

District Information Technology Plan

Eugene School District 4J



Three Year Plan: 2010-2011 thru 2012-2013

Updated Fall 2010
Compiled by the Computing & Information Services and Instruction Departments

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Superintendent's Message

In today's global world, technology is integral to our daily lives: At work; at home; and everywhere in between. It is essential that all students leave school skilled in the use of computers, networks, and related technologies so that they can meet job requirements and access the information they need to manage their personal and professional lives.

This reality was emphasized in the district's Schools of the Future project in 2000, when the Educational Technology Task Group crafted a vision statement that "teachers and students will use information technology and network tools to change the teaching/learning dynamic."

For well over a decade, since voters in 1992 approved a bond for technology and other capital expenditures, the district has provided computer work stations for teachers, increased the number of computers accessible to students, and networked schools so that students and staff have access to shared resources, such as the world wide web.

We continue to work on integrating technology with teaching and learning. Limited funding has created a serious challenge to upgrading and updating our technology resources. More importantly, we've been unable to provide comprehensive professional development to assist teachers in utilizing technology as an integral teaching tool. And, as we strive to address the achievement gaps between groups of students from different backgrounds, it becomes even more critical that we find ways to close the digital divide.

As a district we must continue to explore opportunities to use instructional technology to help all students achieve at higher levels. Our core mission, as well as the federal No Child Left Behind Act and the Oregon Educational Act for the 21st Century, demand it. At the same time, we also are responsible for teaching students the values that go with the appropriate use of these new skills.

This technology plan, when used in tandem with the Eugene School District 4J Consolidated Improvement Plan, will provide district staff and the community with a guide for achieving these goals. It is a plan that will guide us as we integrate our equipment, training, and curriculum needs. It is a plan that will enable our students to be at their best as they create the future for all of us.

George Russell
Superintendent

Executive Summary

This District Information Technology Plan (The Plan) is written to include both the administrative and instructional plans for technology for the three-year period from 2010-2011 thru 2012-2013. This plan is a continuation of the last three-year plan from 2008-2011 as many of the projects are ongoing.

Major achievements during the past two years are:

- Fiber build-out to most elementary schools
- Expansion of wireless deployment
- Increased school-based technology support by classified staff
- Implementation of new district website using a content management system
- Development of technology infusion pilot schools
- Increased availability of wireless mobile laptop carts throughout the district
- Deployment of a Data Warehouse system
- Expansion of consortium efforts with other school districts around student information and data warehouse systems
- Implementation of a large disk storage system and related backup system
- Deployment of a new collaboration suite for e-mail/calendaring, etc.

Major efforts during the next three-year plan are:

- Implementation of additional student information modules
- Continued development and training of Data Warehouse system
- Implementation of the new financial systems
- Continue wireless deployment
- Development of a business disaster continuation plan
- Establish instructional technology leadership roles and resources
- Adopt meaningful standards to measure the progress of teachers and students in obtaining the technology skills they need
- Integrate technology into the K-12 curriculum including accessing, evaluating, and creating information to improve student academic achievement
- Provide teachers and students with access to sufficient, operational, and innovative technological tools that will be replaced and/or updated as needed to maintain functionality and currency

Current Technology Status

The district currently has separate data and voice networks but is in the process of merging some of the voice traffic onto the data network. The district has installed high speed fiber connections to all but six sites. This fiber network primarily uses leased fiber from the Eugene Water and Electric Board. The six remaining sites use leased lines from Qwest. Between 2005 and 2007 the district opened two new elementary and two new middle schools. Wiring within the new schools is consolidated into one network with the phone system running over the IP network. The wide-area portion of the phone network (between school sites) includes large quantities of leased lines from Qwest connecting the schools and the Ed Center to the Qwest centrex system. 4J contracts for Internet access through two Internet Service Providers (ISPs) with an access points located in Portland, OR. 4J

contracts with the Lane Council of Governments (LCOG) phone consortium for voice equipment maintenance and planning services. The instructional uses of technology are quite extensive for some schools and staff with deployment of wireless laptops, document cameras, digital cameras, and presentation devices. All four new schools and three of the older schools have wireless capabilities throughout the building. The district has deployed over 100 wireless computers on wheels (COW) carts through the schools. District staff provides training opportunities, online resources, and repair services to assist in the integration of technology into the curriculum.

Beginning in 2002-03 with a new student information system, the district embarked on a plan to replace most of its legacy administrative systems. This plan is necessary with continued budgetary pressures resulting in staff reductions, obsolescence of legacy equipment and advancements in new software systems. To address the issues related to financial and human resources systems, staff developed a long-term plan for business systems and recommended replacement of systems running on the outdated hardware and software. In September 2004 the Board approved a proposal to enter into an intergovernmental agreement with Clackamas ESD to host the district's financial and human resources systems.

Guiding Documents

The goals in this Plan tie directly to the Superintendent Goals for 2009-11 (Appendix C) and the District Continuous Improvement Plan (Appendix D).

Review of the last Tech Plan for 2008-2009 thru 2009-2010

The goals for the previous plan were divided into three subcomponents: administrative, instructional, and infrastructure. In the administrative area all goals will be complete by the end of the plan except for two postponements. In the instructional area the goals are ongoing and will remain so throughout the plan. In the infrastructure area most of the goals have been completed or will be completed during the last year of the plan. This review is included as Appendix E.

Goals of the 2010-2013 Tech Plan

The Plan of Action is the central portion of the document and is presented in tabular and narrative forms for ease of understanding. The goals are again divided into administrative, instructional, and infrastructure technology with priorities within each section.

Administrative goals call for continuing the replacement of outdated systems which began with a new student information system and a new e-mail system. Replacement of all financial and human resources systems will be completed during the three years of this plan.

Instructional goals call for continued guidance from the District Technology Steering Committee; development of instructional technology leadership roles; adoption of meaningful technology standards for students, teachers and administrators; and access to current, innovative technology.

Infrastructure goals will be funded by a combination of federal stimulus funds, general funds, capital funds, and a proposed bond measure if approved. The primary infrastructure

goals are to increase the speed and reliability to the six remaining sites; provide security and protection measures for the network; replacing aging phone systems and merge these services with the data network; and collaborate with other entities in networking projects.

Monitoring and Evaluation of the 2010-2013 Tech Plan

The monitoring and evaluation process will be closely coordinated with the Instruction Department's parallel efforts with monitoring and evaluating the *Continuing Improvement Plan* and NCLB, and with school site councils via each school's technology representative.

The monitoring and evaluation topic will be included on the agendas of relevant district stakeholder groups; e.g. Technology Steering Committee, Instruction Department, and Computing and Information Services meetings.

Evaluation for Title IID projects, both formula and competitive (if funded), include measuring changes in student achievement through statewide testing, student work samples, and teacher observations; measuring changes in technology literacy through teacher surveys and student completion of Ed Tech lessons; measuring increased access to technology by logging student and teacher use of various hardware (laptops, clickers, graphing calculators, etc.) and peripherals (digital cameras, interactive whiteboards, etc.) in the learning environment; and evaluating the effectiveness and alignment to the revised NETS and the Oregon Essentials Skills that integrate technology into the curriculum.

Process for Reporting to Stakeholders

Over the next three years, an annual will be provided report to the School Board, Superintendent's staff, the Technology Steering Committee and the Instructional Leadership Team.

Introduction

Purpose of this Technology Plan

This Technology Plan is intended to be a guiding document for the implementation and use of both administrative and instructional technology by the Eugene School District 4J. This plan, like its predecessor, is for a three year period. The choice of a three year planning period is predicated on the rapid change of technology and the uncertainty of funding in the future. Of course these actions will take place within budget constraints and annual modifications.

This Plan

This current Technology Plan is based on the Superintendent Goals and the District Continuous Improvement Plan. A recent District Technology Focus Group states:

Our Values

- **We believe that technology is key to the instructional needs for all students.**
- **We believe that technology is key to the operational needs of the school district.**

Our Beliefs

1. **ALL students and staff must have equal access to technology.**
2. **Comprehensive and ongoing professional development opportunities are provided for all staff.**
3. **Technology infrastructure must have sufficient capacity and reliability to support the teaching and learning and operations of the district.**
4. **Technical support must meet the needs of all users.**

This district technology plan attempts to strike a balance between network infrastructure, instructional technology, and administrative needs. The wide area network, associated servers, and connections to other networks comprise the primary communication infrastructure for the school district. The bandwidth (i.e. speed and capacity), reliability, and accessibility of this infrastructure should be virtually invisible to the end users. Commercial software with custom programmed modifications and solutions must adequately address the district's administrative needs. A 21st Century paradigm of professional development using technology for teaching and learning is being more fully developed, implemented, and assessed. The integration of technology as an instructional tool needs to continue with greater access by all students and staff from home as well as at school.

Participants in creation of this plan

Kimberley Ketterer, Instructional Technology Coordinator
Susan Fahey, Director of Financial Services
Les Moore, Director of Computing and Information Services
Mike Scolla, CIS Network Services Manager
Garry McCready, CIS Information Services Manager

The plan will be reviewed by the Technology Steering Committee, Instructional Leadership Team, Superintendent's Staff, and the Eugene School Board.

Primary responsibility for implementation

The Computing and Information Services (CIS) and Finance Departments will have primary responsibility for the Administrative and Infrastructure portions of the plan. The Instruction and Educational Support Services Departments have primary responsibility for the implementation of the Instructional portion of the plan.

Plan Frequency of Revision

The Plan will be reviewed annually to be flexible enough to accommodate the most promising advances in technology and education.

Current Technology Status

Funding

Funding for the acquisition and maintenance of technology, and training of technology comes from a variety of sources including:

- General funds – Funds budgeted on an annual basis in various departments and allocations to schools based on student enrollment (per pupil funding). Departmental funds pay for staffing, services, and supplies.
- School raised funds – Funds raised primarily by parent groups to purchase specific technology or software. Individual schools have differing abilities to raise funds in this manner and can decide on a site-by-site basis how these funds will be spent.
- EEF grants – The Eugene Education Foundation provides grants to schools that can be used to purchase hardware, software, or staff professional development.
- General Obligation bonding – Funds from this source can only be used for capital projects with defined characteristics. Bond funds cannot be used for classroom equipment purchases such as computers or telephone handsets.
- Fleet Fund – These funds are accumulated from year to year from unspent general funds and are a method of saving for a large project that cannot be funded otherwise.
- Grants in progress – Depending on the specific grant, funds might purchase instructional technology and/or professional development.
- Funds to replace administrative business systems are from a combination of savings of unspent general funds by Finance and Human Resources departments over several years accumulated in the Fleet and Equipment Fund, additional one-time funds allocated over a 3-year conversion period, and general fund professional services appropriation within the Finance budget.
- ODE Grants – Oregon Department of Education Title IID competitive grants (EdTech and ARRA) are awarded through an RFP process. Eugene has received two grants for the sole purpose of creating “Technology Rich Classrooms”. Funds from these grants can be used for hardware, software, and professional development.

Infrastructure – Data Network

The Eugene School District 4J has 37 school buildings including the Ed Center for central administration, a Facilities location, a Training Center, and a Transportation location. All existing locations have been completely rewired with fiber optic cable and Category 5e copper cable. Every classroom has at least one telecommunication outlet with two data outlets and one phone outlet. Offices have a telecommunication outlet with one data and one phone outlet. Four new schools built with 2002 bond funds were wired with fiber optic cable and Category 6 copper cable. Classrooms and offices in these new schools have multiple outlets in each room with the ability to be used for voice or data. These new schools have additional outlets installed for building wide wireless networks. Each classroom has one outlet dedicated for wireless networking, and the office and conference rooms have outlets placed strategically to accommodate wireless throughout each area.

