Union Parish School District
Technology Plan
2007 - 2014

Adopted on May 14, 2007

*See Addendum for Updates

Union Parish School District Technology Plan

SCHOOL BOARD and SUPERINTENDENT

Name	Title
Mike Holly	President, District # 3
Howard Allen	Vice President, District # 5
R. C. James, Jr.	District 1
Jimmy Hollis	District 2
Barbara Yarbrough	District 4
John Ellis	District 6
Casey Kennedy	District 7
Steve Johnson	District 8
Marcus Watley	District 9
Judy Mabry	Superintendent

Union Parish School District
Technology Plan

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OVERARCHING GOAL: A<small>LL</small> U<small>NION</small> P<small>ARISH</small> S<small>CHOOL</small> D<small>ISTRICT</small> 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.

Union Parish School District Technology Plan

INTRODUCTION/OVERVIEW

The Union Parish School District Technology Plan has been aligned to the Louisiana State Technology Plan which is based on 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 district's vision for educational technology. This plan is a guide for district and school level personnel in the implementation and support for the integration of technology into the academic experiences of all students.

The district technical team has been recognized locally and statewide as a leader in instructional technology. Though small with limited resources, the district has developed and maintained a very complex and high-speed network that involves sharing voice, data and video technologies. Union Parish was the first school district in the state to share teacher resources among schools using IP Based video conferencing. This has allowed the offering of courses required for TOPS to high schools within our district that do not have these teachers available. The district has been the recipient of technology funding from several sources, such as FIRSTTech Grant, Connected Tech Grant, Technology Improvement Grant (EETT & CBTF), Carl Perkins Vocational Grant, and Federal Ear-Marked Grant.

The schools and the district will continue to seek funds for sustaining the infrastructure, to place additional computers in all classrooms, to continue the evaluation of student achievement and to seek community input and support of ways to best prepare Union Parish students for the world of work. Each year, rigorous and challenging content standards will be addressed, a more complex student testing program tied to higher level standards will be explored, and an accountability system that holds students and school personnel responsible for meeting both challenging and rigorous standards will be implemented.

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:
1. Two of seven principals and the superintendent designee have completed LEAD Tech.
2. The district encourages principals and other administrators to participate in LEAD Tech.
3. The district supports new principals' participation in the LA Educational Leader Induction Program.
4. Central Office personnel disseminate technology funding opportunities to principals and teachers.
5. The district makes provisions for administrators to attend LaLeads and/or state leadership association conferences to provide updates and pertinent information.

Benchmarks, Target year 2014:
1. All administrators/principals and the superintendent will be LEAD Tech trained.
2. 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).
3. All current educational administrators/leaders will participate in leadership professional development offered by the Louisiana Department of Education.
4. All current educational administrators/leaders will be encouraged to use technology to effectively monitor and evaluate teachers.
5. All newly appointed educational administrators/leaders will participate in ongoing professional development designed to develop/strengthen leadership skills and provide support during the first years of service.
6. All educational administrators/leaders will routinely model appropriate use of technology resources to support administrative and instructional functions.
7. All educational administrators/leaders will use a variety of emerging technologies (i.e., e-mail, voice technologies, and school and district intranet) as primary sources of communication.
8. All educational administrators/leaders will include components of effective technology integration in the development of school improvement plans
9. All educational administrators/leaders will support, evaluate, coordinate, and modify their school technology plans and/or school improvement plan annually to ensure alignment with overall federal, state and district educational technology and accountability goals.
10. District and schools will use innovative restructuring and reallocation of existing budgets to purchase needed technology and provide access to high quality professional development opportunities.
11. Educational administrators/leaders and teachers will integrate educational technology into the state-mandated *Comprehensive Curriculum* or locally adopted curriculum.

