional Development</b>	<b>Budget E-Rate (Our share 18%)</b>	<b>Assessment</b>	<b>Evaluation</b>
Local and Long Distance Telephone Service (380 lines)	All schools and administrative facilities will have access to adequate local and long distance telephone service. Services are used to facilitate and enhance communication between school staff, parents, students and other education stakeholders.	Staff has been and will continue to be trained in the use of existing services. They will have access to other services as needed and available to enhance service use.	Funds will come from the district maintenance, delegation, GF e-rate, and GF budgets with assistance from E-Rate. The district will pay all ineligible costs and the non-discount share. (Total pre-discount Cost: approx \$191,052.00)	District/School Staff will monitor at least annually the use and availability of services. Staff will recommend changes to enhance the productivity and effectiveness of these services.	Technology Coordinator will evaluate the need for increase or decrease of services by surveying superintendent, schools, and/or other staff periodically.
Internet Access (wired and wireless) and email services	All students, faculty, and staff in all schools and administrative facilities will have appropriate access to high-quality Internet based content and communication tools via a broadband connection to the district WAN and Internet provider.	Extensive professional development is being and will be provided to all teachers and staff, including Communication tools and classroom-level, job-embedded staff development and technology support in the classroom. This includes lesson modeling, planning for technology use, and classroom and technology management.	Funds will come from the district GF e-rate budget with assistance from E-Rate. The district will pay all ineligible costs and the non-discount share. (Total pre-discount Cost: approx \$127,397.22)	District and School Staff will monitor actual Internet bandwidth use.	Technology Coordinator will evaluate the need for increase or decrease services by reviewing student learning outcomes, bandwidth usage reports and surveying schools, and/or other staff annually.
Wide Area Network Services (1 gb, 100mb, 10 mb fiber)	All students, faculty, and staff in all schools and administrative facilities will have appropriate access to high-quality Internet based content and	Extensive professional development will be provided to all teachers and staff.	Funds will come from the district GF e-rate budget with assistance from E-Rate. The district will pay all ineligible costs and the non-discount share. (Total pre-discount	District and School Staff will monitor actual Internet bandwidth use.	The evaluation of the stability and of these circuits will be constantly monitored with

	communication tools via a high-speed connection to the district WAN and Internet provider.		Cost: approx \$313,722.00)		diagnostic and reporting tools. (See Entire Technology Plan for additional eval.)
Cellular Services (424 Lines)	All maintenance personnel will have access to cellular telephone service in order to increase student safety and to decrease response time for emergency and typical school maintenance issues. Bus drivers and principals are being considered for cellular service also.	Training is held each year for employees on an as needed basis. Training will continue as services are enhanced.	Funds will come from the district maintenance and GF budget with assistance from E-Rate. The district will pay all ineligible costs and the non-discount share. (Total pre-discount Cost: approx \$280,037.34)	District accounting department and staff will monitor usage to determine if amount of minutes need to be increased or decreased.	Technology Coordinator will evaluate the need for increase or decrease services by surveying schools and other staff annually.
High-Speed Networking Infrastructure Hardware and Hardware Maintenance	All schools, classrooms, and facilities will be provided with high-speed connections to the district WAN and the Internet.	See technology plan for professional development strategies to ensure student academic success.  Management and monitoring software will demonstrate stability and use of the network.	Funds will come from the district maintenance, GF e-rate, GF, and operations budgets with assistance from E-Rate. The district will pay all ineligible costs and the non-discount share. (Total pre-discount Cost: approx \$309,877.20) No e-rate hardware expansion planned for 2007-08. Next upgrades planned for 2008-09.	District and School Staff will monitor actual network bandwidth available.	The evaluation of the stability and of the network will be constantly monitored with diagnostic and reporting tools. (See Entire Technology Plan for additional eval.)