The District’s wide-area data network (4JNet) consists of a high speed metropolitan fiber optic network comprised of District owned and managed DWDM equipment at the Ed

Center and regional aggregation points located at the four high schools, Jefferson ATA, and Holt Elementary School. Except for Holt Elementary, these aggregation points including the Ed Center connect to the remaining District buildings in their region. Each of these aggregation points connect with high speed routers back to routers at the Ed Center on a fiber optic ring. This fiber ring is leased from Eugene Water and Electric Board (EWEB) and provides a redundant path for maximum uptime throughout the District. Each connection on this ring is a 1 Gigabit per second (Gb/s) Ethernet connection for 6 Gb/s of total bandwidth on one pair of fiber optic cable. The remaining District buildings connect to one of the aggregation points using either District owned or EWEB fiber. Each of these point-to-point (remote site to aggregation point) connections is a 1 Gb/s Ethernet connection.

Using a second pair of dedicated fiber, there is a second fiber optic ring that connects the Ed Center to Churchill High School (CHS). This ring is isolated, separated from the rest of 4JNet, and designed with redundancy. This ring is used to connect all of the disks used by servers in the computer room at the Ed Center to a remote set of disks at CHS. Currently there are 24 Terabytes (TBs) of disk at each location.

There are six locations within the District that are not connected to the fiber network. These sites are Coburg Elementary, Twin Oaks Elementary, Charlemagne at Fox Hollow Elementary, Crest Drive Elementary, Opportunity Center, and the Transportation Department. To date there have been insufficient funds to connect these six sites to the fiber network. For these remaining schools additional T1s have been leased to provide some increase in bandwidth for instructional and assessment uses (e.g. OAKs testing).

Within each building there are new switches and routers that connect each classroom and office to the high speed fiber optic network. The upgrade of all equipment in the buildings now provides 1 Gb/s connections to each outlet in the building. In addition to the District's new school buildings (Chavez, Holt, Cal Young, and Madison), new "fixed" wireless networks have been installed at Kelly Middle School, Howard Elementary School, and Jefferson ATA. These new "fixed" wireless networks include new wireless outlets installed in each classroom, wireless outlets strategically located in office areas, access points at each of these outlets, wireless Power Over Ethernet (POE) switches in the schools, and wireless security hardware and software.

Every school in the district has two or more Computers On Wheels (COWs). COWs are mobile carts that have slots for storing laptop computers and charging the batteries on these computers when not in use. In schools without "fixed" wireless networks (see above) there is a "mobile" wireless access point attached to each cart which connects to the existing data network.

Working in partnership with the Public Agency Network (PAN) the District leases fiber optic based circuits from the Ed Center to the University of Oregon. At the University 4JNet is connected to the University's network, The State of Oregon's network, the Network for Education and Research in Oregon (NERO), The Portland Metro Group, Coos Bay School District, the District's Internet Service Providers (ISPs), and other networks. These connections provide the District with a large number of connections to other Oregon locations and the Internet in a very cost effective manner. 4J is one of a few school districts in the country with this kind of complex network.

Methods of Connecting to 4JNet

There are three different methods for users to connect to 4JNet: 1) a wired connection within a 4J building; 2) a wireless connection within a 4J building; and 3) externally through one of the connections mentioned above. When using an external connection resources can be limited unless a Virtual Private Network (VPN) connection is employed.

Directory Server Connections

The district is moving toward a centralized directory service that will contain information about each 4J staff member and each student. One of the important functions of this centralized service is to hold the username and password that allows access to different functions. The advantage is that a person only needs to remember one username and password and only needs to change a password in one place. Current services that are connected to the directory are e-mail, calendar, VPN, wireless, web server, OSX servers, and the data warehouse. Additional services will be added in the future.

Data on the Network

Many school districts maintain two separate networks - one for academics and one for operations. 4J has just one data network that is used for both purposes. 4JNet carries student academic data, non-academic student data, student information systems, assessment data, financial data, HR data, e-mail, file sharing, videoconferencing, building security, HVAC control, phone data, web browsing, library information, nutrition information, data storage, backup information, network monitoring information and data exchange between servers.

Infrastructure/Hardware Deployment – Voice Network

The 4J voice network consists of 10 PBX systems. The Ed Center's NEC 2400 installed in 1999, four high school NEC 2000 systems installed in 1995, 2 elementary school NEC 2000 VOIP systems installed in 2004, 2 middle school NEC 2000 VOIP systems installed in 2005 & 2006 and the Transportation Building's NEC 2000 installed in 2007. The remaining middle and elementary schools have Northern Telecom Meridian key system units (KSUs). The Facilities Building is connected via fiber to the Ed Center PBX.

The number of phone lines and handsets is determined by the school size and specific needs. All District classrooms except for VOIP handsets in the four new schools have telephones with wiring that was installed along with the data wiring in 1995.

The PBX systems are networked to the Ed Center via the same fiber ring, leased from Eugene Water and Electric Board, that services the data network. Access to the public network is provided by dedicated voice ISDN T1 lines to a Qwest Centrex service. Each KSU system operates through copper Centrex lines from Qwest. Voice mail services are provided to all sites via an AVST Voice Mail system located at the Ed Center installed in 2001. This voice mail system also provides auto attendant features used at the Ed Center.

The District purchased its own phone prefix (790) and during the 2009-10 school year converted to the new prefix and renumbered all phones. This move guarantees that we will not have phone numbers split across area codes and that we have a consistent prefix.

Current Technology Support Structure

The first level of support is provided by Technology Support Specialists (TSSs) in the building. Each building makes a site-based decision concerning the amount of TSS support that will be funded within their building. The second level of technical support is provided by the Computing and Information Services (CIS) when the TSS in a school is unable to solve an issue. CIS has a hardware repair group and a desktop support group to provide the second level of service. The Instruction Department provides academic technology support.

Application Deployment – Web applications

The district's central web server is based on the Drupal content management system. This web server contains the district public Internet website maintained by personnel in several departments. A separate server contains individual school, library, and teacher websites maintained by school personnel. Access to these web servers is controlled through the district directory services database.

Application Deployment – E-mail, Calendaring and Archiving

During 2009-2010, district personnel rolled out a new collaboration suite called Zimbra. This suite contains e-mail, address book, calendaring, task management, and document sharing. All district staff members and students are provided with Zimbra accounts. The district also has a Sophos e-mail spam filter and an Archiva e-mail archiving system in place.

Application Deployment – Student Information Systems

In January 2002, the School Board approved the purchase of a new student information system. The product purchased is called eSIS from Administrative Assistants Ltd. It is browser-based and uses an Oracle database residing on linux servers. The Eugene school district 4J provides student information systems for Coos Bay School District, Springfield Public Schools, Bend-LaPine School District, Three Rivers School District and Eagle Point School District. 4J has also joined with several other ESDs and districts in Oregon using the same student information system to form a consortium to share support and costs wherever possible.

Application Deployment – Financial Services

Business applications include human resources/payroll, budget, general ledger, warehouse and purchasing, accounts payable, work orders, fixed assets and student body accounting. Faced with outdated hardware and software, Finance and Human Resources staff engaged in a long-term planning process and recommended replacement of business systems within five years. After conclusion of the process, a long-term solution for the replacement of major business systems was identified. The School Board approved a proposal in September 2004 to enter into an intergovernmental agreement with Clackamas ESD to host 4J business systems via the Internet using web-based Lawson Software. The major systems have been converted with only the student body accounting and employee attendance modules remaining on legacy systems. Those systems will be converted in the near future. Staff will continue to support current business systems on the legacy system until all systems have been replaced with newer technology.

Application Deployment – Facilities

The Facilities Department implemented a new work order system beginning in 2008-2009 to handle requests and prioritization of work assignments. Facilities also utilizes the data network for security and energy monitoring at building sites.

Application Deployment - Transportation

The Transportation Department uses the Edulog system to assist in the design and scheduling of bus routes, and tracking of student bus stops.

Application Deployment – Library systems

During the 2005-06 school year, staff implemented a new library system called VIA from Innovative Interfaces, Inc. The new system provides a centralized database for all school library collections, handles all high school textbook collections, and the collection of instructional media. Additionally online research resources are provided via the Web to the staff and students of the Eugene School District 4J. The online services that 4J subscribes to include databases provided through the Oregon School Library Information System (OSLIS), and Worldbook Online. Individual schools may subscribe to additional research resources. These subscriptions provide access both at school and remotely from home using a user ID and password.

Application Deployment – Licenses

Desktop operating system software for computers connected to the network consists primarily of System OS-X.4, 5, and 6 for Macintoshes and Windows XP for most PC compatibles. 4J has a district license for *Zimbra Collaboration Suite* for e-mail and calendaring. Many administrative users and teachers now use *Microsoft Office*. Learn360, Atomic Learning, and Blackboard subscriptions are provided to 4J by Lane ESD.

Professional development – Technology Integrated into Learning and Teaching (TILT)

The District maintains a web site entitled TILT—Technology Integrated into Learning and Teaching. This site provides teachers and staff with information, recommendations, curriculum connections, workshop resources, and “how to” quicksheets and screen casts to support technology in the schools. Continual application and technology integration workshops are offered by the TILT Center in the Instruction Department to support schools. The CIS Department offers workshops on the student information system, the library system and e-mail.

Professional development – Library Services

Schools with certified library media specialists have a dynamic library web site that reflects the literacy and information requirements of that school. Librarians continuously revise the web pages of the libraries where they work to match the requirements of each school’s evolving curriculum with Internet sites that they evaluate to be appropriate to the school. Schools without a media specialists are provided with links for their website to library resources.

Professional development – Title IID (Ed Tech) Formula and competitive Implementation Plans

Until the 2010-11 The district received Title IID formula funds. These funds were allocated to support ongoing, sustained, and intensive, high-quality professional development for teachers, administrators, and non-licensed staff relating to technology integration into teaching and learning. Annually, the funds were used to provide sub days for staff to attend instructional technology workshops during the school day. Additionally resources were used to fund technologies including online learning resources, hardware, and software. The hardware is available for teacher checkout including: digital still and video cameras, GPS units, document cameras, headsets, iPods, and clickers. These additional resources are intended to support the integration of technology into instruction to improve academic achievement in the core content areas. Beginning in 2010-2011, the Title IID formula funds are obtained through a competitive RFP.

Over consecutive years the Eugene School District 4J has successfully competed for an ODE Educational Technology grant which have provided hardware, software, and professional development to third through eighth grade teachers (approx. 320 teachers) in the district. Each year the grant awards have provided the equipment and professional development built on the previous year's work.

The goals of the two current (2009-2011) Ed Tech Grants are to provide teachers with ongoing, sustained, and intensive, high-quality professional development that increases their ability to integrate technology into their curricula and daily instructional practices, and provide teachers and students with tools and strategies, to enhance teaching and learning environment by creating a 21st century technology rich classroom.

Support/Maintenance structure – Infrastructure maintenance

The network infrastructure is monitored and maintained by the Network Services group within CIS. The network is constructed by a combination of components that are leased or purchased, with vendor service agreements or spare parts to minimize downtime.

Support/Maintenance structure – Desktop OS support

The CIS Department provides desktop operating system support through three staff positions. These positions work directly with both the computer systems and also with school personnel to troubleshoot and solve problems.

Support/Maintenance structure – Desktop application support

Desktop application support is first handled by school personnel and then by a variety of personnel in the CIS Department.

Support/Maintenance structure – Desktop hardware support

A Technical Services group within the CIS Department provides support for desktop equipment. This group consists of two licensed service technicians responsible for repair of computers, intercoms, bells, clocks, audio-visual equipment, and a variety of other equipment. The main repair center is located at the Ed Center and equipment is usually brought to this repair center by school personnel. This repair center is an Apple authorized warranty repair facility.

Children's Internet Protection Act (CIPA)

In the spring of 2007 the Technology Appropriate Use Guidelines task force adopted the Technology Appropriate Use Guidelines which can be found at http://www.4J.lane.edu/cis/appropriate_use. The Guidelines will be reviewed and updated during the 2010-2011 school year. The Guidelines cover the topics of e-mail Access, Internet Use, Privacy, Web Content, Copyright and Plagiarism. A CIPA compliant filter has been in place for student computers beginning with the 2003-04 school year.

