LSU Laboratory School

Technology Plan

Adopted on March 31, 2008
Revised January 22, 2010
Revised January 26, 2017
## LSU Laboratory School Technology Plan

### Principal/Assistant Principal/Governing Board

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Wade Smith</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Frank Rusciano</td>
<td>High School Principal</td>
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<tr>
<td>Myra Broussard</td>
<td>Elementary Principal</td>
</tr>
<tr>
<td>Matthew Picou</td>
<td>Dean of Students</td>
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</tbody>
</table>
OVERARCHING GOAL: ALL LOUISIANA EDUCATORS AND LEARNERS WILL BENEFIT FROM TECHNOLOGY-RICH ENVIRONMENTS THAT SUPPORT STUDENT ACHIEVEMENT AND PRODUCE LIFE LONG LEARNERS ABLE TO SUCCEED IN AN INFORMATION SOCIETY.

Action Step 1: Strengthen Leadership

Action Step 2: Improve Teacher Training

Action Step 3: Support E-Learning and Virtual Schools

Action Step 4: Encourage Improved Access and Technology Usage

Appendices

- Appendix A: Needs Assessment Data
- Appendix B: Governing Board Assurance (signed by Governing Board or Advisory Committee)
- Appendix C: School Review Assurance (signed by Principals)
- Appendix D: Technology Plan Development Team Members (listed by name and occupation)
INTRODUCTION/OVERVIEW

The Laboratory School of Louisiana State University is committed to the development, implementation, and demonstration of exemplary programs and instructional practices across the K-12 spectrum. The belief is that:

1) the ability to select, use, and apply technology appropriately, to be competent in the use of basic telecommunications, and to be aware of the rights and responsibilities in the use of this technology is an essential to an exemplary education;

2) the appropriate integration of technology with standards-based curricula and instructional management is an essential part of a model educational environment;

3) community, parents, students, and faculty must share responsibility in the development and implementation of technology programs within the school, and

4) the school has a responsibility to be an innovative user of technology by creating resource Web sites.

Well-defined and effective technology usage should blend unobtrusively into the every day activities of the classroom as teachers, parents, and students work together in a comfortable, productive learning environment. This usage should include appropriate developmental software and electronic communication at all grade levels. The use of electronic communication gives students the opportunity to become more aware of diversity, to appreciate other cultures, and to develop a broader world view. Technology usage should be regularly monitored in these three areas: correlation with state and national curricular standards; student achievement based on teacher grading and standardized tests; and teacher, student, and parent comfort levels.

Faculty and staff should become competent and capable users of appropriate technology, particularly in terms of electronic communication and finders of information.

Students should develop into independent learners, seekers, and finders of information. They should be capable of evaluating, synthesizing, and utilizing that information in legal and ethical ways.
**Action Steps 1: Strengthen Leadership**

Administrators, department chairs, team leaders, and grade level leaders will support systemic change through transformational leadership while monitoring effective use of instructional technology which supports standards-based school improvement efforts.

**Current Status:**
1. Elementary and middle and high school principals have attended LeadTech
2. Technology based application for maintaining and reporting student grades, attendance records, scheduling, and other necessary record keeping.
3. All educational administrators/leaders will routinely model appropriate use of technology resources to support administrative and instructional functions.
4. All educational administrators/leaders will use a variety of emerging technologies (i.e., e-mail, voice technologies, and school intranet) as primary sources of communication.
5. All educational administrators/leaders will include components of effective technology integration in the development of school improvement plans.

**Benchmarks, Target year 2020:**

1. All educational administrators/leaders will be technology proficient according to state adopted standards found in the International Society for Technology in Education’s National Educational Technology Standards for Administrators (NETS-A).
2. All current educational administrators/leaders will participate in leadership professional development offered by the Louisiana Department of Education.
3. All current educational administrators/leaders will be encouraged to use technology to effectively monitor and evaluate teachers.
4. All educational administrators/leaders will support, evaluate, coordinate, and modify their school technology plans and/or school improvement plan annually to ensure alignment with overall federal, state and school educational technology and accountability goals.
5. Educational administrators/leaders and curriculum specialists will integrate educational technology into the state-mandated Comprehensive Curriculum or locally adopted curriculum.

