

District Technology Plan Cover Page

District	Gulfport School District
Superintendent	Glen East
Technology Director	Terri Burnham
Mailing Address	2001 Pass Road Gulfport, MS 39501
Phone	228 865-4600
Fax	228 865-4718
Technology Coordinator's Email	terri.burnham@gulfportschools.org
District Home Page (URL)	www.gulfportschools.org
Technology Plan Submission Contact Information	
Please have the person responsible for the submission of your district's technology plan to complete the following information. It is imperative that your district's plan be submitted before the deadline of October 1, 2009 , and that it reflects accurate information.	
DISTRICT CONTACT	Terri Burnham
Address	2014 Pass Road
City, State, Zip	Gulfport, MS 39501
Telephone Number	228 865-4671
Fax Number	228 865-1930
Email Address	terri.burnham@gulfportschools.org

Table of Contents

District Technology Committees	3-4
District Profile	5
District Vision and Mission Statements	6
Needs Assessment	7-9
Executive Summary	10
Teaching and Learning	11-16
Educator Proficiency	17-20
Leadership and Support	21-25
Environment and Infrastructure	26-34
Acceptable Use Policy	35-40
Background	41-44
Evaluation	45
Schematic of District WAN	46
Budget	47
Statement of Assurances	48
Universal Service Criteria Checklist	49

2010 – 2013 District Teaching & Learning Committee

Member	Title	Contact Information
Terri Burnham	Director of Technology	terri.burnham@gulfportschools.org
Cindy DeFrances	Principal	cindy.defrances@gulfportschools.org
David Allen	Assistant Principal	david.allen@gulfportschools.org
Tracy Daniel	Technology Training & Assessment Specialist	traci.daniel@gulfportschools.org
Kay Whitworth	Teacher	angie.estrada@gulfportschools.org
Wendi Husley	Teacher	wendi.husley@gulfportschools.org
Tori Anderson	Student – GHS	Uses text – no email account
Mariah Daniels	Student – GHS	Uses text – no email account
Clistia Epps	Student – GHS	Uses text – no email account
Colleen Peterson	Parent	cpete@cableone.net
Joyce King	Community Member	jlking@att.net
Karen McManus	External Evaluator	mcmanusk@lbsd.k12.com
Cassie Conner	External Evaluator	cconner@harrison.k12.ms.us

District Technology Leadership, Support & Finance Advisory Committee

Member	Title	Contact Information
Glen East	Superintendent of Education	glen.east@gulfportschools.org
Terri Burnham	Director of Technology	terri.burnham@gulfportschools.org
Carla Evers	Director of Instructional Programs	carla.evers@gulfportschools.org
Dana Fleming	Chief Financial Officer	dana.fleming@gulfportschools.org
Mike Tatum	Assistant Superintendent	mike.tatum@gulfportschools.org

District Technology Environment & Infrastructure Advisory Committee

Member	Title	Contact Information
Terri Burnham	Director of Technology	terri.burnham@gulfportschools.org
Clint Lowry	Senior Network Engineer	clint.lowry@gulfportschools.org
John Belham	District Data Specialist	john.belham@gulfportschools.org
Jonathan Geiselman	Systems Security Engineer	jonathan.geiselman@gulfportschools.org
Donnie Cummins	Mississippi Department of Education	dcummins@mde.k12.ms.us

DISTRICT PROFILE

DISTRICT NAME: GULFPORT SCHOOL DISTRICT							
ACCREDITATION LEVEL	Accredited						
NUMBER OF SCHOOLS IN DISTRICT	11 (10 + 1 Alternative School) 7 ES, 2 MS, 1 HS, & 1 ALT						
NUMBER OF STUDENTS ENROLLED	5705						
PERCENT OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH	51%						
NUMBER OF STUDENTS ELIGIBLE FOR ESL (ENGLISH AS A SECOND LANGUAGE) SERVICES	104						
NUMBER OF DROPOUTS	60						
GRADUATION RATE	87%						
DISTRICT E-RATE DISCOUNT	82%						
SUBJECT AREA(S) AND GRADE LEVEL(S) OF GREATEST ACADEMIC NEED ACCORDING TO THE LATEST DISTRICT ASSESSMENT	Subjects	Grade Levels					
	Reading		5	6	7	8	
	Language		5	6	7	8	
	Math						
	Writing	4			7		

Vision Statement

The optimal environment for learning is produced as a result of interactions among learners, educators, parents, local community members, and world citizens. We envision abundant resources that facilitate interactions among learners thereby diminishing the constraints of wealth, geography, political boundaries, and physical or mental capacities.

Mission Statement

The mission of the technology plan is to articulate strategies that will promote interactions among learners, educators, parents, local community members, and the world as a whole. It is our desire to provide positive experiences with technologies that will enable members of our learning community to become “*problem solvers, lifelong learners, and productive members of society.*”
(excerpt from Gulfport School District’s *Five-Year Strategic Plan*)

Needs Assessment

The Gulfport School District collects, assesses, and prioritizes data through a variety of methods. Specifically, the Mississippi Online Technology Evaluation (MOTE), professional development surveys, trends in student achievement, and input from students, educators, community members, and parents were collected and used to compile the Technology Plan. Some of the needs indicated are as follows:

Teaching and Learning

Students:

- MOTE data indicates that only 56.3% of the students gather information/data from a variety of sources or only use technology resources on a daily basis.
- Approximately 12% of students use technology daily to manipulate/analyze/interpret information and/or data to discover relationships, generate questions, and/or reach conclusions.
- Approximately 40.8% of students use technology daily to communicate/report information, conclusions, or results of investigations (e.g. word processing, email, online discussions,, multimedia presentations, or on a web site).
- According to the MOTE survey, approximately 24.9% of students use technology daily to plan, draft, proofread, revise and/or publish written text.
- Only 19.8% of students reported using technologies to plan, refine, and produce multimedia presentations.
- Students have indicated that there are not enough computers available for their access during the school day.

Teachers:

- Data from MOTE indicates that 69% of teachers use the internet daily to enhance instruction.
- Approximately 67.6% of teachers select technology sources appropriate to the academic and/or grade level of their students on a daily basis.
- MOTE survey data indicates that about 63.9% of teachers use multimedia, telecommunications and other technologies to (1) access resources for planning instruction, (2) develop lesson plans, (3) develop/refine curriculum, (4) conduct research, (5) prepare lesson presentations.
- Of teachers polled, 76.1% indicate they design and deliver instructional practices which foster: ■ Student-centered activities ■ Critical thinking skills ■ Problem Solving ■ Creative exploration and productivity on a daily basis.
- According to the recent MOTE survey, only 47.2% of teachers responding indicated they assist learning in individual, small and large groups with technologies.
- Approximately 72% of teachers report making use of individualized learning or tutoring using computer or web-based modules and/or courses.

Educator Proficiency

- Approximately 36.2% of teachers report using technology and/or Internet resources to stay abreast of current educational issues and trends.
- Of teachers completing the survey, 86.4% indicated they access information through electronic collegial communication.
- All teachers indicated they prefer face-to-face training to online professional development.
- Over half of the teachers indicated a preference for full-day professional development, while 36.4% prefer half-day sessions.
- Both teachers and administrators reported the need for additional technology training opportunities throughout the school year.

Leadership and Support

- The district currently employs two system engineers and four full-time technicians to provide support for approximately 2,000 computer systems.
- The district currently employs two full-time individuals to conduct training for over 800 employees and to coordinate the administration of the district quarterly assessment program.
- The district currently provides online access to student progress via JPAMS Parent Communication system.
- The district uses *ConnectEd (Blackboard Connect)*, an electronic notification system that interfaces with land lines, cell phones, email, etc.

Environment and Infrastructure

- There is a need to either change and/or upgrade the network operating system to accommodate software upgrades in 5 sites. In order to convert the network from Novell to Active Directory, there is a need to purchase new switches for the remaining schools.
- According to network traffic trends, there is a need to increase bandwidth and throughput at most sites in order to accommodate increased usage. This will require the purchase of additional equipment and the installation of fiber at some sites.
- Electrical surveys indicate the need to upgrade electricity or decrease usage at many sites.
- According to recent hardware surveys, the district will need to replace approximately 150 computers per year over a 2 year period to remain in compliance with the Plan for Obsolescence and Replacement.
- In order to adequately run newer technologies (e.g. interactive white boards, new software), there is a need to place at least one new computer in each classroom as installations necessitate.
- High school English teachers have indicated a need for mobile laptop computers to aid in the use of technology to assist students in the preparation of research reports and multimedia presentations.
- There is a need to provide computers, printers, interactive white boards, a lab, wiring, equipment, and telecommunications for the new elementary school.

- Due to the loss of the computer labs in Technology Support as a result of Hurricane Katrina, there is a need to provide computers software including OS's for the new building and training labs.
- There is also a need to maintain adequate telecommunications services (e.g. network, telephone, long distance) according to usage trends.
- Due the increased usage of email across the district and the age of the email server, there is a need to purchase a new server with increased storage. An application has been submitted for E-Rate discounts for a new server.
- In order to better manage network security, there is a need to purchase consolidation and virtualization management software and servers. Additionally, we need an Identity Driven Security Manager in order to handle security issues, particularly related to the use of portable laptops.
- In order to comply with the Rules of eDiscovery relative to archiving electronic communications, there is a need to develop a policy and purchase an email archive system.

Executive Summary

In a speech given at the Global Village Schools Conference, James Mecklenburger (1994) stated, “If educators are to succeed in their task, they have no choice but to incorporate technology as a significant element in the education process.” The optimal environment for learning is produced as a result of interactions among world citizens. Our mission in this technology plan is to articulate strategies that will promote interactions among learners, educators, parents, local community members, and the world as a whole. It is our desire to provide positive experiences with technologies through leadership, support, and the provision of resources and thereby diminish the constraints of wealth, geography, political boundaries, and physical or mental capacities.

The district’s five-year Technology Plan supports the vision of the district’s Five-Year Strategic Plan to inspire members of our learning community to become *problem solvers, lifelong learners, and productive members of society* (excerpt from Gulfport School District’s *Five-Year Strategic Plan*). Meeting the demands in terms of human resources and physical infrastructure will be critical to insure success for our students. To assure success, goals and objectives for the Technology Plan include the following categories:

- Network Infrastructure & Environment
- Teaching & Learning
- Educator Proficiency
- Leadership & Support

Leadership and support are foundational to our success. John O’Neil, Senior Editor of *Educational Leadership* has stated “one explanation for the somewhat disappointing status of technology use is an overall lack of vision and clarity. It is incumbent on our educational leaders to provide a vision for districts and communicate it clearly.” Once the plan has been communicated, district decision-makers must also provide the support necessary to implement the successful integration of technology.