4J CURRENT PROGRAM MODEL

The Big Picture

In the K-12 Eugene School District 4J schools, desktops and laptops in both Mac and Windows environments are supported. Most common models include: Apple MacBooks and Dell Laptops, and Apple iMacs and Dell Desktops. Many of the 37 buildings have a combination labs and classroom pods of desktop configurations. All buildings have at least two laptop mobile labs, more commonly referred to as COWs (Computers on Wheel) and over half of the buildings have purchased more wireless COWs for students use.

Connectivity

Every classroom in 4J is connected to the Internet. The connectivity to the buildings varies between fiber and T1 lines with a large majority being fiber. Six schools are totally wireless: three elementary—Bertha Holt, César E. Chávez, and Howard; three middle—Colin Kelly, Cal Young, and Madison; and one K-8 school—Arts and Technology Academy at Jefferson.

Kinds of Technology

Technology in the schools includes a wide range of equipment: Computers, LCD Projectors, Digital Still Cameras, Digital Camcorders, Proscopes, MP3 Players, Document Cameras, Clickers, and Interactive White Boards.

Technology Acquisition

Because the Eugene School District 4J is a site based school district, individual schools set their instructional technology goals and emphasis to meet their stakeholder needs. Likewise, purchasing decisions are made (and funded) at the school level. This includes equipment, software, and associated professional development. Funding sources for equipment include general fund savings, parent raised money, and grants.

Technology Support Specialists (TSS) in the Schools

The Eugene School District 4J School provides three Technology Support Specialists (TSS) district-wide desktop support positions to service the technical needs for all 37 school sites.

Currently there is no program staffed TSS in any of the 4J school buildings for setup, troubleshooting, and repair of technology. Each school site makes decisions on how to allocate their certified FTE and classified hours-per-day to accomplish this task. Generally the high schools have allocated 1.0 classified FTE to keep the equipment running; in the K-8 schools there is a wide variety and very unequal allocation of technical support.

A new supervisor position began in July 2010 to provide guidance and supervision on the school-based TSS positions and district-wide TSS projects.

Software Available

There are various types of licenses available to the 4J schools: district-wide purchased, limited district-wide purchased, Lane ESD purchased, and purchasing consortium

District 4J Licenses

- Tiger (Mac OS 10.4)
- World Book Online
- AntiVirus

Limited District Licenses

- iWork (school based licenses)
- Comic Life (School Aggregate Purchase)
- Inspiration (Aggregate Count)

Lane ESD Licenses

- Blackboard
- Learn360
- Atomic Learning

District Software Purchasing Consortium

- OETC

K-12 Technology Integration

The Eugene School District 4J supports, encourages, and models technology integration across all curriculum areas at all grade levels. One FTE position at the district level coordinates this effort. The district has adopted the National Educational Technology Standards (NETS) to follow as a guideline for technology integration. Formal keyboarding instruction is targeted at 3rd grade and reinforced throughout the elementary and middle school grades. During the spring of 2010, a K-12 scope and sequence plan for instructional technology skills and concepts (NETS* Standard 6) was disseminated across the district designed by teachers and alignment with the NETS and current ODE State Educational Technology Plan.

Technology Grants

Over the years Eugene School District 4J has been awarded local, state, and federal grants for instructional Technology. The current and ongoing grant funded projects include:

- Project WRITE (Madison and Kelly Middle Schools)
- ODE Ed Tech TRC Project (Cesar Chavez Elementary 3-5)
- ODE ARRA TRC Project (Adams Elementary 3-5)
- EEF Grants (Hardware and Professional Development)
- Qwest Grant (Using iPods in the Middle School LA Classroom –Kennedy, Cal Young, Madison)
- Chintinimi Grant (Using iPods with Middle School TAG students- Spencer Butte and International High School students)
- Live Ink Research Project (Supported Electronic Text for ELL Students)
- MeTRC Grant – Math Electronic Text for Reading Comprehension (Algebra 6-8) grant in partnership with CATE at the University of Oregon.

Internet Use and Policies

The District created an Internet Guidelines document that outlines appropriate online use of the Internet for staff and students. It contains specific policies around various controversial topics including: virus filtering, proxy servers, and maintaining a spam filter for 4J e-mail accounts. The document also addresses social networking as well as copyright, intellectual property, and multimedia fair use policies for the teaching and learning environment.

Support and Resources

At the District level many technical and instructional opportunities are provided and supported for all staff members including “Hands on” Training/Workshops using the Ed Center Classroom Desktop Lab and 4J owned staff laptops. A variety of district sponsored technology workshops are offer as on-site workshops customized for individual staffs. Additionally, the Technology Integrated into Learning and Teaching (TILT) website is maintained in Instruction Services to support the classroom environment.

Emerging Technologies in 4J

As a direct correlation to instructional technology professional development that has been taking place in the school district, schools are striving to provide optimal teaching stations in classrooms. These stations include: laptop computer, LCD projector, a document camera, and speakers. Additionally, other emerging technologies are finding their place in 4J classrooms environments:

- SMARTBoards
- Airliners
- iPods
- ProScopes
- Clickers
- Digital Cameras
- Digital Camcorders
- Video Conferencing

Technology Issues

Along with increasing the technology in the classroom, the district also must deal with increasing technology issues academically, economically, and politically. The most pressing one is the mandated Oregon Assessment of Knowledge System (OAKS). Since acquisition of equipment for each building is site based the issue is making sure there is enough current technology to complete testing. To this end, in 2005 the district provided each school with mobile labs but included only a minimal amount of laptops (15) which are rapidly aging. Getting enough equipment for statewide testing for students remains an issue. The following lists other topics that 4J is focusing on:

- Digital Divide (both in teacher skill level and student access)
- Professional Development
- Accessibility
- Technical Support at all schools
- Internet Access for ALL students
- Internet Safety—cyberbullying
- Social Networking

Plan of Action – Narrative Form

Administrative Technology Goals

Goal A1: Improve efficiency and capacity by replacing outdated information systems and implementing new applications – The following actions are being planned:

- 1. Implement new Lawson financial systems** – Clackamas ESD is hosting 4J financial and human resources systems on Lawson Software. Most of this conversion work is now completed with three systems remaining: Budgeting, Student Body Accounting and Employee Attendance Tracking.
Monitoring and Evaluation: The business systems conversion project team meets weekly to address conversion issues and revise the project work plan as needed. New budget and employee attendance systems are scheduled to be implemented during the 2010-11 fiscal year.
- 2. Develop disaster recovery plan** – The district acquired and installed a new disk storage and backup system during 2006-07. This backup system is the basis for a disaster recovery plan. If funds allow, during the next three years we will be working on developing a disaster recovery plan and begin the implementation.
Monitoring and Evaluation: CIS management will work with a consultant to develop a plan.
- 3. Implement and train the new eSIS Essential Skills Module** – As the state board makes changes in diploma requirements, it is imperative that progress toward the diploma and graduation be tracked. This new eSIS module is flexible enough to be used for tracking these new requirements.
Monitoring and Evaluation: CIS management will be doing the initial setup and training of users then tracking the usage of the module.
- 4. Expand video training modules** - Video training provides staff access to just-in-time instruction on procedures needed for various applications such as the student information system, data warehouse, e-mail/calendar collaboration suite, etc.
Monitoring and Evaluation: Determine the number of new modules added during the time of this technology plan and the number of times that each training module is used by staff.
- 5. Help Desk Ticket Tracking System** - Acquire and implement a help desk (ticket tracking) system with knowledge base capabilities. This system will assist in proper tracking of issue reporting and resolution at several levels in the organization. Specifically ticket tracking would help with student information system issues, data warehouse issues, and a system for school-based personnel to track issues within their schools.
Monitoring and Evaluation: Evaluation and selection of the desired system will be done in the CIS Department with review by some school based technology personnel. This system will be piloted for a year before rolling it out to all schools.

6. **Major eSIS Upgrade** - A significant upgrade to our student information system is expected to be available by the 2011-12 school year. This new upgrade will involve retraining of most staff who use the system.

Monitoring and Evaluation: We will evaluate the readiness of this new upgrade during the 2010-11 school year and make a decision about deployment for 2011-12. Training videos and other aides will be developed for staff to become familiar with the new system before full implementation.

7. **Management of district mobile and personal technology devices** - Wireless networking can enable students or staff to use District-owned or personal technology devices on the District network in support of the learning process. Such devices include personal digital assistants (PDAs), MP3 players, smart phones, notebooks, and tablet computers. The District will establish standards and create a secure wireless network to accommodate technology device access to support student learning.

Monitoring and Evaluation: CIS staff will work with Instruction Department staff and schools to evaluate effectiveness of procedures and practices.

Goal A2: Provide appropriate electronic access for teachers, parents, and youth-serving agencies to student information as permitted by public information laws and school board policies.

1. **Assess the new release of Teacher Assistant gradebook** – If we deem this module to be sufficiently enhanced and stable then we will consider deployment during the 2011-12 school year. Piloting will be done prior to any full deployment.

Monitoring and Evaluation: CIS staff will do the training of the new system, evaluate feedback and determine the amount of effort to invest in further staff moving to this system.

2. **Assess the Parent Assistant module** – This module will permit parents to access information about their student(s) such as attendance, grades, demographic information, incidents and course requests. It also has a Student Assistant module for allowing students to enter course options for the next year. Some high schools and middle schools used this module for course option entry for for 2008-09 and 2009-10. We will push for more parent use during the 2010-11 school year.

Monitoring and Evaluation: CIS staff will perform the training and evaluation of the pilot schools. Based on a positive evaluation the pilot will move to full production in subsequent years.

3. **Continue enhancing the data warehouse system** – A data warehouse system has now been implemented providing access to data by teachers and administrators more efficiently and completely than ever before. Much work still remains to provide additional reporting and access. New analytical software has recently been purchased to allow additional metrics to be developed.

Monitoring and Evaluation: Teachers and administrators provide feedback for the Instruction and CIS Departments via e-mail and phone conversations. This will

change with the new help desk ticketing system so that we can better track suggestions for improvement.

4. **Participate in state K16 Integrated Data Systems (KIDS) project for data movement to State Department** – The district participated in the KIDS phase III project as one of the pilot sites and will continue to participate in future KIDS initiatives. During this phase our student information system consortium partners were also be included. Primary objectives of the KIDS initiative are (1) the movements of student data between districts and higher ed as students move from one entity to another, and (2) the reporting of information to ODE. The transfer of student data is called Oregon Student Transfer (OSTX).

Monitoring and Evaluation: ODE will be monitoring the effective use of the KIDS data warehouse and will be working with the Data Warehouse Governance Group to plan for state reporting through this initiative..

Instructional Technology Goals

Goal E1: Establish technology leadership roles and resources.

1. **Support Instructional Technology positions** - At the District Level there are several positions: An Instructional Technology Coordinator (1.0 FTE general funds); an Instructional Technology Coach 1.0 FTE (.25 General, .25 Grant .5 Title); a Technology Support Specialist 1.0 FTE (.5 General, .25 Grant, .25 Title). These positions exist specifically to assist schools with the integration and infusion of technology across the curriculum. They work closely with administrators, the Instruction Services staff, and individual schools to provide trainings, workshops, and other professional development opportunities for teachers. Additionally, they assist schools with writing technology grants, administering Title and grant funds, and developing and customizing professional workshops for schools on a variety of 21st Century strategies and methods for integrating technology into teaching and learning with an emphasis on closing the achievement gap. They also pilot emerging technologies with students and teachers and guide schools through the three phases of the Eugene School District 4J Technology Integration Phase (TIP) Project.

Monitoring and Evaluation: Year-end review and assessment takes place each year through the Title IID final report to ODE and a formal report to the 4J School Board.

