

District Information Technology Plan

Eugene School District 4J

Three Year Plan: 2008-2009 thru 2010-2011



Updated Fall 2007

Compiled by the Computing and Information Services Department

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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 2008-2009 thru 2010-2011. This plan is a continuation of the last three-year plan from 2005-2008 as many of the projects are ongoing.

Major achievements during the past three-year plan 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
- Implementation of a new central library system
- Implementation of a new HR/Payroll system
- Expansion of the use of attendance and notification system
- Implementation of a new emergency notification 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

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
- Continued implementation of wireless deployment
- Development of a business 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. By the end of the 2006-2007 school year, the district had installed fiber connections to all but four school sites. This fiber network primarily uses leased fiber from the Eugene Water and Electric Board. The four remaining school sites use leased lines from Qwest. At the beginning of the 2004-05 school year, 4J opened two new elementary schools and will open a new middle school during 2005-06 and another new middle school during 2006-07. 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 an Internet Service Provider (ISP) with an access point 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, 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's Goals for 2004-06 (Appendix C), the District Continuing Improvement Plan, and Shaping 4J –Technology Focus Group recommendations.

Review of the last Tech Plan for 2005-2006 thru 2007-2009

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 D.

Goals of the 2008-11 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 beginning which began with a new student information system and a new email system. Major financial and human resources systems will be replaced 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 are funded by a six-year bond beginning with the last plan and concluding with the end of this plan in year 2007-08. The primary infrastructure goals are to increase the speed and reliability to the four remaining school 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 2008-11 Tech Plan

The monitoring and renewal 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. Instruction Department, Computing and Information Services, Instructional Policy Council, and the technology representative 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 (pdas, laptops, graphing calculators, etc.) and peripherals (digital cameras, scanners, 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.

Process for Reporting to Stakeholders

Over the next three years, CIS will provide an annual report to the School Board, Superintendent's staff, the Instructional Policy Council, the Technology Steering Committee and the school technology representatives.

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. 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

During the 2006-2007 school year, the District undertook a two year initiative called "Shaping 4J." Several focus groups were formed including one called the "Shaping 4J – Technology Focus Group." This current Technology Plan is based on the Superintendent's Goals, the District Continuing Improvement Plan, and the recommendations of the Shaping 4J - Technology Focus Group. The focus group created the following values and beliefs statement:

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 new paradigm of professional development using technology as a primary means of delivery, is being more fully developed, tested, 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

Kim 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 Policy Council, 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 portion of the plan. The Instruction Department, High School Services, and Educational Support Services will have primary responsibility for the implementation of Instructional portion of the plan. The CIS Department will have primary responsibility for the Infrastructure 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 telephones.
- 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.

Infrastructure – Data Network

The Eugene School District 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 for 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 a total of 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 and tape drives at CHS. Currently there are 16 Terabytes (TBs) of disk at each location. The tape drives are used to archive data for long term storage.

There are six locations within the District that are not connected to the fiber network. These sites are Twin Oaks Elementary, Charlemagne at Fox Hollow Elementary, Crest Drive Elementary, Opportunity Center, and the Transportation Department. Currently there is not a plan to connect either the Opportunity Center or the Transportation Department to the fiber network. The remaining schools are located too far from the fiber network to afford connecting them at this time. For these remaining schools additional T1s will be leased to provide some increase in bandwidth for instructional 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 one or more Computers On Wheels (COWs). COWs are mobile computer carts that have slots for storing lap top 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 plugs into the existing data network. This "mobile" wireless network has a separate security system from the "fixed" wireless network at the new schools and the three locations identified above.

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 Provider (ISP), 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 using either of the two wireless networks 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 server that will contain information about each 4J staff member and each student. This centralized server is called a directory server. One of the important functions of this server is to hold the username and password that can be used to allow 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 server are e-mail, calendar, VPN, wireless, web server, OSX servers, the data warehouse and a few others. 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

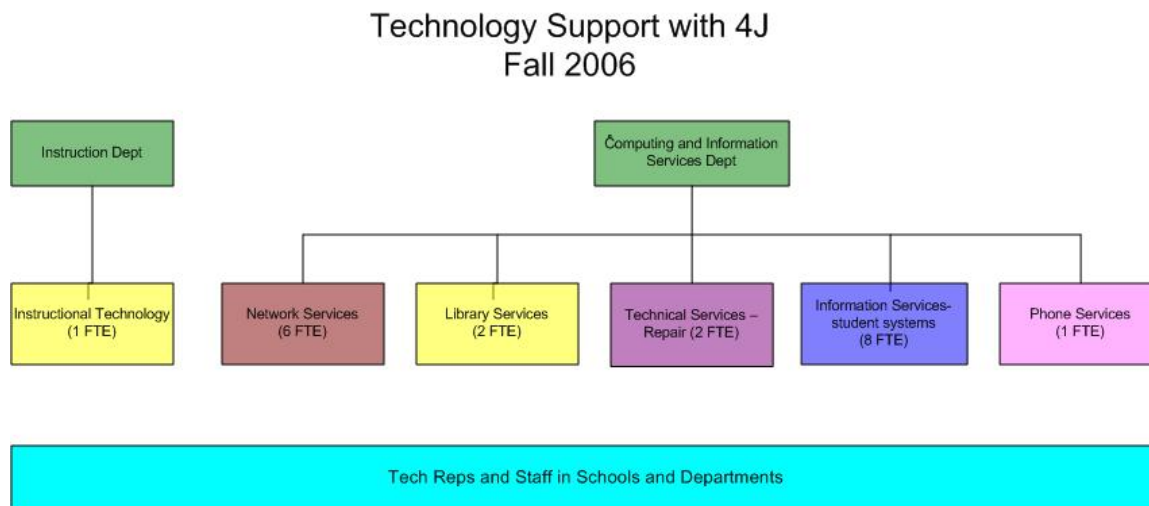
The number of phone lines and handsets is determined by the school size and specific needs. All District classrooms except for VOIP handsets in the four new schools have telephones with wiring that was installed along with the data wiring in 1995

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 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.

Current Technology Support Structure

The following diagram shows the basic functional units for dealing with support of technology. Computing and Information Services provides much of this function on both the operational and academic sides while the Instruction Department provides strictly academic support. Additionally schools hire Technology Support Specialists to assist staff within the buildings. The amount of in-building support varies widely from building to building.



Application Deployment – Web applications

The district recently developed a new central web server, using the Drupal content management system, for use by all departments and schools. 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. A separate web server is deployed for Intranet purposes and contains documents and forms for internal district use.

Application Deployment – E-mail

All district staff members are provided with e-mail accounts. Some secondary schools have chosen to have all students provided with district-provided e-mail accounts while other schools allow district-provided student e-mail accounts on an individual request basis.

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 provides student information systems for Coos Bay School District,

Springfield Public Schools, Bend-LaPine School District and Three Rivers School District. Several other ESDs and districts in Oregon run the same student information system and have formed 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. During the 2006-07 school year the HR/Payroll module was implemented. Other modules are planned in the near future. Staff will continue to support current business systems on the Alpha until all systems have been replaced with newer technology.