Without the physical infrastructure and network environment to support the ever-growing demands for access to information and data transmission, no endeavor to integrate technology will succeed. In order to fulfill our mission, we will strive to provide an abundance of useful resources. Educator proficiency, however, must be at the apex of any initiative to integrate technology. According to numerous research studies, successful integration into the learning process is far more critical than the quantity of technology present. Technology is only a tool used to facilitate teaching and learning—if teachers do not know how to use the technology effectively, success is unlikely.

Effective teaching and learning are the fundamental goals of any educational plan, whether it is a technology plan, a strategic plan, or even a plan for construction. It is the door through which all who enter must pass. Through access, training, and, opportunities for learning, technology can become an integrated resource that will help users reach goals they could not reach otherwise, whether through correspondence with teachers or students in other schools or through participation in a worldwide class project. Since learners must be able to read and interpret both text and graphic information, it is imperative that we not only teach children to read, write, and solve problems, but that we also teach students how to locate information, discriminate between appropriate and inappropriate information, validate the data once it has been collected, draw appropriate conclusions, and to create and communicate their ideas effectively. We, the members of the Gulfport School District will endeavor to enable our educational community to become not only effective consumers, but also effective contributors.

Learning does not occur within the confines of a vacuum. As Isaac Newton once said, “If I have seen further, it is by standing upon the shoulders of giants.” We can all see further when we communicate and share our ideas and dreams, one with another. In doing so, our learning community will thrive. Thus, our students will not only learn, but will share in the dream of becoming a part of the tomorrow today.

PROJECT DESCRIPTIONS

Teaching and Learning

“...education can no longer be something that one acquires during youth to serve for an entire lifetime. Rather, education must focus on instilling the ability to continue learning throughout life...” (Beyond Bells and Whistles: How to use Technology to Improve Student Learning, AASA, 1996.)

No one will dispute that the single most important factor that determines how technology impacts learning is the manner in which the technology is integrated into the learning process. However, one of the major dilemmas facing educators today is determining if the manner in which technology is being integrated is consequential. When planning for the integration of technology, the desired outcomes for learning should determine the tool, not the other way around. Research indicates that students learn best when they are producers, not just users of technology. Thus, rather than serving as a repository of information, teachers must also become designers of work – work that is high quality, engaging, has a real-world application, incorporates technologies, and requires the student to produce a meaningful product for evaluation.

The vast majority of today’s students must be prepared with the general skills to change jobs within the same industry and to move to an entirely different industry many times during their working lives. Educators must expose students to a broad range of technologies and guide them to analyze, evaluate, and communicate what they have learned. Mastering technology and its myriad of functions and applications is the key that will enable our youngsters to lead us into a promising future.

GOAL 1: *Academic achievement will increase for all students.*

OBJECTIVES:

1. Increase the number of students using technology to plan, draft, proofread, revise and/or publish written text by increasing the number of mobile labs.
2. Improve student performance and computer access by using handheld devices (e.g. student response systems) in every classroom.
3. Improve student performance in the areas of reading, on MCT (90% proficient and advanced).
4. Improve performance of at-risk students in the areas of reading, language arts, writing and mathematics.
5. Increase integration of technology for planning, instruction, and assessment by increasing classroom access to technology.
6. Increase use of technology for individualized learning and /or tutoring.
7. Improve student performance through online access to the Quarterly Assessment Program.
8. Increase reading achievement through use of technology with developmentally appropriate literature.
9. Improve the ability of students to apply advanced technologies through participation in technology-rich extracurricular activities.
10. Insure students are technology literate through participation in STEM and other technology-related courses.
11. Provide alternatives to traditional classroom activities by increasing student participation in online learning.
12. Improve academic performance of special education students.
13. Improve student success in the study of second languages via digital technologies.
14. Incorporate digital videos into the instructional process.

FOCUS	OBJECTIVE	STRATEGIES	INDICATORS	BUDGET	TIMELINE
PC Tablets & Laptops	Increase the number of students using technology to plan, draft, proofread, revise and/or publish written text by increasing the number of mobile labs	<ol style="list-style-type: none"> 1. Increase the mobile PC-to-student ratio by purchasing additional laptop carts and peripheral equipment as funds are available. 2. Provide students with portable storage devices and/or online storage space. 3. Insure installation, setup and configuration. 4. Provide training for teachers. 5. Provide on-site support for teachers and students. 6. Provide continuous support – repairs, maintenance, upgrades. 7. Upgrade equipment as needed. 	<p>Teacher and student use</p> <p>Increase in multimedia projects developed by students</p>	\$20,000 per cart	2010-2011 2011-2012 2012-2013
Handheld Devices	Increase student performance and computer access by increasing the use of handheld devices (e.g. student response systems)	<ol style="list-style-type: none"> 1. Insure every classroom has a set of handheld devices compatible with interactive white board systems. 2. Trainers will develop and offer appropriate training modules for teachers. 3. Provide on-site support for teachers prior to and during implementation. 4. Provide ongoing technical assistance and support. 	<p>Teacher and student use</p> <p>Increase of student multimedia projects/senior portfolios</p>	\$6,000 for training, travel	2010-2011 2011-2012 2012-2013
Classroom Instructional Practices	Improve student performance in the areas of reading, on MCT (90% proficient and advanced)	<ol style="list-style-type: none"> 1. Incorporate appropriate software programs into daily classroom instruction. 2. Administer the pre/post assessments according to pre-determined schedule. 3. Provide network and workstation technical support for programs. 4. Install program updates, upgrades, and patches. 5. Assist in locating and writing grants to provide training for teachers. 6. Insure annual renewals are maintained. 7. Purchase additional classroom and network equipment as needed. 	<p><i>Academy of Reading</i></p> <p>STAR Reading and Math Pre/Post tests</p> <p>Mississippi Writing Assessment</p> <p>District assessments</p> <p>Mississippi Curriculum Tests</p> <p>Mississippi Subject Area Tests</p>	\$3,400 (<i>Academy of Reading</i> annual updates)	2010-2011 2011-2012 2012-2013

FOCUS	OBJECTIVE	STRATEGIES	INDICATORS	BUDGET	TIMELINE
At-Risk & Special Education Students	Improve performance of at-risk students in the areas of reading, language arts, writing and mathematics	<ol style="list-style-type: none"> 1. Use online diagnostic and prescriptive programs to assist with at-risk students. 2. Assist with workstation setup as required. 3. Import student rosters from student database. 4. Provide technical support for hardware, browsers. 5. Integrate appropriate technology programs for Tier-I interventions. 6. Continue training for teachers to insure effective software integration into their instructional practices. 7. Continue use of appropriate programs for Tier-II and Tier III interventions in the following areas: PreK-6 Language Arts, Mathematics, Writing. 	Lesson plans Classroom observations Pre-Post Assessments Software Reports	<i>Compass Learning</i> \$21,000 Federal <i>My Reading Coach</i> <i>Voyager Math</i> (Middle School; recurring \$6000) <i>Read 180</i> (Recurring \$30 per student per year)	2010-2011 2011-2012 2012-2013
Interactive Whiteboard Systems	Increase integration of technology for planning, instruction, and assessment by increasing classroom access to technology	<ol style="list-style-type: none"> 1. Incorporate the use of interactive white boards (e.g. Promethean ActivClassroom System) and student response systems into classroom instruction. 2. Purchase equipment for <i>every</i> classroom in the district. 3. Assist with equipment setup and software installation when required. 4. Provide technical support and teacher training. 5. Teachers will attend training sessions. 	Purchase orders Lesson plans Classroom observations Installation schedule	\$6400 each	2010-2011 2011-2012 2012-2013
Credit Recovery & Tutoring	Increase use of technology for individualized learning and /or tutoring	<ol style="list-style-type: none"> 1. Encourage high school students to participate in NovaNet, Odyssey, and/or other credit-recovery programs. 2. Purchase additional hardware, software, and network resources as needed. 3. Provide technical support for hardware, browsers. 	Student participation in NovaNet, Odyssey and/or credit recovery programs	\$60,000 annually	2010-2011 2011-2012 2012-2013

FOCUS	OBJECTIVE	STRATEGIES	INDICATORS	BUDGET	TIMELINE
Student Assessment	Improve student performance through online access to the Quarterly Assessment Program	<ol style="list-style-type: none"> 1. District will continue to administer, score, and use reports to develop lesson plans. 2. Continue to assist in the integration of <i>Achievement Series</i> online assessment: <ul style="list-style-type: none"> • Develop training modules for teachers and administrators in their various roles • Administer on- and off-site training for teachers and administrators • Assist in the interpretation of data • Provide technical assistance when needed 3. Annually update and publish online training manuals for users. 4. Coordinate the import of student data and demographics from student database. 5. Setup directories, groups, locations, controllers, and other user administration as needed. 6. Purchase additional hardware, software as needed. 	STAR Reading and Math tests Mississippi Writing Assessment District Math assessments Mississippi Curriculum Tests Mississippi Subject Area Tests	\$64,000 annually	2010-2011 2011-2012 2012-2013
Integration of Literature in Reading	Increase reading achievement through use of technology with developmentally appropriate literature	<ol style="list-style-type: none"> 1. Install, maintain current software versions of library automation and reading software on network (Follett, Renaissance Learning, etc.). 2. Install software and/or shortcuts on workstations as required. 3. Provide continuous technical support for media specialists and teachers. 4. Install program updates, patches as required. 5. Assist with data backups and data recovery. 6. Upgrade and replace equipment (computers, printers, handheld scanners to accommodate updates in software. 7. Increase number and quality of books in libraries. 8. Monitor student check-out and check-in of books. 	Software reports Purchase orders	<i>Renaissance Programs</i> (\$22,000 annually; \$15,000 Local; \$7,000 Federal) Follett/Destiny Library Automation (\$7,000 annually)	2010-2011 2011-2012 2012-2013