2. **Maintain and manage the TILT Center** - Work with vendors to gain access (passwords, evaluation copy) to preview online resources for teachers and students. Acquire and manage a checkout inventory of classroom sets of hardware for teachers to use in their buildings including: document cameras; proscopes; digital cameras; global positioning units (GPS), digital camcorders, and classroom response systems (clickers). Manage websites for the TILT Center and all other wiki, sites, and blogs associated with instructional technology grants.

Monitoring and Evaluation: On-going sign-up for equipment checkout. Monitor "hits" on website and wiki pages.

3. **Facilitate District Technology Steering Committee** - Oversee the coordination of district instructional and operational technology plan and other related issues. Continue the monthly meetings of district level steering committee. The membership includes representation from: building administrators (elementary, middle, and high) and representatives from several Education Center departments (K-12 Instruction Services, Computing and Information Services, Finance, and Human Resources). The purpose of the committee is to study the technology "Big Picture" for instruction and infrastructure, identify needs, and create a district-wide plan for equitable and efficient technology access, deployment, purchasing, and integration.

Monitoring and Evaluation: The steering committee meets monthly during the school year to review, discuss, and evaluate district issues around the instructional technology plan.

4. **Guide schools in establishing and maintaining a Technology Leadership Team (TLT)** - Provide guidelines, ideas, and resources to assist schools in creating a vision for technology integration across the curriculum as well as a plan for professional development within their buildings.
Monitoring and Evaluation: Completed 3-year instructional technology plan for each school.
5. **Disseminate information** - Research and publish, via the TILT website and Technology Information Exchange (TIE) wiki, technology hardware, software, and online subscription information and recommendations for purchases. Publish curriculum resources and links for teachers via FAQs, quick sheets, podcasts, and screencasts for 24/7 assistance.
Monitoring and Evaluation: The TILT website <http://www.4J.lane.edu/tilt> and TIE wiki <http://4jtie.wikispaces.com/> are regularly updated and maintained.
6. **Continue support of building based Technology Support Specialists (TSS) and Technology Integration Exchange (TIE) Special interest group.** - Communicate with each Eugene School District 4J K-12 building about software, updates, trends, and strategies for integrating technology into the curriculum. Hold three mandatory TSS face-to-face meetings per year. Provide optional TIE meetings for building TSSs, teachers, and/or administrators are held to demo new products, share experiences, and discuss current local, state, and federal issues. Maintain TIE wiki, videoconferencing, instant messaging, and mailing list support.
Monitoring and Evaluation: An e-mail mailing list disseminates current information to building TSS personnel. Mandated tri-semester meetings are held each school year to disburse information from the CIS and Instruction Departments. Sign in sheets are collected at each meeting.
7. **Identify teacher role models and innovative projects** - Using a content management system (Drupal), develop and maintain a web page link from the TILT website that highlights (e.g. activity descriptions, photos, video) specific 4J classrooms and teachers using instructional technology across the curriculum. Invite in-service teachers to present district sponsored workshops for colleagues.
Monitoring and Evaluation: A rolling submission date for schools to digitally send photos, activities, lessons, etc. for posting on the TILT website for dissemination throughout the district. Hands-on District sponsored workshops available to all staff.
8. **Support building administrators** - Provide administrators with opportunities for experiencing new learning and teaching strategies and methods in order to be able to promote dynamic and innovative uses of instructional technology in their buildings. Provide a private wiki for elementary and secondary administrators as a virtual home base for resources (e.g. information, documents, meeting minutes, etc).
Monitoring and Evaluation: Regularly scheduled "hands-on" workshops and trainings for administrators throughout the school year (e.g. excel for data analysis and interpretation, online curriculum interventions, tools, and subscription demos, experience emerging technologies). Encouraged attendance at building based

instructional technology workshops.

Goal E2: Adopt meaningful standards to measure the progress of teachers and students in obtaining the necessary technology skills.

- 1. Align with the National Educational Technology Standards (NETS)** - Adopt and implement revised NETS for students (June 2007); NETS for teachers (June 2008); and NETS for administrators (June 2009) at the District level. The NETS have been developed over a period of years by a wide variety of participants including K-12 and higher education professionals. According to recent information on the NETS website (<http://cnets.iste.org>), the Oregon Department of Education has "...adopted, adapted or aligned..." with the NETS for students, teachers, and administrators.
Monitoring and Evaluation: Each school has a copy of the newly revised NETS for students, teachers, and administrators in their building. The technology representatives are responsible for making it available to all staff members.
- 2. Develop a K-12 Instructional Technology scope and sequence** - A Eugene School District 4J K-12 scope and sequence matrix was developed by teachers representing all three levels: elementary; middle; and high as part of the TIP Project. This matrix is aligned to the NETS for students (specifically mapped to standard 6; Skills and Concepts) as well as the Oregon Ed Tech Plan, the State Technology Common Curriculum Goals, and the 21st Century Essential Skills.
Monitoring and Evaluation: The scope and sequence was implemented through a pilot study with the 300 K-12 teachers from the first two TIP cohorts. It will be reevaluated and revised by the third TIP cohort during the 2010-2011 school year. A working draft was disseminated across the district for ongoing input.
- 3. Provide trainings and workshops for certified staff to meet the standards** - Eugene SD 4J provides a wide and continuous array of professional development workshops through different venues: free 90 minute after-school trainings and workshops available to all staff; three-hour in-depth "hands on" workshops for instructional technology strategies and methods across the curriculum; and provide customized 90 minute or three-hour workshops on-site at building requests paid for with grant and leadership funds. Each year participants have increased substantially in both number and skill level.
Monitoring and Evaluation: The teachers that attend these optional workshops are asked to "sign-in" with their name, school, and e-mail address. Upon workshop completion they are sent a link to an online workshop survey. They also receive a PDU certificate to document their attendance for purposes of renewing their teaching license.
- 4. Provide para-professional and guest teachers training** - In keeping with NCLB guidelines, 4J central office provides training for para-professional staff in the area of instructional technology as a tool for helping student learn. This is an ongoing effort that will continue over the course of this technology plan.
Monitoring and Evaluation: Instructional technology training is integrated into the

regularly scheduled monthly para-professional training sessions.

5. Integrate Instructional technology interview questions when hiring new staff

During the process of hiring new teachers and administrators, the Eugene School District 4J will increase its effort to include questions that provide insight to the candidate's understanding of technology standards as defined by the National Education Technology Standards for Teachers and Administrators.

Monitoring and Evaluation: Building administrators are encouraged to ask potential candidates to show evidence of their ability to integrate technology into the curriculum during initial interviews.

Goal E3: Integrate technology into the K-12 curriculum including accessing, evaluating, and creating information to improve student academic achievement.

1. Integrate Instructional Technology into all student learning activities - The

National Educational Technology Standards for Students (NETS*S) and for Teachers (NETS*T) coupled with the Oregon Tech CCGs have been the foundation for Eugene K-12 teachers creation of a scope and sequence for technology skills and concepts to reach literacy by 8th grade.

Monitoring and Evaluation: Teachers are using a variety of assessment tools to monitor student progress including DIBLES and EasyCBM—the 4J Reading Assessment tool, and OAKS. Schools also have access to online subscriptions such as Tumble Books, and RazKids where reading levels are lexiled to provide individualized research and learning.

2. Provide professional development for staff on uses of instructional technology hardware, software, and online subscriptions - In the spring of

2008, the Eugene School District 4J Technology Steering Committee set a goal to provide access to technology to ALL K-12 students in every learning environment, not only in English/language arts, mathematics, science, social sciences, the arts and second languages (world languages) but all subject matter areas. To this end, the Committee approved a multi-year Project entitled "Technology Integration Phase" (TIP). The Project provides teams of classroom teachers representing each Eugene 4J school (including an early intervening teacher per team) with hardware for their classrooms and on-going professional development focused on 21st century teaching methods and strategies. Each school year a new team of teachers is selected to participate in the TIP Project.

Monitoring and Evaluation: The technology skills of the teacher participating in the ODE Ed Tech grants and the District TIP Project are measured through an online pre- and post-survey. The survey was created "in-house" based on the five National Educational Technology Standards for Teachers in conjunction with consultants from the Center for Advanced Technology in Education (CATE) and the International Society for Technology in Education (ISTE).

3. Provide ongoing professional development workshops for teachers - Continue

focused workshops on instructional technology integration across the curriculum that are aligned with State academic standards, the NETS*T, Oregon Technology

Common Curriculum Goals, and the State Ed Tech Plan.

Monitoring and Evaluation: Continuation of workshops already offered and funded by the district General Funds and Ed Tech Title IID competitive funds.

4. **Provide opportunities for professional learning networks (PLN)** - Develop, maintain, and invite teachers to wikis and blogs that focus on exchanging collaborative projects and strategies in the core content curriculum areas including: Web 2.0 Tools, online writing, and global projects into the daily learning and teaching environment.

Monitoring and Evaluation: District provided wiki and blog servers that require 4J authentication.

5. **Provide ongoing resources and learning opportunities for media specialists** - Support for media specialists and library aides to be school and district leaders in information literacy as they guide students in accessing, evaluating, manipulating, presenting, and using information appropriately.

Monitoring and Evaluation: Eugene School District 4J provides FTE to all schools for library media specialists and/or library aides. The District provides subscriptions to WorldBook Online for student research. Usage reports can be obtained and monitored.

Goal E4: Provide teachers and students with access to sufficient, operational, and innovative technological tools that will be replaced and/or updated as needed to maintain functionality and currency.

1. **Provide ALL teachers with a networked laptop computer**—The Eugene School District 4J goal is to provide every teacher with a laptop computer for use to increase accessibility for daily classroom tasks (online attendance, grades, record keeping through eSIS), lesson planning, "hands on" professional development, and electronic communication. The laptops will also increase the opportunity for teachers to integrate 21st Century instructional technology teaching strategies and methods.

Monitoring and Evaluation: All 4J schools are encouraged (site-base decision) to move towards a laptop computer purchase for every teacher. Currently three-fourths of our K-12 schools have achieved this goal. By the end of the 2010-2011 school year most schools will be providing laptops to teachers. A yearly survey of equipment is conducted and maintained at the district level.

2. **Adopt recommended ratio of 4:1 students to laptop computer access**—Although 4J has come close to achieving the 4:1 students to laptop ratio at the elementary level, the replacement cycle is twice the recommended time due to a lack of funding. This results in students learning with old technology and applications and thus inhibits the ability to achieve the goal of individualized instruction and project-based learning. In response to the need, Eugene School District 4J has adopted a three-phase Instructional Technology Integration Project in hopes to improve the replacement cycle, incorporate a wider variety of hardware and software, and thus lower the student to computer ratio, a difficult task in a site-based district especially at the secondary level.

Monitoring and Evaluation: The 2005 and 2006 purchases of mobile laptop carts

(COWs) continue to give every student the opportunity to have their academic achievement assessed electronically in Math, Reading, Writing, and Science. Currently, in the 2010-2011 school year, although almost 6, 000 computers are available for student access, one-third of them are now outdated machines and soon will no longer run successfully on our district network to deliver applications for our students. A 4-year "refresh cycle" is currently being developed to address this issue.

- 3. Budget capital for instructional technology hardware and equipment replacement** - Appendix F details budget amounts for equipment, software, and textbooks totaling over \$1.3 million. Schools make the decisions on how this funding is allocated with past experience showing around 50% being spent on technology hardware (all types) and software.

Monitoring and Evaluation: Plans for site-based technology budgets and integration decisions in 4J schools are being developed by newly established Technology Leadership Teams (TLT). In addition to visioning and planning professional development, the TLT is encouraged to create a three-year plan for technology purchases and replacement based on instructional needs. In 2010-2011 all schools will have a TLT established that meet monthly.