Application Deployment – Facilities

The Facilities Department currently relies on the Work Order system for requests and prioritization of work assignments. A new system has been identified and is planned for implementation by the start of the 2008-09 school year. 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 instruction media. Additionally online research resources are provided via the Web to the staff and students of the Eugene School District. The services that 4J subscribes to include EBSCOhost and the Oregonian archives through the Oregon School Library Information System (OSLIS), Encyclopedia Britannica Online and NetTreker. Individual secondary 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.2 for Macintoshes and Windows XP for most PC compatibles. 4J has a district license for *Eudora Pro* for email. Many administrative users and teachers now use *Microsoft Office*. United Streaming 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” directions to support technology in the schools. Continual application and technology integration workshops are offered by 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.

Professional development – Title IID (Ed Tech) Implementation Plan

The district receives Title IID formula funds. These funds are 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 are 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 available for teacher checkout includes a mobile training lab of computers, digital media kits, GPS units, document cameras, and clickers. These additional resources are intended to support the integration of technology into instruction to improve academic achievement in the core content areas.

Additionally the District successfully obtained grants from the Oregon Department of Education (ODE) for the 2003-04 and 2004-05 Enhancing Education Through Technology (E2T2) grants and Ed Technology Grants in 2005-06, 2006-07 and 2007-09. 4J won awards in both competitions. The second one is a continuation of the first one including collaboration with other local districts.

The goal of the 4J E2T2 grants and the Ed Tech Grants was to provide professional development to help teachers integrate technology into instruction to produce improved language arts and mathematics achievement. Specifically, the grants 1) integrate accessible technology in the form of PDA Handheld computers and supporting hardware and software into the curriculum, 2) provided laptops with ongoing, sustained, and intensive, high-quality professional development that increases their ability to integrate technology into their curricula and daily instructional practices, and 3) provide teachers with tools to enhance learning and enable students to meet challenging state academic standards for language arts and math.

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 two 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 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. Due to budget reductions, a satellite repair center at Churchill high school was closed at the end of the 2001-02 school year.

Children’s Internet Protection Act (CIPA)

In the spring of 2007 the Technology Appropriate Use Guidelines task force adopted the Technology Appropriate Use Guidelines can be found at http://www.4J.lane.edu/cis/appropriate_use. 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 (OS X) and Windows (XP) environments are supported. Most common models include: iBook, MacBook, and Dell Laptops, and iMac and Dell Desktops. Many of the 40 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 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. Six schools are totally wireless buildings: three elementary—Bertha Holt, César E. Chávez, and Howard; and three middle—Colin Kelly, Cal Young, and Madison.

Kinds of Technology

Technology in the schools includes a wide range of equipment: Computers, LCD Projector, Digital Still Cameras, Digital Camcorders, Proscopes, Writers, MP3 Players, Document Cameras, Handheld Computers, 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:

- Parent raised money
- Grants
- TESA COWs—District

Technical Support in the Schools

The Eugene School District 4J School provides three FTE district-wide desktop support positions to service the technical needs for all 40 program out in the school buildings: Mac 2.0 FTE for Mac support and 1.0 FTE for PC support.

Currently there is no program staffed FTE 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 and “sketchy” allocation of technical support. Some examples:

Certified FTE:

- .01 -.2 certified classroom teacher time (one period a week/day-technology only)
- .5 certified technology teacher (teachings students)
- .8 certified instructional technology coach (working with teachers)

Classified Hours:

- 8-hrs/day classroom instructional aid (technology repair and teaching)
- 2-5-hrs/day technology support specialist (technology repair only)

Additionally, each building has a Technology Representative identified to attend three district-wide meetings as well as be the building contact person between the CIS and Instructional Technology Departments for correspondence, updates, and information.

Software Available

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

District 4J Licenses

- Tiger (Mac OS 10.4)
- NetTrekker
- World Book
- Britannica
- AntiVirus
- Eudora

Limited District Licenses

- iWork (TESA and TILT COWs only)
- Comic Life (School Aggregate Purchase)

- Inspiration (Aggregate Count)
- Lane ESD Licenses
- Blackboard
 - United Streaming
- District Software Purchasing Bid Award
- OETC

K-12 Technology Integration

The Eugene School District 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. Beginning in the north Eugene region, a K-12 scope and sequence plan for instructional technology is being designed that is in alignment with the NETS as well as the newly released ODE State Educational Technology Plan. The pilot plan will be shared across district regions once it is finalized.

Technology Grants

Over the last three-four years Eugene School District has been awarded local, state, and federal. The current and ongoing grant funded projects include:

- Project WRITE (Madison and Kelly Middle Schools)
- The Resource Room Handheld Project (Kelly and Kennedy Middle Schools, Churchill High School)
- The Northwest Handheld Computer Project (K-8)
- ODE Ed Tech TILT Project (Coburg, Meadowlark, Corridor, Spring Creek, Edison, Yujin Gakuen, Harris, and Kelly)
- ELL Online Notetaking Project (NEHS)
- Reading Buddies (K-1 Howard Elementary)
- Technology Infusion (Howard Elementary)
- EEF Grants (SMART Boards, Projectors, and Professional Development)

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, a proxy server for student computers, and maintaining a spam filter for 4J email accounts. The document also addresses 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 email accounts and “Hands on” Training/Workshops using the Ed Center Classroom Desktop Lab (10) and the Instruction Department Mobile Lab (30). A variety of district sponsored technology workshops are offer at the Education Center as well as on-site workshops customized for individual staffs. Lane ESD also offers technology workshops for 4J staff members.

Additionally, the Technology Integrated into Learning and Teaching (TILT) Website (TILT) is maintained in the Instruction department 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, optimal teaching stations are emerging in classrooms. These stations include: laptop computer, LCD projector, a document camera, and a SMART Board. Additionally, other emerging technologies are finding their place in 4J classrooms environments:

- Flash Drives
- iPods
- ProScopes
- Digital Cameras
- Digital Camcorders
- Video Conferencing
- Instant Messaging

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 Technology Enhanced Student Assessment (TESA). Since acquisition of equipment for each building is site based the issue is making sure there is enough current technology to get the testing completed. To this end, the district provided each school with mobile labs but in only a minimal amount of laptops. Getting enough equipment for statewide testing for students remains an issue. The following lists other topics that 4J is focusing on:

- Digital Divide
- Professional Development
- Accessibility
 - On-site Technical Technology Support (Program Staffed)
 - Internet Access for ALL students
 - Internet Safety—cyberbullying

IMPLICATIONS OF THE CURRENT MODEL

Following our review of the district's current program, we considered the implications it had for the following issues:

Equity

- Families living in poverty do not have access to technology
- Schools in the middle SES group do not have as much technology in their schools due to lack of funding. The schools with higher SES have the ability to fundraise. Schools with lower SES have Title 1 funds from the government and Equity funds from the district.
- Schools have different levels of technology support.
- In the current system of site based decision-making, schools are allowed to make choices in professional development, equipment acquisition and technical support
- Students have varied experiences with technology
- There is a progressive decrease in the availability of technology from elementary, middle schools to high school
- Title funding is available to elementary schools but not middle schools and high schools
- Principals support technology differently

