LEON COUNTY SCHOOL BOARD
DIGITAL CLASSROOM PLAN

The intent of the District Digital Classroom Plan (DCP) is to provide a perspective on what the district considers being vital and critically important in relation digital learning implementation, the improvement of student performance outcomes, and how this progress will be measured. The plan shall meet the unique needs of students, schools and personnel in the district as required by s.1011.62(12)(b), F.S.

Part I.   DIGITAL CLASSROOMS PLAN - OVERVIEW

1.1   District Mission and Vision statements –

The mission of Leon County Schools is to prepare students to become responsible, respectful, independent learners equipped with the critical thinking skills necessary to compete in our global society.

Leon County Schools will be an engaging, safe and respectful learning environment that embraces change and produces successful learners who value diversity and are conscientious contributors to our society.

1.2   District Profile –

Leon County Schools (LCS) is comprised of 50 schools: 24 elementary, 8 middle, 6 high, 5 charter and 7 special sites/programs. Of the 50 schools 20 are title I schools based on a high percentage of students qualifying for the federal Free and Reduced Lunch program. Leon County is the home to the state capital, two major universities, and a K-12 population of over 33,000 students. Stretching along the Florida Panhandle, Leon County covers an area of 665 square miles and a population of over 275,000.
Leon County Schools is a minority-majority district.

- *48% of students are white*
- *41% of students are black*
- *5% of students are Hispanic*
- *3% of students are Asian*
- *3% of students are multiracial*

Our current bandwidth meets the demands being generated by the schools. The district has the capacity to expand bandwidth as needed. The community just renewed a ½ penny sales tax to continue supporting the implementation of technology within LCS.

The district has developed several programs to provide the best education for all of our students. The following programs serve special populations of our students:
   a) *Alternative Education Programs (K-12)*
   b) *English for Speakers of Other Languages (ESOL)/Limited English Proficiency (LEP)*
   c) *Exceptional Student Education (ESE)*
   d) *Florida Diagnostic Learning Resources System (FDLRS)*
   e) *Pre-kindergarten Early Intervention*

1.3   District Team Profile -

Title/Role	Name:	Email/Phone:
Information Technology	Bill Nimmons	NimmonsW@LeonSchools.net 850-487-7372
Curriculum	Stuart Greenberg	GreenbergS@LeonSchools.net 850-339-8619
Instructional	Shane Syfrett	SyfrettS@LeonSchools.net 850-487-7837
Finance	Merrill Wimberley	WimberleyM@LeonSchools.net 850-487-7142
District Leadership	Scotty Crowe	CroweS2@LeonSchools.net 850-487-7219
School Improvement/ESOL	Michelle Gayle	GayleM@LeonSchools.net 850-487-7855
Instructional Technology	Justin Williamson	WilliamsonJ@LeonSchools.net 850-414-5610
Virtual Education	Jessica Lowe	LoweJ@LeonSchools.net 850-487-7872
Charter School Liaison	Bev Owens	OwensB@LeonSchools.net 850-487-7525
ESE/Gifted Services	Alan Cox	CoxA@LeonSchools.net 850-487-7184
Testing and Assessments	Gillian Gregory	GregoryG@LeonSchools.net 850-488-1325
Grants Coordinator	Amy Bradbury	BradburyA@LeonSchools.net 850-487-7811

1.4   Planning Process-

District Team
The district team assigned to complete the District Digital Classroom Plan developed the plan based upon the Leon County School Board approved 2012-2017 Technology Plan (Attachment 1). The components of the plan presented are comprised of sections from the Technology Plan and modified to address the additional detail required within the Digital Classroom Plan template as provided by FLDOE. Charter Schools were allowed to develop their own plans or align with LCS' approved plan. The Technology Plan provides detail on the following:

1) ***IT Governance Committee structure***
   Our IT Governance Committee structure (Appendix 1) is structured so that we gather input from all stakeholders (district and school administrators, teachers, union reps, and members of the community/business/industry experts) on our technology initiatives and technology plan development process. These committees provide strategic input, advice, assistance and recommendations in the procurement and implementation of technology.

2) ***Basic Technology Standards and the 21st Century Classroom***
   a. *We solicit input on our standards from all constituents in the development of our technology needs. These standards have been developed and refined over time and are continually involving as significant changes in technology dictate.*
   b. *We've defined the basic technology standards (Appendix 2) for every school that identifies the technology that is required by each school. This standard defines specific technology each school should possess based upon the size and type of school (high, middle, elementary, other). This standard covers, for example, the specific number of staff, teacher, student and lab workstations; the number and types of printers, bandwidth, and productivity software.*
   c. *In addition, we developed our concept of the modern 21st Century Classroom (Appendix 3) and define the standard we wish to achieve for each and every classroom in Leon County Schools. This standard includes a projection device, interactive whiteboard, interactive response system, mobile textbook device for each student, document camera, audio amplification, and printer.*

3) ***Instructional Technology Rationale.*** *To accomplish LCS technology vision and mission statements, the LCS Technology Plan addresses the following factors required for successful implementation:*
   a. *Equal Access for the Learning Community*
   b. *Development of Lifelong Learners*
   c. *Integration of Technology in the Classroom*
   d. *Build a Culture of Continuous Learning for Staff*
   e. *LCS will develop District technology standards for all students. These address five areas for all students in grades K-12:*
   f. *Integrate technology in all areas of the curriculum, ESOL, and Special Needs*

1.5   Multi-Tiered System of Supports (MTSS)-

LCS has existing instructional technology resources in place to track and monitor individual student achievement as it relates to the MTSS/RtI requirements.   Progress monitoring software include A3, AIMSWeb, Pearson SuccessMaker, Achieve3000 and Longleaf. LCS utilizes DataDirector for progress monitoring and formative assessments throughout the school year. LCS also accesses digital content for core curriculum programs, ie GoMath, Wonders. Student behavior and disciplinary actions are tracked and monitored utilizing EducatorsHandbook. Parent portal provides attendance, academic performance and school information for students to parents.   These systems provide crucial data for district and school level data chats in order to make informed decisions relating to MTSS.

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Need Analysis:

Districts should identify current district needs based on student performance outcomes and other key measurable data elements for digital learning.