- 4. Budget capital for deployment of common operating systems** - This Unix-based operating system from Apple Incorporated has been deployed in 90% of Eugene School District 4J K-12 schools. The CIS department at the Education Center maintains seven OS X servers to support the operational services and needs. Budgeting for an upgrade for the 2011-2012 school year will be discussed as part of the budget planning during the 2010-2011 school year.

Monitoring and Evaluation: District purchase of OSX license for all capable computers in the schools.

- 5. Increase student access to technology during non-school hours** - Eugene School District 4J is the recipient of a grant that provides free/low-cost after school and evening programs for K-8 students and families. Over 30 community organizations have partnered to provide these programs, which offer students a safe haven at school sites. Students receive academic assistance and participate in a variety of activities, including open computer labs. Additionally, River Road Family Center and Howard Community Center provide drop-in Mac and PC computer labs for use by 4J families.

Monitoring and Evaluation: The District continues to write grants that support technology use in non-school hour programs for Eugene School District 4J families. A log of attendance and use is kept at each site to be included in year- end evaluations.

- 6. Provide access to innovative technology tools** - As funding opportunities become available, 4J continues to invest in innovative technology tools to determine their effectiveness in the teaching and learning environment. Devices currently receiving attention are MP3 players, interactive whiteboards, document cameras, classroom performance systems (clickers), and tablets.

Monitoring and Evaluation: In addition to private grant funding, Title IID (Ed Tech) competitive grant funds help to provide the acquisition of emerging technologies. An increase in demand for equipment "check out" from the TILT Center is a significant measure of increased classroom use.

7. Provide wireless access in all buildings - Eugene School District 4J has an increasing number of mobile labs or "Computers on Wheels" (COWS) in all K-12 schools. Seven buildings are completely wireless: the four new schools (two elementary and two middle schools); one other elementary; one other middle; and the K-8 Arts and Technology Academy. This wireless deployment has caused the District to advance the timeline into finding a security package for the wireless infrastructure. During the summer of 2009 the district converted mobile wireless access points to Aruba and 8-21.11n technology. The importance of this type of deployment is to bring technology to the students rather than students to the technology.

Monitoring and Evaluation: The deployment of district purchased TESA (now OAKS) COWs has increased student use in Elementary, Middle, and High schools. Plans are in progress for moving toward a 2:1 laptop deployment. Three elementary, three middle, and one high school "small schools" have achieved this ratio.

8. Provide information through online resources - With District, ESD, and statewide funding teachers and students have access to several networked information resources: OSLIS, World Book, Blackboard, Atomic Learning, and Learn360.

Monitoring and Evaluation: The majority of the online subscriptions provide usage statistics. These stats provide metrics for further subscription renewal and well.

Infrastructure Technology Goals

Goal I1: Upgrade data network to increase capacity and reliability.

1. Install fiber network connection to two of five remaining school sites – All but five school sites now are connect via a fiber WAN. Federal stimulus funding should allow us to install fiber to two of our outlying schools.

Monitoring and Evaluation: CIS will work with the grant recipient for the installation of this fiber.

2. Replace aging phone systems throughout district – Phone systems in all but four buildings are now more than fifteen years old and at end of life with replacement parts difficult to find. A new bond is planned toward the end of this Tech Plan period and funds from that bond could be used to replace the aging phones.

Monitoring and Evaluation: CIS will work with bond planning to include this project in the next bond.

3. Identity Management - Implementing Identity Management will provide secure user authentication and authorization throughout the District and with non-district service providers. In the future, each student and staff member will have a single unique username and password, providing both the District and each user with increased security. This functionality will allow assignment of users and groups to particular

applications and services offered by the District. Greater efficiency will be obtained by integrating usernames with applications to allow users to be authenticated to multiple systems with the same username and password. Instructionally, an Identity Management system will simplify the use of collaboration tools and make it possible for students and staff to work together in both formalized and ad-hoc groups.

Monitoring and Evaluation: This project is currently on hold until funding becomes available.

4. **Desktop Management** - Standard in enterprise organizations like the Eugene School District 4J is the ability to centrally manage a large and diverse population of computer equipment. A desktop management solution would provide greater uptime for our computer systems and would increase our security by allowing the remote deployment of operating systems and application patches.

Monitoring and Evaluation: This project is currently on hold until funding becomes available.

5. **Asset Management** - An asset management solution will allow the district to track technology purchases, deployment, and warranty status. This system will provide data to improve decisions on equipment purchases, reduce the time before purchased equipment goes into production, and to know when technology equipment has reached end-of-life and is more expensive to maintain than replace.

Monitoring and Evaluation: This project is currently on hold until funding becomes available.

6. **Centralized Anti-Virus** - The District needs to deploy an anti-virus application to all desktops and laptops. Deployment is currently inconsistent and there is no way to ascertain if anti-virus clients are updating to the latest virus definitions. A unified anti-virus solution would provide increased security to the District network, increase machine uptime, and would leverage economies of scale in purchase.

Monitoring and Evaluation: This project is currently on hold until funding becomes available.

Goal I2: Collaborate with community on network projects.

1. **Collaborate with EWEB** – 4J currently leases a fiber ring from EWEB that connects our four high schools and the Ed Center. Additionally we have leased lateral fiber from EWEB to get from the ring to other building sites. As there are additional opportunities to work with EWEB we will do so.

Monitoring and Evaluation: CIS will keep in contact with EWEB staff to determine possible collaboration.

2. **Partner with other governmental agencies on the PAN** – The Public Agency Network is a consortium of public agencies including EWEB, LCOG, City of Eugene, City of Springfield, Lane ESD, Eugene SD, and LTD. This consortium is sharing fiber where possible to reduce costs and increase connectivity.

Monitoring and Evaluation: CIS will keep in contact with EWEB staff to determine possible collaboration.

Goal I3: Investigate and Implement new technologies.

1. **Continue to implement wireless network devices and security** – The district has implemented wireless solutions in several school buildings. Some implementations have been school wide in the case of new school buildings while others have been in limited portions of buildings. We have also implemented a wireless security solution that can be expanded to new sites as required.

Monitoring and Evaluation: The Network Services Group within the Computing and Information Services Department monitors and evaluates the use of the wireless network devices. Software upgrades to the security solution are applied as they become available. The wireless network will continue to be expanded during the three year period of this plan as funds become available.

2. **Continue to replace/upgrade central servers** – Demand for storage and speed on servers located in the equipment room has increased drastically. Several of these servers are very old and will be replaced or upgraded as funding allows.

Monitoring and Evaluation: Staff members in Computing and Information Services monitor and maintain these central servers. A replacement plan is currently being followed.

Plan of Action – Tabular Form

Goals and Action Items – This section is divided into three subcomponents (administrative, instructional, and infrastructure). Each subcomponent has its own prioritization of goals. These goals and their action items are presented in tabular format to indicate implementation dates as well as related guiding documents. More detailed narratives follow the tabular presentation.

Administrative Technology Goals

Goal A1: Improve efficiency and capacity by replacing outdated information systems and implementing new applications

Action Item	Years	CIP	Funding Source
1. Implement final components of Lawson financial systems	1,2	na	Project Budget
2. Develop disaster recovery	1,2,3	all	Gen Fund
3. Implement and train the new eSIS Essential Skills Module	1	5g	Existing staff
4. Expand video training modules		4	Existing staff
5. Help Desk Ticket Tracking System	ALL	4	Fleet Fund
6. Major eSIS Upgrade	1,2	na	Gen Fund
7. Management of personal technology devices		1	Central Office Gen Fund

Goal A2: Provide appropriate electronic access for teachers, parents, and youth-serving agencies to student information as permitted by public information laws and school board policies.

Action Item	Years	CIP	Funding Source
1. Assess and, if ready, implement new release of Teacher Assistant gradebook	1,2	1a	Existing staff
2. Assess and, if ready, implement Parent Assistant module	1,2	1a	Existing staff
3. Continue enhancing the data warehouse system	ALL	1a	Gen Fund
4. Participate in state KIDS project for data movement to State Department	ALL	1a	Existing staff

Educational Technology Goals

Goal E1: Establish technology leadership roles and resources.

Action Item	Years	CIP	Funding Sources
1. Support Instructional Technology positions <ul style="list-style-type: none"> • Assist with integration and infusion of instructional hardware and software • Write and administer awarded instructional technology grants • Provide training and workshops for teachers, staff, and administrators on strategies and methods for integrating technology across the curriculum • Guide and consult with schools through tech integration phases • Research and pilot emerging technology tools and programs for closing the achievement gap 	ALL	1,2	General Fund Competitive Grants and Awards
2. Maintain and manage the TILT Center <ul style="list-style-type: none"> • Manage TILT, TIP, and TIE websites, wikis, and resources • Review and recommend hardware and software building purchases • Acquire and maintain class-sets of hardware other resources for checkout. 	ALL	1,2,3	General Funds Competitive Grants and Awards
3. Facilitate District Technology Steering Committee to oversee the coordination of district technology plan and other related issues.	ALL	1	General Fund
4. Guide schools in establishing and maintaining a Technology Leadership Team (TLT)	ALL	1,2,3	General Fund Building Based Funds Instruction TIP Project
5. Disseminate information via TILT website and TIE wiki.	ALL	1,2,3	General Fund
6. Continue support of building based Technology Support Specialists (TSS) and Technology Integration Exchange (TIE) Special interest group. <ul style="list-style-type: none"> • Monthly optional meetings for TIE • Collaborative wiki for information exchange • Trimester meetings for TSS 	ALL	1,3	General Fund Building Based Funds
7. Identify teacher role models and innovative projects to highlight on District websites and/or TIE wiki	ALL	1	General Fund
8. Support building administrators through seminars, updates, and customized trainings and workshops for staff.	ALL	1,2,3	General Fund Building Based Funds

Goal E2: Adopt meaningful standards to measure the progress of teachers, administrators, and students in obtaining the necessary technology skills.

Action Item	Years	CIP	Funding Sources
1. Align training and workshops for all staff, students, and administrators with the National Educational Technology Standards (NETS) for students, teachers, and administrators	ALL	1,3	General Fund Federal, State, and Private Competitive Grants and Awards
2. Continue implementation of a 4J K-12 instructional Technology Scope and Sequence for skills and concepts (NETS*S standard 6). Administer state tech literacy survey at 8 th grade.	ALL	1,2,3	General Fund Instruction TIP Project Building Based Funds
3. Provide trainings and workshops for certified staff to meet the standards through the District supported Technology Integration Phase (TIP) Project and District workshops	ALL	1	General Fund Instruction TIP Project
4. Provide para-professional and guest teacher trainings on instructional technologies used in the classrooms	ALL	2	General Fund
5. Integrate instructional technology interview questions based on the NETS for teachers and students when hiring new staff .	ALL	1	General Fund HR and Instruction

Goal E3: Integrate technology into the K-12 curriculum including accessing, evaluating, and creating information to improve student academic achievement.

Action Items	Years	CIP	Funding Sources
1. Integrate instructional technology into all student learning and instructional activities that are aligned with State academic standards	ALL	1,2	General Fund Building Based Funds Grant Funds
2. Provide professional development for staff on uses of instructional technology hardware, software, and online resources to enhance learning and instruction for all students	ALL	1,2	General Fund Competitive Grants and Private Awards
3. Provide ongoing professional development for teachers on how to use technology to monitor student progress and inform instruction.	ALL	1,2	General Fund Building Based funds
4. Provide opportunities for professional learning networks (PLN) including: <ul style="list-style-type: none"> • E-mail, text, video conferencing • Blogs, Wikis • World Wide Web • Global Online Projects • Web 2.0 Tools 	ALL	1,2	General Fund Building Based Funds Instruction TIP Project
5. Provide ongoing resources and learning opportunities of emerging technologies for media specialists	ALL	2	General Fund Building Based Funds

Goal E4: Provide teachers and students with access to sufficient, operational, and innovative technological tools that will be replaced and/or updated a needed to maintain functionality and currency.

