



**EDUCATIONAL
TECHNOLOGY
PLAN
2011 - 2015**

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Table of Contents

Introduction.....	2
Mission, Vision, and Beliefs.....	3
Current Status / Needs Assessment.....	3
Summary of Focus Areas, Goals, and Objectives.....	5
Approved FY 2011-2012 Budget.....	7
ENVIRONMENT	8
ENGAGEMENT and APPLICATION.....	22
TOOLS.....	27
RESULTS	33
Appendix A - Tech Committee Members	39
Appendix B- Student Survey Results	40
Appendix C- Division AUP	50
Appendix D- Summary of Internet Safety Program	55

Introduction

“How do we prepare students for jobs that don’t exist, using technologies that haven’t yet been invented, in order to solve problems that we don’t even know are problems yet?”

---Karl Fisch

The Technology Plan outlines the multi-year strategic goals for the deployment and use of technology in Portsmouth Public Schools (PPS). The primary purpose of the Technology Plan is to provide direction for the future use of technology. It focuses on the use of technology to support the curriculum and delineates the objectives and strategies for classroom technology, individual student technology, technology required to support school and division operations, and the technology infrastructure. The PPS Technology Plan is grounded in instruction but includes elements to advance operational efficiency.

The Virginia Department of Education (VDOE) has approved the 2010 - 2015 Virginia State Educational Technology Plan. This Five-Year Plan for Educational Technology in Portsmouth Public Schools incorporates the issue areas, goals, objectives, and performance indicators that have been identified by the state’s planning committee as components of the new state plan.

The Portsmouth Public Schools Technology Planning Committee approached the development of the plan by first reviewing the current status of technology in all areas of the division and also reviewed issues not currently being addressed. Based on the State’s technology vision and our division’s desire for excellence, the committee identified the gaps between the status quo and where we need to be and enumerated the necessary changes into specific objectives and strategies within each goal and focus area. The Office of Information Technology (OIT), which handles the daily technology operations for the division, crafted this plan based on committee input. For a listing of the current committee members please see Appendix A.

The plan incorporates the four focus areas of Environment, Engagement and Application, Tools, and Results, which are consistent with the existing State technology plan. This plan is to be evaluated on a yearly basis and updated to reflect the ever changing needs of our students and staff and the dynamic nature of technological advancements.

Mission, Vision, and Beliefs

Division Mission Statement

The mission of the Portsmouth Public School Division is to challenge the minds, challenge the bodies, and challenge the dreams of all students while focusing on excellence.

Technology Vision

Provide technological services, resources and tools that support, enhance and engage the instructional, business and operational process of Portsmouth Public Schools.

Technology Mission Statements

- To build a responsive, accountable, customer focused, redundant, accessible network of services and support;
- To provide a standardized network of reliable and secure services and resources with the flexibility and capacity to support the division's educational, business and operational needs.
- To provide appropriate technology-focused professional development to stakeholders that facilitate data driven decision making, develops tech-savvy leaders, improves productivity, and increases student achievement.

Current Status / Needs Assessment

Technology Highlights

Portsmouth Public Schools (PPS) has made substantial investments in technology to enhance teaching and learning and to more efficiently and effectively administer the division.

Student PC's and laptops, teacher and administrative PC's and laptops as well as server hardware are refreshed to ensure we have viable equipment to access our digital services and resources. To accommodate the data storage needs of our division and understand the increasing demands for highly available digital resources, a new Storage Area Network (SAN) and Blade Server solution was purchased to upgrade our aging (6-year-old) infrastructure in FY 08 and FY 09.

A key to learning is student engagement and our investments over the past two years include software resources and equipment to deliver and receive multimedia content and interactive classroom environments. Multimedia Classroom Projection Systems (MCPS) have been purchased over the past 4 years and in 2011 we will be converging video on to our voice and data network, further enhancing the content delivered to the classroom as well as to the community. PPS standardized on an interactive white board solution and student response system to bring interactivity into the classroom. Each year teachers can apply for this equipment. If they demonstrate the knowledge and ability to integrate the

technology effectively (as well as commit to tracking and professional development) the equipment is awarded if funding is available. Other resources purchased for the students use to develop 21st century skills include (but are not limited to):

- 1.) video cameras (FlipCams)
- 2.) MP3 players and microphone headsets for podcasting
- 3.) Blogging software and licensing
- 4.) Document Cameras

Continued investments in wireless technology allow students, as well as teachers and administrators, access to our network of resources and services from points beyond the classroom. Wireless technology expands the learning/working environment to all areas within the school, district facilities, and points beyond. All teacher and administrator laptops are purchased with WiFi access cards. In 2011 we distributed an additional 24 Computers on Wheels (COW's) to the elementary schools, increasing the number of computers for student use.

Administratively, investments in technology that increase efficiency and effectiveness are ongoing. In July of 2007 the division went live with the financial portion of our new ERP system followed by the HR and Payroll modules in July 2008. Time and attendance was also brought into the 21st century with biometric time clocks as well as a central database system to capture the time and attendance information. We are also expanding our electronic grade book application to include more elementary schools. The system will also be used to allow parents to view grades of their student's online thereby enhancing parental involvement.