   A) Student Performance Outcomes
   B) Digital Learning and Technology Infrastructure
   C) Professional Development
   D) Digital Tools
   E) Online Assessments

■ **Highest Student Achievement**

Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved *(year)*
1.	ELA Student Achievement	62%	65%	2015
2.	Math Student Achievement	66%	70%	2015
3.	Science Student Achievement	63%	65%	2015
4.	ELA Learning Gains	69%	70%	2015
5.	Math Learning Gains	71%	72%	2015
6.	ELA Learning Gains of the Low 25%	63%	64%	2015
7.	Math Learning Gains of the Low 25%	61%	62%	2015
8.	Overall, 4-year Graduation Rate	76%	76%	2015
9.	Acceleration Success Rate	57%	57%	2015

■ **Quality Efficient Services**

Infrastructure Needs Analysis (Required)	Baseline	Target	Date for Target to be Achieved *(year)*
1. Student to Computer Device Ratio	2:1	1:1	2020
2. Count of student instructional desktop computers meeting specifications	10,342	10,500	2015
3. Count of student instructional mobile computers (laptops) meeting specifications	2,711	2,800	2015
4. Count of student web-thin client computers meeting specifications	0	0	N/A
5. Count of student large screen tablets meeting specifications	1,077	1,100	2015
6. Percent of schools meeting recommended bandwidth standard	0%	100%	2020
7. Percent of wireless classrooms (802.11n or higher)	41%	100%	2020
Infrastructure Needs Analysis (District Provided)	**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
8. Interactive white board or interactive projectors	1,515	1,700	2015

■ **Skilled Workforce and Economic Development**

Professional Development Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved *(year)*
1.	Average Teacher technology integration via the TIM	Entry – 75% Adoption – 15% Adaptation – 7% Infusion – 2% Transformation - 1%	Entry – 25% Adoption – 50% Adaptation – 17% Infusion – 5% Transformation - 3%	2015
2.	Average Teacher technology integration via the TIM (Elementary Schools)	Entry – 70% Adoption – 19% Adaptation – 8% Infusion – 2% Transformation - 1%	Entry – 25% Adoption – 50% Adaptation – 17% Infusion – 5% Transformation - 3%	2015
3.	Average Teacher technology integration via the TIM (Middle Schools)	Entry – 72% Adoption – 17% Adaptation – 8% Infusion – 2% Transformation - 1%	Entry – 25% Adoption – 50% Adaptation – 17% Infusion – 5% Transformation - 3%	2015
4.	Average Teacher technology integration via the TIM (High Schools)	Entry – 80% Adoption – 13% Adaptation – 5% Infusion – 2% Transformation - 0%	Entry – 25% Adoption – 50% Adaptation – 17% Infusion – 5% Transformation - 3%	2015
5.	Average Teacher technology integration via the TIM (Combination Schools)	Entry – 70% Adoption – 19% Adaptation – 8% Infusion – 2% Transformation - 1%	Entry – 25% Adoption – 50% Adaptation – 17% Infusion – 5% Transformation - 3%	2015

■ **Seamless Articulation and Maximum Access**

Digital Tools Needs Analysis (Required)	*Baseline*	*Target*	*Date for Target to be Achieved (year)*
1.	*Implementation status a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.*	*Partially Implemented*	*Will work to implement and employ*	*2018*
2.	*Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.*	*Fully Implemented*	*Will continue to support and employ in classrooms*	*Completed*
3.	*Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.*	*Partially Implemented*	*Will work to implement and employ*	*2015*
4.	*Implementation status of a system that includes district staff information combined with the ability to create and manage professional development offerings and plans.*	*Partially Implemented*	*Will work to implement and employ*	*2015*
5.	*Implementation status of a system that includes comprehensive student information that is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.*	*Partially Implemented*	*Will work to implement and employ*	*2018*
6.	*Implementation status of a system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.*	*Partially Implemented*	*Will work to implement and employ*	*2018*
7.	*Implementation status of a system that houses documents, videos, and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.*	*Fully Implemented*	*Will continue to support and employ in classrooms*	*Completed*

8.	*Implementation status of a system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents, and district administrators to use data to inform instruction and operational practices.*	*Partially Implemented*	*Will work to implement and employ*	*2018*
9.	*Implementation status of a system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.*	*Partially Implemented*	*Will work to implement and employ*	*2018*

■ **Quality Efficient Services**

Online Assessments Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved *(year)*
1.	Computer-Based Assessment Certification Tool completion rate for schools in the district (Spring 2014)	100%	100%	N/A
2.	Computers/devices required for assessments (based on schedule constraints)	5,000	10,000	2018

STEP 2 – Goal Setting:

Learning Goals:
   A. Implement learning resources that exploit the flexibility and power of technology to reach all learners anytime and anywhere.
   B. Integrate technology with the potential to inspire and enable all learners to excel in Science, Technology, Engineering and Math (STEM)

Assessment Goals:
   C. Design, develop and implement assessments that give timely and actionable feedback about student learning to improve achievement and improve instructional practices
   D.   Build the capacity of educators and schools to use technology to improve assessment materials and processes for both formative and summative assessments.

Teaching Goals
   E. Expand opportunities for educators to have access to technology-based content, resources, and tools where and when they need them.
   F.   Leverage technology platforms to create communities of practice that provide personal learning opportunities for educators within and across schools and professional organizations.

STEP 3 – Strategy Setting:

Goal Addressed	Strategy	Measurement	Timeline
Implement learning resources that exploit the flexibility and power of technology to reach all learners anytime and anywhere.	Provide professional learning opportunities for core subject teachers	Assess skills necessary for implementing digital learning into the curriculum (Survey)	June 2015
Integrate technology with the potential to inspire and enable all learners to excel in Science, Technology, Engineering and Math (STEM)	Complete curriculum mapping (K-5) integrating STEM inquiry-based instruction	Proficiency in 5th Grade FCAT Science	April 2015
Design, develop and implement assessments that give timely and actionable feedback about student learning to improve achievement and improve instructional practices	Acquire progress monitoring assessments reflecting the FSA item specs.	Item/Test bank including items that address the increased rigor of FSA	June 2015
Build the capacity of educators and schools to use technology to improve assessment materials and processes for both formative and summative assessments.	Provide professional learning related to existing resources aligned with the new Florida Standards and assessment of standards.	Agendas, attendance, teacher evaluations	June 2015
Expand opportunities for educators to have access to technology-based content, resources, and tools where and when they need them.	Develop web-based instructional resources to enhance instruction.	Core content courses developed for blended learning	June 2015
Leverage technology platforms to create communities of practice that provide personal learning opportunities for educators within and across schools and professional organizations.	Develop shared digital instructional material repository	Established grade level pages (starting elementary)	June 2015

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

Student Performance Outcomes		Baseline	Target
1.	5th grade science	60%	63%
2.	ELA Student Achievement	62%	65%
3.	Math Student Achievement	66%	70%

B) Digital Learning and Technology Infrastructure

Brief description of other activities	Other funding source
Increase the ratio of computer to student devices, including desktop computers, laptops, tablets, and other mobile devices.	*Capital outlay, local referendum funds (half cent sales tax), and district funds*
Increase the bandwidth of both internal and external connections	*Capital outlay, local referendum funds (half cent sales tax), E-Rate, and district funds*

Evaluation and Success Criteria for B) Digital Learning and Technology Infrastructure:

Not applicable: Technology infrastructure allocations are not requested from the DCP.