**Evaluation Strategies and Timeline:**

<table>
<thead>
<tr>
<th>Evaluation Strategy</th>
<th>Frequency</th>
<th>Timeline</th>
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</thead>
<tbody>
<tr>
<td>School Technology Surveys</td>
<td>Annual</td>
<td>April - July</td>
</tr>
<tr>
<td>School Technology Plan associated with grant applications</td>
<td>Annual</td>
<td></td>
</tr>
<tr>
<td>School level monitoring of School Improvement Plans as it relates to education technology leadership</td>
<td>Annual</td>
<td>Fall</td>
</tr>
<tr>
<td>Budget Reports(state grants)</td>
<td>Annual</td>
<td>Spring</td>
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</table>
Enrollment in the state leadership network | Annual | Fall, Spring, Summer
--- | --- | ---

**Strategies:**
- Establish and maintain school-wide systems of communication that support the effective use of electronic communication.
- Provide funding and technical support for leaders at all levels to enable participation in ongoing professional development activities such as, but not limited to: LEADTECH, TechTools for Administrators, Educational Leader Induction, and LA LEADS.
- Provide funding and technical support for leaders at all levels to participate in leadership conferences such as, but not limited to the state LaLeads Conference.
- Provide each teacher and administrator with an up-to-date computer, software and appropriate training to ensure its effective use.
- Conduct a technology needs assessment and establish a plan for technology professional development for leaders/aspiring leaders.
- Provide for a plan to systematically update equipment which keeps pace with the changing world of technology.
- Include an indicator that monitors and evaluates not only the use of classroom technology but curriculum integration with technology on required observation, evaluation or walk-through school forms.
- Move toward web-based lesson plans to communicate more effectively with parents and provide them with access to information relative to student learning and classroom activities.
- Recommend leaders at all levels model technology integration.
- Use annual technology survey to determine proficiency of returning and newly hired personnel.
- Recommend Moodle site include homework, weekly content focus of instruction, parent resources to help support curriculum, student products, and other appropriate information.
- Seek all possible alternative sources of funding through strategic partnering with other programs at the school level.
**Action Step 2: Improve Teacher Training**

Teachers will participate in effective professional development to ensure that technology and other educational resources available in schools are being used to enhance student learning.

**Current Status:**
1. Instructional Technology coordinator on site for group or individual training and resources
2. ActivStudio Foundation Skills Certification on-line
3. All teachers and associates are trained in the use of Pearson PowerTeacher for attendance and gradebook.

**Benchmarks, target year 2020:**
1. All teachers will engage in professional development activities offered locally or through regional TLTCs that demonstrate how to integrate technology into the Comprehensive Curriculum or the locally adopted curriculum.
2. All teachers will engage in professional development that includes both online and face-to-face local and state developed professional development opportunities.
3. All teachers will participate in professional learning communities that facilitate the integration of technology into student learning.
4. All new teachers will participate in ongoing professional development designed to facilitate the integration of technology into instruction and support the establishment of highly qualified teachers in Louisiana.
5. All teachers will be proficient in the use of technology to enhance student learning by 2020.
6. All teachers will be trained in resources designed to allow students to safely and effectively conduct research using technology.
7. All teachers will know how to use data to personalize/individualize instruction.
8. All pre-service teachers will participate in technology integrated courses designed to model best practices in integrating technology into the Comprehensive Curriculum or locally adopted curriculum.
9. All PK-12 teachers will receive instructional technology support on an on-going basis from a school technology facilitator so that there will be at least one half-time support person to support every site or every 20-30 teachers.