Open Enrollment, Neighborhood Schools, and Alternative Schools

- Some families can choose schools based on technology on site
- Schools with Technology Infusion can pull students from other neighborhood schools

Program Staffing

- Technology Specialist staffing comes from the school's general education FTE
- Schools have to make choices between specialists (PE, music, technology)
- The district has developed a job description, but schools are not using it when defining technology positions
- There are no district hiring guidelines
- 4J is not competitive in the open market in attracting Technology Specialists
- Tech representatives are often staff members who have other responsibilities
- Schools are increasing the number of computers but are not increasing the amount of tech support - if you double the number of computers schools must double the tech support
- Grants written for technology should include funds for professional development, staffing for desktop support and network infrastructure support
- We do not have required program staffing for technology

State and Federal Mandates

- More and more online assessments are required of our students
- TESA is an unfunded mandate
- Schools must provide the technology (hardware) to administer state assessments

- Computer labs and COWS are tied up with assessments and not available for instruction
- No provisions are made to hire a testing coordinator - responsibilities are added onto a staff member's assignment
- 8th grade Technology Proficiency will be assessed starting in 2007-2008
- Emphasis on state assessment leaves no time for teaching students using best practices
- Vanguard has a program available to provide students and teachers feedback on assessments – the program costs money and requires upgraded computers
- At this time, special education paperwork is not networked – specialists need to have the capability to share information collaboratively
- 504s are recorded on eSIS - the document has limitations
- In order to get federal dollars, the district needs a proxy filter on all student machines - this takes person power

Student Transportation

- Schools that have Technology Infused Programs will attract students. Families must provide for their own transportation. Students in poverty may not have access to transportation.

Elementary Schools

- Varied access to technology
- Varied staffing and inconsistent support
- Not equitable amongst elementary schools
- Varied professional development offered in elementary schools
- No standards around technology knowledge
- One-third of the elementary schools have fiber optic systems and two-thirds have T1
- Three elementary schools have fixed wireless throughout the building
- Some elementary schools have Academy money and Title 1 money that can be used for instructional technology professional development and hardware purchases
- Not all teachers in elementary schools have teacher laptops
- Not all classrooms have projectors
- Some schools have more computers than others
- Some schools have SMART Boards
- Different administrators give different amounts of support around technology
- No systemic expectations for administrators around technology

Middle Schools

- New middle schools have a projector and a laptop for every teacher
- Three out of eight middle schools are wireless
- Inequitable technical support amongst schools
- ***Fewer laptops per student than in elementary schools***
- ***Significant disparity from elementary schools to middle schools***
- Few course options for middle school students. Each middle school has different instructional programs
- Some students come to middle school with keyboarding skills, some do not

- New middle schools have been built for future technology needs
- Different administrators give different amounts of support around technology
- No systemic expectations for administrators around technology
- Middle school staff access less instructional technology professional development than elementary school staff

High Schools

- Very few accessible computers for the number of students
- ***Fewer laptops per student than in middle schools***
- ***Significant disparity from middle schools to high schools***
- Some high school teachers do not have their own computers
- TESA (Technology Enhanced Student Assessment) laptops were some of the first laptops in the high schools
- Instructional model is lecture based and not integrated using technology
- High schools are very autonomous
- Students are coming into high school with varied level of readiness
- Very little staffing and money dedicated to technology
- Every high school has at least 1.0 FTE dedicated to technical support
- High school staff access less instructional technology professional development than elementary school staff
- Different administrators give different amounts of support around technology
- No systemic expectations for administrators around technology

Regional Impact

- **School Regions**
 - North region is working together, meeting frequently and developing an articulated scope and sequence for technology.
 - Churchill region started the process of articulating a scope and sequence
 - No central directive from district personnel to articulate K-12 plan
 - North region has daVinci Middle School focused on technology
 - North Eugene School of IDEAS has all new computers
 - Imbalance amongst elementary, middle and high schools. More technology in the elementary schools.
 - Computer programming is not taught in our schools.
- The State of Oregon
 - Kids graduating in Oregon do not have a competitive advantage
 - Oregon is very limited on the ability to pass bonds to fund schools and technology (Shoreline School District in Washington just passed a bond measure that allows for laptop computers for every student grades 5 through grades 12)

Other (Including impact on other focus group topics)

- **Special Populations (Special Education, 504 Plans, ELL, TAG)**
 - To get a student what they need instructionally requires jumping through hurdles. To get assistive technology for individual students it often requires an IEP or a 504 Plan
 - At this time, Special Education paperwork is not networked. Specialists need to share information collaboratively

- 504s are recorded on eSIS. The document has limitations
- Assistive technology is available, but our district is not accessing because of cost and lack of centralized resources for evaluation
- **Technology Purchasing**
 - Software license purchasing through site-based decision-making is creating inequity, is more costly and may potentially violate public purchasing law.
 - There is not a budget line item in the district budget for district wide software license purchases. Each site license must be individually approved
 - Schools individually budget technology creating inequities
 - We do not evaluate the total cost when choosing/purchasing software

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	Supt Goals	DCIP	Funding Source
1. Pilot and implement the eSIS Special Education Module	1, 2	I	G1.e,h	Existing staff
2. Implement new Lawson financial systems	1,2,3	II		Project Budget
3. Continue implementing new district web presence	1	III		Gen Fund
4. Migrate intranet to a new platform	1	II		Gen Fund
5. Develop a disaster recovery strategy	2	II		Gen Fund
6. Implement and train the new CIM/CAM/PASS module in eSIS	1,2	II	G5.a	Gen Fund
7. Implement role-based security in eSIS	1	II		Existing staff
8. Investigate open source collaborative productivity suites	1	II		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	Supt Goals	DCIP	Funding Source
1. Implement new release of Teacher Assistant gradebook in student system	1,2	III	G3.I	Existing staff
2. Implement Parent Assistant module in student system	1,2	III	G3.I	Existing staff
3. Continue enhancing the data warehouse system	1,2,3	I	G4	Gen Fund
4. Participate in state KIDS project for data movement to State Department	1,2	I	G4	Existing staff

Educational Technology Goals

Goal E1: Establish technology leadership roles and resources.