C) Professional Development

Professional Development Implementation

	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
C.1.	Up to 150 School-based tech leaders participate in LIIS 3-day training (core digital curriculum, progress monitoring and assessments, one-to-one initiative, TrueNorth Logic, School Wires)	May 2015	$65,000	Leon	1-3, communicate curriculum expectation and student performance/ motivation
C.2.	Up to 600 teacher participate in LIIS 3-day training (School Wires, core digital curriculum, progress monitoring and assessments, one-to-one initiative, TrueNorth Logic)	June 2015	$339,161	Leon	1-3, communicate curriculum expectation and student performance/ motivation
C.3.	Digital Curriculum integration/LIIS content development, Grade 4-11 Reading & Math	June 2015	$95,086	Leon	1-3, increased rigor, alignment with standards/non-fiction informational text
C.4.	Charter school approved plans	June 2015	$20,298	Leon	N/A

Evaluation and Success Criteria for C) Professional Development:

Professional Development Evaluation and Success Criteria

Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria

C.1.	• Existing processes for documenting trainings occurrence
	• Instructional Technology Curriculum Developer to ensure school-based trainings occurred
	• Review of teacher evaluation to show increased use of technology school wide
	• Completion of training module for LIIS training
		• Established scalable training module (train-the-trainer)
		• Teachers meeting TIM Goals:
		    Entry – 25%
		    Adoption – 50%
		    Adaptation – 17%
		    Infusion – 5%
		    Transformation - 3%

C.2.	• Existing processes for documenting trainings occurrence. • Review of classroom walkthrough data demonstrating increased individual use of technology for daily instructional practices.	Teachers meeting TIM Goals: Entry – 25% Adoption – 50% Adaptation – 17% Infusion – 5% Transformation - 3%

C.3.	• Personnel/payroll records • Project tasks/timeline completion checklist	Support TIM Goals by accomplishing at least 3 Core content courses developed for blended learning; Grades 3-5 content repository completed
C.4.	• Existing processes for monitoring charter school project completion and expenditures	Sufficient completion reports and expenditure of funds.

D) Digital Tools

Brief description of other activities	Other funding source
LCS will continue with the implementation of Educator, our LIIS to meet district, state, and federal guidelines. The requirements and target dates have been defined in Part 2 Section D: Digital Tools.	*Capital outlay, local referendum funds (half cent sales tax), and district funds*

Evaluation and Success Criteria for D) Digital Tools:

Not applicable: Digital tools allocations are not requested from the DCP.

E) Online Assessments

Brief description of other activities	Other funding source
Increase the ratio of computer to student devices, including desktop computers, laptops, and other mobile devices to be used during testing.	*Capital outlay, local referendum funds (half cent sales tax), and district funds*
Increase the bandwidth of both internal and external connections used during testing.	*Capital outlay, local referendum funds (half cent sales tax), E-Rate, and district funds*

Evaluation and Success Criteria for E) Online Assessments:

Not applicable: Online assessment allocations are not requested from the DCP.

LEON COUNTY SCHOOLS

An **A+** District

Technology Plan 2012 – 2017

Board Approved

Contents

Appendices:

1. IT Governance Structure
2. Basic Level Technology Standards
3. 21st Century Classroom
4. Standard/Supported District Hardware/Software

1   Mission and Vision

1.1 Promoting the effective use of telecommunications and information technology to implement the Sunshine State Standards and improve the performance of all students.

1) **Mission:** Leon County Schools (LCS) mission is to prepare students to become responsible, respectful, independent learners equipped with critical thinking skills to compete in the global economy. We must provide a technology-rich learning environment to ensure that:
   a) We provide students with challenging, robust, and continuously available instruction that supports high academic achievement of our students.
   b) Each teacher has access to information and resources that provide enhanced instruction aligned with district standards and honoring individual learning styles.
   c) Each employee has access to quality data for making informed decision and efficient/effective use of district resources.
   d) Each parent has the information/resources to actively participate in their child's education and learning.

2) **Vision:** Our vision is to provide an empowering, safe, and respectful learning environment that embraces change and produces successful learners who value diversity and are conscientious contributors to our global society. For this vision to be a reality, we must:
   a) Graduate students with the knowledge, skills and attitudes necessary to compete at the global level by providing a competitive 21st Century learning environment that provides engaging and differentiated/ individualized instruction tailored to all students.
   b) Integrate technology into the curriculum for students, teachers and parents to extend the learning environment beyond the regular school day to support learning as an on-going process. Technology will support virtual learning and traditional classroom instruction to form a blended environment that will prepare students to be competitive as they enter the workplace or continue their education.

3) **Goals:** In order to provide the technology enhanced environment of our vision we've set the following goals:
   a) Creation of a 21st Century Learning Environment that includes the following:

b) A continuously connected environment for teachers, students, and staff by providing campus/department-wide wireless connectivity for all.

c) A 21st Century Classroom standard that provides relevant and proven technologies that enhance classroom learning through such items as interactive whiteboards, projection capability for teacher/student content, audio amplification, and document cameras as examples.

d) Student Mobile Learning Platform that will be used for electronic text books, internet-based applications/content, collaborative learning, electronic submission of assignments/homework, interactive assessments for immediate feedback to teachers on lesson effectiveness/data for assessment analysis that support individualized instruction.

e) Implementation of a Local Instructional Improvement System (LIIS) as mandated by Race to the Top (RTTT) that supports individualized learning, assessments, common learning standards, etc.

f) Implementation of an IT and Data governance model to ensure alignment of IT with instructional and business goals and to ensure data integrity for all systems.

2   General Introduction/Background

2.1   District Profile. Provide relevant social, economic, geographic and demographic factors influencing the District's implementation of technology.

1) Leon County is the home to the state capital, two major universities, and a K-12 population of over 33,000 students. Tallahassee shares a deep-rooted history and culture with unparalleled nature and outdoor recreation. Stretching along the Florida Panhandle, Leon County covers an area of 665 square miles and a population of over 275,000.

