

Richland Parish School Board

District Technology Plan

Adopted on July, 2009

Richland Parish School Board Technology Plan

SCHOOL BOARD and SUPERINTENDENT

Name	Title
Cathy Stockton, Ed.D.	Superintendent
Mr. Billy Calvert	District 1
Mr. Leonard Guine, Jr.	District 2
Mrs. Sharon Jones	District 3
Mr. Danny Whitstine	District 4
Mr. Robert Adams	District 5
Mrs. Marie Lewis	District 6
Mrs. Patricia Jordan	District 7
Mr. Kevin Eppinette	District 8
Mr. Todd Weed	District 9

Richland Parish School Board Technology Plan

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Richland Parish School Board Technology Plan

INTRODUCTION/OVERVIEW

Mission Statement: The Richland Parish School System will provide a comprehensive educational foundation and safe learning environment for all students. Students will demonstrate mastery of skills needed to be lifelong learners. It is our system's purpose to develop the whole child to his/her fullest potential. Excellence will be expected from each employee and student in the system.

The Richland Parish Schools Board supports 11 parish schools, three high schools, three middle schools, five elementary schools and one alternative school site. There are approximately 500 employees, 3300 students and 2000 Pentium level computers in use. The system utilizes a wireless connection for all schools and the central office. . Eight of the twelve principals and the superintendent have all been LEADTech trained (LEADTech is an intense, technology-rich, leadership-driven professional development program for Louisiana administrators).

The focus of the technology plan is to provide tools that support student-centered learning. Technology is used as a means to enhance teaching and learning. It is also used as a communication tool within the system infrastructure and between the school and the home. With technology supporting instruction, students are developing the skills to become lifelong learners who can adapt to a changing global society.

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:

- Administrators participate in Louisiana preparatory programs as designed by the DOE.
- Administrators and curriculum supervisors participate in technology training opportunities.
- Information is disseminated to all district administrators and supervisors regarding E-rate and technology funding including EETT and competitive funding opportunities.

Benchmarks, Target year 2014:

1. All Richland Parish School Board(RPSB) administrators will be technology proficient according to state adopted standards found in the ISTE Standards for Administrators (NETS-A).
2. All RPSB administrators will participate in leadership professional development offered by the Louisiana Department of Education.
3. All current RPSB administrators will be encouraged to use technology to effectively monitor and evaluate teachers.
4. All newly appointed RPSB administrators will participate in ongoing professional development designed to develop/strengthen leadership skills and provide support during the first years of service.
5. All RPSB administrators will routinely model appropriate use of technology resources to support administrative and instructional functions.
6. All RPSB administrators will use a variety of emerging technologies (i.e., e-mail, voice technologies, and school and district intranet) as primary sources of communication.
7. All RPSB administrators will include components of effective technology integration in the development of school improvement plans.
8. All RPSB administrators 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.
9. RPSB and its schools will use innovative restructuring and reallocation of existing budgets to purchase needed technology and provide access to high quality professional development opportunities.
10. RPSB administrators and curriculum specialists 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.
- 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.
- 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 implementation of technology-based applications for maintaining and reporting student grades, attendance records, scheduling, and other necessary record keeping.
- Move toward 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 webpage 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 level.

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
State Technology Survey for each school	Annually	May
State Technology Proficiency Self-Assessment	Annually	May
District and school-level monitoring of School Improvement Plans as it relates to educational technology leadership.	Annual	May
Budget reports(Federal and state grants)	Annual	Fall, Spring

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:

- RPSB educators participate in professional development opportunities offered by Regional Education Service Centers and Assistive Technology Centers.
- RPSB educators are allowed either time away or stipends to participate in professional development offered through the regional Teaching, Learning and Technology Center on the campus of ULM, Monroe, La.
- Richland Parish offers teacher tuition assistance to teachers who are pursuing highly qualified or certification status needed to be employed with the district.
- Richland Parish is seeking funding to provide Online K-12 database resources and accompanying professional development on using these resources.
- Richland Parish website provides a link to the online lesson plan resources and lesson planning tools focused on integration of technology into the curricula, including the *Louisiana Comprehensive Curriculum*, are accessible to all RPSB teachers through Making Connections.
- A technology resource facilitator was hired to build the school and district webpage and help teachers build their own teacher-web pages.
- A district discussion board was established for the purpose of expanding professional development ideas within the district related to professional development being implanted.
- Title I funds support upgrading hardware and software within eligible schools.