FOCUS	OBJECTIVE	STRATEGIES	INDICATORS	BUDGET	TIMELINE
Extracurricular Activities	Improve the ability of students to apply advanced technologies through participation in technology-rich extracurricular activities	<ol style="list-style-type: none"> 1. Annually assess the need for extracurricular activities that allow students to apply skills. 2. Determine which activities meet the current needs of the district and the students. 3. Individuals with the credentials to lead and facilitate student participation will be identified. 4. Selected individuals will participate in professional development activities in order to facilitate student success and engage students in the use of technology. 5. Provide sufficient financial support to enable student participation in such activities. 	<p>Teacher and student participation</p> <p>Student attendance and attitudes toward technology</p> <p>Student success in competitions</p>	On as needed basis	2010-2011 2011-2012 2012-2013
Technology Literacy	Insure students are technology literate through participation in STEM and other technology-related courses	<ol style="list-style-type: none"> 1. Regularly assess the need for additional courses in the curriculum. 2. Integrate technology and developmentally-appropriate software (ref. Technology standards for students) into the curriculum. 3. Identify and/or hire teachers with the credentials to teach selected courses. 4. Maintain, upgrade, and replace hardware and software in the STEM classes as needed. 5. Install and maintain current software versions on network. 6. Purchase and install sufficient hardware, software, and network resources to support additional courses. 7. Provide training to facilitate student and teacher success. 8. Provide technical support, upgrade and maintain equipment. 	<p>Increased enrollment in advanced technology courses</p> <p>Student success in STEM courses</p>	As awarded through Carl Perkins Federal grant	2010-2011 2011-2012 2012-2013

FOCUS	OBJECTIVE	STRATEGIES	INDICATORS	BUDGET	TIMELINE
Online Learning	Provide alternatives to traditional classroom activities by increasing student participation in online learning	<ol style="list-style-type: none"> 1. Provide high school students with online access to credit courses and other educational opportunities. 2. Encourage high school students to participate in online credit courses such as MVPS. 3. Provide timely information to administrators, teachers, media specialists, counselors, and homebound coordinators concerning online learning opportunities. 4. Advise and assist students in determining their technology needs. 5. Provide hardware, software, online resources, professional development and supplies as needed. 	<p>Enrollment in courses</p> <p>Student achievement in courses</p>	N/A	2010-2011 2011-2012 2012-2013
Assistive Technologies	Improve academic performance for special education students	<ol style="list-style-type: none"> 1. Selected instructional personnel will attend seminars on assistive technologies. 2. Evaluate on a case-by-case basis to determine need and place appropriate devices such as portable keyboards, screen readers, language masters, view screens, etc. 3. Coordinate the purchase and installation of equipment with the Office of Special Education. 4. Provide continuous technical support to insure the equipment and/or software functions properly. 	<p>Attendance at conferences</p> <p>Requests for assistance</p> <p>Requests for purchases</p> <p>Work orders</p>	\$2000 Federal	2010-2011 2011-2012 2012-2013
ELL and Foreign Language	Improve student success in the study of second languages via digital technologies	<ol style="list-style-type: none"> 1. Assist in the selection of appropriate software programs. 2. Provide direction in terms of feasibility and compatibility with network. 3. Provide hardware, software, online resources, professional development, and network resources as needed. 4. Install, configure, and setup hardware. 5. Provide technical support for resources as needed. 	<p>Participation by ELL learners</p> <p>Participation in foreign language courses</p> <p>Scores on standardized exams</p>	As needed	2010-2011 2011-2012 2012-2013
Digital Video	Incorporate the use of digital video into the instructional process	<ol style="list-style-type: none"> 1. Annually renew license for digital videos through selected vendor (<i>Discovery Education</i>). 2. Administer and maintain current teacher logins. 3. Provide ongoing training for teachers in the use of video streaming. 	<p>Teacher logins</p> <p>Network monitoring tables</p>	\$12,000 (<i>Discovery Education</i>)	2010-2011 2011-2012 2012-2013

Educator Proficiency

“It’s not what the teacher does that’s important; it’s what the teacher gets the child to do that’s important.”
(Phillip Schlechty, president of the Center for School Reform)

Building technology fluency is an ongoing process for everyone and is of particular significance for teachers and students. Technology is typically incorporated into classrooms in one of three ways. It can be an addition and used as a resource that is not necessarily linked to the curricular and instructional program. It can be integrated by the teacher and used to enhance instruction. Or thirdly, students can use it independently empowering them to direct their own learning.

If empowering and enabling children to be independent producers is our goal, then hardware, software, and online access to programs that relate to the process of learning must be available for students and teachers. Teachers must understand the applications of the resources available to them. The more teachers know about technologies, the more receptive they will be to it and the more likely they will incorporate its use into the learning process. Thus, educator proficiency through participation in professional growth opportunities is fundamental to any endeavor to bolster student success. With increasing accountability standards in place, training should be developed, arranged, and delivered with a broad range of options all of which make it easier for teachers to facilitate learning. Once this has been accomplished, teachers will more readily recognize the connections between existing practices and those that can be enhanced with new and emerging technologies.

GOAL 2: Improve student performance by building the capacity of teachers, administrators, and staff through the provision of high quality professional development opportunities.

OBJECTIVES:

1. Insure frequency of use (daily) and proficiency in the integration of interactive white board systems.
2. Insure new teachers have capacity with technology programs to successfully start school.
3. Improve teacher capacity through the provision of a variety of hands-on professional development opportunities. (1/2 day, 1 day, 4 day)
4. Increase participation in nationally recognized, research-based programs.
5. Insure access to and effective use of software programs.
6. Increase awareness of current educational technology issues and trends.
7. Meet teacher technology proficiency standards.

FOCUS	OBJECTIVE	STRATEGIES	INDICATORS	BUDGET	TIMELINE
Interactive White Boards	Insure proficiency in use and integration of interactive white board systems	<ol style="list-style-type: none"> 1. As classrooms are selected for installation of interactive white board systems, teachers will enter a long-range training program. 2. Summer Training for participants may include 3-4 days (Each Summer session approximately 20 participants each, CEU Credit Available). 3. Offer 5 – 7 Saturday Workshops for Promethean. Content may include: <ul style="list-style-type: none"> ▪ Intermediate Promethean Training ▪ Advanced Promethean Training ▪ Basic and Intermediate Microsoft Word ▪ Basic and Intermediate Microsoft PowerPoint 	<p>Sign-in sheets</p> <p>Flip charts</p> <p>Purchase orders</p>	\$75 per manual per participant	<p>2010-2011</p> <p>2011-2012</p> <p>2012-2013</p>
New Teacher Orientation	Insure new teachers have capacity to successfully start school	<ol style="list-style-type: none"> 1. Provide pertinent information via New Teacher Orientation. 2. Content for training includes: <ul style="list-style-type: none"> • Overview of district goals for technology • Review of Acceptable Use Policy • Hands on training for district programs 	<p>Participation in training</p> <p>Sign-in sheets</p>	N/A	<p>2010-2011</p> <p>2011-2012</p> <p>2012-2013</p>

FOCUS	OBJECTIVE	STRATEGIES	INDICATORS	BUDGET	TIMELINE
District Technology Training	Improve teacher and administrator capacity through the provision of a variety of hands-on professional development opportunities	<ol style="list-style-type: none"> 1. Offer teachers and staff opportunities to participate in technology professional development at various times throughout the year, on Saturdays, and during the summer. 2. Provide daily on-site support with a variety of projects through participation in the Digital Opportunity Trust (DOT) USA <i>TeachUp!</i> intern program. One technology intern for each school will be screened, selected and placed by DOT USA. Each intern will work 20 hours per week and will be responsible for assisting with the following: <ul style="list-style-type: none"> • Supporting teachers' use of technologies • Consulting with teachers on tasks that apply to technology in the classroom • Leading knowledge-sharing activities with teachers 3. Course topics requested may include but are not limited to: <ul style="list-style-type: none"> • Print Shop Basic – Advanced • Internet Basic – Advanced • Web Page Basic – Advanced • PowerPoint Basic – Advanced • Microsoft Word Basic – Advanced • Parent Communication Center • JPAMS Modules (e.g. Attendance, JGradebook, etc.) • United Streaming • NovaNet/Odyssey • Internet Security • WebQuests • Electronic Portfolio • Software specific (e.g. Achievement Series) • Hardware – scanners, digital cameras, flash/jump drives, etc. 	<p>Participation in training</p> <p>Signed Letter of Understanding between each school and DOT USA</p> <p>Sign-in sheets</p> <p>New course titles</p>	\$100,000 Salaries + Benefits for trainers	2010-2011 2011-2012 2012-2013
Nationally Recognized Programs	Increase participation in nationally recognized, research-based programs	<ol style="list-style-type: none"> 1. Provide opportunities for teachers to participate in the Intel Teach to the Future program each summer. 2. Insure at least 10 participants. 3. Provide forms for participants and assist teachers in receipt of CEU credit. 	<p>Participation in training</p> <p>Sign-in sheets</p>	N/A	2010-2011 2011-2012 2012-2013

FOCUS	OBJECTIVE	STRATEGIES	INDICATORS	BUDGET	TIMELINE
Classroom Software	Insure access to and effective use of software programs	<ol style="list-style-type: none"> 1. Provide software for participants in district technology training sessions. Examples may include but are not limited to: <ul style="list-style-type: none"> • Front Page • Microsoft Office 2007 Suite • Print Shop 2. Provide assistance loading software to most appropriate classroom computer. 3. Assist teachers in locating secure location for licenses and media. 	Purchase orders Teacher and student publications	As funds are available	2010-2011 2011-2012 2012-2013
Conferences and Workshops	Increase awareness of current educational issues and trends in technology integration	<ol style="list-style-type: none"> 1. Provide opportunities for teachers and staff to attend technology-based professional conferences and workshops such as MECA, NECC. 2. Provide opportunities for teachers to attend other conferences that may have a technology-related strand (e.g. National Council of Teachers of English, Math). 	Leave Requests Travel vouchers	As funds are available	2010-2011 2011-2012 2012-2013
Teacher Technology Proficiency	Insure all teachers are technology proficient according to district proficiency standards	<ol style="list-style-type: none"> 1. Maintain current list of teacher technology proficiency standards. 2. Insure all teachers received a copy of the standards. 3. Provide both group and one-to-one training to facilitate successful achievement of each standard. 4. Annually, district technology trainers will certify teacher proficiency. 	Teacher Proficiency Certificates Sign in sheets from training	Trainer salaries	2010-2011 2011-2012 2012-2013

Leadership and Support

“Leadership should be born out of the understanding of the needs of those who would be affected by it.”
(Marion Anderson)

Due to the requirements of No Child Left Behind legislation, standards for accountability along with the stakes for failing to meet those standards have increased dramatically. The rapid evolution of technology in education today also presents an overwhelming and extraordinary challenge for administrators. Yet, at a time when demands have increased, the supply of funds and funding sources has decreased. Consequently, educators are frantically seeking new and more efficient ways to analyze, evaluate, and communicate information, and particularly their successes, to constituents and governmental agencies.