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, TechTools for Administrators, Educational Leader Induction, and LA LEADS.
- Provide funding and technical support for leaders at all levels to participate in leadership conferences such as, but not limited to the state LaLeads Conference.
- Provide each teacher and administrator with an up-to-date computer, software and appropriate training to ensure its effective use.
- Conduct a technology needs assessment of each school and establish a plan for technology professional development for leaders/aspiring leaders.
- Provide for a plan to systematically update equipment which keeps pace with the changing world of technology.
- Include an indicator that monitors and evaluates not only the use of classroom technology but curriculum integration with technology on required observation, evaluation or walk-through district forms.
- Recommend use of technology-based applications for maintaining and reporting student grades, attendance records, scheduling, and other necessary record keeping.
- Move toward use of web-based lesson plans to communicate more effectively with parents and provide them with access to information relative to student learning and classroom activities.
- Recommend leaders at all levels model technology integration.
- Recommend authentic assessment of the technology proficiency of returning and newly hired personnel.
- Recommend school web pages include homework, weekly content focus of instruction, parent resources to help support curriculum, student products, and other appropriate information.
- Seek all possible alternative sources of funding through strategic partnering with other programs at the district/school level.

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
School Technology Survey	Annual	May
Proficiency Self-Assessment	Annual	May
District Technology Survey	Annual	June
School Improvement Plans as related to Educational Technology Leadership	Annual	Spring / Summer
Budget Reports	Annual	Fall & Spring
Grant Reports	Annual	Spring
ERATE Applications	Annual	Ongoing

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:
- Region 8 Education Service Center and Assistive Technology Center offer professional development opportunities.
- Federal competitive EETT grants fund the Region 8 Teaching, Learning and Technology Center that provides access to high quality technology professional development.
- Online K-12 database resources and accompanying professional development on using these resources are available.
- Assistive Technology Regional Centers provide educators with training and support for addressing increased accessibility for all students through technology.
- 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 Making Connections.
- Technology integration through content based courses including assistive technologies and developing and implementing technology-connected lessons are offered at local universities and are eligible for tuition reimbursement.
- Technology based professional development opportunities are provided at the district level by the technology department personnel.
- Online professional development opportunities are provided using the district's online learning community using open-source software called Moodle for the use of teachers and administrators.
- Each school site has a part-time technology coordinator who assists in the maintenance and use of technology in the classroom and labs.

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.
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 Union Parish.
5. All Union Parish School District 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.
8. All PK-12 teachers will receive instructional technology support on an on-going basis from a school/district technology facilitator so that there will be at least one part-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 professional trained in the delivery of Assistive Technology services and/or Communication Specialist.
10. All teachers will be trained in software that uses technology to perform administrative tasks efficiently. (i.e., digital records, such as electronic gradebooks, *IEP Maker*, attendance, planning)

Strategies:
- Allocate sufficient funds and resources for professional development and technology support personnel.
- Provide opportunities for all teachers to enhance their educational technology knowledge and skills by developing and providing access to professional development programs, funding stipends and substitutes, and providing travel assistance.
- Provide technical troubleshooting training for teachers.
- Utilize e-mail as the official source of communication.
- Encourage teachers to learn and use correct technology vocabulary.
- Recommend all teachers complete appropriate technology integration training(s) to become technology proficient by 2014.
- Provide teachers with access to appropriate software and hardware in order to integrate technology into daily instruction to facilitate and enhance student learning.
- Include components of effective technology integration in the development of lesson plans.
- Add a technology strand to teacher/administrator evaluations in line with *Louisiana Components of Effective Teaching* so that technology becomes a seamless part of daily classroom teaching and learning.
- Recommend grade-level and/or subject meetings include activities that address the integration of technology into the curriculum.
- Send regular email messages about sound educational websites, technology lesson plans and resources, and instructional tools.
- Provide access to various levels of technology lesson plans and instructional resources (beginner to advanced) within the school and district.
- Provide access to a Technology Integration Facilitator to assist faculty with job-embedded staff development opportunities and needs, classroom modeling, and development of technology integrated curriculum.
- Recommend a Technology Liaison serve as a member of the school improvement committee.
- Recommend and support participation in professional organizations (i.e., LACUE, NECC, ISTE, CoSN) by providing financial assistance to staff.
- Incorporate Universal Design for Learning strategies emphasizing accessible technology curriculum into professional development initiatives.
- Utilize state provided tools and evaluation instruments for determining teacher technology proficiencies.