Benchmarks, target year 2014:

1. All RPSB teachers will have the opportunity to engage in professional development activities offered locally or through regional TLTC that demonstrate how to integrate technology into the *Comprehensive Curriculum* or the locally adopted curriculum.
2. All RPSB teachers will have the opportunity to engage in professional development that includes both online and face-to-face local and state developed professional development opportunities.
3. All RPSB teachers will have the opportunity to participate in professional learning communities that facilitate the integration of technology into student learning.
4. All RPSB teachers will be proficient in the use of technology to enhance student learning by 2014.
5. All RPSB teachers will be trained in resources designed to allow students to safely and effectively conduct research using technology.
6. All RPSB teachers will know how to use data to personalize/individualize instruction.
7. All RPSB teachers will have the opportunity to be trained in software that uses technology to perform administrative tasks efficiently.
8. All RPSB teachers will have an email account to communicate with each other, supervisors and the superintendent as needed.

Strategies:

- Allocate sufficient funds and resources for professional development.

- 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.
- 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.
- 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 school-based Technology Integration Specialist to assist faculty with job-embedded staff development opportunities and needs, classroom modeling, and development of technology integrated curriculum.
- Recommend and support participation in professional organizations (i.e., LACUE, NECC, ISTE, CoSN).
- 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
State Technology Survey	Annual	May
State Technology Proficiency Self-Assessment	Annual	May
System Technology Plan associated with E-Rate applications	Annual	
Certificates or sign in sheets showing participation in teacher professional development opportunities	Ongoing	Fall, Spring, Summer
Appropriate state and system reports (NCBL consolidated monitoring reports)	Annual	July
District monitoring of professional development plans as it relates to educational technology leadership	Annual	Fall, Spring
Federal Monitoring Reports	Annual	Fall, Spring
Teacher Professional Development Portfolios (CLU's)	Ongoing	
Classroom Observations	According to district-approved cycle	Fall, Spring

Teacher presentations at conferences	Ongoing	
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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 Richland Parish Students with access to high quality teachers and courses for students and schools across the state.
- Richland Parish students can now access courses required for the Louisiana TOPS Opportunity Scholarship Core Curriculum through the Louisiana Virtual High School, when the district does not otherwise offer the course.
- Algebra 1 online courses are available to Richland Parish students through the Louisiana Virtual School.
- Richland parish educators participate in online professional development courses are offered through state agencies, schools and universities.

Benchmarks, Target Year, 2014:

1. RPSB will expand distant learning enrollment, as needed, each year to meet the curriculum needs of Richland Parish students.
2. Administrators will be encouraged to use Moodle with faculty/staff for professional development and to enhance communication.
3. Teachers will be encouraged to use Moodle with students to enhance classroom instruction and improved student learning and achievement.

Strategies:

- RPSB will inform district and school administrators, teachers, and students of e-learning opportunities provided for them by the district and state.
- RPSB will utilize federal, state and local funds and resources for e-learning.
- RPSB will offer students the opportunity to take e-learning courses during the summer school sessions.
- RPSB will disseminate LVS information and promote the enrollment of students in the Louisiana Virtual School.
- RPSB will offer low-income students the opportunity to have AP exam fees reimbursed through the Advanced Placement Test Fee Reimbursement Program.
- RPSB will encourage teachers and principals to participate in state initiatives that provide e-learning experiences.
- RPSB will provide email addresses for students engaged in online learning with LVS.
- Supervisors, instructional facilitators, and/or lead technology teachers will attend Moodle training to garner an understanding of how Moodle can be used with professional development and communication.
- Redelivery of Moodle training will be presented to Supervisors, Principals and teachers to encourage use of online environment for instruction.