Technology has become the most critical resource due to its ability to facilitate timely and accurate communication of information. In today’s social and political climate, an undertaking as noticeable and expensive as technology must produce results observable by everyone with a stake in education. Before budgetary decisions are finalized, decision-makers must first determine how to achieve the greatest return on investment and prioritize needs based upon that information. The entire decision-making process should be based on timely and accurate communication with investors and stakeholders. Communication is critical if educational communities are going to thrive in today’s society and political climate. (Adapted from text found in *Beyond Bells and Whistles: How to use Technology to Improve Student Learning*, AASA, 1996.)

GOAL III: To create and maintain effective relationships with the educational community – local, state, national, and beyond.

OBJECTIVES:

1. Maintain and provide current and up-to-date student data.
2. Insure accurate and timely communication with state officials through participation in MSIS.
3. Insure users are proficient by providing ongoing training & support for JPAMS and MSIS.
4. Increase teacher and administrator efficiency via use of an electronic gradebook.
5. Communicate to the global and local communities via the district web page.
6. Communicate school information via school web pages.
7. Communicate with parents via teacher web pages.
8. Insure adequate storage space for web pages.
9. Enable parents to monitor student progress via secure online access.
10. Increase communication with parents via an automated notification system.
11. Insure electronic record keeping for Special Education records.
12. Improve communication and efficiency for district and school administrators.

FOCUS	OBJECTIVE	STRATEGIES	INDICATORS	BUDGET	TIMELINE
Local Student Database	Maintain and provide current and up-to-date student data	<ol style="list-style-type: none"> 1. School and district personnel will maintain accurate and current information in the district student database. 2. Information collected and entered regularly include but are not limited to: <ul style="list-style-type: none"> • Demographics • Attendance • Schedules • Discipline • Grade • Health & Immunization • Transcripts 3. Appointed district personnel will oversee the transfer of data and insure proper security measures are followed. 4. Data transfers may include: <ul style="list-style-type: none"> • Laidlaw Transportation office • Compass Learning • SCANTRON programs • School picture vendor • Others as needed 	<p>Monthly MSIS submissions</p> <p>Accuracy of reports</p>	\$33,600 annually	2010-2011 2011-2012 2012-2013
Mississippi Student Information System	Insure accurate and timely communication with state officials through participation in MSIS	<ol style="list-style-type: none"> 1. The following information is transmitted via JPAMS to MSIS: <ul style="list-style-type: none"> • Special education/gifted count • Average daily attendance (ADA) • Vocational program enrollment • Discipline • Final grades • Graduation rate • Summer school participation • Transportation count • Student schedules 2. LunchBox School Cafeteria program provides: <ul style="list-style-type: none"> • Free/reduced lunch counts 3. Submitted via the Personnel report: <ul style="list-style-type: none"> • Teacher schedules 4. Provided from MSIS <ul style="list-style-type: none"> • Testing labels and counts • Teacher-to-student ratios • Enrollment and ADA 	<p>JPAMS and MSIS reports</p> <p>Personnel reports</p> <p>Audits</p>	N/A	Monthly 2010-2011 2011-2012 2012-2013

FOCUS	OBJECTIVE	STRATEGIES	INDICATORS	BUDGET	TIMELINE
Database Training	Insure users are proficient by providing ongoing training & support for JPAMS and MSIS	<ol style="list-style-type: none"> 1. Provide ongoing training for data entry and support personnel (e.g. records clerks, counselors, secretaries, administrators, school nurses, etc.). 2. Incorporate new requirements via MDE, NCLB, Title I, and other legislation into training and data collection. 3. Ensure program updates, revisions, changes. 4. Provide assistance in resolution of monthly audits. 5. Provide technical support for hardware & software. 6. Administer LINUX operating system and user administration. 	<p>Participation in training</p> <p>Accuracy of reports</p>	N/A	2010-2011 2011-2012 2012-2013
Electronic Grading	Increase teacher and administrator efficiency via use of an electronic gradebook	<ol style="list-style-type: none"> 1. Upgrade software (e.g. JGradebook) and retrain annually. 2. Assist in printing progress reports. 3. Assist in printing report cards. 4. Provide technical support – hardware, software. 5. User administration – setup directories, users, logins. 6. Import student roster from JPAMS. 7. Regularly backup data. 	<p>Accuracy on report cards</p> <p>Accuracy on progress reports</p>	\$3750 annually	2010-2011 2011-2012 2012-2013
District Web Page	Communicate to the global community via the district web page	<ol style="list-style-type: none"> 1. Assist with redesign of web page. 2. Meet with committee regularly to determine desired setup, format, etc. 3. Coordinate with Community Relations and other departments for content. 4. Setup new pages as needed. 5. Update existing pages (TIP, menus, etc.). 6. Request revisions annually from various departments. 7. Provide access to district and school accountability data. 	<p>New web page</p> <p>Annual revisions</p> <p>Periodic updates</p> <p>Articles from Community Relations</p>	N/A	2010-2011 2011-2012 2012-2013
School Web Pages	Communicate school information via school web pages	<ol style="list-style-type: none"> 1. Monthly work sessions with webmasters. 2. Provide on-site support/training. 3. Maintain links to district page. 4. Assist with updates, formatting, etc. 	<p>Monthly updates</p> <p>Participation in monthly sessions</p>	N/A	2010-2011 2011-2012 2012-2013

FOCUS	OBJECTIVE	STRATEGIES	INDICATORS	BUDGET	TIMELINE
Teacher Web Pages	Communicate with parents via teacher web pages	<ol style="list-style-type: none"> Schedule regular training sessions for teachers to use School Rack (beginner, intermediate). Setup teacher logins, passwords. Onsite support & follow up training. 	<p>Participation in training sessions</p> <p>Availability of teacher web pages</p>	N/A	<p>2010-2011</p> <p>2011-2012</p> <p>2012-2013</p>
Web Page Storage	Insure adequate storage space for web pages	<ol style="list-style-type: none"> Maintain and backup web server as needed. Upgrade when necessary to provide sufficient storage. Insure security measures are taken to protect hardware, software, information. 	<p>Purchase order</p> <p>Available storage space on server</p> <p>Speed of access</p>	\$3814 annually	<p>2010-2011</p> <p>2011-2012</p> <p>2012-2013</p>
Parental Access to Student Data	Enable parents to monitor student progress via secure online access	<ol style="list-style-type: none"> Provide parents with access to useful online information such as their child's grades, attendance, assignments. Insure program is password-protected and secure. Provide training for parents, teachers, and/or students as needed to insure participation. Purchase equipment, software, and/or subscriptions as required to assure continuous participation. 	<p>Purchase orders</p> <p>Participation in training</p> <p>Online access</p>	JPAMS Parent Communication Center	<p>2010-2011</p> <p>2011-2012</p> <p>2012-2013</p>
Parent Notification System	Increase communication with parents via an automated notification system	<ol style="list-style-type: none"> Participate in training and insure users are trained in use of the ConnectEd program. Annually administer users, groups, etc. Update student information via JPAMS annually. Coordinate with vendor to maintain system. 	System reports	<p>Connect Ed \$22,000</p> <p>Local</p>	<p>2010-2011</p> <p>2011-2012</p> <p>2012-2013</p>
On-Line Support Programs	Insure electronic record keeping for Special Education records	<ol style="list-style-type: none"> Provide teachers and administrators secure access to the Special Education IEP program. Provide accurate and current information to parents. Provide technical support for hardware, browsers, and other issues. Assist in the coordination of training sessions. 	Teacher and administrator use of program	N/A	<p>2010-2011</p> <p>2011-2012</p> <p>2012-2013</p>

FOCUS	OBJECTIVE	STRATEGIES	INDICATORS	BUDGET	TIMELINE
Mobile Technologies	Improve communication and efficiency for district and school administrators	<ol style="list-style-type: none"> 1. Coordinate with service provider to maintain and support PDA's. 2. Insure monthly telecommunication fees are paid in a timely manner. 3. Upgrade and replace as needed. 4. Research to determine the best pricing. 5. Assist in the selection of appropriate administrative software for use with the instructional program. 6. Provide training as needed to new users. 7. Provide training and on-site support for existing users. 	<p>Purchase order</p> <p>Participation in training</p> <p>Increased efficiency</p>	Monthly fees	<p>2010-2011</p> <p>2011-2012</p> <p>2012-2013</p>

Environment & Infrastructure

“Far from being frivolous, access to the so-called information superhighway is quickly becoming an essential element for full participation in contemporary society.” (Beyond Bells and Whistles: How to use Technology to Improve Student Learning, AASA, 1996.)

According to the research published by the International Society for Technology in Education in *The Technology Coordinator's Handbook* (Frasier, 2004), the network of a building has become the 21st century equivalent of the human body's central nervous system. Despite destruction by Hurricane Katrina, the Gulfport School District has made considerable advancements in providing an infrastructure to connect schools to each other through telecommunication resources. Federal, state, and district funds have been combined with funds from grants and donors to construct a network backbone that connects schools and offices in the district to the Internet. Plans are in place to continue to provide a high-speed network with sufficient bandwidth to accommodate our users. Conversions and upgrades are continuously occurring as the need for network resources increases. Although budget constraints as a result of the storm have limited funding, the district will continue to provide resources to facilitate the integration of emerging technologies. Teachers, students, and administrators have become dependent upon technology to conduct everyday tasks. To this end, the Gulfport School District is committed to the best of its ability to avail its learning community with the technological resources and the support personnel necessary to insure the success of its learners.

GOAL IV: All users—students, teachers, administrators, and staff—will have access to a stable, secure, and reliable district-wide telecommunications infrastructure that provides that provides broadband capacity and network connectivity for Internet and other technological resources.