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
District Technology Survey	Annual	May-June
Technology Proficiency Self-Assessment	Annual	May
School Technology Surveys	Annual	May
School Improvement Plans	Annual	Fall, Spring
Teacher Professional Development Portfolios	Ongoing	Ongoing
Certificates or sign in sheets showing participation in professional development opportunities	Ongoing	Ongoing
Classroom Observations	According to district approved schedule	August – May

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:

- The Louisiana Virtual High School (LVS) provides access to high quality teachers and courses for students and schools across the district.
- District students can now access courses required for the Louisiana TOPS Opportunity Scholarship Core Curriculum through the Louisiana Virtual High School, if the district/school does not offer the course.
- Online professional development courses are offered through the district, state agencies, schools and universities.
- The district maintains an online learning community using open-source software called Moodle for the use of students, teachers and administrators.
- The district provides IP-Based Video Conferencing Classes to schools that do not have certified teachers for courses required for the Louisiana TOPS Opportunity Scholarship Core Curriculum.

Benchmarks, Target Year, 2014:

1. LVS will be available to schools as an effective channel for equal access to educational programs.
2. The district will continue to offer IP-Based Video Conferencing Classes to schools that do not have certified teachers for courses required for the Louisiana TOPS Opportunity Scholarship Core Curriculum.
3. Continue to provide online opportunities for staff development to teachers and administrators.
4. Continue to maintain an online learning community for the use of students, teachers and administrators.

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.
- Collaborate with legislators, SBESE members, BOR members and other policymakers to identify and secure funds to support e-learning.
- Create e-learning opportunities that support goals and benchmarks provided by the state, district, and local levels.

- 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.
- Collaborate with district policymakers, legislators, and community members to secure annual funds to support e-learning.
- Offer incentives to teachers and administrators who complete e-learning classes and/or workshops.
- Provide all high school students with the opportunity to complete one online learning experience prior to graduation

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
Enrollment and course offerings numbers	Annual	Fall, Spring
Carnegie Units awarded for LVS course offerings	Annual	Fall, Spring
Certificates showing participation in e-learning professional development opportunities	Annual	Fall, Spring, Summer

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. Over 95% of Union Parish classrooms have internet access.
2. The district has a Technology Acceptable Use Policy that addresses online safety, Fair Use, intellectual property, and privacy issues, but does not address newer technologies or social networking issues.
3. District has recently increased bandwidth to all schools.
4. District is currently updating infrastructure at all school sites and district central office by replacing outdated and inadequate switches and servers.

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.
3. Appropriate assistive/adaptive technology will be available to address the unique requirements of persons with special needs.
4. At least eighty percent (80%) of all instructional spaces in PK-12 classrooms will exhibit a minimal ratio of 4:1 student-to-networked computer, one networked teacher computer, one networked printer, and a large screen display.
5. 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.
6. Every student, administrator, and teacher will receive high-quality technical support to manage and maintain computer networks and plan for future needs, so that there will be at least one (1) full-time technical support person for every 500 computers.
7. The district and schools will establish recurring funding for technology.
8. The district and schools will restructure budgets to reveal cost savings and will reallocate monies to maximize technology resources.
9. The district will continue to seek recurring funding sources to support the system and schools in implementing their technology plans and also encourage strategic system level convergence of funds
10. 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.

Strategies:
▪ Seek local funding such as property tax and sales tax.
▪ Participate in State Contract purchasing opportunities that support schools systems.
▪ Continue to support school system budgeted line items for technology bandwidth and infrastructure.

- Collaborate with other local and state educational entities for purchasing power by establishing a clearinghouse for local bids that can be accessed by schools and systems.
- Participate in e-rate to maximize the funds available for technology.
- Seek federal, state and corporate grant funding for technology where available.
- Encourage tracking of bandwidth utilization for district and school network environments.
- Continue to expand the computer education courses of study for students.
- Use data from both administrative and instructional systems to understand relationship between decisions, allocation of resources, and student achievement.
- Review and update Technology Acceptable Use Policy to assure addressing of online safety, Fair Use, intellectual property, privacy issues, social networking issues, Internet Filtering and CIPA requirements.