Action Item	Years	DCIP	Funding Source
1. Support Instructional Tech positions <ul style="list-style-type: none"> • Assist with integration and infusion • Write and administer tech grants • Enhancement of TILT website and resources • Provide trainings and workshops for teacher and other staff • Guide and Consult schools through tech infusion phases • Title IID staff development • Technology tools for closing the achievement gap 	1,2,3	1a, c, f, h, bb, cc, 2b,d, f, l, m	Gen Funds & Grants
2. Maintain and manage the TILT Center <ul style="list-style-type: none"> • Maintain software evaluation library • Acquire and maintain hardware lending resources 		1a 2a,f, l, m	General Funds & Title IID
3. Maintain Technology Steering Committee to oversee the coordination of district technology plan.	1,2,3	1a,c 2b,f	General Funds
4. Disseminate information via the TILT website: <ul style="list-style-type: none"> • Hardware and Software recommendations • Websites for Classroom use 	1,2,3	2a,f, l, m	Gen Funds & Title IID Grant
5. Establish building-based technology representatives.	1,2,3	1y 2f	Title IID Funds & Building FTE
6. Identify teacher role models and innovative projects.	1,2,3	1y,aa, bb 2h,l	General Fund FTE
7. Support building administrators	1,2,3	1a,h, bb 2d,f	General Funds & Title IID

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

Action Item	Years	DCIP	Funding Source
1. Align with the National Educational Technology Standards (NETS) for students	1,2,3	1bb	General Fund FTE
2. Develop a K-12 instructional Technology Scope and Sequence	1,2,3	1cc	General Fund FTE & Title IID
3. Provide trainings and workshops for certified staff to meet the standards	1,2,3	1bb	General Fund FTE & Title IID
4. Provide para-professional training	1,2,3	1bb	General Fund FTE
5. Refer to NETS for teachers and students when hiring new staff	1,2,3	1cc	Building Based FTE

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

Action Item	Years	DCIP	Funding Source
1. Focus on individualized instruction and project-based learning activities that are aligned with State academic standards	1,2,3	2 l,m,n 1 f,w,y	General Fund & Building FTE
2. Provide professional development for staff on uses of hardware and application software	1,2,3	1bb 1 f,w,y	General Fund FTE
3. Provide ongoing professional development workshops for teachers	1,2,3	1bb	Existing staff
4. Provide opportunities for collaborative learning a. E-mail b. Blogs, Wikis c. World Wide Web d. Global Online Projects	1	1bb 2 l,m,n	Existing staff
5. Provide ongoing resources and learning opportunities for media specialists	1,2,3	1bb	Existing staff

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.

Action Item	Years	DCIP	Funding Source
1. Provide ALL teachers with a networked computer	1,2	2 f, g	Gen Fund
2. Adopt recommended ratio of 2:1 students to computer	2,3	2 f, g	Gen Fund, Grants, Building
3. Budget capital equipment replacement	2,3	2 f, g	Gen Fund
4. Deployment of OS X	1,2		Gen Fund
5. Increase student access to technology during non-school hours	1,2,3	2 f, g, m 3 h, i	Grants
6. Provide access to innovative technology tools <ul style="list-style-type: none"> • MP3 Players • Interactive Whiteboards • Document Cameras • Classroom Performance Systems 	1,2,3	2 f, g	Gen Fund & Grants
7. Provide wireless access and devices	1,2	2 f, g	Gen Fund
8. Provide online information resources: <ul style="list-style-type: none"> • EBSCO host • World Book • United Streaming • Blackboard 	1,2,3	2 f, g	Gen Fund

Infrastructure Technology Goals

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

Action Item	Years	Supt Goals	DCIP	Funding Source
1. Increase data capacity to remaining district sites currently unreachable with fiber	1	II		Gen Fund
2. Install new firewall and intrusion detection technology	1	II		Gen Fund
3. Install new border router to handle increase connectivity	1	II		Bond
4. Implement voice services over data network at remaining high schools	1	II		Gen Fund
5. Replace aging phone systems throughout district	2,3	II		Unfunded

Goal I2: Collaborate with community on network projects.

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

Goal I3: Investigate new technologies.

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

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 Special Education Module in eSIS – Until recently district staff has not felt comfortable that the eSIS Special Education module was sufficiently feature rich and bug free to implement this module. Now that other Oregon districts have improved the product and displayed its capabilities, the Educational Support Services Department plans to pilot the eSIS SPED Advanced module during the spring of 2008. If all goes well with the pilot the remainder of schools will move to this module during the 2008-2009 school year.
Monitoring and Evaluation: The 4J ESS Department planning team meets monthly to set goals and evaluate success.
2. Implement new Lawson financial systems – Clackamas ESD is hosting 4J financial and human resources systems on Lawson Software.
Monitoring and Evaluation: The business systems conversion project team meets weekly to address conversion issues and revise the project work plan as needed. The new human resources/payroll system was implemented as scheduled in July 2006, and the general ledger and procurement systems will be implemented in February 2008. The fixed assets systems is scheduled for completion in the spring of 2009, and the two remaining systems, budget and student body are scheduled for conversion within the next three years.
3. Continue implementing new district web presence – During 2006-07 and 2007-08 the district move to a content management system called Drupal to manage the district website. This work will continue during the 2008-09 school year.
Monitoring and Evaluation: CIS staff will be tracking this work which should be complete by end of 2008-09.
4. Migrate intranet to a new platform – Plans are being put in place to move the intranet site to our new Drupal webserver where staff will need to be logged in to see the intranet pages.
Monitoring and Evaluation: CIS staff will be tracking this work which should be complete by end of 2008-09.
5. Develop a disaster recovery plan – The district acquired and installed a new filer and backup system during 2006-07. This backup system is the basis for a disaster recovery plan. 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.

6. Implement and train the new CIM/CAM/PASS module in eSIS – Although the state department is making changes in requirements, this new eSIS module is flexible enough to be used for tracking of 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.
7. Implement role-based security in eSIS – Setup and train users in a new menu and security system for accessing student information in eSIS.
Monitoring and Evaluation: CIS management will do initial setup and training of users then tracking usage of the system.
8. Investigate open source collaborative productivity suites – In 2008-09 we will pilot an open source suite for use by classrooms to handle email, chat, calendars, shared document development, etc.
Monitoring and Evaluation: CIS staff will do initial setup and training of users then tracking usage of the system. CIS will work with Instruction in overall evaluation of system.

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 – By the beginning of 2008-09, a new Teacher Assistant module will be installed. We will then ask for volunteers to pilot the new gradebook with TA.
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. Implement Parent Assistant module in student system – 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 will pilot it for course option entry for 2008-09. Some middle schools will pilot the Parent Assistant module during 2008-09.
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 as this is a development project. New analytical software has recently been purchased to allow additional metrics to be developed.
Monitoring and Evaluation: Three data warehouse steering committees have been established to guide this project. The steering committees and the District Technology Steering Committee will monitor and evaluate the progress.

4. Participate in state KIDS project for data movement to State Department – The district participated in the KIDS phase II project as one of the pilot sites and will continue to participate in phase III. During this phase our student information system consortium partners will also be included in the KIDS project.

Monitoring and Evaluation: The District Technology Steering Committee will monitor and evaluate progress.

Instructional Technology Goals

Goal E1: Establish technology leadership roles and resources.

1. Support Instructional Technology positions—The District funds one Instructional Technology Coordinator (1.0 FTE total) from general funds, one Instructional Technology Coach from Title IID competitive funds (.5 FTE) and the District general funds (.5 FTE) and one Technology Support Specialist from Title IID competitive funds (.25 FTE) and general funds (.25 FTE). These positions exist specifically to assist schools with the integration and infusion of technology into the Curriculum. They work closely with administrators, the Instruction Department staff, and individual schools to provide trainings and professional development opportunities for teachers. Additionally, they assist schools with writing technology grants, administer Title IID funds, develop and customize professional workshops for schools on a variety of strategies and methods for teaching and learning with technology targeted at closing the achievement gap, and guide schools through the three phases of the Eugene School District 4J Technology Infusion plan.