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
Enrollment and course offerings numbers	Annual	Fall, Spring, Summer*
The district will track summer school online numbers when it becomes available from the state	Annual	Summer
Key district personnel will use Moodle to document various professional development activities with new teachers.	Annually	Spring
Principals and Supervisors will report to the district the number of teachers that use Moodle with their students as noted in observations and lesson plans.	Annual report	Spring

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:

- Over 95% of Richland Parish classrooms have Internet access. Those not having it would be because they not being used for a day to day instructional room.
- E-Rate allows the district to have an 84% discount for Internet access expenses related to the Wireless links across the district.
- Wireless allows for various levels of system data, management and analysis, to be available to the district.

Benchmarks, Target Year 2014:

1. Richland Parish students, teachers and administrators will have access to computers and appropriate connectivity in educational settings.
2. Richland Parish schools 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 five percent (85%) of students will use software packages including a productivity package.
5. Richland Parish students, administrators, and teachers will receive high-quality technical support to manage and maintain computer networks.
6. Richland Parish will adopt a Technology Acceptable Use Policy. The policy will address online safety, Fair Use, intellectual property, and privacy issues.
7. Richland Parish School Board will establish recurring funding for technology in all schools.
8. Richland Parish School Board will continue to seek recurring funding sources to support schools in implementing their technology plans.
9. All students will use age appropriate technology to conduct research, to solve problems, to analyze data, to collaborate, and to communicate with experts and peers.
10. Richland Parish School Board will collaborate with pre-service teacher education programmatic directors to provide field-based experiences in PK-12 classrooms where excellent models of technology integration are exhibited.
11. The Richland Parish School Board and all schools in the district will enforce the district's Internet Acceptable Use Policy and certify compliance with the Children's Internet Protection Act(CIPA)
12. Eligible RPSB school personnel will have cellular service for fast, on-demand communication while at school, in transit, on field trips, and at other educational activities.

Strategies:

- Continue to seek local funding such as property and sales tax to support education
- Continue to participate in State Contract purchasing opportunities that support school systems
- Continue to participate in E-Rate
- Continue to seek federal, state, and corporate grant funding for technology
- Continue to expand the computer education courses of study for students
- Use data for both administrative and instructional systems to promote sound educational practices
- All RPSB schools will have local and long distance telephone service used to facilitate and enhance communication between school, staff, parents, students, and other educational stakeholders.
- Review, revise as needed, and disseminate the RPSB Acceptable Use Policy.
- All RPSB schools will have the necessary internal connections(connections include, but are not limited to, servers, access points, wireless cards, wiring and related components, fiber transceivers, switches, routers, distance learning equipment, uninterruptible power supplies, racks, and cabinets, allowable services list) to facilitate data transport to all instructional spaces, faculty offices, and administrative offices. All equipment will be monitored and upgraded as needed, as funding permits.

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
Report tracking bandwidth of all schools	Annually	Spring(May)
Richland Parish Schools and System, Online Technology Survey Report	Annually	Spring(May/June)
District Technology Plan update	Annual	Spring
Technology Proficiency Self-Assessment	Annual	Spring
RPSB Acceptable Use Policy will be reviewed and revised as needed	Annual	Summer
RPSB technology team will review and make recommendations for upgrading and installing internal connections items	Annual	Fall

NEEDS ASSESSMENT SUMMARY

Richland Parish School District's strengths and weaknesses as identified by data collected.

System's Strengths	System's Weaknesses
<ul style="list-style-type: none"> • All schools have a wireless connection to the Internet. • 8/12 principals and the Superintendent are LEADTech trained • E-Rate application provides for 84% discount on LAN and network services • District employees two full-time technicians • District employees a computer resource facilitator to manage the website • District participates in Region VIII technology efforts • District participates in online classes offered by Louisiana Universities • District seeks grant funding to support technology • District participates in statewide technology self-assessments for students teachers and administrators • All district schools complete online technology surveys • Students participate in online classes offered through the Louisiana Virtual School • Various funding sources participate in the purchasing of technology/software / hardware/professional development • Hardware for special needs students have been purchased • District purchases from state contract vendors to strengthen purchasing power 	<ul style="list-style-type: none"> • As video becomes more prevalent, the district will need more bandwidth • The district currently has 2000+ computers that are Pentium level and higher. Half of these will be out of warranty in 2009. • Two technicians are not enough to service all hardware request • Schools need more mobile computers and projectors as teachers integrate the technology • Technology skills are not a component for hiring new teachers • Some teachers/administrators do not recognize the value of technology • Funding is limited for updating hardware • Limited personnel at the school sites for modeling technology lessons • Personnel for school-based troubleshooting is limited • Model technology classrooms do not exist in every school • Student to computer ratio is greater than 5:1

APPENDIX B
Richland Parish School Board
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 JULY, 2009, THAT WE HAVE REVIEWED AND
APPROVED THE SYSTEM TECHNOLOGY PLAN FOR RICHLAND PARISH.