OBJECTIVES:

1. Insure user access via network administration.
2. Provide continuous, uninterrupted network connectivity.
3. Upgrade network to maintain adequate service.
4. Provide adequate throughput for WAN.
5. Provide users with access to the network and its resources.
6. Regularly monitor network.
7. Insure network security.
8. Provide protection for the network and its resources.
9. Provide sufficient server capacity at each site.
10. Insure protection of electronically stored data/information.
11. Insure acceptable use of network resources.
12. Maintain integrity of workstations.
13. Eliminate virus contamination on network and workstations.
14. Develop a comprehensive Disaster Recovery Plan.
15. Enhance communication through electronic communication.
16. Maintain adequate speed, storage capacity for email users.
17. Provide email client services to users.
18. Insure cafeteria equipment is maintained.
19. Provide technical support for finance, payroll, and time clock systems.
20. Replace obsolete technologies.
21. Upgrade existing technologies.
22. Add new technologies.
23. Maintain and repair existing technologies.
24. Coordinate the donation of equipment.
25. Replace technologies and service lost in Hurricane Katrina.
26. Insure adequate telephone and/or telecommunication services.
27. Insure sufficient bandwidth for telecommunication and network access.
28. Insure adequate long distance service..
29. Insure cost effective purchases for internal connections.

FOCUS	OBJECTIVE	STRATEGIES	INDICATORS	BUDGET	TIMELINE
Network Administration	Provide user access via network administration	1. Insure the following network administration is conducted accurately and in a timely manner: <ul style="list-style-type: none"> • Addition of new users • Removal of former users • Password change • Setup/revision of individual/shared file rights • Setup/revision of school / classroom containers • Setup of groups • Server Operating Systems • Critical updates and patches 	Novell Directory Services Active Directory Work orders Requests for new users	\$60,000 salary for Network Admin. \$7,000 Novell annually	2010-2011 2011-2012 2012-2013
Network Connectivity	Provide continuous, uninterrupted network connectivity	1. Investigate slow response reports from users. 2. Investigate no response reports from users. 3. Testing may include: <ul style="list-style-type: none"> • Cable degradation or malfunction • Equipment malfunction – server, switches, media converters, workstations, NIC’s, patch panels • Site-to-site connections – T-1 lines • Outside lines / providers – ITS, Bell South, MDE 4. Purchase additional equipment as needed to insure connectivity and access.	Software/hardware testing reports Work orders Server logs Error reports Cable testers	\$2,000 annual equipment upgrade	2010-2011 2011-2012 2012-2013
Network Upgrades	Upgrade network to maintain adequate service	1. Upgrade servers – storage, RAM, drives, etc. 2. Upgrade server OS’s as needed. 3. Replace and reconfigure routers, switches and other network equipment.	Network bandwidth reports Network speed Work orders	\$5000 annually	2010-2011 2011-2012 2012-2013
Network Throughput	Provide adequate throughput for WAN	1. Convert WAN topology from Point-to-Point T-1 to Metro-Ethernet according to traffic trends. 2. Purchase equipment for conversion. 3. Contact Bell South to install fiber as needed. 4. Install, setup, and configure new equipment. 5. Configure, maintain, and monitor firewall and filtering systems. 6. Provide VPN’s as needed in accordance with Security policy.	Increased throughput	Layer 3 Switches for 6 sites \$70,000 Special construction for fiber at 3 sites \$99,000	2010-2011 2011-2012 2012-2013

FOCUS	OBJECTIVE	STRATEGIES	INDICATORS	BUDGET	TIMELINE
Network Access	Provide users with access to the network and its resources	<ol style="list-style-type: none"> 1. Install copper, fiber, and wireless access points where needed. 2. Make or purchase patch cables as needed for patch panels, switches and workstations. 3. Install wall mounts / cable terminations. 4. Rewire as needed for relocations 5. Install wire as needed for new projects (e.g. new buildings, new classrooms, Automated Time Clocks). 6. Insure electrical upgrades are completed when necessary. 	<p>Work orders</p> <p>E-Rate applications for eligible equipment</p> <p>E-Rate rebates</p>	\$5,000 annually	2010-2011 2011-2012 2012-2013
Network Monitoring	Regularly monitor network	<ol style="list-style-type: none"> 1. Monitor bandwidth receive and transmit usage. 2. Monitor types of traffic. 3. Screen for undesirable traffic: <ul style="list-style-type: none"> • <i>NetViz software</i> – Schematics for network design • <i>Solarwinds Network Performance Monitoring software</i> – Monitors types of traffic, bandwidth usage, etc. • <i>Etherpeek software</i> – Packet capture, packet analyzing 	Software reports	N/A	2010-2011 2011-2012 2012-2013
Network Security	Insure network security	<ol style="list-style-type: none"> 1. Develop comprehensive Security Policy and revise as needed. 2. Assure compliance with state agencies as required. 3. Provide staff training for network engineers, committee members, and other TSS staff. 4. Include procedures for: <ul style="list-style-type: none"> • Authentication • Firewalls – use, functionality, port restrictions • Web Server – use, limitations • Server / workstation configurations • Antivirus software – prevention, detection, removal • Login splash screen • Security measures 	Board approval of policy	Training, Travel \$10,000	2010-2011 2011-2012 2012-2013

FOCUS	OBJECTIVE	STRATEGIES	INDICATORS	BUDGET	TIMELINE
Network Firewall	Provide protection for the network and its resources	<ol style="list-style-type: none"> 1. Upgrade firewall hardware/software as needed. 2. Determine feasibility of converting to new operating system. 3. Purchase, configure, setup and install. 4. Insure servers are included on fixed asset report. 5. Provide continuous training for network technicians. 6. Monitor and adjust as necessary. 	<p>Live testing</p> <p>Firewall logs</p>	\$7,000 annually	2010-2011 2011-2012 2012-2013
LAN Servers	Provide sufficient server capacity at each site	<ol style="list-style-type: none"> 1. Replace LAN site servers with new servers according to a predetermined schedule: 2010-11 – CES, BVE, TLC 2011-12 – BVMS 2012-13 – GHS 2. Provide continuous training for network technicians 3. Monitor and adjust as necessary 	<p>Purchase orders</p> <p>Fixed asset report</p>	3 per year \$21,000 annually	2010-2011 2011-2012 2012-2013
Protection of Electronic Transmissions	Insure protection of electronically stored data/information	<ol style="list-style-type: none"> 1. Evaluate current digital storage procedures. 2. Establish guidelines for preserving electronic data/information stored on the network in accordance with the Federal Rules of Civil Procedures. 3. Develop procedures for storing critical data. 4. Insure information is accessible as required. 5. Determine storage needs. 6. Provide adequate storage space for retention of said data (e.g. SAN system). 	<p>Procedures</p> <p>Requests for data</p>	SAN System \$100,000	2010-2011 2011-2012 2012-2013
Acceptable Use	Insure acceptable use of network resources	<ol style="list-style-type: none"> 2. Annually update and/or revise the district Acceptable Use Policy. 3. Insure compliance with federal, state laws. 4. Include AUP in employment packet and student handbook. 5. Provide training for new users. 	<p>Board approval</p> <p>Signature pages</p>	N/A	2010-2011 2011-2012 2012-2013
Workstation Integrity	Maintain integrity of workstations	<ol style="list-style-type: none"> 1. Insure payment of annual renewal fees (e.g. Deep Freeze, Freeze X). 2. Purchase and install on equipment as needed. 3. Notify and train users. 4. Install, configure, and/or maintain. 	<p>Work orders</p> <p>Fewer incidents of copyright violation</p>	\$2,500 annually	2010-2011 2011-2012 2012-2013

FOCUS	OBJECTIVE	STRATEGIES	INDICATORS	BUDGET	TIMELINE
Virus Protection	Eliminate virus contamination on network and workstations	<ol style="list-style-type: none"> 1. Annually renew license for antivirus protection (e.g. Symantec). 2. Schedule regular LiveUpdates for virus definition files. 3. Install on all new servers and workstations. 	Work orders	\$13,000 annually	2010-2011 2011-2012 2012-2013
Disaster Recovery	Develop a comprehensive Disaster Recovery Plan	<ol style="list-style-type: none"> 1. Appoint committee and meet regularly. 2. Provide staff training for network engineers, committee members, and other TSS staff. 3. Assure generator is available for use in server room in case of long term outages. 4. Insure data backups are maintained for the following: <ul style="list-style-type: none"> • Payroll • Finance • Child Nutrition • JPAMS student database • Network applications 	Report from State Auditor's office Board approval Restoration of data	N/A	2010-2011 2011-2012 2012-2013
Email System Management	Enhance communication through electronic communication	<ol style="list-style-type: none"> 1. Maintain current and accurate accounts by insuring: <ul style="list-style-type: none"> • Addition of new users • Removal of former users • Password changes • Assignment and maintenance of alias groups 2. Provide training and technical assistance to users as needed. 3. Follow procedures to insure all users sign a district AUP prior to access. 	Work orders to email support Requests for new users	\$60,000 for salary for email admin.	2010-2011 2011-2012 2012-2013
Email Storage	Maintain adequate speed, storage capacity for email users	<ol style="list-style-type: none"> 1. Maintain and upgrade email server as needed to accommodate needs. 2. Update OS as needed. 3. Establish and maintain file size limits for attachments. 	Network bandwidth reports Network speed Work orders	\$5,798 (New email server)	2010-2011 2011-2012 2012-2013
Email Client Services	Provide email client services to users	<ol style="list-style-type: none"> 1. Install email clients for users as needed. 2. Provide web access for all other users. 3. Configure & maintain client updates. 	Work orders	N/A	2010-2011 2011-2012 2012-2013