Monitoring and Evaluation: Year-end review and assessment takes place each year through the Title IID final report to ODE.

2. Maintain and manage the TILT Center—Work with vendors to provide a software preview library for district staff. Acquire and manage a hardware checkout inventory for peripherals for classroom teachers to use in their classrooms including: document cameras; proscopes; digital cameras, global positioning units, digital camcorders, and classroom response systems.

Monitoring and Evaluation: On-going sign-up for equipment checkout.

3. Maintain District Technology Steering Committee— Continue the monthly meetings of the monthly steering committee. The membership includes representation from: building administrators (elementary, middle, and high) and district staff representing several departments (K-12 Instruction, Computing and Information Services, Finance, Education Support Services, and facilities. 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 deployment, purchasing, and integration.

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

4. Disseminate information via the TILT website—Research and publish technology hardware and software resources as well as recommendations for purchases at educational pricing. Publish curriculum resources and links for teachers.

Monitoring and Evaluation: The TILT site is regularly updated and maintained at the following URL <http://www.4J.lane.edu/tilt>.

5. Establish building-based technology representatives—Identify and communicate with a representative in each Eugene School District 4J K-12 building to function

as the liaison between the Education Center and the school staff for technology and software updates (including operating system upgrades), trends, and strategies for integrating technology into the curriculum. The representatives meet and communicate in a variety of formats: face-to-face at three yearly meetings, the TILT Blog, videoconferencing, instant messaging, and email.

Monitoring and Evaluation: An email distribution list disseminates current information to tech reps. Tri-semester meetings are held per school year to disburse information from the CIS and Instruction Department, demo new products, and share experiences. If building tech rep is unable to attend a meeting, a designated person from the school must attend.

6. Identify teacher role models and innovative projects—Using a content management system (Drupal), develop and maintain a website that highlights links to specific 4J classroom and teacher’s use of technology integration specifically tied to the Language Arts curriculum. Continue to post on the TILT website descriptions and photos of projects and teachers from Eugene School District 4J classrooms that integrate technology across the core curriculum.

Monitoring and Evaluation: A rolling submission date for schools to digitally send photos, activities, lessons, etc. for posting on the TILT website and Drupal database for dissemination throughout the district.

7. Support building administrators—Provide building-based administrators with opportunities for new learning and teaching models in order to be able to promote dynamic and innovation uses of technology integration in their buildings. – Project LEAD, funded by Wallace Readers’ Digest grant, targets the building of new leadership capacity in the district to ensure that students receive a comprehensive educational program and continue to improve academically.

Monitoring and Evaluation: Regularly scheduled “hands-on” workshops and retreats for administrators are available throughout the school year (e.g. excel, data warehouse analysis and interpretation, online curriculum interventions and subscription demos). Administrators are also encouraged to attend building based instructional technology workshops.

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) —Adapt and implement newly revised (June 2007) NETS for students. 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 and administrators.

Monitoring and Evaluation: Each school has a copy of the newly revised NETS for students 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 is being developed by a committee of teachers representing all three levels: elementary; middle; and high. This matrix will be aligned to the NETS for students, the Oregon Ed Tech Plan, the State Technology Common Curriculum Goals, and the 21st Century Essential Skills. *Monitoring And Evaluation:* The plan will be implemented through a pilot study in the North region and reevaluated and revised in the summer of 2008 for dissemination in the other three 4J regions.
3. Provide trainings and workshops for certified staff to meet the standards— Continue to provide opportunities over the course of this technology plan. *Monitoring and Evaluation:* Regular district sponsored workshops are scheduled throughout the year and opened to all teachers. They are posted on the District website at the beginning of each term. Customized building-based workshops are also scheduled upon school requests.
4. Provide Para-professional training—In keeping with NCLB guidelines, provide training for para-professional staff in the area of instructional technology as a tool for helping students. 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. Refer to NETS for teachers and students when hiring new staff—During the process of hiring new teachers and administrators, the Eugene School District 4J will increase it's 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. Focus on individualized instruction and project based learning activities that are aligned with State academic standards—One of the great advantages of technology is the capability for students to progress at different achievement levels and rates. Superintendent goals point directly to the use of technology in this way to differentiate assistance for all students to reach their individual potential. *Monitoring and Evaluation:* Teachers are using a variety of assessment tools to monitor student progress including DIBLES and the 4J Reading Assessment tool. Schools also have access to online subscriptions such as NetTrekker d.i., Tumble Books, and Achieve3000 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— As staff become increasingly comfortable with using a variety of hardware and software applications e.g. production, digital media, and presentation, continue to provide leveled (basic, intermediate, and advanced) workshop opportunities to meet the needs of ALL staff members.
Monitoring and Evaluation: Using the PETI for online self-assessment of staff skills will help determine the scope and sequence of professional development needs for 4J staff.

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, Oregon Technology Common Curriculum Goals, and the State Ed Tech Plan.
Monitoring and Evaluation: Continuation of workshops already offered and funded by the district and Ed Tech Title IID formula and competitive funds.

4. Provide opportunities for collaborative learning—Provide workshops for teachers that focus on collaborative projects and strategies to integrate email, blogs, wikis, the World Wide Web, online writing, and global projects into the daily learning and teaching environment.
Monitoring and Evaluation: District server upgrade to provide controlled access to host classroom blogs, podcasts, and webpages giving students a closed environment to publish their work.

5. Provide ongoing resources and learning opportunities for media specialists— Support for media specialists and 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. Provide district subscriptions to WorldBook-online and NetTrekker d.i. 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 computer—All elementary and middle school teachers have either a desktop or laptop computer assigned to them for their professional use. At the high school level, many teachers only have access to a computer in a department office setting. The Eugene School District 4J goal is to provide every teacher with a laptop computer for use to increase accessibility for daily housekeeping tasks (online attendance and record keeping through eSIS), lesson planning, and electronic communication.
Monitoring and Evaluation: All 4J schools are encouraged (site-base decision) to move towards a laptop computer assigned to every teacher. Currently two-thirds of our K-8 schools have achieved this goal. In 2008-2009 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 2:1 students to computer—In 2003, the 4J Schools of the Future (Educational Technology Task Group) recommended a student to computer ratio of 4:1 with a replacement cycle of three years. In 2007, the Shaping 4J Future Technology Committee recommended a 2:1 student to computer ratio by the year 2009. Although 4J has achieved the 4:1 ratio at the elementary level, the replacement cycle is twice the recommended time due to a lack of funding. This results in a lack of 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 Infusion model in hopes to improve the replacement cycle, incorporate a wider variety of hardware, and thus lower the student to computer ratio. This is a difficult task in a site-based district.

Monitoring and Evaluation: In 2005-2006 the Eugene School District 4J purchased mobile wireless laptop labs for every school with a refresh cycle of three years to address the needs for online testing (TESA). The District added a small additional amount of laptops to the labs in the spring of 2007. Title IID Ed Tech Grant monies continue to provide funds for infusing technology into a handful of the schools for student and teacher use.