2) The district has developed several programs to provide the best education for all of our students. The following programs serve special populations of our students:

a) Alternative Education Programs (K-12)

b) English for Speakers of Other Languages

c) (ESOL)/Limited English Proficiency (LEP)

d) Exceptional Student Education (ESE)

e) Florida Diagnostic Learning Resources System (FDLRS)

f) Pre-kindergarten Early Intervention

Leon County Population

Race Demographics of Students

Multiracial 3%

Hawaiian/ Pacific Islander 0%

Asian 3%

Black 41%

White 48%

Indian/Alaskan 0%

Hispanic 5%
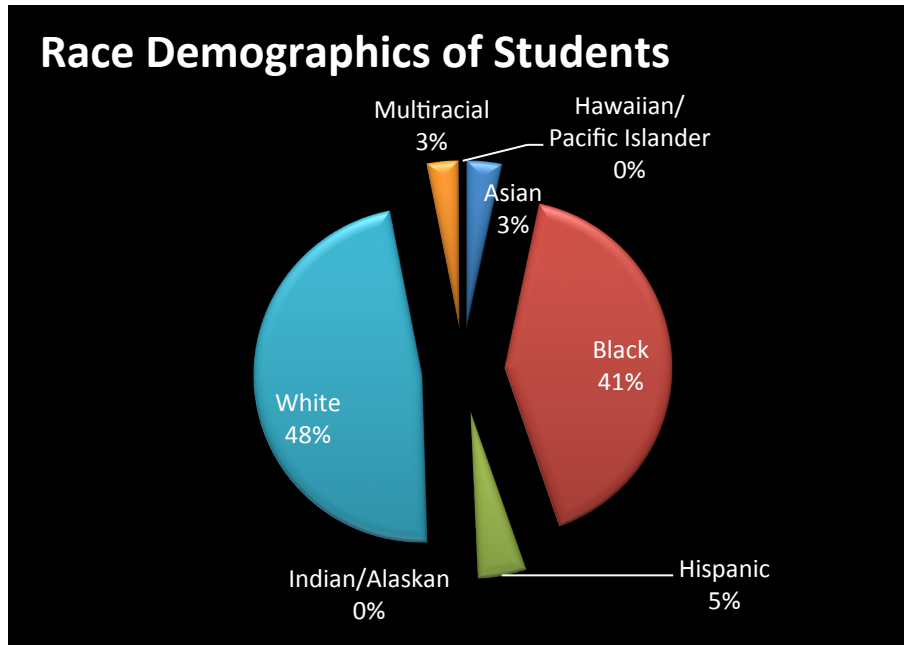
2.2 Planning Process. Provide a description of the technology plan development process to include but not be limited to: development of partnerships with community, business and industry; and integration of technology in all areas of the curriculum, ESOL and Special Needs including students with disabilities.

1) **IT Governance Committee structure**
   a. Our IT Governance Committee structure (Appendix 1) is structured so that we gather input from all stake holders (district and school administrators, teachers, union reps, and members of the community/business/industry experts) on our technology initiatives and technology plan development process. These committees provide strategic input, advice, assistance and recommendations in the procurement and implementation of technology.

2) **Basic Technology Standards and the 21st Century Classroom**
   a. We solicit input on our standards from all constituents in the development of our technology needs. These standards have been developed and refined over time and are continually involving as significant changes in technology dictate.
   b. We've defined the basic technology standards (Appendix 2) for every school that identifies the technology that is required by each school. This standard defines specific technology each school should possess based upon the size and type of school (high,

middle, elementary, other). This standard covers, for example, the specific number of staff, teacher, student and lab workstations; the number and types of printers, bandwidth, and productivity software.

    c.   In addition, we developed our concept of the modern 21st Century Classroom (Appendix 3) and defines the standard we wish to achieve for each and every classroom in Leon County Schools. This standard includes a projection device, interactive whiteboard, interactive response system, mobile textbook device for each student, document camera, audio amplification, and printer.

3) **Instructional Technology Rationale.** To accomplish LCS technology vision and mission statements, the plan addresses the following factors required for successful implementation:

    a.   Equal Access for the Learning Community
        i.   Establish the basic technological infrastructure at all sites.
        ii.   Assure that all students, staff and sites will be provided with and have equal access to minimum standards of hardware and software for instruction and school management.
        iii.   Provide district-wide telecommunications capabilities to enables 24-7 access to school learning resources, classroom lessons and assignments, school information and electronic messages for students, parents, staff and community members.
        iv.   Provide the learning community with greater opportunity for interaction, collaboration and information exchange that will result in schools becoming vital meeting places for a host of community services.
        v.   Promote equitable access to sound learning technology tools and resources as a community investment and encourage an active partnership among schools, businesses, home and the community.

    b.   Development of Lifelong Learners
        i.   Assure skillful use of technology to support the development of lifelong learning skills by students such as information search, flexibility, adaptability, critical thinking, problem solving, and collaboration, which are essential to success in our rapidly changing society.

    c.   Integration of Technology in the Classroom
        i.   Expand the number and utility of classroom technology tools for teaching and learning.
        ii.   Provide for the integration of multiple electronic and traditional resources for existing and emerging curriculum.
        iii.   Enable the learning community to communicate more effectively, access and process information, and work productively.

iv. Link classrooms with educational resources within the building, the community and worldwide.

v. Create a collaborative environment and tools for project oriented activities.

vi. Increase the productivity of students and teachers as they work toward attaining learning outcomes and improving performance, whatever the measure.

vii. Encourage the use of multimedia tools that support students as active and experiential learners.

viii. Enable learning to involve partnerships within schools, among schools, and with other organizations and groups.

d. Build a Culture of Continuous Learning for Staff

i. Enhance school and district-based technology planning and learning.

ii. Develop online learning opportunities for students and staff.

iii. Integrate new curriculum/standards (math, writing, science, etc.) with technology applications.

iv. Facilitate access to collegial support and best practice information from a wide variety of resources.

v. Expand the variety of teaching tools to differentiate instruction and support diverse learners.

vi. Support effective and efficient management of student assessment and portfolio data.

vii. Increase the expansion of instructional strategies to include inter-disciplinary, collaborative, and active learning options.

viii. Enable curriculum, instruction and assessment to be developed, aligned with each other, and integrated at the instructional level to help teachers and administrators more effectively address student learning and performance needs.

ix. Provide a system that encourages students, parents and teachers work together to support meeting educational outcomes for students.

x. Provide for formative and summative evaluation of new teaching strategies, technologies, and instructional resources.

xi. Investigate emerging possibilities for electronic learning resources such as ebooks, laptops and tablets for teachers and students.