SUPERINTENDENT


SCHOOL BOARD PRESIDENT

APPENDIX C

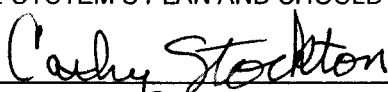
Richland Parish School Board School Review Assurance

By signing this form, you confirm that you were issued a copy of the system technology plan for 2007-2014.


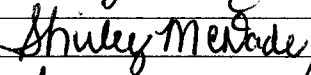
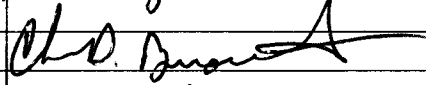
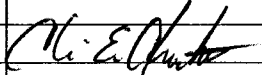
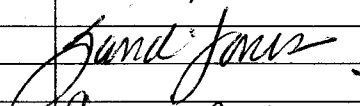
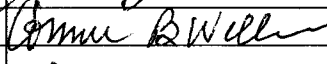
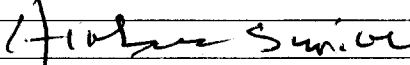
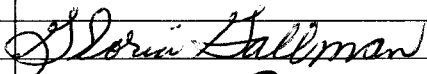
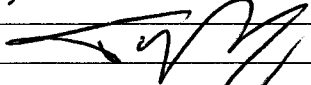
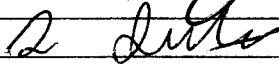
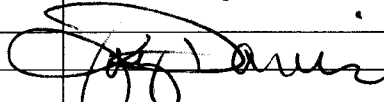
WE HEREBY ACKNOWLEDGE THIS 7TH DAY OF JULY, 2009, THAT WE HAVE REVIEWED AND ARE FAMILIAR

WITH THE SYSTEM TECHNOLOGY PLAN FOR RICHLAND PARISH. WE UNDERSTAND THAT OUR SCHOOL

TECHNOLOGY PLAN SHOULD MIRROR THE SYSTEM'S PLAN AND SHOULD BE ON FILE WITH THE SYSTEM.



SUPERINTENDENT

Principal Name	Signature	School Name
SHELLY CRAWFORD		DELHI ELEMENTARY SCHOOL
SHIRLEY MCDADE		DELHI MIDDLE SCHOOL
CHRIS BROUSSARD		DELHI HIGH SCHOOL
CLOVIS CHRISTMAN		HOLLY RIDGE ELEMENTARY
SANDY JONES		MANGHAM ELEMENTARY
CONNIE WILLIAMS		MANGHAM JR. HIGH SCHOOL
ALTHAN SMITH		MANGHAM HIGH SCHOOL
GLORIA GALLMAN		RAYVILLE ELEMENTARY
TONY GUIRLANDO		RAYVILLE JR. HIGH SCHOOL
GEORGIA INEICHEN		RAYVILLE HIGH SCHOOL
JOY DAVIS		START ELEMENTARY

APPENDIX D
System Name
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: July 7, 2009

NAME	OCCUPATION
Lisa Cheek	Title I Supervisor
Tony Guirlando	Principal
Melissa Ezell	Teacher/Parent
George Gladney	Computer Systems Manager
Jeanie Green	Technology Coordinator
Susan Guthrie	Curriculum Supervisor
Daniel Hogan	Computer Analyst
David Plain	High School Teacher
Lee Brown	Assessor
Wayne Chapman	Bancorp South

APPENDIX E

Richland Parish School Board

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: <i>Richland Parish School Board</i>	FUNDING YEAR: 09/10
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Prepared by: Jeanie Green

Date: July 6, 2009

Specific E-Rate Service(s) Requested: Internet Access, Telecommunication, Local and Long Distance

E2T2 Goal(s) which are addressed by the service: E-rate funds in Richland Parish are used to support academic achievement through the use of technology. E-rate funds allow for increased access to technology for students and teachers. For funding year 09-10, the district plans to maintain their Internet Service for all schools, and provide telecommunication, to support the education of the students across the district. Additional bandwidth is being considered to support distance learning efforts.