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
Report tracking bandwidth utilization of schools	Annual	Late Spring
School and System Technology Survey Report Data	Annual	Spring, Summer
System and School Technology Plan updates	Annual	Spring
Technology Proficiency Self-Assessment	Semi-annual	Fall, Spring
Appropriate state and system reports (i.e., NCLB consolidated monitoring reports)	Annual	Late Spring
Review and update Technology Acceptable Use Policy	Annual	Spring, Summer
Classroom observations and evaluations by principals and supervisors	As designated by district	As conducted

APPENDIX A
Union Parish School District
NEEDS ASSESSMENT SUMMARY

System's Strengths	System's Weaknesses
• Available bandwidth is adequate • After current upgrade of switches and servers (using Erate funds) will improve infrastructure • District provides jPAMS grade book program for all schools • District Level Technical support is good, but not adequate due to limited staff.	• According to the state provided online proficiency self-survey, only 4.93% of 8th Graders, 17.44% of Teachers and 16.67% of Administrators were shown to be proficient in the use of technology • Some schools have only a business lab. There is no technology lab available for primary or secondary students' use. • District Level Technical support is good, but not adequate due to limited staff. • Current level of funding limits purchasing enough equipment to set up model classrooms (4 student computers + 1 teacher's computer, networked printer, interactive whiteboard, CPS Unit, large screen display {projector} for each classroom)

APPENDIX B
Union Parish School District
System Review Assurance

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

WE HEREBY ACKNOWLEDGE THIS ____14TH__ DAY OF __MAY_, 200_7_, THAT WE HAVE REVIEWED AND

APPROVED THE SYSTEM TECHNOLOGY PLAN

FOR _UNION_ PARISH.

_____
SUPERINTENDENT

_____
SCHOOL BOARD PRESIDENT

APPENDIX C
Union Parish School District
School Review Assurance

By signing this form, you confirm that you were issued a copy of the Union Parish School District Technology Plan, 2007-2014.

WE HEREBY ACKNOWLEDGE THIS 16TH DAY OF MAY, 2007, THAT WE HAVE REVIEWED AND ARE FAMILIAR WITH THE TECHNOLOGY PLAN FOR THE UNION PARISH SCHOOL DISTRICT. WE UNDERSTAND THAT OUR SCHOOL IMPROVEMENT PLANS WILL REFLECT THE DISTRICT STRATEGIES IDENTIFIED AND WILL DIRECT SCHOOL RESOURCES AND EFFORTS TOWARD ACHIEVEMENT OF THE DISTRICT GOAL AND ACTION STEPS.

_____
SUPERINTENDENT

Principal Name	Signature	School Name
ANITA KELLEY		BERNICE HIGH SCHOOL
CURTIS WILLIAMS		DOWNSVILLE HIGH SCHOOL
CAROL SMITH		FARMERVILLE ELEMENTARY
JOHNNY MANCE		FARMERVILLE HIGH SCHOOL
ANDY ALLRED		FARMERVILLE JUNIOR HIGH
NIKI CRANFORD		MARION HIGH SCHOOL
DAVID GRAY		SPEARSVILLE HIGH SCHOOL

APPENDIX D
Union Parish School District
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: 2/6/07; 3/13/07; 4/17/07; 5/4/07

NAME	OCCUPATION
Charlotte Bowen	District Technology Coordinator
Mike Tynes	Network Administrator
Rodney McPherson	Connected Tech Facilitator
Patsy Terral	Secondary Supervisor
Rhonda Davis	Special Education Supervisor
Val Hicks	Elementary Supervisor
Bridgette Fulton	Librarian
Carol Smith	Principal
Glenda Reynolds	Accountability Supervisor
Amanda Tull	Reg. 8 Assistive Tech Center Director
Bob Buckley	Sherriff
Michelle Taylor	Technology Coordinator
Tommy Bennett	Parent
Claudia Payne	Student
Shelia Watley	Teacher
Sharon Stewart	Federal Programs Supervisor
Teresa Dunn	Secretary
Ann Dunn	Adult Ed Coordinator

APPENDIX E
Union Parish School District

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: Union Parish School District	**FUNDING YEAR: 2007-2008**
Prepared by: Charlotte Bowen	Date: 03/29/2007

Specific E-Rate Service(s) Requested:
POTS, Long Distance Service, WAN, Internet Access
E2T2 Goal(s) which are addressed by the service (either reference to a location within the plan or a brief narrative description): Improving communications access and improving students' access, administrator, teacher and student proficiency throughout the district. Each goal indicated in the plan is either directly or indirectly impacts the ability of the schools and district to meet EETT goals.
Evaluation Activity for the service (either reference to a location within the plan or a brief narrative description):
Technology Proficiency Self-Assessment Survey for administrators, teachers, and students