3. Budget capital equipment replacement—Appendix E 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: Site-based technology budget decisions in 4J schools are being done by newly forming a building-based Technology Leadership Team (TLT). In addition to visioning and planning professional development, the TLT in each building is encouraged to create a three-year plan for technology purchases and replacement based on instructional needs. In 2008-2009 half of the schools will have a TLT established with more to form in subsequent years.

4. Deployment of OS X—This Unix-based operating system from Apple Incorporated has been deployed in 90% of Eugene School District K-12 schools. The CIS department at the Education Center maintains seven OS X servers to support the operational services and needs.

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, and classroom performance systems (clickers).

Monitoring and Evaluation: In addition to other private grant funding, Title IID (Ed Tech) formula funds and, Title IID (Ed Tech) competitive grant funds help to provide the acquisition of emerging technologies.

7. Provide wireless access and devices—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 our 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. Roving Planet software is currently in place with 802.11g access points but gradually being replaced by 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 COWs has increased student use in Elementary, Middle, and High schools. Plans are in progress for moving toward a 1:1 laptop deployment in one of our high school “small schools” as well as three of their “feeder” middle and elementary schools.

8. Provide online information resources—With District, ESD, and state-wide funding teachers and students have access to several networked information resources: EBSCOhost, World Book, Blackboard, and United Streaming.

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

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 – All but four school sites now are connect via a fiber WAN. These remaining sites are too costly to reach with fiber so we will install additional T1 lines to increase data capacity.
Monitoring and Evaluation: CIS will order and monitor the installation of the new lines.
2. Install new firewall and intrusion detection technology – This new equipment will be installed at the district gateway to the Internet. Funding is already in place and specifications are written to purchase the equipment.
Monitoring and Evaluation: CIS staff will install and administer this equipment.
3. Install new border router for increased connectivity – Our Internet usage continues to increase requiring us to move from 50 mbps to 70mpbs and requiring a new border router.
Monitoring and Evaluation: CIS staff will manage this project and evaluate its success.
4. Implement voice services over the data network at remaining high schools – The data network is now carrying voice traffic for five school sites where PBX equipment is installed. We have three additional high schools where PBX equipment is capable of being upgraded to handle voice coming from the data network. Funding needs to be secured before this project can occur.
Monitoring and Evaluation: CIS staff will manage this project and evaluate its success.
5. 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.

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 with 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.

Funding the Plan

District Funding Decisions

The Eugene School District is a very site-based decision making district. This means that most of the general fund is distributed to sites and the sites make the decisions around the use of this funding.

Historical Technology Plan Funding

During the past three years, the district's ongoing budget for technology was enhanced by the passage of a general obligation bond in May 2002 and by board authorization of the purchase of a new student information system.

The bond included \$4.4 million for technology to enhance communications capabilities and increase access to information resources at the secondary schools. Technology bond projects began in the 2003-04 fiscal year and are scheduled through 2005-06, 2006-07 and 2007-08.

In addition to bond projects, other expenditures for technology over the past three years are summarized on the chart below. Included in the expenditures for fiscal years 2005-2007 is a total of \$1.9 million for business systems conversion:

	2002-03	2003-04	2004-05	2005-06	2006-07
Software & Hardware ¹	\$1,513,438	\$2,248,213	\$4,071,930 ²	\$3,419,656 ²	\$2,944,583
Other Expenses ³	<u>\$2,109,770</u>	<u>\$2,202,321</u>	<u>\$2,345,177</u>	<u>\$2,834,629</u>	<u>\$2,984,158</u>
Total	\$3,623,208	\$4,450,534	\$6,417,107	\$6,254,285	\$5,928,744

Expected Budget for this Plan

As noted above, technology infrastructure projects funded from the 2002 bond measure are scheduled for completion by the end of 2007-08. The district's long-range facilities plan calls for a bond measure election in 2008 that will include a technology component. This election may be delayed. Appendix E shows additional funding information.

The budget for 2007-08 for hardware, software, ongoing central computing and information services and other technology services is 3.15 million⁴. This level is expected to continue for the subsequent biennium, unless State School Fund and local revenues are not sufficient to provide services at the current level. In addition, the budget for the next three years is scheduled to include the following:

- \$500,000 for conversion of district business systems;
- \$500,000 for instructional related technology and infrastructure
- \$1.6 million annual transfer for hardware, software and textbooks, about half of which is likely to be spent on textbooks or their software equivalent.

¹ Objects 470, 480, 550—all funds.

² \$2.2 million bond funds are included in this figure

³ Functions 2660 and 2669, less objects 470, 480 and 550.

⁴ Functions 2660 and 2669.

Monitoring and Evaluation

Monitoring and Evaluation Process

The planning and renewal process will be closely coordinated with the Instruction Department's parallel efforts with monitoring and evaluating the *District Continuing Improvement Plan*, and with school site councils via each school's technology representative. 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. Instruction Department, Computing and Information Services, Instructional Policy Council, and the technology representative meetings.

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

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 (pdas, laptops, graphing calculators, 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. Software programs such as Read 180, Read Naturally, 4J Reading Assessment, DEBELS and KidBiz3000 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, CIS will provide an annual report to the School Board, the Instructional Policy Council, the Technology Steering Committee and the school technology representatives.

Process for Ongoing, Long-Term Planning

Because of the rapid changes occurring in technology, it is not wise to stipulate precisely where we will be three years into the future. In addition to limitations on GO Bond funds, uncertainty around local options and unpredictable state financial support

make it very difficult to forecast with specificity more than a year in advance. Individual projects will be reviewed on a regular basis while the entire plan will be reviewed and updated annually.

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 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. Currently, all (except one) of the District elementary schools are centralized on a common server that is maintained at the central office.

Wireless

Access to networks using wireless devices is increasing. Currently vendors are using a variety of standards that are not compatible with each other. The most prevalent standard in the U.S. is 802.11g that uses a radio frequency that is shared with many other devices and has the ability to communicate with 802.11b equipment. Wireless communication is also prone to security problems and the District has addressed this with the purchase of Roving Planet software.

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 "Digital Curriculum". 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. Teachers are now about 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 (TILT - <http://www.4J.lane.edu/tilt/>) and Library Services web page (<http://www.4J.lane.edu/libraryservices/>), and the OPEN Clearinghouse (<http://www.open.k12.or.us/>).

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 16,500 students, is the fifth largest school district in Oregon. In fall 2007, the district included 22.67 percent minority students, with a racial and ethnic mix of 3.59 percent Black, 8.91 percent Hispanic, 6.31 percent Asian/Pacific Islander, 3.86 percent American Indian or Native Alaskan, and 72.83 percent White or other.

The 2005-06 operating cost per student was \$7,264 (most recent figures available). In 2006-07 the average daily attendance was 93.9 percent. In 2005-06 the dropout rate was 2.2 percent. In November 2006, 5,520 (or 30.95 percent) of Eugene students were living below the federal poverty index as measured by participation in the free/reduced price meal program. For 2007-08, 13 of the district's elementary schools and one charter school were designated as Title 1 Schools serving families of low socioeconomic status. Of these, eight schools were designated as Title 1 Schoolwide projects, where at least 40 percent of students come from poverty families. In the 2006-2007 school year, 1,238 students were eligible to receive Title 1 services.