e. LCS will develop District technology standards for all students. These address five areas for all students in grades K-12:

i. Basic technology operations and concepts

ii. Responsible and ethical use of technology

iii. Effective and creative communication

      iv.   Thinking, learning, and producing significant learning outcomes
      v.   Research, problem-solving, and decision-making using technology
   f.   Integrate technology in all areas of the curriculum, ESOL, and Special Needs
      i.   LCS believes that all students in all areas of the curriculum, including English for Speakers of Other Languages (ESOL), Exceptional Student Education (ESE), and other students with special needs to achieve world-class standards of performance. A goal is that all learners will have engaging and empowering learning experiences both in and out of school that prepare them to be active, creative, knowledgeable, and ethical participants in our globally connected society, targets the curricular and learning needs of all learners including students with special learning needs incorporating Universal Design.
      ii.   Teacher leaders under the direction of the curriculum specialists identify the digital resources appropriate for the inclusion and integration into the daily teaching and learning process.

2.3 Collaboration with existing adult literacy service providers to maximize the use of available technologies, training facilities, and projected related resources

1) Leon County Schools Adult & Community Education (ACE) provides adult literacy to our users. The facility and classrooms are built to our technology standards.

3 Needs Assessment/Goals

3.1 A description of the information-based processes used for determining district instructional and administrative telecommunications and technology needs.

1) Technology needs, goals and objectives are determined based on information from the following sources:
   a.   The IT Governance Committee
   b.   The results of the Florida Innovates Survey
   c.   The status and condition of each schools technology infrastructure
   d.   Equipment comparisons to the basic level technology standards and our 21st Century Classroom model.

3.2 Identification of telecommunications services and technology infrastructure, equipment (hardware), assistive technology, programming (educational materials, software, media, etc.), replacement, training and support needs.

1) Identification of technology needs is continuous effort that we address on a regular basis.
   a.   We access each school compliance with the basic technology standard set for the District to ensure all schools meet this basic standard.

b. We also assess each classroom against our 21st Century Classroom model to determine a school's status in relationship to this model.

c. We review network and bandwidth needs regularly adjusting these needs as implementation of new systems impact our network infrastructure.

d. We review technology purchases for compliance to standards and assess the impact of the technology to adjust technology infrastructure requirements in support of the new requirement.

e. Teaching and Learning regularly review educational materials, software, and media for potential use of those materials in the classroom.

f. Training and support needs are continually updated to reflect the addition of new technologies into LCS or changes to existing technologies.

3.3   District Technology Goals:

1) **Learning Goals:**

   a. *Long Term Goal:* By 2015, all learners will have engaging and empowering learning experiences both in and out of school that prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society.

   b. *Short Term Goals:*

      i. Embed learning objectives using technology for all content areas that reflect 21st-century expertise and the power of technology to improve learning.

      ii. Implement learning resources that exploit the flexibility and power of technology to reach all learners anytime and anywhere.

      iii. Integrate technology with the potential to inspire and enable all learners to excel in Science, Technology, Engineering and Math (STEM)

2) **Assessment Goals:**

   a. *Long Term Goal:* Our education system at all levels will leverage the power of technology to measure what matters and use assessment data for continuous improvement.

   b. *Short Term Goals:*

      i. Design, develop and implement assessments that give timely and actionable feedback about student learning to improve achievement and improve instructional practices

      ii. Build the capacity of educators and schools to use technology to improve assessment materials and processes for both formative and summative assessments.

      iii. Implement a reporting system that is easy for parents, students, teachers, and principals to use that shows growth of students, teachers, schools, and district disaggregated by subject and demographics.

3) **Teaching Goals**

   a. Long Term Goal:

      i. Professional educators will be supported individually and in teams by technology that connects them to data, content, resources, expertise and

learning experiences that enable and inspire more effective teaching for all learners.

b. Short Term Goals:

   i.   Expand opportunities for educators to have access to technology-based content, resources, and tools where and when they need them.

   ii.   Leverage technology platforms to create communities of practice that provide personal learning opportunities for educators within and across schools and professional organizations.

   iii.   Provide educators with professional learning experiences powered by technology to increase their digital literacy and enable them to create compelling assignments for students that improve learning, assessment, and instructional practices.

   iv.   Develop a teaching force skilled in a blended instruction environment.

4) **Infrastructure Goals**

a. Long Term Goal:

   i.   All classrooms are 21st Century classrooms for the complete integration with technology in the classroom and the extension of that technology to student beyond the school day.

   ii.   All classrooms have robust wireless networks to support student mobile devices.

   iii.   Software systems (example: Local Instructional Improvement System) are in place for teachers, students, and parents to ensure that each student is successful .

b. Short Term Goals:

   i.   Ensure students and staff have access to a 24/7 reliable network for accessing digital content from both school and personal devices.

   ii.   Develop policies, structures, procedures and guidelines toward the use of personal devices to access district content during the school day.

   iii.   Develop and use interoperability standards for content and student-learning data to enable collecting and sharing resources and collecting, sharing, and analyzing data to improve decision making at all levels of our education system.

   iv.   Implement the Local Instructional Improvement System (LIIS) as mandated by the federal Race to the Top program.

4   Funding Plan

4.1   Identification of major sources of funding for district-wide technology needs. Funding sources should be categorized as recurring or nonrecurring and include real and projected dollar amounts for the technology plan period.

1) Major sources of funding for district-wide technology needs:
   a. Other Capital Funds: Other capital funds are allocated to purchase hardware, software and for professional development. Funding is recurring but amount total may vary.
      i. 2012-2013: $1,416,517 (projected request) allocated as follows:
         1. Workstations: $536,567
         2. Core networking/communications (hardware/software): $390,000
         3. Central Shared services (hardware/software): $490,000
   b. Operating budget: A major source of funding allocated to technology is the operating budget. Funding is recurring but amount total may vary.
      i. 2012-2013: $2,624,622 (projected)
   c. Federal Grants: Federal Grant Money is allocated to technology at identified schools (Title I and II). Funding is nonrecurring beyond duration of the grants.
      i. 2012-2013 $ - School based decisions as Title I funds become available
   d. E-rate: The district applies annually for dollars from the Universal Service Fund. Funding is non-recurring.