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:**
Phone Service $70,488.00	$57,800.16	$12,687.84	$137,563.00 (phone bills are paid in full each month, reimbursements are requested every 6 months)
WAN $56,184.00	$46,070.88	$10,113.12	
Internet Access $94,999.92	$77,899.93	$17,099.99	$25,000.00

NON-ELIGIBLE REQUIREMENTS TO MEET GOALS

Hardware and Software required:	**Current level:**	**New required:**	**Budgeted $:**	**Source of funds:**
Hardware and software replaced or updated as needed		As needed	$35,000	General Funds-Technology Allotment and Repairs and Maintenance

Professional development required:	**Current level:**	**New required:**	**Budgeted $:**	**Source of funds:**
Technology Integration and basic skills for administrators, teachers, and students	% Proficient Administrators – 16.67% Teachers – 17.44% 8th Grade Students – 4.93%	Continue and add to current programs	$70,000	Connected Tech Grant – Rodney McPherson (100%) General funds – Charlotte Bowen and Mike Tynes

Maintenance required:	**Current level:**	**Location of serviced items:**	**Budgeted $:**	**Source of funds:**
Basic Upkeep and Improvements as needed		Central Office and all school sites	$80,000	General Funds, Special Education, School Food Service – Charlotte Bowen and Mike Tynes

Total amount budgeted for Non-Eligible Requirements: $185,000

APPENDIX F
Union Parish School District
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:

1. The plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services;
2. 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;
3. 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;
4. 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
5. 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.

E-Rate Technology Plan Component
Union Parish School District
Funding Year <u>2007</u> - <u>2008</u>
Updated: <u>03/29/07</u>

Telecommunications Services and Internet Access	Goals and Strategies	Professional Development	Budget E-Rate (Our share 18%)	Assessment	Evaluation
Local and Long distance Telephone Service	Services are used to facilitate and enhance communication between school staff, parents, students and other education stakeholders.	Faculty and staff has been and will continue to be trained in the use of existing services. They will have access to other services as needed to enhance service use.	Revenues will come from the district annual operating budgets and assistance from E-Rate. The district will pay all ineligible costs and the non-discount share.	District/School Staff will monitor annually, at minimum, actual use, recommend changes to enhance the productivity and effectiveness of these services.	Technology Coordinator will evaluate the need for increase or decrease by surveying superintendents, clerical and/or other staff annually.

Telecommunications Services and Internet Access	Goals and Strategies	Professional Development	Budget E-Rate (Our share 18%)	Assessment	Evaluation
Wireless Internet connection	See technology plan for student achievement goals and strategies. Service will be used to provide adequate bandwidth to the Internet	See technology plan for professional development strategies to ensure student academic success. Technology department will train necessary staff to conduct speed test and use of monitoring software.	Revenues will come from the district annual operating budget and assistance from E-Rate. The district will pay all ineligible costs and the non-discount share.	Staff and provider will monitor annually and report to the school's technology committee actual use, recommend changes to enhance the productivity and effectiveness of these services.	The evaluation of the effectiveness of Internet Access and circuits will be measured in multiple ways including proficiency of staff and students, measurable learning outcomes as measured by application software programs. (See Entire Technology Plan for additional measurement)

2012 Addendum for Union Parish School Board Technology Plan

Action Steps 1: Strengthen Leadership

Benchmarks, Target year 2014:
12. All administrators/principals and the superintendent will be LEAD Tech trained.

Due to LEAD Tech no longer being available, the district will provide Technology training for principals as needed and/or requested and will encourage all district administrators to participate in professional development opportunities made available through local universities, Assistive Technology Centers, state department and other school districts.

Action Step 2: Improve Teacher Training

Current Status:
- Region 8 Education Service Center and Assistive Technology Center offer professional development opportunities.

The Region 8 Education Service Center no longer exists. Professional Development opportunities are made available through other entities such as local universities, Assistive Technology Centers, state department and other school districts.

Benchmarks, target year 2014:
11. 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.

The Regional TLTCs no longer exist. Professional Development opportunities are made available through other entities such as local universities, Assistive Technology Centers, state department and other school districts.