Evaluation Activity for the service: All teachers and school administrators are required to complete an online self-assessment survey annually to reflect growth of their technology skills. 8th grade students complete an online self-assessment survey to compare the literacy of our 8th grade students from year to year.

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:
\$129,437.28 (TelComm)	84%	\$20709.96	General funds
\$61,210.73 (Internet Access)	84%	\$97937.71	General funds

NON-ELIGIBLE REQUIREMENTS TO MEET GOALS

Hardware required:	Current level:	New required:	Budgeted \$:	Source of funds:
Wireless notebooks, upgraded computers	3000+ computers including laptops running XP	Computers need upgrading every three years	\$100,000	Title I, EEF, Grants, GF, Stimulus, EETT, IDEA

Software required:	Current level:	New required:	Budgeted \$:	Source of funds:
Software support maintenance, additional titles	Schools use ALS, Accelerated Reader, Accelerated Math, Microsoft Office, other	Inspiration, Timeliner, LoJACK, DeepFreeze maintenance, Accelerated Reader, FastForWord technical support, Microsoft Office, Antivirus software	\$13,815.00	Title I, EEF, Grants, General Funds

Professional development required:	Current level:	New required:	Budgeted \$:	Source of funds:
Building webpages, I-Safety, Technology Integration, Intel Initiatives	Teachers self-assessment reported Technology Proficient. 43.36% 8 th graders reported 10.94% proficient	Webpages need to be upgraded to provide more student, parental, and professional information. Proficiency for all levels need to be improved.	\$71,651.00	Title I, EEF, Grants, General Funds, Title II

Retrofitting required	Budgeted \$:	Source of funds:
Some schools require electrical upgrades to prevent overloaded circuits	\$5,000	Local funds

Maintenance required:	Current level:	Location of serviced items:	Budgeted \$:	Source of funds:
Onsite Technicians	2 district employees	Districtwide	\$90,000	General Funds

Total amount budgeted for Non-Eligible Requirements: \$280,466.00

E-Rate Technology Plan Component Richland Parish School District
Funding Year 2009-2010
Updated: July 6, 2009

Telecommunications Services and Internet Access	Goals and Strategies	Professional Development	Budget E-Rate (Our share 16%)	Assessment	Evaluation
Local and Long distance Telephone Service (104 lines)	Services are used to facilitate and enhance communication between school staff, parents, students and other education stakeholders.	Staff has been and will continue to be trained in the use of existing services. They will have access to other services as needed to enhance service use.	Revenues will come from the district general funds, Title I and assistance from E-Rate. The district will pay all ineligible costs and the non-discount share. (Total Cost: approx \$10,000)	District business office 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.
Cellular Services (78 Line)	Service is used for fast, on-demand communication services for eligible school personnel while at school, in transit, on field trips and other education activities	Training is held each year for employees on as needed basis. Training will continue as services are enhanced.	Revenues will come from the district general funds and assistance from E-Rate. The district will pay all ineligible costs and the non-discount share. (Total Cost: approx \$445)	District business office will monitor the monthly usage to determine if amount of minutes need to be increased or decreased annually.	Technology staff will survey the end-users utilizing cell phones to determine the communication strategies being used for students and teachers. These strategies will be evaluated to determine effectiveness of this method of communication for entities.
Telecommunications Services and Internet Access	Goals and Strategies	Professional Development	Budget E-Rate Non-Discount Share (Our share 16%)	Monitoring	Evaluation
Wireless 1.544 MBPS Internet connection: Considering fiber to strengthen network	Ensure that all students and teachers have Internet access. Service will be used to provide adequate bandwidth to the Internet	Teachers will be enrolled in professional development focused on Technology integration, ex. Proficiency Express, Intel Initiatives	Revenues will come from the district general funds, Title I, EEF and grants. The district will pay all ineligible costs and the non-discount share. (Total Cost: Approx. \$13,000)	Technical staff and provider will monitor annually and report to the district'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 8 th grade students, administrators, and teachers.