Facilities, Programs, and Staffing

District open enrollment policy allows students to attend any school in which space is available. The elementary program is comprised of 18 K-5 neighborhood schools, and seven K-5 or 1-5 alternative schools or programs. 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, one alternative technology-focused middle school within a school, three language immersion middle schools, four regional high schools, three high school completion programs, and four International High School programs (where students focus on international history, literature, geography, and culture). There is one K-8 school. Three charter schools are also in operation. In 2006-2007, the district had 84 administrators, 1,058 teachers, 128 instructional assistants, and 1,092 other staff (255 who are full time; 837 who are 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.

Appendix C – Draft Superintendent Goals for 2007-2009

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

DRAFT December 19, 2007

The superintendent has responsibility for establishing, communicating, and supporting district goals; helping to create a positive environment for learning; leading and participating in the identification of needs and the possibilities for improvement; ensuring that policies, laws, and mandates are followed; and working with the school board to determine the allocation of resources to achieve the district's purpose.

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 are the superintendent's proposed goals for the 2007-2008 and 2008-2009 school years:

STUDENT ACHIEVEMENT

Goal: Increase achievement for all students and close the achievement gap

The board is committed to providing equal opportunities for all students to succeed. All students shall enjoy success in school and have the support needed to reach their full potential. In our current system, inequalities exist among schools in terms of their ability to address students' educational needs. These inequalities affect student performance and contribute to an achievement gap. Some schools, particularly those serving low income and/or low achieving students, may require additional resources to achieve the same student outcomes in terms of meeting district and state academic goals.

The No Child Left Behind Act requires all students to reach state benchmarks by 2014 and all schools to achieve adequate yearly progress in student achievement for all groups of students. The district must act aggressively and proactively to achieve these goals.

Superintendent Goals

The superintendent and staff to achieve this goal, and the related key results, will focus on the following priority goals for 2007-08 and 2008-09:

1. Increase and strengthen the coherence among district, school and classroom strategies for improving teaching and learning, and develop leadership capacity around the "instructional core" by:

- Participating in the Harvard ExEL program and the Oregon Leadership Network;

- Continuing K-12 regional learning communities to provide in-depth study and professional development in areas of leadership that will help improve the success of all students in our schools; and
 - Continuing to actively participate in the Minority Student Achievement Network (MSAN) to learn about research-based practices used by districts similar to 4J as we work toward closing the achievement gap.
2. Develop by 2010, content and performance standards which describe the knowledge and essential skills that all students should be able to demonstrate by the end of elementary, middle and high school.
 3. Increase achievement for all students and implement the district's Plan for Eliminating the Achievement Gap, by:
 - Monitoring and using student performance, demographic, behavior and graduation rate data to inform instructional strategies and improve achievement;
 - Providing professional development in research-based best practices that improve instruction and increase student achievement, including integration of instructional technology into teaching and learning; and
 - Continuing to increase the number of students, including special education students and English language learners, who meet the reading, writing and math benchmarks during the 2007-2008 and 2008-09 school years, with particular focus on secondary literacy and math.
 - Implementing strategies to increase rigor, strengthen relationships, and promote relevant learning experiences for all students; and
 - Increasing the number of students taking and passing advanced courses in high school, including AP and IB courses.
 4. Improve district efforts to recruit and maintain high quality, diverse teaching, administrative, and support staffs, including:
 - Early-hiring for teaching positions in difficult-to-fill areas, based upon anticipated attrition and updating of the district's Workforce Diversity Plan; and
 - Developing and institutionalizing the concept of cultural competence among school leaders and ultimately all staff to address the needs of diverse learners and create school cultures that ensure all students and staff can reach their full potential.

STEWARDSHIP OF DISTRICT RESOURCES

Board Goal: Provide prudent stewardship of district resources to best support student success

The board will direct district resources to support the instructional core, while maximizing administrative and operational efficiency. The district must also decide how best to respond to declining enrollment and regional enrollment patterns, a student population with more diverse needs, and staff turnover due to retirements.

Superintendent Goals

The superintendent and staff to achieve this goal, and the related key results, will focus on the following priority goals for 2007-08 and 2008-09:

1. Complete the Shaping 4J's Future process, and provide a recommendation and plan by spring 2008 that proposes policies, services and use of facilities that will best support the district's instructional goals for the next five years. The plan will take into consideration:
 - The three major concepts of excellence, equity and choice; and
 - The relocation of elementary alternative schools to better distribute programs and to provide space separate from neighborhood schools.
2. Direct and proactively manage the district's financial resources to implement the board's goals and long-range plans and to support the instructional core, including:
 - Proposing a balanced budget for 2008-09; and
 - A three-year district service and funding plan based upon anticipated state and local revenue, enrollment trends, projected operating costs and economic uncertainties;
 - Developing a two-year facilities work plan (through 2009 construction season) that formulates a "bridging plan" to continue with essential capital improvements until passage of the next bond measure; and
 - Reporting on the implementation of the School Improvement Fund (SIF) approved projects for the 2007-09 biennium.
3. Recommend and present a proposed timeline and strategy to refer a measure to voters at the November 2008 or a later election to renew the district's local option levy for operations or a bond measure to fund school and facility improvements as described in the Strategic Long-Range Facilities Plan (or as modified by the Shaping 4J plan); and/or consider the adoption of a Construction Excise Tax for implementation by the board through IGA's with appropriate local governments.

4. Develop and implement a cost-benefit method for reviewing and evaluating projects and programs for effectiveness in improving student achievement or increasing operational efficiency, and report on the level of return on investment.

STAKEHOLDER ENGAGEMENT

Goal: Engage the community, staff, parents, elected officials and other stakeholders in supporting students and schools

In order for the board to provide effective leadership, it must communicate with and establish working relationships with the community, other governmental agencies, site-councils, and staff and engage these stakeholders in supporting our students and schools.

Superintendent Goals

The superintendent and staff to achieve this goal, and the related key results, will focus on the following priority goals for 2007-08 and 2008-09:

1. Engage stakeholder groups in the Shaping 4J's Future strategic planning process and in developing action plans to implement the board's direction.
2. Monitor federal and statewide initiatives and activities that affect the adequacy and stability of school funding, including unfunded mandates, and continue to be involved in statewide activities and legislative advocacy that is designed to obtain adequate and stable funding for schools.
3. Continue to collaborate with the City and other local partners on existing partnerships, programs, and initiatives that benefit students and the community, including:
 - Expanding the existing intergovernmental agreement with the City of Eugene for the joint funding and operation of existing synthetic athletic fields, and the construction of two new artificial turf fields at Jefferson and Spencer Butte sites.
 - Continuing to work with partner agencies (University of Oregon, Bethel SD, Springfield SD, City of Eugene, City of Springfield, EWEB, LCC, Lane County, Lane ESD and LTD) to implement the goals agreed to in the Memorandum of Understanding establishing the Diversity and Human Rights Consortium to facilitate interjurisdictional and interagency communication and collaboration regarding diversity, equity and human rights.
4. Continue to implement a plan for outreach to and engagement of parents and families of diverse backgrounds and ensure they are able to access school, district

and community resources in support of their children's learning and success in school.