FOCUS	OBJECTIVE	STRATEGIES	INDICATORS	BUDGET	TIMELINE
Child Nutrition	Insure cafeteria equipment is maintained	<ol style="list-style-type: none"> 1. Coordinate with designated district personnel and software vendor to troubleshoot reports of problems. 2. Determine if trouble is hardware, software, or network-related and assist cafeteria managers in resolving problems. 3. Install, maintain, and upgrade hardware as requested. 	<p>Work orders</p> <p>Maintenance logs</p>	N/A	<p>2010-2011</p> <p>2011-2012</p> <p>2012-2013</p>
Business Operations	Provide technical support for finance, payroll, and time clock systems	<ol style="list-style-type: none"> 1. Coordinate with vendor to troubleshoot reports of problems. 2. Determine if trouble is hardware, software, or network-related and assist in resolution of problem. 3. Purchase, install, maintain, and upgrade hardware and peripheral devices as needed. 4. Assist in data backup procedures when requested. 5. Assist with user administration as needed. 	<p>Work orders</p> <p>Maintenance logs</p>	N/A	<p>2010-2011</p> <p>2011-2012</p> <p>2012-2013</p>
Hardware Obsolescence	Replace obsolete technologies	<ol style="list-style-type: none"> 1. Computers will be replaced according to a predetermined obsolescence schedule (within budget constraints). 2. Replace printers according to the needs of users. 3. Replace large screen monitors (48) currently in the middle schools as they become irreparable. 4. Replace laptop carts with newer laptops. 5. Replace TSS training lab computers every 2-3 years. 	<p>Purchase orders</p> <p>Technician logs</p> <p>Annual MOTE survey</p>	\$200,000 annually	<p>2010-2011</p> <p>2011-2012</p> <p>2012-2013</p>
Hardware and Software Upgrades	Upgrade existing technologies	<ol style="list-style-type: none"> 1. Additional RAM will be added to existing computers as needed to efficiently run software programs. 2. Workstation OS's will be upgraded as required in order to maintain technical support. 3. Browsers and software will be updated as updates are made available. 	<p>Technician work logs</p> <p>Annual MOTE survey</p>	<p>OS's \$10,000</p> <p>Additional RAM \$5,000</p> <p>WAP upgrades \$4000</p>	<p>2010-2011</p> <p>2011-2012</p> <p>2012-2013</p>

FOCUS	OBJECTIVE	STRATEGIES	INDICATORS	BUDGET	TIMELINE
New Technologies	Add new technologies	<ol style="list-style-type: none"> 1. Determine if requests for new technologies are consistent with goals of Technology Plan 2. Assist in the selection of equipment as district employees make requests. 3. Place orders for equipment or provide a quote 4. Install, setup, and maintain new equipment 5. Provide training as needed 6. Apply for and administer grants as available 7. Requests under consideration at this time include: <ul style="list-style-type: none"> • Wireless Netbook carts • Interactive White Board systems • Wireless laptops for administrators with aircard & telecommunications service 	Installation work order requests Annual MOTE survey Purchase orders Training sessions Grants	Laptop Carts \$20,000 each White Board Systems (\$6,000 each)	2010-2011 2011-2012 2012-2013
Maintenance and Repair	Maintain and repair existing technologies	<ol style="list-style-type: none"> 1. As per online work order requests are accumulated, existing technologies will be maintained and/or repaired. 2. Repairs may include: <ul style="list-style-type: none"> • Computers and components – cards, drivers, system boards, drives, cables, etc. • Printers – maintenance kits, RAM, drums, etc. • Monitors – component boards, connectors, etc. • Network equipment – servers, switches, converters, etc. 3. Maintenance may include: <ul style="list-style-type: none"> • Scheduled cleaning • Critical updates 	Work orders Purchase orders	\$7,500 annually	2010-2011 2011-2012 2012-2013
Donated Equipment	Coordinate the donation of equipment	<ol style="list-style-type: none"> 1. Screen donated equipment to determine if it meets minimum specifications. 2. Arrange for pickup of equipment. 3. Process paperwork for Board approval. 4. Assign control numbers, location. 5. Install, setup, and configure OS (purchase if needed). 6. Replace hardware components, drivers if needed. 7. Clean, deliver and setup. 	Minutes from Board meetings Inventory control	Operating Systems \$1000 Components \$1000	2010-2011 2011-2012 2012-2013

FOCUS	OBJECTIVE	STRATEGIES	INDICATORS	BUDGET	TIMELINE
New Construction	Replace technologies in buildings and classrooms destroyed by Hurricane Katrina	<ol style="list-style-type: none"> 1. Participate in construction of 28th Street. 2. Insure plans include sufficient power and electrical outlets to accommodate selected technologies 3. Assist in the selection purchase of new equipment. 4. Insure sufficient wiring to provide Internet and network access. 5. Insure labs are sufficiently equipped with hardware and software to provide for training needs. 6. Provide resources such as interactive white boards, classroom response systems, computers, and printers. 7. Provide adequate resources to accommodate the projected growth for the next 5 years. 8. Provide redundancy to insure continuous Internet connectivity. 9. Assist in locating alternative funding resources. 10. Complete E-Rate application processes for eligible products and services and insure compliance with regulations. 	<p>Construction updates</p> <p>Purchase orders</p> <p>Invoices</p>	\$14,000,000	<p>2010-2011</p> <p>2011-2012</p> <p>2012-2013</p>
E-Rate Telephone	Insure adequate telephone and/or telecommunication services	<ol style="list-style-type: none"> 1. Conduct survey to determine if all telephone lines usage. 2. Disconnect any lines not being used. 3. Annually accept requests for new lines. 4. Once requests are approved by central administration, make arrangements to have lines installed. 5. Annually, or as needed, assist district with contract negotiations for telephone service. 6. According to the predetermined schedule, file forms with the SLD to qualify for E-Rate rebates / discounts. 	<p>Invoices from vendors</p> <p>Summary of E-Rate rebates and discounts</p>	\$80,000 annually	<p>2010-2011</p> <p>2011-2012</p> <p>2012-2013</p>

FOCUS	OBJECTIVE	STRATEGIES	INDICATORS	BUDGET	TIMELINE
E-Rate Telecommunications	Insure sufficient bandwidth for telecommunication and network access	<ol style="list-style-type: none"> 1. Regularly monitor bandwidth utilization at each site. 2. Insure that average transmit/receive utilization does not exceed 90%. 3. If usage exceeds 90%, analyze packets and types of usage. 4. Determine if bandwidth is used appropriately. 5. If not, make changes necessary to ensure appropriate use. 6. Install new / additional lines if needed 7. According to the predetermined schedule, file forms with the SLD to qualify for E-Rate rebates / discounts. 	<p>Summary of E-Rate rebates</p> <p>Software reports for bandwidth usage, packet analysis</p>	\$50,000 annually	2010-2011 2011-2012 2012-2013
E-Rate Long Distance	Insure adequate long distance service	<ol style="list-style-type: none"> 1. Annually, or as needed, assist district with contract negotiations for long distance service. 2. According to the predetermined schedule, file forms with the SLD to qualify for E-Rate rebates and discounts. 	<p>Summary of E-Rate rebates</p> <p>Decrease in long distance charges</p> <p>Long distance contract</p>	<p>Inter-lata (\$1,432.96 annually minus E-Rate discounts)</p> <p>Intra-lata (\$1,212.13 annually minus E-Rate discounts)</p>	2010-2011 2011-2012 2012-2013
E-Rate Internal Connections	Insure cost effective purchases for internal connections	<ol style="list-style-type: none"> 1. Annually insure accurate free/reduced counts per school and for the district. 2. Annually determine the need for internal connections to support the district network. 3. According to the formula provided by the SLD, apply for discounts for internal connections in schools and buildings that qualify for discounts. 4. According to the predetermined schedule, file forms with the SLD to qualify for E-Rate rebates and discounts. 	<p>Summary of E-Rate discounts</p> <p>Purchase orders</p> <p>Free/reduced lunch counts</p>	(See Env. & Infrastr.)	2010-2011 2011-2012 2012-2013

Descriptor Term: INTERNET USE POLICY	Descriptor Code: GAHC / JCBA	Board Approved: 3/23/2009
	Rescinds: IFBGA / GAHC	Previously Approved: 3/08/2004

The Board of Trustees of the Gulfport School District will provide students, faculty, and staff access to the internet and the District’s Wide Area Network. Network resources are only for educational purposes, and to conduct legitimate business of the District. The Board believes that offering this resource is consistent with the District’s Mission Statement to “inspire each student to become a problem solver, lifelong learner, and a productive member of society” as it increases access to resources, information, and global communication.

The Superintendent will cause to be developed an Internet User Operational Rules and Procedures. The Operational Rules and Procedures will be revised annually and submitted for Board review and approval. All employees must sign an Internet Consent Form for Users signifying their agreement to abide by the Operational Rules and Procedures. Students and parents/guardians will be informed of the Internet Use Rules and Regulations through the student handbook.

The Operational Rules and Procedures (ORP) are to include procedures for the use of technology, telecommunication and services that are in compliance with federal, state, and local regulations. As a minimum, the ORP will address areas of system resources, security, compliance with the Children’s Internet Protection Act (CIPA), safety, email monitoring, warranties/indemnification, process for restructuring internet access, donations, and a user contract that, when signed, signifies the user has read and agrees to abide by the terms of the ORP.

Descriptor Term: INTERNET USE POLICY Rules and Regulations	Descriptor Code: GAHC-R / JCBA-R	Board Approved: 3/23/2009
	Rescinds: GAHC / IFBGA	Previously Approved: 3/08/2004

INTRODUCTION

The Gulfport School District is pleased to offer to its students, faculty and staff access to the Internet and the District’s Wide Area Network in accordance with the terms and conditions of this policy. The goal of the District in providing this service is to promote educational excellence through access to resources, information and the global community. Network resources are for educational purposes and to carry out legitimate business of the District. Reliable operation of the Network is dependent upon responsible conduct of its users.

Purpose

The purpose of this policy is to outline acceptable and unacceptable use of network resources. These rules are in place to protect users and the District. Inappropriate use exposes the District to risks including virus attacks and compromises network systems and services.

Scope

This policy applies to employees, contractors, consultants, temporaries, students and other workers at the District, including personnel affiliated with third parties. This policy applies to all equipment that is owned or leased by the District or connected to the Network.

Monitoring

Network systems, include but not limited to computer equipment, software, operating systems, storage media, network accounts electronic mail, Internet service, and file transfer protocol, are the property of the District. Therefore, individual files, computers, electronic mail and other resources of the Network are not private and are subject to inspection and/or monitoring by authorized District officials.

System Resources

The Gulfport School District does not represent or warrant that the functions of the Network system will meet specific requirements or that it will be uninterrupted; nor shall the District be liable for any direct or indirect, incidental, or consequential damages (including lost data and information) sustained or incurred in connection with the use, operation or inability to use the Network system.