Action Item	Years	CIP	Funding Sources
1. Provide ALL teachers with a networked laptop computer and projector.	ALL	1	General Funds Instruction TIP Project Building Based Funds GO Bond Funds Federal, State, and Private Competitive Grants and Awards
2. Adopt recommended ratio of 4:1 students to laptop access to ensure availability to information and online learning resources.	ALL	1,2	General Funds Instruction TIP Project Building Based FundsGO Bond Funds Federal, State, and Private Competitive Grants and Awards
3. Budget capital for equipment replacement cycle	ALL	1,3	General Fund GO Bond
4. Budget capital for purchase and deployment of common operating systems for computers	ALL	1,2,3	General Fund GO Bond
5. Increase student access to technology during non-school hours	ALL	1,2	Building based Funds Federal, State, and Private Competitive Grants and Awards
6. Provide access to innovative technology tools including: <ul style="list-style-type: none"> • MP3 Players • Interactive Whiteboards • Document Cameras • Classroom Performance Systems (aka Clickers) • Mobile Technology (e.g. tablets, handheld) • Digital Probes and Microscopes • Digital Cameras and Camcorders 	ALL	1,2	General Fund Building Based Funds Federal, State, and Private Competitive Grants and Awards
7. Provide wireless access in all buildings.	ALL	1,2,3	General Fund Building Based Funds GO Bond
8. Provide information through online subscription resources including: <ul style="list-style-type: none"> • World Book Online • Learn360 • Atomic Learning • OSLIS • Public Library 	ALL	1,2	General Fund Lane ESD City Library Funds

Infrastructure Technology Goals

Goal I1: Upgrade data and phone networks to increase capacity and reliability.

Action Item	Years	CIP	Funding Source
1. Install fiber network connection to two of five remaining school sites	2	na	Stimulus Funds
2. Replace aging phone systems throughout district	2,3	na	Unfunded
3. Identity Management		na	Unfunded
4. Desktop Management		na	Unfunded
5. Asset Management		na	Unfunded
6. Centralized Anti-Virus		na	Unfunded

Goal I2: Collaborate with community on network projects.

Action Item	Years	CIP	Funding Source
1. Collaborate with EWEB	1,2,3	na	Bond Funds
2. Partner with other governmental agencies on Public Agency Network (PAN)	1,2,3	na	Existing Staff & Gen Fund

Goal I3: Investigate new technologies.

Action Item	Years	CIP	Funding Source
1. Continue to implement wireless network devices and security	1,2,3	1	Gen Fund
2. Continue to replace/upgrade central servers	1,2,3	na	Gen Fund

Monitoring and Evaluation

Monitoring and Evaluation Process

The planning and evaluation process will be closely coordinated with the Instruction Services Department's parallel efforts with monitoring and evaluating the *District Continuous Improvement Plan*, and with school site councils via each school's Technology Leadership Team and/or TSS. How individual goals are monitored and evaluated is described in the Plan of Action – Narrative Form for each goal.

We will include this monitoring and evaluation topic on the agendas of relevant district stakeholder groups; e.g. Technology Steering Committee, Instruction Services Department, Computing and Information Services, and the technology support specialists meetings.

At the school level input is acquired on an ongoing basis as CIS and Instructional technology support staff work with building staffs to increase their technology skill proficiencies. Each school reviews and updates their school improvement plans on an annual basis. The central office staff works with school administrators to determine where support is required. These plans help determine professional development priorities for each year.

Evaluation for Title IID projects competitive funding includes measuring changes in student achievement through statewide testing, student work samples, and teacher observations; measuring changes in technology literacy through teacher surveys and student completion of Ed Tech lessons; measuring increased access to technology by logging student and teacher use of various hardware (laptops, personal mobile devices, etc.) and peripherals (digital cameras, document cameras, etc.) in the learning environment; and evaluating the effectiveness and alignment to the NETS and State academic standards of curriculum units that integrate technology into the curriculum. All 8th graders will continue to be given the state mandated survey to assess their technology literacy skills that began in spring 2010. Software programs such as Read 180, Read Naturally, EasyCBM, and DiBILS will also be used to monitor student achievement.

The Finance and Human Resources business systems project team will monitor the schedule for the conversion to Clackamas ESD systems on a regular basis. Team administrative staff along with others from Finance, Human Resources, and CIS will convene as necessary to address policy issues, and communicate with the Superintendent periodically.

Process for Reporting to Stakeholders

Over the next three years, an annual report will be provided to the School Board, the Technology Steering Committee and the school TLT or TSS.

Appendix A- Technology Trends

Fiber infrastructure

As desktop computers and server equipment increase in capacity and speed, there is a need for increased bandwidth of the wide area and local area networks. This is presently being accomplished by installing fiber connections between buildings and within buildings. Fiber also has the capability of handling multiple streams of traffic using different light waves without interference between the various streams.

Continued advances in technology manufacturing

In 1965, Intel's Gordon Moore observed the "doubling of transistor density on a manufactured die every year." This "doubling per year" effect in technology has become known as Moore's Law and appear to apply to many facets of technology development: Computer size, speed, disk storage, etc. This trend allows for more processes to be performed by software rather than hardware driving down the cost of technology. This reduction in cost and increased miniaturization then allows for more specialized uses of technology.

Increasing Bandwidth

Moore's Law appears to also apply to the rate of transmission of information typically referred as bandwidth. This trend of increasing bandwidth allows for many of the other trends to take place.

Convergence of systems

Up until recently there have been separate voice, data and video systems employed in schools. The trend now is to bring these three different systems together over the existing data network. The end result is that only one type of network needs to be maintained; however, there will be an increasing requirement for high reliability of this data network.

Centralization and virtualization of servers

With the increase in power of less expensive servers, there was a real proliferation of different types of servers located close to the actual users. This proliferation of servers has resulted in maintenance and support issues. As a result of higher bandwidth, there is now a movement to centralize and consolidate these servers so there are not so many to maintain and they are more accessible. Accompanying the centralization is a process called virtualization where many different servers are virtually running on one physical server.

Cloud Computing

A marketing term with many different meanings. Basically the term refers to computing services being provided over the Internet in a manner where we do not need to be concerned with management and maintenance of the physical hardware, operating system and application updates. Cloud computing is sometimes also called SaaS (Software as a Service) which is often fee based on the services provided.

Wireless

Access to networks using wireless devices is increasing. Standards and vendors have moved from 802.11b to 802.11g to 802.11n to provide greater and greater bandwidth with

increased reliability. The district's current wireless vendor is Aruba system with 802.11n access points.

Videoconferencing

As the network increases in bandwidth, and desktop equipment continues to increase in capacity and speed, the ability to perform quality video conferencing becomes a reality. Videoconferencing equipment can either be tailored to an individual desktop machine or set up for a larger group of people. Senate Bill 622 provided group videoconferencing equipment for every high school and ESD in Oregon. 4J has six group videoconferencing systems in the District. An increasing number of individual administrators and teachers have one-to-one video conference capabilities (i.e. iSight).

Motion video and audio

Higher speed and higher capacity desktop equipment allows for the creation and playback of quality audio and video files. This digital software and hardware has rapidly found its place in the curriculum in many of the K-12 classrooms. Additionally, Lane Education Service District has provided "video on demand" for all teachers in the county through an online vendor called "Learn360". Teachers and students are finding this resource invaluable as they integrate video into presentations for teaching and learning.

Commercial databases

With increased state requirements of standards for student performance, there is a corresponding increase in data storage and reporting requirements by schools, the district and the state. This trend is driving the need to base student information systems on commercial databases that have proven reliability and commercial software tools available for the collection and extractions of desired data.

Application Server/Browser based

More and more applications are now being written to be run from an application server and interfaced to the user through a browser program. This provides the advantage that the application can operate on either a Macintosh or Windows platform.

Online information

The challenge of guiding students and staff to access and use accurate, reliable and verifiable online information will continue to increase. Eugene School District 4J will continue providing subscription-based online research information and highlight Internet sites that provide information that is equally accurate, reliable and verifiable. Lane ESD provides a Blackboard server for 4J teachers to post class information. The district provides iPortal—a Moodle solution. Teachers are able to easily create and post classroom information on websites, blogs, and wikis that are hosted on district servers.

Eugene School District 4J maintains a current student portal web page to links for student research opportunities. These links include: Oregon School Library Information System (OSLIS), World Book online, Career Information for Educational Planning, district 4J libraries Searching the Web, and Eugene and Lane County resources. The OSLIS web site provides strategies for students to evaluate the accuracy and reliability of the information they find on the Internet.

Resources for staff

An ever-increasing number of websites are now available for staff. These sites provide lesson plans, professional development, reference materials, etc. This trend will continue with an accompanying effort to synthesize, categorize and rate these websites for getting the best available information in the shortest amount of time. Examples of this synthesis on the 4J site are the Technology In Learning and Teaching (<http://www.4J.lane.edu/tilt/>) and Library Services web page (<http://www.4J.lane.edu/libraryservices>).

Resources for parents

Parents must be major participants in the education process. District 4J maintains web page links to information about safe schools, child safety on the Internet, and approved web sites for students.

Collaboration between school districts

The movement of funding to the state and federal level comes with regulations for school districts and standards for students. This causes school districts to become increasingly similar in their operation. A specific example is the record keeping around student information for which many large school districts in Oregon are now implementing the same student information system. Another example is the state wide common chart of accounts and financial reporting. The partnership with Clackamas ESD for business systems will enable the district to share resources and costs with the ESD and the districts they support to meet these requirements.

Collaboration with community

Public agencies are seeing a common need to extend their data communication to multiple locations for effective, efficient operation. Many of these locations are in close proximity with other agencies so collaboration efforts are underway to share in the costs and resulting resources.

Appendix B - District Background

Demographics

Eugene School District 4J, with approximately 16,070 students, is the fifth largest school district in Oregon. In fall 2009, the district included 21.89 percent minority students, with a racial and ethnic mix of 3.67 percent Black, 9.26 percent Hispanic, 5.93 percent Asian/Pacific Islander, 3.03 percent American Indian or Native Alaskan, 74.89 percent White, and 3.18 percent unspecified.

The 2007-08 operating cost per student was \$8,694 (most recent figures available). In 2007-08 the average daily attendance was 93.9 percent. In 2006-07 the dropout rate was 2.5 percent. In October 2009, 6,768 Eugene students (or 40.71 percent) were eligible to participate in the free/reduced price meal program. In 2008-09, at least nine schools have more than 50% of students eligible for free and reduced price lunch. For 2009-10, 14 schools (of the district's 24 elementary schools) and one charter school were designated as Title 1 Schools serving families of low socioeconomic status. These schools have from 44 to 77 percent of students eligible for free and reduced price lunch. In the 2009-10 school year, 2,220 students are eligible to receive Title 1 services.

Eugene School District 4J's scores on the Oregon Assessment of Knowledge and Skills (OAKS) are routinely above state average in all subject areas and at all grade levels.

Facilities, Programs, and Staffing

The elementary program is comprised of 18 K-5 neighborhood schools, and five K-5 or 1-5 alternative schools or programs. There is one K-8 school. Each neighborhood school reflects the uniqueness of its students, staff, and community. The alternative programs reflect particular visions held by parents and staff about how school can be different and have such emphases as language and culture immersion, non-graded classrooms, or family involvement. The secondary program (grades 6-12) consists of seven neighborhood middle schools and four regional high schools. In addition, there are five alternative middle school programs, three high school completion programs, and four International High School programs (where students focus on international history, literature, geography, and culture). The language immersion programs continue through grade 12. Three charter schools are also in operation. In 2008-2009, the district has 81 administrators, 1,049 licensed staff, 304 instructional assistants, and 962 other staff (including 563 who were less than 1.0 FTE).