**Evaluation Strategies and Timeline:**

<table>
<thead>
<tr>
<th>Evaluation Strategy</th>
<th>Frequency</th>
<th>Timeline</th>
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<tbody>
<tr>
<td>NSSE AdvancED On-line Teacher Technology Survey</td>
<td>Annual</td>
<td>April - July</td>
</tr>
<tr>
<td>School Technology Plan associated with grant applications</td>
<td>Annual</td>
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<tr>
<td>----------------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>Certificates or sign in sheets showing participation in teacher professional development opportunities</td>
<td>Ongoing</td>
<td>Fall, Spring, Summer</td>
</tr>
<tr>
<td>School-level monitoring of professional development plans as it relates to educational technology leadership</td>
<td>Annual</td>
<td>Fall, Spring</td>
</tr>
<tr>
<td>Classroom Observations</td>
<td>According to school-approved cycle</td>
<td>Fall, Spring</td>
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<tr>
<td>Teacher presentations at conferences</td>
<td>Ongoing</td>
<td></td>
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</tbody>
</table>

**Strategies:**

- Allocate sufficient funds and resources for professional development and technology support personnel.
- Provide opportunities for all teachers to enhance their educational technology knowledge and skills by developing and providing access to professional development programs, funding stipends and substitutes, and providing travel assistance.
- Provide technical troubleshooting training for teachers.
- Utilize e-mail as the official source of communication.
- Encourage teachers to learn and use correct technology vocabulary.
- Require all teachers complete appropriate technology integration training(s) to become technology proficient by 2020.
- Provide teachers with access to appropriate software and hardware in order to integrate technology into daily instruction to facilitate and enhance student learning.
- Include components of effective technology integration in the development of lesson plans.
- Add a technology strand to teacher/administrator evaluations in line with *Louisiana Components of Effective Teaching* so that technology becomes a seamless part of daily classroom teaching and learning.
- Recommend monthly grade-level meetings include activities that address the integration of technology into the curriculum.
- Send regular email messages about sound educational websites, technology lesson plans and resources, and instructional tools.
- Provide access to various levels of technology lesson plans and instructional resources (beginner to advanced) within the school.
- Recommend and support participation in professional organizations (i.e., LACUE, NECC, ISTE, CoSN).
- Incorporate Universal Design for Learning strategies emphasizing accessible technology/curriculum into professional development initiatives.
- Utilize state provided tools and evaluation instruments for determining teacher, technology proficiencies.
**Action Step 3: Support E-Learning and Virtual Schools**
In the past five years there has been significant growth in organized online instruction (E-learning), making it possible for students at all levels to receive high quality supplemental instruction or full courses. Schools are turning to these services to expand opportunities and choices for students and professional development for teachers.

**Current Status:**
1. Currently offer the following LSU concurrent courses:
   - Math 1021, 1022, 1550, 1431
   - English 1001, 1002
   - Environmental Systems 1126
   - Biology 1001, 1002, 1201
   - Chemistry 1201, 1202
   - Physics 1001, 2001
   - History 2057, 2920
   - World Geography 1001, 1003
   - French 1001, 1002, 2101, 2102
   - Spanish 1101, 1102, 2101, 2102
   - Kinesiology 1151, 1146
   - Art 1011
   - Music 1751
2. Teachers and associates using Promethean Activboards have been professionally trained or have received ActivStudio Foundation Skills course certification.
3. Prepare students for ACT using the ACT online preparation course.
4. Use of Citation Machine.net and Owl Purdue Online Writing Lab for comprehensive and accurate MLA and APA bibliography composing.
5. Utilize Moodle online software to communicate announcements, assignments and course documents to students. Discussion boards and email options are also available.
6. The LSU Laboratory Middle and High School Library is open daily until 4:00 p.m.

**Benchmarks, Target Year, 2020:**
1. Teachers will provide every student access to Louisiana Eagle, Louisiana PASS and Newton.
2. Instruction offered regarding online safety based on the Learning.com model.
3. The School will offer credit recovery through the distance learning option provided by PLATO software.
4. Teachers will use Turn It In plagiarism software as a tool for monitoring academic honesty.
5. The School plans to expand concurrent enrollment course offerings to include social studies and additional math and science courses.