Appendix D - Review of District Technology Plan for 2005-2008

Administrative Technology Goals

Goal A1: Replace outdated information systems.

Action Item	Status
1. Continue with implementation of the new student information system (eSIS)	In Process
2. Implement, convert and train the eSIS Special Education Module	In Process
3. Implement new Clackamas ESD/Lawson financial and human resources systems	In Process
4. Migrate intranet to a new platform	In Process
5. Implement a district backup system	Completed
6. Implement a disaster recovery strategy	Postponed
7. Implement a new district library system	Completed

Goal A2: Improve efficiency by implementing new software applications.

Action Item	Status
1. Continue to interface additional systems to central directory system	Mostly completed
2. Train staff on new central calendaring system	Mostly completed

Goal A3: 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	Status
1. Implement Teacher Assistant gradebook in student system	Postponed for next release
2. Implement Parent Assistant module in student system	In Process
3. Implement a data warehouse system	In Process

Instructional Technology Goals

Goal E1: Establish technology leadership roles and resources.

Action Item	Status
8. Support Instructional Technology Specialist positions <ul style="list-style-type: none"> • Administer technology grants • Enhancement of TILT website and resources • Workshops for teacher and other staff • Consulting with schools • Title IID professional development • Technology tools for closing the achievement gap • Maintain software evaluation library • Plan and conduct annual Tech Summit 	On going
9. Create a Technology Steering Committee to oversee the coordination of district technology policy and practices	Completed
10. Identify technology resources and publish on TILT website: <ul style="list-style-type: none"> • Software • Curriculum Guides • Websites for Classroom use 	Ongoing
11. Identify and train a skilled technology person at each school to facilitate the integration of technology into the curriculum	Partially Completed
12. Identify teacher role models and innovative projects to highlight for observation and mentoring	On going
13. Administrators will adopt a leadership role to support a new learning and teaching dynamic and promote innovation	On going

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

Action Item	Funding Source
6. Adopt National Educational Technology Standards for students, teacher and administrators	
7. Provide training for certified staff to meet the standards.	On going
8. Refer to NETS for administrators and teachers when hiring new staff	On going
9. Refer to the State Technology Common Curriculum Goals	On going

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

Action Item	Status
1. Focus on individualized instruction and project-based learning activities that are aligned with State academic standards	On going
2. Continue training staff on basic and advanced uses of application software	On going
3. Provide ongoing professional development workshops for technology curriculum integration that are aligned with State academic standards	On going
4. Collaborative Learning: <ul style="list-style-type: none"> • E-mail • World Wide Web • Collaborative Online Projects 	On going
5. Provide access to distance Learning: <ul style="list-style-type: none"> • Online courses • Videoconferencing 	On going
6. Provide ongoing support for librarians as school information specialists	On going

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.

Action Item	Status
9. Provide each teacher with a networked access device in their classroom	On going
10. Adopt recommended ratio of 1:4 computing device to students	On going
11. Budget capital equipment replacement	Partial
12. Phased in deployment of OS X	Mostly complete
13. Student access to technology during non-school hours	On going
14. Provide access to innovative technology tools <ul style="list-style-type: none"> • Personal Digital Assistants (PDA) • Tablet PCs • Networked printers • Presentation devices • Digital Cameras/Camcorders • Scanners 	On going
15. Wireless devices	In process
16. Provide networked information resources: <ul style="list-style-type: none"> • EBSCOhost • World Book • Encyclopedia Britannica • AP Multimedia Archive 	On going

Infrastructure Technology Goals

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

Action Item	Status
1. Continue to replace portions of Wide Area Network (WAN) T1 lines with fiber	Completed
2. Install new router and switch technology	Completed
3. Implement voice services over data network	Completed where possible
4. Expand district voice mail system	Completed

Goal I2: Collaborate with community on network projects.

Action Item	Status
1. Collaborate with EWEB	Completed
2. Partner with other governmental agencies on Public Agency Network (PAN)	Ongoing
3. Partner with other districts and ESDs on common network solutions	Ongoing

Goal I3: Investigate new technologies.

Action Item	Status
1. Continue to implement wireless network devices and security	Partial and Ongoing
2. Expand video services	Postponed
3. Continue to replace/upgrade central servers	Partial and Ongoing

Appendix E – Funding Summary

Eugene School District 4J Technology Plan Funding Summary for 2008-2011

E-Rate Eligible Products and Services

		Increase 2.50%		Increase 2.50%
Telecommunications Services		2008-2009	2009-2010	2010-2011
Service or Function		Pre-discount Cost (est.)	Pre-discount Cost (est.)	Pre-discount Cost (est.)
Local and long distance telephone service	434 lines/extensions	\$236,000	\$241,900	\$247,948
High speed access lines	1.5 MBPS, 6 buildings	\$54,936	\$56,309	\$57,717
High speed access lines	1 GBPS, 21 buildings	\$36,624	\$37,540	\$38,478
Mobile telephone service	12 existing or new users	\$6,000	\$6,150	\$6,304
Paging service	existing or new users	\$0	\$0	\$0

Internet Access

Service or Function		Pre-discount Cost (est.)		
Dedicated Internet access service	70 - 100 Mbps	\$62,400	\$63,960	\$65,559
Internet access service routers	buildings	Not applying for erate		

Total Pre-discount Cost (est.)	\$395,960	\$405,859	\$416,005
Average Discount Rate (est.)	53%	53%	53%
Total Post-discount Cost (est.)	\$186,101	\$190,754	\$195,523

Internal Connections

Service or Function		Pre-discount Cost (est.)		
Upgraded LAN equipment (servers & switches)	buildings	Not applying for erate		
LAN cable and/or wireless systems	buildings	Not applying for erate		
Internet access service routers	buildings	Not applying for erate		
LAN maintenance	buildings	Not applying for erate		
Telephone system maintenance	40 systems	\$67,971	\$69,670	\$71,412
Total Pre-discount all categories(est.)		\$463,931	\$475,529	\$487,418
Total Post-discount all categories(est.)		\$254,072	\$260,424	\$266,935

Ineligible Technology Support Resources

Service or Function		Budgeted Cost (est.)		
Hardware (computers and other ineligible equip.)		\$1,575,000	\$1,614,375	\$1,654,734
Software (ineligible)		\$1,575,000	\$1,614,375	\$1,654,734
Professional development		\$210,000	\$215,250	\$220,631
Maintenance (ineligible equipment)		\$200,000	\$205,000	\$210,125
Other				

Total Support Cost (est.)	\$3,560,000	\$3,649,000	\$3,740,225
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Total Pre E-rate & Support Cost (est.)	\$4,023,931	\$4,124,529	\$4,227,643
Total Post E-rate & Support Cost (est.)	\$3,814,072	\$3,909,424	\$4,007,160

Name	Les Moore
Title	CIS Director
Date	12/1/2007