Mission and Vision

Eugene School District 4J's purpose is "to ensure that each child receives the best education we can provide. That means students will acquire the knowledge, skills, and attitudes necessary to participate as productive citizens in our ever changing society." The School District motto is "Investing in Students, Creating the Future." Since 2000, led by the Superintendent and Board, Eugene School District 4J has been working to close the achievement gap for students of color and students from economically disadvantaged families. Closing the gap is the focus of district-wide efforts, grant-funded projects and professional development for teachers and administrators.

The Eugene School District 4J has adopted five major goals to meet the needs of the 21st Century learner: Access To General Education (ATGE); Equity; Instructional Intervention/Progress Monitoring (IIPM), Algebra, and Instructional Technology. The nature of our district's Digital Divide has shifted in the last few years, and so have the strategies needed to bridge the divide. It is no longer only a lack of equipment that creates the divide but also the inequitable instructional technology skill proficiency of the teachers. It is a Eugene SD 4J belief that if the teachers are given extensive thoughtful professional development as well as equitable technological teaching stations, ALL students will have the opportunity to become technologically literate. Therefore the Eugene SD 4J has put a major emphasis on providing professional development in this area using Title IID funds, and additional ODE grants.

Appendix C –Superintendent Goals for 2009-2011

Lane County School District No. 4J
Eugene, Oregon 97402

Each fall, the board and the superintendent agree on a set of annual goals that, along with the superintendent's job description and contract, are the criteria used in the annual evaluation of the superintendent. The following superintendent goals are aligned with the 2009-10 Board Goals and Annual Agenda and the key results set forth in the goals.

The board and superintendent goals are intended to focus our attention on a few key priorities to ensure that we can succeed; that we continue to work within our means; and that we can measure our progress along the way. Staff also will develop department and school-level outcome goals to help achieve the key results.

I. STUDENT ACHIEVEMENT

1. Board Goal: Increase achievement for all students and close the achievement gap.

Key Results

1. By 2011-12, the district will implement state-adopted content and performance standards, and outline the knowledge and essential skills that students will demonstrate at the critical transition stages of elementary and middle school, in order to achieve the Oregon diploma.

Superintendent Goal:

- *Establish content and performance standards in 2009-10 that outline the knowledge and essential skills that students need to master by the end of transition grades 5 and 8, in order to be on track to earn an Oregon diploma.*
2. By 2012-13, the district will provide targeted resources for elementary and middle school students who are not on track to demonstrate the knowledge and essential skills needed upon entry to high school, and for high school students needing additional support to meet the new graduation requirements.

Superintendent Goals:

- *Assess the resources needed to support elementary, middle and high school students who are not on track to graduate, and develop a proposal for Budget Committee consideration in February 2011 for implementation in 2011-12.*
- *Conduct an alternative school review of the Eugene International High School (IHS) program by March 1, 2010, to ensure that the program has a clearly distinctive instructional strategy and supports district goals for student achievement, access and diversity, in keeping with the Alternative Schools board policy and the adopted School Choice Access and Options of March 2005.*
- *Develop a plan for and complete a progress review of the North Eugene High School small schools initiative by October 2010, and develop recommendations regarding small*

school structure, school culture, district and school policies and practices that build upon and support student success, and meet board goals.

3. By 2012-13, the district's overall percentage of 4J students who meet the Oregon Assessment of Knowledge and Skills (OAKS) benchmarks in reading and math will increase to 90% and 85% (currently 80% and 76% respectively), and the gaps for racial/ethnic subgroups – African American, Hispanic, and Native American – will be cut in half (currently 10-20%).

Superintendent Goals:

- *Increase the percentage of 4J students who meet the OAKS benchmarks in reading and math by 2.5 percentage points by spring 2010.*
 - *Increase the percentage of African American and Hispanic students who meet OAKS benchmarks in reading and math by five percentage points and the percentage of Native American students who meet OAKS benchmarks in reading and math by three percentage points to narrow the achievement gaps by spring 2010.*
4. By 2013-14, the overall graduation rate for 4J students will improve by 50%, based on the formula used for calculating high school graduation rate for the 2008-09 school year, with the rates for African American, Hispanic, and Native American students increasing at an accelerated rate to narrow the gaps for racial/ethnic subgroups.

Superintendent Goal:

- *Meet the incremental targets developed by the Instructional Leadership Team to increase the graduation rate for African American, Native American, and Hispanic students by 2013-14 and implement targeted intervention strategies starting in 2009-10.*

II. STEWARDSHIP OF DISTRICT RESOURCES

Board Goal: Provide prudent stewardship of district resources to best support student success, educational equity and choice.

Key Results

1. In 2009-10, the district will review and update the facilities long-range plan and establish a timeline for a capital bond measure in 2011 or after.

Superintendent Goal:

- *Update the district's technology and facilities plans, set program priorities, and identify funding strategies, including a recommended timeline for the next bond measure, by September 2010.*

2. By 2012-13, the district will implement a sustainable budget that maintains reserves at or above board targets, minimizes the use of one-time funds for ongoing expenses, and optimizes the use of short-term resources to improve student achievement and increase operational efficiency while reducing long-term capital needs.

Superintendent Goals:

- *Develop strategy options for achieving the board's sustainable budget goal and present a proposal to the board and Budget Committee by February 2011.*
 - *Provide a status report to the board by April 2010 on the district's implementation of the efficiency measures accepted from the OSBA/Chalkboard business audit.*
 - *Conduct a focused review of Special Education services to identify opportunities to increase student achievement and optimize cost-effective strategies and practices, and present a report to the board in April 2010.*
3. By 2009-10, the district will complete the district's workforce diversity plan and by 2012-13, will increase the representation of minority teachers to 10% of licensed staff (currently about 6%), to make progress toward meeting the goals of the Oregon Minority Teacher Act.

Superintendent Goals:

- *Complete the district's workforce diversity plan by November 2009.*
 - *Increase the representation of minority teachers to 7.5% of licensed staff for the 2010-11 school year, and provide report to the board by December 2010.*
4. By June 2012, the district will implement the Shaping 4J's Future adopted recommendations related to differentiated staffing and enrollment transfers for middle and high schools.

Superintendent Goals:

- *Implement enrollment and transfer limits for middle and high schools for the 2010-11 school year.*
- *Develop options for implementing a differentiated staffing ratio, in alignment with the board's direction from Shaping 4J's Future, and present options and recommendations to the board in February 2010.*

III. STAKEHOLDER ENGAGEMENT

Board Goal: Engage the community, staff, families, students, elected officials and other stakeholders in supporting our schools and improving educational outcomes for all 4J students.

Key Results

1. In the 2009-11 biennium, the board will work with other local school districts, the Lane County legislative delegation, the Superintendent of Public Instruction, other elected officials, OSBA and other groups to secure adequate and stable state school funding for the

2009-11 biennium and to advocate for legislation in support of increased student achievement and the local control of schools.

Superintendent Goal:

- *Facilitate opportunities for district leadership to interact with local legislators regarding district priorities and school funding prior to and during the February 2010 special legislative session.*
2. The board and staff will work with community stakeholders and organizations to increase the opportunities for all 4J students to receive the public education and related services that they need to succeed in school.

Superintendent Goals:

- *Expand communications and outreach with stakeholder groups whose voices are not typically represented through community organizations and traditional public input processes.*
- *Develop and implement a Superintendent's Student Advisory Council for the 2009-10 school year to access student voice and feedback to the superintendent, staff and board on key issues affecting their education and related programs and services.*

Appendix D - Eugene School District 4J Continuous Improvement Plan

Goal 1. Improve achievement for all students and eliminate the achievement gap, particularly for students with disabilities, English Language Learners, and economically disadvantaged students.

a) The Access to General Education (ATGE)

Committee will continue to work on integrating general and special education to improve achievement for ALL students.

b) Continue participation in the Minority Student Achievement Network (MSAN).

c) Implement *Shaping the Future* Process to obtain community input concerning “What services and facilities will be needed to support the district’s future instructional programs in order to increase the achievement for all students and close the achievement gap?”

d) Continue elementary-level Academy Schools model to assist principals and teachers in meeting the learning needs of low performing students.

e) Continue to provide Student Achievement Coordinators (SACs) in all Middle Schools.

f) Expand and enhance Academy Schools model by adding three middle schools (Madison, Kelly, and Academy of Arts and Technology) and one high school (North Eugene) to designated Academy Schools.

g) Hold elementary level summer school and middle school Summer Academy.

h) Develop and implement new process for instructional intervention progress monitoring for ALL students in language arts.

i) Revise Users Manual on policies and procedures for SPED including changes in the law or procedures at both the federal and state levels.

j) Revise evaluation procedures for ELL and special education students.

k) Provide training for special education and general education staff on IDEIA law.

l) Expand services for students on the autism spectrum at middle schools.

m) Add support to elementary schools with high special education enrollment.

n) Hold a Latino Leadership Conference for students.

o) Increase English proficiency of English Language Learner (ELL) students by providing high quality language instructional programs based on scientific research.

- p) Support English Language Learner (ELL) instruction.
- q) Provide training to enable classroom teachers to add needed “Sheltered Instruction” core content classes.
- r) Extend Guided Language Acquisition Development (GLAD) to more elementary teachers.
- s) Further develop process to ensure that all instruction given to English Language Learner (ELL) students is delivered by certified teachers who have an ELL endorsement.
- t) English Language Learner (ELL) Program will work with High School Services to establish a pathway to graduation for ELL students.
- u) Provide funds for teachers to attend conferences on effective ELL programs and to visit effective ELL programs.
- v) Continue and strengthen extended learning services (before, after, and double and triple doses) in math and reading.
- w) Provide small group support in math and reading to low performing students in K-5 public and private Title 1 schools in Eugene.
- x) Provide extended and full-day kindergarten programs.
- y) Professional Development to improve Title 1 school staff effectiveness. (See Title Budget Narrative for specifics.)
- z) Provide services to support homeless and neglected and delinquent students. (See Title Budget Narrative and McKinney grant for specifics.)
- aa) Provide transition program for low performing students from elementary to middle.
- bb) Provide professional development in integrating technology into the curriculum to raise student achievement.
- cc) K-12 Technology Integration Task Force will develop K-12 scope and sequence that integrates National Educational Technology Standards, the ODE Technology Plan, and 21st Century High School Essential Learning Skills.
- dd) Provide Incentive Grants to support high school efforts to increase achievement among students needing extra time and/or support to reach high standards.
- ee) Provide academic and enrichment services to students after school in six elementary schools and two middle schools with the highest percentage of students on free and reduced price lunch.
(Grants received)

- ff) Provide adult mentors for low performing and disengaged students in 4J middle schools.
(Grant received)
- gg) Develop leadership to close the achievement gap through K-12 Learning Communities.
(Grant received)
- hh) Provide tutoring and other supports for low performing high school students at the Opportunity Center.
(Grant received)

Goal 2. Raise achievement of all students in Language Arts and Math.

- a) Continue to refine district 4J reading assessments and assessment administration process.
- b) Provide Guidance and Professional Development for better challenging TAG students in language arts.
- c) Better serve Talented and Gifted Students, particularly among special populations, by clarifying and refining TAG identification processes.
- d) Support teachers in implementing new research-based language arts materials and programs that aim for high language arts achievement for ALL students.
- e) Implement Access to General Education Committee recommendations into the new language arts adoption.
- f) Provide support for implementing technology related component of new K-8 language arts adoption.
- g) Continue the Literacy Infusion Project to provide extra support to students in reading.
- h) Evaluate effectiveness of Literacy Infusion Program and make any changes needed to ensure provision of interventions to students in the 20th percentile or below in reading.
- i) Ensure that all schools continue designing and implementing their Literacy Infusion Plans.
- j) Continue to participate in Response to Intervention (RTI) Grant with the University of Oregon to develop progress monitoring measures tied to instructional intervention.
- k) Continue the Literacy Partners Program, which pairs volunteers with middle level students needing extra help in reading.
- l) Implement Technology Integrated into Learning and Teaching (TILT) Project.
(Grant Received)

- m) Support workshops to help schools replicate “Ipods for Struggling Readers” Program, which provides stories on MP3 players along with text for students to take home.
- n) Support Bilingual Note taking project piloted at North Eugene High School.
- o) Develop, refine, and administer District 4J math assessments to help teachers determine student need for math instructional interventions.
- p) Provide staff development around the new math standards and best practices.
- q) Implement recommend-ations of Math Task Force with the goal that all 4J students upon graduation will demonstrate mastery of advanced mathematical standards. Recommend-ations are based on the NCTM Mathematical Principles.