YEAR 14 2011-2012   *LEON COUNTY SCHOOL DISTRICT*
127599

	A	C	F	H	I	J	M	N	O
1	BUILDING	471 APL	FILED	PURPOSE	FORM ID	CAT	PRE DISC	REQUEST	%
2	DISTRICT	780185	02/03/2011	TELEPHONES	YR14 TELEPHONES	TELCOM	$ 241,200.00	$ 151,956.00	63
3	DISTRICT	780068	02/03/2011	INT ACCESS	YR14 INT_ACCESS	INT ACCESS	$ 96,000.00	$ 60,480.00	63
4	DISTRICT	780304	02/03/2011	TEL COM	YR14 TELCOM WAN	TELCOM	$ 288,565.20	$ 181,795.95	63
5							$ 625,765.20	$ 394,231.95	
6	FAIRVIEW	785420	02/16/2011	INT CONNECT	YR14 FAIRVIEW PRES IC	IC	$ 33,737.19	$ 26,989.75	80
7	FAIRVIEW	785420	02/16/2011	INT CONNECT	YR14 FAIRVIEW DELTA IC	IC	$ 8,062.98	$ 6,450.38	80
8	FAIRVIEW	788000	02/22/2011	PHONE SYS	YR14 FAIRVIEW KEY SYS	IC	$ 92,932.20	$ 74,345.76	80
9	RICKARDS	785397	02/16/2011	INT CONNECT	YR14 RICKARDS PRES IC	IC	$ 49,660.20	$ 39,728.16	80
10	RICKARDS	785397	02/16/2011	INT CONNECT	YR14 RICKARDS DELTA IC	IC	$ 17,224.00	$ 13,779.20	80
11	RICKARDS	790225	02/25/2011	PHONE SYS	YR14RICKKEYSYS	IC	110199.95	88159.66	80
12	SPRINGWOOD	785469	02/16/2011	INT CONNECT	YR14SPRINGPREIC	IC	$ 29,687.43	$ 23,749.94	80
13	SPRINGWOOD	785469	02/16/2011	INT CONNECT	YR14SPRINGDELIC	IC	$ 7,404.28	$ 5,923.42	80
14							$ 348,908.23	$ 279,126.27	
15	ASTORIA PARK	774278	2/23/11	PHONE SYS	YR14 ASTORIA PARK KEY	IC	$ 19,874.05	$ 17,886.65	90
16	ASTORIA PARK	785052	02/16/2011	INT CONNECT	YR14 ASTORIA PARK IC	IC	$ 28,337.51	$ 25,503.76	90
17	ASTORIA PARK	785052	02/16/2011	INT CONNECT	YR14 ASTORIA PARK IC	IC	$ 6,031.40	$ 5,428.26	90
18	FORT BRADEN	785231	02/16/2011	INT CONNECT	YR14FTBRADPRESIC	IC	$ 31,037.35	$ 27,933.62	90
19	FORT BRADEN	785231	02/16/2011	INT CONNECT	YR14FTBRADDELTIC	IC	$ 3,941.40	$ 3,547.26	90
20	WOODVILLE	785606	02/16/2011	INT CONNECT	YR14WOODPREIC	IC	26987.59	$ 24,288.83	90
21	WOODVILLE	785606	02/16/2011	INT CONNECT	YR14WOODVDELIC	IC	$ 4,558.12	$ 4,102.31	90
22							$ 120,767.42	$ 108,690.69	
23									
24									
25							$ 1,095,440.85	$ 502,922.64	
26									
27									
28									
29									
30									
31									

4.2 A sufficient budget to acquire and maintain the hardware, software, professional development, and other services that will be needed to implement the strategy for improved educational services.

1) Budgets below are for 2011/2012:
   a. QZAB Bond Funds (total award): $7,937,093.75
      i. Hardware: $7,671,290.75
      ii. Software: $265,800
   b. Race to the Top (RTTT), total award for technology: $1,878,932
      i. Bolster technology for improved instruction and assessment: $990,932
      ii. Improve access to state data: $150,000
      iii. Use data to improve instruction: $738,000
   c. Half Penny 2 (local .5 cent sales tax): funding depends upon approval by voters
   d. Title 2: $1,058,000

5   Technology Acquisition Plan.

1) The Technology acquisition plan should include, but not be limited to:

5.1 Identification of appropriate technologies to meet the goals of the district instructional program as identified by the needs assessment procedures.

1) Technology needs are identified by the following process:
   a. School Improvement Plans needs assessment.
   b. Florida Innovates Survey completed by each school.
   c. Regular communication with Principals and technical specialist at schools for input.
   d. Review of Expenditure Requests Forms (ERF's—internally developed document) for technology purchases to determine impact to technology infrastructure.
   e. IT Governance process for identifying projected purchases/needs.
   f. On-going assessment of technology usage (bandwidth, storage, etc.) for adjustments based upon demands for services.

5.2 District plans to acquire software and technology-based educational materials which are usable by students with the widest range of abilities to deliver technology-based instructional programs in support of the Sunshine State Standards.

1) Schools are encouraged to annually update their instructional technology strategies that are embedded within their School Improvement Plan. Although the plan addresses acquiring instructional software to meet student performance goals addressed in their School Improvement Plan, the District adheres to a process that is used to provide guidance to school sites in the acquisition of technology based instructional programs.

2) The district curriculum leadership reviews technology for specific instructional needs.

5.3 Timetable for acquisition of grade-appropriate, up-to-date technologies in sufficient quantities to accommodate student and staff needs for instruction and assessment.

1) Annually through Capital Outlay funding we upgrade/replace items according to our Basic Level Technology Standard for each school (see appendix 2). Cuts to Capital Outlay funding over the last several years has forced us to lower our basic standard (extend the life cycle of computers from five to six years as an example) and in the last two years, we've been unable to fund workstations and other hardware to the standard.

2) Through a proposed local Half Penny sales tax initiative (planned for 2012), we hope to bring all schools back up to standard and maintain that standard for a 15 year period. If approved, this initiative will bring all schools back to our Basic Level Technology standard. In addition, we hope to fund our 21st Century Classroom standard (see earlier in this document for a description).

3) In addition, through Race to the Top (RTTT) funding, we purchased a Local Instructional Improvement System in December 2011. Our plan is to implement all modules (gradebook/parent portal, instruction, assessment, professional development, and analytics) over the next three years that will impact instruction and assessment very directly in the District.

5.4 Appropriate technology acquisition policies or procedures that address the following areas: Consistency and interoperability with existing and planned technology delivery systems; upward migration to emerging technology standards; and support and maintenance requirements.

1) As a district, instructional and support systems acquisitions are being made with the following guidelines:
   a. Development/enforcement of technology standards (hardware/software).
   b. Technical data requirements survey (completed by the vendor) prior to purchase to ensure/determine compatibility/impact with our hardware, software, training, staff, and resources (see appendix 4).
   c. Service and warranty agreements for all critical systems (hardware/software).