Warranties/Indemnification

The District is not responsible for material or information accessed on the Internet by users and shall not be responsible for the impact or effect of the information on the user. The District specifically disclaims any responsibility for the accuracy or quality of information obtained via the Internet. The District makes no warranties of any kind, either expressed or implied, in connection with its provision of access to and use of its Network and the Internet. It shall not be responsible for any claims, losses, damages, or costs of any kind suffered, directly or indirectly, by any user arising through the use of the Network or Internet under this policy. As this policy is a legal and binding document, use of the network and district computer resources constitutes agreement by each user to comply with the terms set forth in this policy.

REGULATIONS

Safety and Security

1. Authorized users are responsible for the security of their passwords and accounts. Under no conditions should a user provide his/her password to another person or use another person’s password nor should users share accounts. System level passwords should be changed quarterly; user level passwords should be changed every six months.
2. Computers, laptops and workstations should be secured by logging-off (control-alt-delete for Windows users) when the computer will be unattended.

3. Use of the network will be allowed only with District equipment unless written permission is given by the District's Director of Technology.
4. Because portable computers are especially vulnerable to viruses, worms, and Trojan horses, special care should be exercised. Laptops should be protected in accordance with the Laptop Security Tips (available online at gulfportschools.org).
5. Computers connected to the Network will continuously execute approved virus-scanning software with a current virus database. Users should allow updates if prompted.
6. Users should not open e-mail attachments received from unknown senders as they may contain viruses, e-mail bombs, or Trojan horse codes.
7. Users will immediately report to district officials any attempt of others to engage in unauthorized activities, inappropriate communication, or prohibited use of the Internet and district resources.
8. Users may not attempt to circumvent filters, user authentication or security of any host, network, or account on the Network or the Internet nor are users to attempt to gain access to_or use equipment assigned to another user without their knowledge.
9. Users are never to give any information about the District's network or computer system to unauthorized individuals or groups.
10. Use for commercial activities is prohibited unless prior written consent from the District has been granted.

Children's Internet Protection Act (CIPA), Family Educational Rights and Privacy Act (FERPA)

1. The District will educate minors about cyber-bullying and appropriate online behavior, including interacting with others on social networking websites and in chat rooms.
2. Individually identifiable information about minors such as full name, home address, telephone number or other information that may assist unauthorized individuals identify or contact a minor will *not* be made available via District, school or teacher web sites.
3. The District may authorize the release of directory information as defined by the Family Educational Rights and Privacy Act (FERPA), for internal administrative purposes, approved educational projects, activities, and publications. Parental permission must be obtained prior to the publication of student directory information.
4. Access to student information is limited to authorized parties and will be permitted only in support of district educational goals and objectives. Parties granted access will fall under the auspices and regulations of this policy and may be required to complete and sign an *Oath of Confidentiality*.

Unacceptable Use

Under no circumstances is an employee of the District authorized to engage in any activity that is illegal under local, state, federal or international law while utilizing District resources.

Users shall *not* use Network Email or Resources to:

1. Send mass email mailings of any notice that are not related to district business.
2. Forge email headers to obscure the true originator of an email message.
3. Create or participate in pyramid schemes or email chain letters.
4. Post anonymous messages.
5. Read, delete, copy or modify the email or files of other users or deliberately interfere with the ability of other users to send or receive email.
6. Misrepresent other users or use another person's email address, user account or password.
7. Vandalize a computer system and/or damage the data, files, operations, software, or hardware components.
8. Upload, create or attempt to create a computer virus.
9. Use while access privileges are suspended or revoked.
10. Participate in chat rooms or instant messaging without the permission and direct supervision of a teacher or authorized supervisor.
11. Obtain, copy or modify files, passwords, data or information belonging to other users.
12. Improperly restrict or inhibit other users from accessing and using the Network.
13. Encumber disk space, processors, bandwidth or other system resources so as to interfere with

normal use of services on the Network or other systems or networks.

Users shall *not* access, download, install, transmit, retransmit, submit, publish, display, or print:

14. Defamatory, abusive, profane, sexually-oriented, threatening, racially offensive, illegal, written or visual depictions of obscene material, child pornography and other materials considered harmful or inappropriate.
15. Material that is threatening, disruptive, or that could be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religion or political beliefs.
16. Copyrighted materials, software, shareware, freeware, or material protected by trade secret unless user is in possession of a legal license to do so.
17. Material that promotes violence or injury to persons or the destruction of property by devices including, but not limited to, the use of firearms, explosives, fireworks, smoke bombs, incendiary devices, or other similar materials.
18. Material that is libelous, slanderous, gang-related or incites students and/or staff so as to create a clear and present danger of (a) the commission of unlawful acts on school premises, (b) the violation of law and/or administrative regulations, or (c) the substantial disruption of the orderly operation of the District or any school in the District.

Process for Parents/Guardians to Restrict Internet Access

If a parent/guardian does not wish a student to have access to the Internet, that parent/guardian shall send a letter to that effect to the school principal. Copies of all such letters shall be placed in the child's permanent record.

Sanctions

1. Use of the Network and its resources is a privilege, not a right. Violations of the regulations of this policy may result in the denial, revocation, suspension, termination of the user's privileges and/or disciplinary action that may include student expulsion, employee dismissal, and/or notification of appropriate authorities.
2. Vandalism may result in cancellation of privileges and/or disciplinary action. Vandalism includes any malicious attempt to access, damage, delete, infect, destroy or alter data files, folders, or directories.
3. GSD will fully cooperate with local, state, and/or federal officials in any investigation related to illegal activities conducted through use of the District Network, the Internet or any of its resources.

Legal Reference: Children's Internet Protection Act; Family Educational Rights and Privacy Act (20 USC § 1232g)

User's Name: _____			
(Please Print)	Last Name	First Name	Social Security # (last 4 digits)
School: _____			

**INTERNET USE POLICY #GAHC-R / JCBA-R - RULES AND REGULATIONS
ADULT USER CONTRACT**

I certify that I have read Policy GAHC-R / JCBA-R. I understand and agree to comply with the terms and conditions of the policy. I understand any violation of this policy may result in temporary or permanent loss of Network and/or Internet access and/or my user account; may result in disciplinary action; and may constitute a criminal offense. I, the undersigned, agree not to hold the District responsible for and waive any claim for any loss or damage arising as a result of his/her use of the system and agree to indemnify and hold harmless the District from any loss or claim which may arise as a result of my, the undersigned, actions or failure to act in connection with any use of the system.

As a user, I hereby certify that I am 18 years or older and agree to comply with the foregoing terms and conditions.

(User Signature)

(Date)

Background of Technology Implementation

Professional Development

Training for teachers and staff is a strength of the Gulfport School District. Since 2001, the district has employed a full-time Education Technology Specialist to provide training to teachers and staff. In 2005, the district hired a second Technology Training & Assessment Specialist to assist with the additional training needs brought on by the implementation of new programs and hardware.

Annually, the district's Education Technology Specialists have assessed professional development needs through use of a district needs assessment survey. Teachers, administrators and non-certified staff in our district complete the annual survey. The Education Technology Specialist and the Technology and Assessment Specialist compile the survey data, then develop and schedule training sessions recommended in the needs assessment. Professional development activities have been offered throughout the school year, on Saturdays, and during the summer.

Specialized training sessions have also been developed based upon needs that develop during the school year. Specialized training sessions have been developed following requests by schools, departments, or teachers and were then developed and scheduled by the trainers. This type of training has been scheduled in the lab, on-site, during planning periods, on Saturdays, and in the summer. Frequently, trainers returned for follow-up sessions when necessary.

Teacher technology proficiency standards were developed collaboratively by the technology training specialists, the Technology Director, and teachers around the district. Based on the national standards and the skills needed for success in the Gulfport School District, a list of proficiencies was written. Initially, all teachers received a copy of the standards and were offered both group and one-to-one training to facilitate successful achievement for each standard. Trainers worked with teachers throughout the school year to insure 100% success. Now, trainers work throughout the year with teachers new to the district with the goal of reaching proficiency for each teacher.

For the past 5 years, the district has involved the Library Media Specialists in monthly professional development sessions. Training occurs monthly throughout the year along with on-site support for webmasters and school media specialists/librarians. In meetings with these individuals, school web pages have been developed and regularly updated. Teachers have also attended training in the development of classroom web pages that are linked to each school's site. At the district level the web site is updated regularly to provide our community members with relevant timely information. Also, at their monthly meetings, there are planning sessions, trainings for various software programs and updates, and other topics identified annually as areas of need.

Also included in our strategies of the Technology Plan is the provision of training for technical staff in order to provide the highest level of support to teachers and staff. Since all computers in the district are networked, technicians were able to attend training to learn to (1) perform basic networking tasks, (2) troubleshoot advanced network-related problems, and (3) install, repair, and maintain hardware and software related functions, (4) guide the implementation of the district's security policy, the Acceptable Use Policy, and the Disaster Recovery Plan.

Since 2004, the district's two trainers have provided professional development or Continuing Education Unit credit. Technology professional development activities offered include:

- Print Shop
- Internet Basic & Intermediate
- Using Scanners
- Digital Camera/Photographic Editing
- Web Page Design
- Using School Rack for Teachers
- Microsoft Office Suite

- Electronic Presentations Basics & Intermediate
- MSIS/JPAMS (For Records Clerks/Counselors/Administrators)
- JGrades
- JAttendance
- Electronic Portfolios
- Use of District E-Mail
- New Teacher Orientation
- Using Achievement Series
- Teacher Technology Proficiency

Beginning in school year 2009-10, the district began participating in the Digital Opportunity Trust (DOT) USA *TeachUp!* Program. Funded by a grant from the Mississippi Department of Employment Security, the purpose of the *TeachUp!* Program is to help schools and communities effectively maximize learning through technology. Local junior/senior standing college students and graduates were selected to be *TeachUp!* interns. These interns are trained and supported to work one-to-one with teachers to create simple and powerful tasks that are applicable in the classroom. In Gulfport, the interns are each assigned to a school-based mentor. School-based mentors are responsible for the day to day guidance and supervision of the Intern. The mentor serves as link between the school site and the Intern in order to ensure that there is a seamless transition into the school system. Mentors also ensure that Interns are assigned work according to the mission of the *TeachUp!* Program. Our district also provides a district level mentor. One of our two district technology training specialists is assigned to oversee the program and work with the school-based mentors. Additionally, the district technology training specialist also provides training for the Interns, particularly in areas unique to the Gulfport School District.