**Evaluation Strategies and Timeline:**
### Evaluation Strategy

<table>
<thead>
<tr>
<th>Evaluation Strategy</th>
<th>Frequency</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment and course offerings numbers</td>
<td>Annual</td>
<td>Fall, Spring</td>
</tr>
<tr>
<td>Monitor reports of use of online software</td>
<td>Annual</td>
<td>Spring</td>
</tr>
<tr>
<td>Teachers will utilize class tool, Moodle</td>
<td>Annual</td>
<td>Fall, 2020</td>
</tr>
<tr>
<td>Classroom Observations</td>
<td>According to school-approved cycle</td>
<td>Fall, Spring</td>
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</tbody>
</table>

#### Strategies:

- Inform school administrators, teachers, and students of e-learning opportunities provided for them by the school and state.
- Allocate federal, state and local funds and resources for e-learning.
- Collaborate with legislators, SBESE members, BOR members and other policymakers to identify and secure funds to support e-learning.
- Create e-learning opportunities that support goals and benchmarks provided by the state and local levels.
- Allocate sufficient funds and resources for high quality professional development and technology support personnel for training personnel in using and creating e-learning opportunities and resources.
- Encourage teachers and principals to participate in state initiatives that provide e-learning experiences.
- Collaborate with school policymakers, legislators, and community members to secure annual funds to support e-learning.
- Provide all high school students with the opportunity to complete one online learning experience prior to graduation.
**Action Step 4: Encourage Improved Access and Technology Usage**

Most public schools, colleges and universities now have access to high-speed, high-capacity hardware, software, and broadband communications. However, improved access, usage and integrated, interoperable data systems that are current and well-maintained could empower educators to transform teaching.

**Current Status:**
1. All classrooms have hardwired and wireless high-speed internet access, with high-speed multimedia computers.
2. Each classroom has an AV presentation system with a document camera, DVD/VHS player, and a multimedia computer.
3. Classrooms K-5 have six high capacity multimedia computers for student use and access to two mobile carts of twenty multimedia laptops.
4. All classrooms 6-12 have access to 2 mobile carts of 15 multimedia laptops each or 1 mobile cart of 20 multimedia laptops.
5. High School Multimedia Computer Lab has 25 IMac Multimedia computers.
6. High School Computer Applications Lab has 28 multimedia computers.
7. The math department has three mobile carts of at least 20 multimedia laptops each.
8. The Elementary Library has 12 multimedia computers and a cart of 15 multimedia laptops.
9. The Middle and High School Library has 30 multimedia computers.
10. Our Technology Usage Policy is printed in the student handbook.
11. The sixth-grade team has two mobile Mac laptop carts with 25 Macbook laptops and an iPad cart with 27 iPads.
12. The seventh-grade team has a mobile laptop cart of 25 Macbooks, an iPad cart of 25 for the Science class and an iPad cart for Math class.
13. The eight-grade team has 2 mobile Mac laptop carts with 25 Macbook laptops.
14. Sixty-one classrooms have interactive whiteboards or panels.

**Benchmarks, Target Year 2020:**
1. All students, teachers and administrators will have access to computers and appropriate connectivity in educational settings.
2. Every level of the school will have broadband capabilities available to the end user for data management, online and technology-based assessments, e-learning, and accessing high-quality digital content.
3. Appropriate assistive/adaptive technology will be available to address the unique requirements of persons with special needs.
4. At least one hundred percent (100%) of all instructional spaces in K-12 classrooms will exhibit a minimal ratio of 4:1 student-to-networked computer, one networked teacher computer, one networked printer, and a large screen display.
5. At least one hundred percent (100%) of students will use software packages including a productivity package, virus protection, and software that promote open-ended reasoning and higher-order thinking skills.
6. Every student, administrator, and teacher will receive high-quality technical support to manage and maintain computer networks and plan for future needs, so that there will be at least one (1) full-time technical support person for every 500 computers.
7. The LSU Lab School will establish recurring funding for technology.
8. The LSU Lab School will restructure budgets to reveal cost savings and will reallocate monies to maximize technology resources.
9. All students will use age appropriate technology to conduct research, to solve problems, to analyze data, to collaborate, and to communicate with experts and peers.