5.5 Provision for technical guidance to school and district personnel responsible for making strategic technology related purchasing decisions.

1) Technical guidance is provided by the Technology & Information System department and the Teaching and Learning department to our teachers, staff, and schools. The basic level technology standards, guidelines, technology specialists at each school, policies, and the IT Governance committee provide the needed guidance for strategic technology related purchases.

6   Access

The access component of the plan should include, but not be limited to, district policies or procedures to address:

6.1 Equitable and effective access to telecommunications and other technologies to support teaching and learning by:

1) Providing for the equitable distribution of resources to support the Sunshine State Standards.
    a. One of the district's major goals is to provide equal access to all schools. Currently the following is available to all schools:
        i. All schools are connected to the Metropolitan Area Network (MAN).
        ii. All schools have a Local Area Network (LAN) supported by T&IS. All secondary schools also have wireless access with all schools having wireless access by 2013.
        iii. Schools are upgraded annually based upon needs as compared basic level technology standards.
        iv. All schools will have 21st Century Classrooms, funding permitting.
2) Providing access for teachers, parents and students to the best teaching practices and curriculum resources through technology.
    a. Leon County Schools provides Internet access for students and staff. In addition, the District just purchased a Local Instructional Improvement System that will provide a parent/teacher/student portal access from anywhere via an internet connection.
3) Providing access for students with special needs including those students with disabilities. The District provides:
    a. Hospital/Homebound students are provided with appropriate assistive technology based on specialized medical need.
    b. Course recovery software is used in grades 6-12 at all schools

     c.   FDLRS provides an evaluation by referral and a variety of assistive technologies to support students with special needs

     d.   All schools with connections to the school district's broadcast facility

4) Providing appropriate access to external instructional service and programming providers, such as public libraries, charter schools, remote teaching sites, home school connections, online products and other services.

     a.   The following external information services are available:

         i.   Internet access at all school sites.

         ii.   Wireless Networking.

         iii.   Connections to the school district's broadcast facility. Programming can be viewed at school or at home through commercial and district broadcast systems

5) Providing access to information for decision-making by teachers and administrator.

     a.   Over the next three years, the district will provide access to a Local Instructional Improvement System (LIIS) which includes the following modules:

         i.   Formative, Summative, and Progress monitoring system (Pinpoint and Data Director)

         ii.   Professional Development Management and Reporting System (Pinpoint)

         iii.   Learning Management System (Pinpoint)

         iv.   Student Information System (Genesis)

         v.   Human Resources and Finance (Skyward)

         vi.   Data Analytics (Pinpoint)

         vii.   Teacher Evaluation System (iObservation)

6.2 District acceptable use policy for access to all systems including Internet/World Wide Web that:

1) Protects the confidentiality of students.

     a.   Protects intellectual property rights, licensing agreements and legal/ethical standards for sharing of resources with other educational entities.

     b.   Maintains the integrity of systems, programs and information resources.

2) The policy must address the following issues:

     a.   Access by minors to inappropriate matter on the Internet and World Wide Web.

     b.   The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications.

     c.   Unauthorized access, including so-called "hacking" and other unlawful activities regarding minors; and measures designed to restrict minors' access to materials harmful to minors.

     d.   Unauthorized disclosure, use, and dissemination of personal information regarding minors; and measures designed to restrict minors' access to materials harmful to minors.

3) [LCS Policy 8.05](#) "Telecommunications Use" governs the use of the internet in Leon County Schools. Our acceptable use policy (http://www.forms.leon.k12.fl.us/files/Student%20Internet%20Use-Guidelines%20for%20Internet%20and%20Network%20Use.pdf) and was last updated 7/2011.

4) We have begun rewriting our policies and procedures. We contracted with NEOLA (http://www.neola.com/) to help us keep our policy and procedures up-to-date due to the constantly changing nature of technology. This service will aid us in keeping our policies/procedures in line with this change as it occurs.

6.3   A Technology Protection Measure is a specific technology that blocks or filters Internet access. It must protect against access by adults and minors to visual depictions that are obscene, child pornography, or with respect to use of computers with Internet access by minors harmful to minors. It may be disabled for adults engaged in bona fide research or other lawful purposes.

1) All Internet traffic is filtered by the district in compliance with the Children Internet Protection Act (CIPA). This filter applies to all users on the network. In addition, we have an iSafe (http://www.isafe.org) subscription for use by schools that provides an internet safety curriculum covering social networking, appropriate online behavior, cyber-bullying, and chat rooms as examples.

7   User Support Plan.

The user support plan component should include, but not be limited to:

7.1   Network management and improved support for end-users in classrooms.

1) Our Distributed Systems department in Technology and Information System is responsible for the network and use automated tools to ensure maximum efficiency of the network.

2) In addition, we provide classroom management software that allows teachers to control computers in labs/classrooms to keep students focused on the task at hand

3) We use automated tools for desktop management as well allowing electronic delivery of software, remote control of computer systems, automated patch management, inventory, and auto discovery of devices attached to our network.

7.2 Development of district technical support options for equipment maintenance and replacement.

1) We have a detailed maintenance standard for all critical technology items from a three year warranty purchased with all new computer systems, on-staff vendor certified technicians for computer repairs both in and out of warranty, funding for parts outside of warranty, and depot spares as examples. We have a Basic Level Technology Standard (Appendix 2) that defines the technology standards for each school whose replacement is funding via Capital Outlay and our Half Penny initiatives.

8 Professional Learning Plan

1) A professional development plan should include, but not be limited to:

8.1 Provisions for increasing the use of technology in the classroom and media center by: Development and acquisition of new programs and software that promote the integration of technology into every day curricular needs; the integration of technology as a meaningful component within all curriculum training; District-level coordination of training and support; ensuring adequate facilities, instructors, materials, equipment and funding for staff development. Our goal is to implement a plan that provides the following components:

1) Professional Development
   a. A thriving learning community focuses on improving learning for all its members. In order for educators to create powerful learning experiences for learners, they need to be engaged in the same improvement process. The LCS instructional professional development is committed to promoting continuous inquiry and a focus on individual, collegial, and organizational improvement embedded in the daily life of schools. The professional development strategies for improving learning and teaching with technology are a part of district and school-based improvement plans and curriculum initiatives.
2) Staff Needs Assessment
   a. As part of technology implementation in Leon County Schools, staff completes Technology Skills Self-Assessment. Each school monitors the results and uses the information to plan opportunities for staff development in the context of overall school improvement planning. The district will also support these needs by providing

appropriate professional development as it relates to instructional technology integration.

b. In an effort to eliminate the digital divide and ensure that all students reach technology literacy by the end of 8th grade, teachers administer, the interactive and performance based Student Tool for Technology Literacy (ST2L) assessment. These assessments provide information on student performance levels on targeted technology skills. Based on the assessment data, teachers work with their peers to develop student-learning

3) Professional Development Outcomes:

a. Teachers will be able to demonstrate the professional development outcomes as appropriate to their instructional assignment and are consistent with the ISTE National Technology Standards.