Goal 3. Increase cultural competence district-wide and improve outreach to families of color, families whose first language is not English, and economically disadvantaged families.

- a) Provide site-specific cultural competence support and activities to schools.
- b) Provide district-level opportunities for staff training on diversity issues.
- c) Continue work on incorporating concepts around cultural competence and community engagement into School Improvement Plans.
- d) Create new District Diversity Plan.
- e) Multicultural Representatives will provide support on multicultural lessons and instructional methods for teachers.
- f) District will serve as a National Training Site Host where training will be provided on racism, cultural competency, and facilitation of such work.
- g) Equity and Diversity Coordinator will meet regularly with the Diversity and Human Rights Consortium (DHRC) to help develop a community-wide expansion of diversity and work with the DHRC’s Interagency Diversity Advisory Coalition (IDAC), which monitors implementation of DHRC goals.
- h) Parent, Family & Community Coordinator (PF&CC) will work with culturally and linguistically diverse families to increase outreach, education and support for parents.
- I) Parent, Family & Community Coordinator (PF&CC) will work with district staff and with schools to increase knowledge of parent involvement and engagement strategies.
- j) Continue to provide Family Liaison to work with Latino and Migrant families that need help with accessing educational or social services.

- k) Develop district system for written translations and provide training to district interpreters.
- l) Continue district wide coordination of family and community engagement through newly formed Parent Involvement Re-source Coordinators (PIRC) group.
- m) Parent, Family and Community Coordinator (PFCC) will partner with local agencies to strengthen district family outreach and communication.
- n) Family Resource Coordinators will increase parent involvement.
- o) Continue to support parent involvement activities in the Title 1 schools utilizing compacts, parent events, and parent training (See Title Budget Narrative).
- p) Increase and maintain the diversity of staff through the Teacher Pathways Project sponsored by 4J and other local districts and agencies, which will provide funds for tuition and training for Instructional Aides of color who wish to become certified teachers.

Goal 4. Improve the ability of all Eugene School District 4J educators to engage in data-driven decision-making and ensure that they receive accurate and clear data.

- a) Refine Data Warehouse to make data more user friendly and responsive to needs identified by the Data Warehouse Steering Committees. Improve the system's capacity to make queries directly.
- b) Provide more training for teachers and principals on using the district data in the Data Warehouse.
- c) Continue 4J Reading and Math Project Website in partnership with University of Oregon to provide high quality data on local assessment results in Reading and Math.
- d) Continue to participate in Response to Intervention (RTI) Grant with the University of Oregon to develop progress monitoring measures tied to instructional intervention.
*Note that this strategy was also listed under Goal 1 on the Achievement Gap
- e) Communicate updates and changes regarding optimum testing environments and ODE assessment rules and processes as needed to administrators and teachers.
- f) Train special education teachers on extended assessment procedures.

Goal 5. Increase the number of students who graduate from high school ready for college, careers, and active civic participation.

- a) High schools use data to improve student achievement.
- b) High school reform consultants assist schools with reform efforts.
- c) Professional learning communities are established at each high school.

- d) High school staff members visit exemplary programs to learn about effective teaching and learning.
- e) High schools actively and effectively provide support so that struggling students learn.
- f) District policies and curriculum are adjusted to address changes in state graduation requirements.
- g) High schools respond to new graduation requirements.
- h) High schools provide a challenging and rigorous curriculum to all students.
- i) High schools provide students with personalized support and advocacy as needed.
- j) High schools embed the career related learning standards and benchmarks into the curriculum and also increase opportunities for career-based learning experiences.
- k) Career academies are established or enhanced at all high schools.
- l) Evaluate district comprehensive guidance and counseling services and plan methods to increase service availability and impact.

Appendix E - Review of Previous District Technology Plan for 2008-2010

Administrative Technology Goals

Goal A1: Improve efficiency and capacity by replacing outdated information systems and implementing new applications – The following actions are being planned:

1. Implement Special Education Module in eSIS
Progress: Partially completed implementation with plans to be complete by June 2010.
2. Implement new Lawson financial systems
Progress: HR, Payroll, General Ledger, Procurement and Inventory systems are fully implemented. The remaining systems are Budget, Student Body Accounting and Hourly Employee Tracking.
3. Continue implementing new district web presence
Progress: A great deal of work has been accomplished with almost all departments now having their content on the new system. New applications continue to be added to this system. This work is ongoing.
4. Migrate intranet to a new platform
Progress: Completed
5. Develop a disaster recovery plan
Progress: We have made no new progress and do not have a budget for this project.
6. Implement and train the new CIM/CAM/PASS module in eSIS
Progress: The system is implemented and ready to be trained when the Instruction Department determines that staff is ready for this training.
7. Implement role-based security in eSIS
Progress: This security system is now in place with some users transitioned to using it. We will continue to move staff over the next couple of years.
8. Investigate open source collaborative productivity suites
Progress: Piloting of this new system is now complete and full rollout currently in progress. We will move students and substitute staff during the summer and fall of 2010. This project should be completed by January 2011.

Goal A2: Provide appropriate electronic access for teachers, parents, and youth-serving agencies to student information as permitted by public information laws and school board policies.

1. Implement new release of Teacher Assistant gradebook in student system
Progress: The new Teacher Assistant module is installed and used by two of our student system consortium members but not by 4J. We believe that additional improvements are still needed before moving 4J staff to this new module and therefore waiting until our vendor provides them.
2. Implement Parent Assistant module in student system
Progress: We believe that additional improvements are still needed before moving 4J staff to this new module and therefore waiting until our vendor provides them.
3. Continue enhancing the data warehouse system
Progress: This is an on-going project but has been slowed by the loss of our Data Analyst position. Responsibilities have been spread to several other positions.
4. Participate in state KIDS project for data movement to State Department
Progress: Phase III is now complete however lack of continued funding from ODE and loss of the Data Analyst position has slowed this project.

Instructional Technology Goals

Goal E1: Establish technology leadership roles and resources.

1. Support Instructional Technology positions
Progress: Ongoing. Positions remain in place to assist schools with the integration and infusion of technology into the Curriculum with continued Professional development opportunities provide and monitoring and implementation of new grants.
2. Maintain and manage the TILT Center Lending Resouces
Progress: Ongoing. Online hardwared checkout calendar created and equipment maintained.
3. Maintain District Technology Steering Committee
Progress: Ongoing. Technology Steering Committee continues to meet monthly during the school year.
4. Disseminate information via the TILT website
Progress: Conversion to Drupal Content Management System. It is sitregularly updated and maintained at the following URL <http://www.4J.lane.edu/tilt>.
5. Establish building-based technology representatives
Progress: 35 of 45 school have hired a Technology Support Specialist for their schools. Mandated tri-semester meetings are held for dissemination of information as well as a dedicated website maintained for information, purchasing recommendations, and resources.
6. Identify teacher role models and innovative projects
Progress: Ongoing through self and administrator identification
7. Support building administrators
Progress: Ongoing. Regularly scheduled “hands-on” workshops and retreats for administrators are available throughout the school year.

Goal E2: Adopt meaningful standards to measure the progress of teachers and students in obtaining the technology skills they need.

1. Align with the National Educational Technology Standards (NETS) **Progress: Ongoing. All schools have been introduced to the newly revised NETS*, NETS*T, and NETS*A.**
2. Develop a K-12 Instructional Technology Scope and Sequence
Progress: NETS*S Standard 6 Scope and Sequence K-8 Draft competed. Ongoing development of standards 1-5.
3. Provide trainings and workshops for certified staff to meet the standards—**Progress: Ongoing. Regular district sponsored workshops are scheduled throughout the year and opened to all teachers. Technology Integration Phase (TIP Project established.**
4. Provide Para-professional training
Progress: Ongoing. Integrated into monthly meetings.
5. Refer to NETS for teachers and students when hiring new staff
Progress: Building administrators are encouraged to ask potential candidates to show evidence of their ability to integrate technology into the curriculum during initial interviews.

Goal E3: Integrate technology into the K-12 curriculum including accessing, evaluating, and creating information to improve student academic achievement.

1. Focus on individualized instruction and project based learning activities that are aligned with State academic standards
Progress: Ongoing using a variety of assessment tools to monitor student progress including DIBLES and EasyCBM, Schools also have access to online where reading levels are lexiled to provide for individualized research and learning.
2. Provide professional development for staff on uses of hardware and application software
Progress: Ongoing District sponsored leveled (basic, intermediate, and advanced) workshop opportunities are provided throughout the school year to meet the needs of ALL staff members.
3. Provide ongoing professional development workshops for teachers— **Progress: Ongoing. District sponsored focused workshops provided on instructional technology integration across the curriculum**
4. Provide opportunities for collaborative learning
Progress: Ongoing. Opportunites for collaboration are provided through controlled district access to—blogs, wikis, the World Wide Web, online writing (Google docs), and global projects into the daily learning and teaching environment.
5. Provide resources and learning opportunities for media specialists
Progress: Limited focus. Budget cuts have hindered the continuation of these specialists in each building. The District continues to subscribe to WorldBook-online and NetTrekker d.i. for student research.

Goal E4: Provide teachers and students with access to sufficient, operational, and innovative technological tools that will be replaced and/or updated as needed to maintain functionality and currency.

1. Provide ALL teachers with a networked computer
Progress: Ongoing. All 4J schools are encouraged to provide a laptop for every teacher. Currently 3/4 of our K-8 schools have achieved this goal. High Schools are moving towards this implementation. The TIP Project has assisted with this goal.
2. Adopt recommended ratio of 2:1 students to computer
Progress: Ongoing. The District has reconsidered the ratio to 4:1 student to laptop.
3. Budget capital equipment replacement
Progress: Ongoing. Site-based technology budget decisions in 4J schools are being done by newly forming building-based Technology Leadership Teams (TLT).
4. Deployment of OS X
Progress: Completed 10.4 deployment. Updates applied.
5. Increase student access to technology during non-school hours
Progress. Ongoing. Grants provide technology use in non-school hour programs for Eugene School District 4J families (e.g. BEST).
6. Provide access to innovative technology tools
Progress: Ongoing. Private and State funding help provide the acquisition of emerging technologies for classroom integration as well as increase equipment for the TILT checkout inventory.
7. Provide wireless access and devices
Progress: Completed. All building have access and devices for students and teachers.
8. Provide online information resources
Progress: Ongoing. District and Lane ESD, provide access to several networked information resources: World Book, Blackboard, Atomic Learning, Learn360, and NetTrekker d.i.

Infrastructure Technology Goals

Goal I1: Upgrade data network to increase capacity and reliability.

1. Increase data capacity to remaining district sites currently unreachable with fiber
Progress: This is complete with all sites now have two T1 lines
2. Install new firewall and intrusion detection technology
Progress: Completed
3. Install new border router for increased connectivity
Progress: Completed
4. Implement voice services over the data network at remaining high schools
Progress: Completed
5. Replace aging phone systems throughout district
Progress: Waiting for new bond measure before this is possible.

Goal I2: Collaborate with community on network projects.

1. Collaborate with EWEB
Progress: On going
2. Partner with other governmental agencies on the PAN
Progress: On going

Goal I3: Investigate and Implement new technologies.

1. Continue to implement wireless network devices and security
Progress: We have upgraded all wireless solution to the Aruba solution.
2. Continue to replace/upgrade central servers
Progress: This is being done as required and is an on going process.