Evaluation Strategies and Timeline:

**Strategies:**
- Participate in State Contract purchasing opportunities that support schools systems.
- Collaborate with other local and state educational entities for purchasing power by establishing a clearinghouse for local bids that can be accessed by schools and systems.
- Seek federal, state and corporate grant funding for technology where available.
- Encourage tracking of bandwidth utilization for school network environments.
- Continue to expand the computer education courses of study for students.
- Use data from both administrative and instructional systems to understand relationship between decisions, allocation of resources and student achievement.

<table>
<thead>
<tr>
<th>Evaluation Strategy</th>
<th>Frequency</th>
<th>Timeline</th>
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</thead>
<tbody>
<tr>
<td>Report tracking bandwidth utilization of school</td>
<td>Annual</td>
<td>Late Spring</td>
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<tr>
<td>School technology plan updates</td>
<td>Annual</td>
<td>Spring</td>
</tr>
<tr>
<td>Technology Proficiency Self-Assessment</td>
<td>Semi-annual</td>
<td>Fall and late Spring</td>
</tr>
<tr>
<td>Human resource records of IT personnel</td>
<td>Annual</td>
<td>Late Spring</td>
</tr>
<tr>
<td>Student teacher and supervising teacher electronic portfolios</td>
<td>Annual</td>
<td>End of Semester</td>
</tr>
<tr>
<td>Classroom observations and evaluations by faculty/principals</td>
<td>As designated by system</td>
<td>As Conducted</td>
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</tbody>
</table>
Included below are some guidance questions for the school to consider in compiling its needs assessment. The questions are intended as guidance in compiling data and developing the needs assessment. Submission of responses to these questions is not required.

**GUIDANCE QUESTIONS FOR THE School NEEDS ASSESSMENT**

1. What do school data reveal about the following:
   - Distance learning opportunities for students and teachers
   - Student-to-computer ratio
   - Professional development opportunities in instructional technology
   - Technical support for teachers and schools
   - Number of instructional classrooms with at least one multimedia computer with internet access
   - Online database and other web resources utilized within the classroom
   - Technical skill level of teachers
   - Teacher and principal quality relative to Integrating technology into the curriculum
   - Budgetary support of technology in teaching and learning
2. What are the school's strengths and weaknesses as identified by the data?
3. What patterns and trends emerge from the data?
4. What are the areas of weakness that must be affected to help the school accomplish the technology plan goal and objectives?
5. How will the school set priorities to address the needs revealed by the weaknesses?
6. Which of the needs have the greatest potential for influencing student learning?

The Needs Assessment Summary follows. The purpose of the summary page is to provide a “snapshot” of the school’s strengths and weaknesses. Strengths are on the left and weaknesses are on the right of the page. Careful consideration should be given of how the technology plan will address the weaknesses and how it will utilize the strengths to build a stronger foundation for the school.

**STEPS FOR COMPLETING NEEDS ASSESSMENT**

1. Identify and gather all pertinent sources of data including those indicated above.
2. Conduct systematic analysis of all data.
# Needs Assessment Summary

List the School’s strengths and weaknesses as identified by data collected.