4) Technology goals assessment:

a. Evaluate individual student work and class progress using reporting options available in software programs.

b. Report student achievement to parents.

c. Review portfolios of student work and writing saved on the network or other files.

d. Prepare written assessments of student progress with report card programs or protocols.

e. Use resources created on individual, district or shared drives to store and share assessment data.

5) Instruction:

a. Use a variety of multi-media materials to more effectively differentiate instruction to reach students with diverse learning needs.

b. Plan individualized learning programs based on assessment data.

c. Increase student motivation to learn through the use of interactive multi-media instructional programs that contain features and tactics designed to address factors of engagement.

d. Provide opportunities for students to work collaboratively and actively.

e. Guide student use of the Internet by creating and using curriculum pages on school and district websites.

f. Guide student investigations by engaging them in research-based activities that may include resources of the World Wide Web, and purchased online services.

g. Challenge students with an intriguing question which prods them, working in collaborative groups, to seek information, display it, process it, and produce a presentation of their solution.

h. Work with teacher teams to write the research modules to support the district-adopted curriculum.

6) Communications:

a. Use network access to connect with other educators on specific topics through online discussion groups and professional list serves.

b. Increase communication with parents by phone, email exchanges, list servers, classroom/school websites, interactive parent/student portals, and social media.

c. Collaborate with distant learning partners via online global projects and distance learning opportunities.

7) Information:
   a. Access current information to supplement teaching resources with electronic sources and online services.
   b. Access student progress and assessment data.
   c. Access professional journals and information online.
   d. Provide students with experience to guide their evaluation and use of information found online.

8) Productivity:
   a. Increase teaching time by using management programs to streamline grades, attendance, lunch count, etc.
   b. Use report card programs, databases, and spreadsheets to manage student data.
   c. Prepare high quality teaching materials at the desktop.

9) Building A Culture Of Continuous Staff Learning
   a. School-based Support Strategies
      i. School Technology Teams
         1. School Technology Teams/School Leadership/Curriculum work throughout the year to coordinate activities and staff development in their schools.
            a. Technology Coordination
               i. School technology instructional specialists serve as technology coordinators at most schools. They will receive ongoing training and are a critical component of network and instructional support to schools.
               ii. Library media specialists and technology contacts create school websites, with the assistance of staff, students, and parent contributors. Websites guide student learning, publish student work, and structure the effective use of the internet.
      ii. Peer Experts
         1. Tech Committees identify district "experts" or "lead learners" who assist colleagues with new programs or ongoing learning.
         2. Library Media Specialists and Technology Committees in each school offer building-level support and in-service, including the "5-minute in-service" or "just in-time learning."
      iii. Lesson Study Teams
         1. As part of a district-wide initiative to increase literacy and improve student learning, teachers are creating action research and/or faculty study teams to study student learning and their own teaching.
   b. District-wide Support Strategies
      i. Technology Integration Specialist/Library/Media/Technology Support

1. The Library/Media & Technology staff coordinates courses and workshops. Courses are offered in a variety of formats and times, including during and outside of the school day and the school year.
            2. District staff coordinates in-service and learning activities conducted on site or via K-20 Videoconferencing.
        ii. The District maintains a professional library of books, videos, and resources available to support staff learning.
        iii. Learning and Presenting
            1. Teachers and leaders attend and present at conferences such as the annual meetings of FLCOSN, ISTE, FETC, ASCD, and other professional associations.
    c. Curriculum Development Opportunities
        i. Select teachers serve on curriculum committees to write curriculum, select materials, and look for ways to integrate technologies into curriculum areas.
        ii. Teachers join writing teams to create online lessons, curriculum pages online, and modules for lessons supporting the Technology Learning Standards.

9 Program Evaluation

1) The program evaluation component of the plan should include, but not be limited to:

9.1 A description of the process for the ongoing evaluation of how the technologies acquired are: Being integrated into the school curriculum; and affecting student achievement and progress toward meeting the educational goals of the Sunshine State Standards.

1) By surveys to determine equity of access
2) By using the status of strategic plan reviews
3) As evidenced by instructional lesson plans at school level
4) Through classroom observation
5) By monitoring the use of the Internet for instructional purposes
6) Via periodic formal evaluations conducted by the district Accountability and Assessment department.

9.2 Ability to make mid-course corrections in response to new developments and opportunities as they arise. Evaluation of how the technologies acquired are meeting educational goals will be done through the following:

1) Periodic assessment of instructional technology programs by subject area experts by means of articulation and consultative services.
2) Results of student test scores (Florida Comprehensive Assessment Test (FCAT), FCAT Writing, Stanford Achievement Test (SAT), and End of Course (EOC) Exams.

3) Records of student attendance and discipline referrals.

4) Implementation of Data Director, a Curriculum Management System that supports the evaluation of student performance.

10 E-Rate Planning Criteria

1) The following five planning criteria are associated with participation in the federal E -Rate Program and concern telecommunications related resources and services provided through the program:

10.1 Clear goals and a realistic strategy for using the telecommunications and information technology to improve education or library services;

1) Section 3.3

10.2 A professional development strategy to ensure that staff knows how to use these new technologies to improve education or library services;

1) Sections 8.1 and 8.2

10.3 An assessment of the telecommunications services, hardware, software, and other services that will be needed to improve education or library services;

1) Sections 3.1 & 3.2

10.4 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

1) Sections 4.1 and 4.2

10.5 An evaluation process that enables the school or library to monitor progress toward the specific goals (of the eligible entity) and make mid-course (i.e. mid -year) corrections in response to new developments and opportunities as they arise.

1) Sections 9.1 and 9.2

10.6 Entities participating in the E-Rate program are encouraged to complete a formal E-Rate Technology Plan Addendum. A recommended plan addendum template, certification guidelines, and other pertinent program guidance will be maintained on the following Office of Educational Technology Website: http://www.doe.firn.edu/edtech/tie/index.html

   1)   Section 4.1

11 NCLB: Enhancing Education Through Technology (EETT): Funding was discontinued for this grant program.