For several years, the district has garnered funds from a variety of sources to fulfill its goal of placing a Promethean ActivClassroom system (interactive whiteboard system) with ActiVotes or ActivExpressions in every classroom in the district. Tremendous strides have been made in completing this goal, however the success of the initiative is due largely to the requirement that every teacher participate in training so that they are proficient with the system. Initially, teachers are asked to attend a 3-day comprehensive training program. Then, throughout the year additional follow-up sessions are provided on Saturdays and on teacher workdays.

Software—Integration Into Curriculum & Instruction

For nine, the district has participated in a long-range, district-wide initiative called “Working on the Work.” Core groups of teachers from each school along with school administrators and district-level administrators meet with specialists throughout the year to learn how to develop more engaging work for students. Although, technology has not been the focus of the sessions, teachers have learned that students find technology engaging, and therefore, participants in the “Working on the Work” sessions have incorporated technology into many of their lessons in a much more engaging, creative fashion than they were previously.

For over eleven years, each school in the district has used various *Renaissance Learning* software programs to use to enhance and enrich classroom instruction in the areas of reading, early literacy, writing, and mathematics software programs. Schools in the Gulfport School District also utilize various components of the Renaissance Learning programs to supplement classroom instruction. Primarily used to enhance the reading curriculum, schools use the STAR pre/post assessments to determine the most appropriate reading materials for each child. Incorporated at several schools is the Accelerated Math program. Additionally, at least two schools use the Literacy Skills module to assist with early learning experiences in grades K-2.

For the past 3 years, teachers have used *Discovery Education/United Streaming* to provide digital video content for students. Teachers in all schools participate in the program. In fact, this has been one of our most regularly used products across the board, in all grade levels, in all curricular areas. The continuous use of the program has, in fact, created a need for greater bandwidth and faster throughput.

In order to assist the district with Tier-1 interventions, two programs were also integrated into the curricular program—*Thinking Maps* and *Write from the Beginning*. Teachers attended training and received manuals that would assist in the effective implementation of both these programs. Other programs used at schools for Tier II and Tier III interventions include *Compass Learning*, *My Reading Coach Gold Professional Edition* and *Learning Milestones*. Programs are used with computers both in labs and in individual classrooms. Teachers at selected school sites have attended training to learn how to effectively utilize the online standards-based adaptive supplemental computer assisted instructional programs to provide timely and appropriate academic interventions. During the 2009-10 school year, Gulfport Central Middle School also plans to integrate the *Academy of Reading* program into the curriculum. The program will be used to enhance and enrich the reading skills of the advanced students and provide struggling readers with the basic skills necessary to increase their reading fluency.

Since the 2006-2007 school year, the district has used the *Achievement Series* (formerly ParSystem) to create and administer district wide benchmark assessments correlated to the Mississippi Curriculum Test. The district Student Progress Monitoring System is used every four weeks to monitor student progress on district and state skills. Once students have completed their mixed practice assessments, the software scores the tests and develops various reports for teachers to use in the district's instructional model, *Teach-Assess-Analyze-Reteach-Improve*. Teachers are provided quick feedback and are able to use the reports to make data driven decisions about instruction. Using demographic and group filtering, the program is used to identify student subgroups (i.e. Title I, Free and Reduced Lunch, Gender, etc.) and track academic gains over the school year.

Students at Gulfport High School have also participated in the annual Robotics competition both at the regional and national levels. In order to raise funds for the competition, students worked with local businesses and hosted a golf tournament. Engineers from Stennis Space Center and local agencies along with local craftsmen assisted the students in building a robot designed to compete according to the standards established by F.I.R.S.T. competition rules and guidelines.

Software Support Programs

The district has made numerous changes in grading and reporting. Elementary and secondary schools now use the electronic grade book in the JPAMS program thus enabling teachers to calculate and transmit their grades electronically into the student data package. Progress reports and report cards are developed electronically as well. On-site support and assistance is provided for each printing cycle. Teachers receive training and on site support from the district trainer. Designated individuals from each school have attended training and facilitate the implementation as well. Almost all sites collect attendance electronically via the student database beginning in 2009. Parents are provided with secure, up-to-date, online access to their child's progress through the parent communication program, also a component of our student data package. Grades, discipline, transcript, assignments and attendance are available for parents to view.

The district also had a current web site and each school maintains a web site. Monthly meetings are held for web masters to update each site's web pages. Using School Rack, all teachers in the district post classroom resources, assignments, and lesson plans for parents.

The district also uses the *ConnectEd* program for mass communication with parents. Using the program schools and district personnel are able to broadcast emergency announcements, PTA meetings, and other pertinent information via telephone numbers stored in the student data package. By using the program, we are also able to maintain updated student records. When a broadcast message is sent, a list of invalid telephone numbers is returned to the district. Using the report, we are able to contact the parent/guardians via their child and obtain current contact information.

Retrofitting & Replacing

Annually, the district provides needed electrical, HVAC, plumbing, buildings and grounds improvements. We have a fully staffed maintenance department with individuals to handle each of these areas.

Construction projects are bid and awarded to state purchasing laws. In August of 2009, the Technology and Support Services Building was completed and dedicated. A new 28th Street Elementary school is currently under construction. The building is a replacement for the elementary heavily damaged during Hurricane Katrina. Most of our buildings had adequate electrical, network wiring, and HVAC to handle the current number of computers, printers, and other technologies. However, electrical upgrades may be necessary in order for the district to increase technologies in a few buildings.

Maintenance, Environment, & Infrastructure

Over the past four years, bandwidth usage has increased at all sites. In order to provide a “satisfactory level of network performance and efficiency” as stated in Goal NI-1 of our Technology Plan, the Gulfport School District had upgraded the network at each site by replacing network hubs with switches. The most obvious advantage of a fully switched network is that each device has its own dedicated bandwidth, thus increasing the total network capacity. Switches also provide rate adaptation, enhanced management capability for network engineers, and increased network security. Our network has been upgraded each year to accommodate increases in bandwidth usage. With a dramatic increase in the use of video streaming, it has become necessary to increase site bandwidth from 1.544 Mb to 10 Mb. The district has used funds rebated through E-Rate participation to purchase network switches and migrated sites from Point-to-Point to Metro-Ethernet.

A new Barracuda web filter has been added to the district’s network to assist in filtering and monitoring reports of bandwidth usage and requests. Under the requirements of CIPA, the Children’s Internet Protection Act, each district receiving E-Rate funds is required to filter and monitor Internet access.

Our district network has been on the Novell Operating System, however many of the schools have been upgraded and migrated to Microsoft Active Directory. Each year the licensing for each of our servers is renewed. Licensing for additional servers is added as necessary. Funds rebated to the district via E-Rate participation are used to pay these renewal fees.

Protection against viruses is critical to maintain the integrity and security of the network and the data contained on it. TSS staff determined that most users were not regularly updating their desktop antivirus programs. Therefore, our entire network was in jeopardy of being infiltrated by viruses, worms, etc. Currently the district uses Symantec’s Corporate antivirus program that provides protection for our servers and systematically updates desktop computers as well.

Following the purchase and installation of a new email server and program, the district began the use of a new domain in order to prepare for the transition from the state network backbone to the MPLS. New email addresses were provided for all teaching and administrative staff throughout the district. Naming conventions are similar to provide teachers with the ability to send and receive information to their colleagues via telecommunications. In most schools, teacher email addresses are readily available to community members via the school district and/or school web site.

The district also employs a highly qualified department Technology Support Services. Employees include a Director, two network engineers, one security engineer, three computer technicians, one part-time technician, two technology trainers, and one clerical staff. Salaries and benefits are paid solely by local funds.

EVALUATION

“One must always consider three aspects of good program evaluation—communication, communication, communication.” Evaluating the effects of technology on student learning means different things to different people, depending upon their perspectives. The key to evaluating technology is to evaluate it on a regular basis to insure that the time, money and effort being expended translate into benefits for the children.

Although much thought and effort goes into the creation of any document, the Gulfport School District recognizes that planning is a process, not a product. Technologies evolve rapidly; therefore, it is especially important that the district regularly reassess budgets, priorities, and needs to determine the future direction of our quest to integrate technology. As a result, the district will continue to monitor, evaluate, and revise the technology plan. Issues to be addressed include:

- Accountability – Are the goals of the plan being accomplished? How are funds being spent?
- Quality – How well are program activities being implemented? Are the program’s activities/services useful to schools and districts?
- Impact – Can we document whether the plan is making a difference for students? What positive changes are seen in students, teachers, administrators, parents, and community members?
- Sustainability – How can we sustain the impact of this plan on teaching and learning?
- Lessons learned – Are there noteworthy lessons learned throughout this process?
- What factors should be examined to better accomplish the plan’s objectives?

First, we seek to determine if the goals of the plan are being implemented successfully. We also monitor scheduled completion dates and progress toward fulfillment of each goal of the plan. Projected completion dates and project descriptions are revised or rescheduled as needed. Projects are added to the plan to insure successful integration. We also evaluate to determine if and to what extent achievement of the goals can be attributed to the implementation of the technology plan. In doing so, it will be decided if the objectives should change or remain the same based upon current research pertaining to instruction, curriculum, technology, or other relevant factors. Budgets are reviewed throughout the year to insure adequate funds are available for project implementation. Based upon adjustments are made by revisiting the timelines and the projects scheduled for completion. Modifications are made when necessary taking into consideration new technologies, budget increases or decreases, timeline modifications, and/or changes in the order of priorities.

Evaluation occurs throughout the implementation process utilizing both qualitative and quantitative data. Discussions, surveys, and other methods are used to collect information and gather feedback about program effectiveness. Two individuals from neighboring school districts assist in the evaluation process, serving as an independent, third-party evaluator. Stakeholders from the business community, parents, students, teachers, administrative, and support staff provide input throughout the process. The Mississippi Online Technology Evaluation will serve as one component of evaluation. We use the survey to assess the following:

- Total number of computers
- Computer-to-student ratio
- Average repair time
- Level of technology expertise among teachers
- Availability of technology to our students and staff
- Methods of integration
- Teacher use of computers and other technologies
- Student use of computers and other technologies
- Integration of assistive technologies

The Superintendent and/or the Board of Education are included in the process, particularly when major revisions and/or additions are indicated. Maintaining an updated plan insures that the integration of technology in The Gulfport School District is a living process not a written document.

NETWORK SCHEMATIC