<table>
<thead>
<tr>
<th>School’s Strengths</th>
<th>School’s Weaknesses</th>
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<tbody>
<tr>
<td>• Web sites- Brain Pop, United Streaming, Webquests, Enchanted Learning, Babelzone, Learning.com</td>
<td>• Lack of variety in student use of software</td>
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<tr>
<td>• Accelerated Reader</td>
<td>• Not enough modeling and technology integration training utilized</td>
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<tr>
<td>• Graphing calculators connected to projectors</td>
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<td>• Web based research</td>
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<td>• Digital media</td>
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<td>• Moodle</td>
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<td>• PowerSchool and PowerTeacher</td>
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<td>• Fitnessgram</td>
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<td>• Heart rate monitors</td>
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<td>• Labquest Science Probes</td>
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<td>• PasPortal Science Probes</td>
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<td>• Music accompaniment programs</td>
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<td>• Kid Pix</td>
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<td>• Kidspiration and Inspiration</td>
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<td>• Moviemaker</td>
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<td>• Final Cut Pro v 7</td>
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<td>• iLife Suite</td>
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<td>• Adobe Creative Cloud</td>
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<td>• WebDesign Premium</td>
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<td>• Destiny Library Manager</td>
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<td>• ACT Online Professional Development Library</td>
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<td>• Activboards and ActivPanels</td>
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<tr>
<td>• 25% faculty certified in Technology or Intech trained</td>
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<td>• Prompt IT response</td>
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<td>• Up to date technology</td>
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APPENDIX B
LSU Laboratory School
Governing Board Review Assurance

By signing this form, you confirm that you were issued a copy of the school technology plan.

WE HEREBY ACKNOWLEDGE THIS __26____ DAY OF ___JANUARY____, 2017__, THAT WE HAVE reviewed and are familiar with the School Technology Plan for ___LSU Laboratory School. We understand that our school technology plan should mirror the state’s plan.

________________________________
BOARD PRESIDENT

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WADE SMITH</td>
<td></td>
<td>DIRECTOR</td>
</tr>
<tr>
<td>FRANK RUSCIANO</td>
<td></td>
<td>HIGH SCHOOL PRINCIPAL</td>
</tr>
<tr>
<td>MYRA BROUSSARD</td>
<td></td>
<td>ELEMENTARY PRINCIPAL</td>
</tr>
<tr>
<td>MATTHEW PICOU</td>
<td></td>
<td>DEAN OF STUDENTS</td>
</tr>
</tbody>
</table>

________________________________
PRINCIPAL

APPENDIX C
Principal Review Assurance

By signing this form, you confirm that you have reviewed and approved the school technology plan. This signed form is to be included with the school technology plan at the time of its submission to the State Department of Education.

I HEREBY ACKNOWLEDGE THIS ___26____ DAY OF ________ JANUARY, 2017, THAT I HAVE REVIEWED AND APPROVED THE SCHOOL TECHNOLOGY PLAN FOR _____LSU LABORATORY SCHOOL.

________________________________________
PRINCIPAL, HIGH SCHOOL

________________________________________
PRINCIPAL, ELEMENTARY SCHOOL
List the names and occupations of team members serving on your school’s Technology Plan Development Team.

Dates of Meetings:

<table>
<thead>
<tr>
<th>NAME</th>
<th>OCCUPATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aimee Welch</td>
<td>Teacher</td>
</tr>
<tr>
<td>Frank Rusciano</td>
<td>High School Principal</td>
</tr>
<tr>
<td>Jennifer Bevill</td>
<td>Teacher</td>
</tr>
<tr>
<td>Jill Calloway</td>
<td>Teacher</td>
</tr>
<tr>
<td>Karen Holden</td>
<td>Teacher</td>
</tr>
<tr>
<td>Kelly Kelly</td>
<td>Teacher</td>
</tr>
<tr>
<td>Rebecca Svensson</td>
<td>Teacher</td>
</tr>
<tr>
<td>Myra Broussard</td>
<td>Elementary Principal</td>
</tr>
<tr>
<td>Anne Collier</td>
<td>Teacher</td>
</tr>
<tr>
<td>Charity Cantey</td>
<td>Librarian</td>
</tr>
<tr>
<td>Dorothy Major</td>
<td>Associate Librarian</td>
</tr>
<tr>
<td>Candence Robillard</td>
<td>Teacher</td>
</tr>
<tr>
<td>Deborah Dornier</td>
<td>Teacher</td>
</tr>
</tbody>
</table>