As the use of technology continues to expand the support of the technology needs to adapt and change. Portsmouth Public Schools has invested in Altiris (FY 07) for the purpose of centralized desktop management which includes (but is not limited to) application virtualization and delivery, desktop imaging and remote assistance.

Needs Assessment Summary

The Technology Committee evaluated the current status of technical tools, technology integration and technology use throughout the division in both the classroom and administrative offices. In addition, technology surveys were conducted with a sample group of students to assess current technical environments and future expectations and needs to be satisfied using technology.

The committee found that in the past the volume of technical tools adopted and purchased has been consistent with the growth of acceptance and use. Meaning, technology has been implemented in the division at an efficient rate allowing users of the technology time to learn and merge the technology into the daily routine. However, because of training initiatives and the diligence of the ITRT staff, the rate of technology acceptance is beginning to surpass the volume of technology purchases. As a result, the demand for more and newer technology is not always satisfied. Teachers are asking for more access to technology tools such as interactive whiteboards, digital projectors and document cameras as well as communication and collaborative environments for both students and teachers (digital drop boxes for homework, student email, social walls, etc...). But while we strive to satisfy requests for these tech tools we must continue to focus on training our teachers and administrators on the proper use and best

practice of technology integration!

Students are “Digital Natives” meaning, they were born during or after the general introduction of digital technology, and through interacting with digital technology from an early age, they have a greater understanding of technological concepts. 1304 students across the division were surveyed to determine their understanding of, exposure to, and preferences for technology. One interesting detail uncovered was the high percentages of students with computers and internet access in the home. One possibility, given the survey results, would be to increase the services and resources delivered across the internet making them available to students and parents from home. By providing access to tools and resources from home, students can work at their own pace; reinforce material delivered in the classroom; or get quick answers to questions that would normally stop their progress for the evening. For the complete survey results see Appendix B.

Summary of Focus Areas, Goals, and Objectives

Focus Area 1: ENVIRONMENT – Administrative/Instructional Technology and Technical Support

Goal 1.1: Provide a safe, flexible, and effective digital learning environment for all students

Objectives:

- a. Establish administrative vision and plan for technology use and integration
- b. Provide resources and technical assistance to support integration implementation and help leaders recognize the value of technology in teaching and learning.
- c. Leaders can effectively evaluate instructional uses of educational technology.
- d. Establish partnerships among educational technology stakeholders.
- e. Teachers effectively integrate instructional technology.
- f. Teachers effectively integrate instructional technology.
- g. Deliver appropriate and challenging curricula through face-to-face, blended and virtual learning environments
- h. Deliver appropriate and challenging curricula through face-to-face, blended and virtual learning environments

Goal 1.2: Provide a secure and reliable network of systems and resources in support of the division’s initiatives.

Objectives:

- a. Distribution of Informational and educational multimedia content to schools and administrative buildings.
- b. All school facilities must be connected through a wide area network with sufficient bandwidth to accommodate instructional and administrative needs.
- c. Centralization of the divisions technology support structure focusing on issue tracking, internal service level agreements with stakeholders, and reporting.
- d. Policies, procedures, and technologies are in place to ensure that computing resources are secure and recoverable.
- e. Provide ways to digitize documents for storage, retrieval and reporting purposes.

Focus Area 2: ENGAGEMENT and APPLICATION - Professional Development and Support Programs

Goal 2.1: Engage students in meaningful curricular content through the purposeful and effective use of technology

Objectives:

- a. Educator training programs reflect pre-service course work and experiences that include effective approaches to integrating technology into K-12 education.
- b. Promote technology leadership by providing technology leadership activities
- c. Support the development of partnerships for educational technology
- d. Provide staff development models and activities designed for site-based instructional technologists K-12.
- e. Identify and promote new and existing tools for differentiation

Focus Area 3: TOOLS - Educational Tools and Applications

Goal 3.1: Provide students with access to authentic and appropriate tools to gain knowledge, develop skills, extend capabilities, and create and disseminate artifacts that demonstrate their understandings

Objectives:

- a. Provide collaborative tools, based on the cloud computing model, for social learning, collaboration and open content repositories (i.e. email, wikis, blogs, social wall, productivity tools, personal web pages, digital drop boxes, texting, etc...)
- b. Provide digital/electronic tools with engaging applications that retrieve, store and access information (i.e. iPods, iPads, touch technologies, etc...)
- c. Provide students with digital, interactive, multi-contextual game-based environments to enhance engagement, foster learning, improve collaborative problem solving and refine team and group skills
- d. Build the knowledge and capacity to digitally document and store the achievements of our students from kindergarten through 12th grade (i.e. student portfolios)
- e. Encourage the use of existing technology tools to enhance curriculum and engage students

Focus Area 4: RESULTS – Accountability

Goal 4.1: Use technology to support a culture of data-driven decision making that relies upon data to evaluate and improve teaching and learning

Objectives:

- a. Provide effective tools that provide information to promote the participation of parents and guardians in the educational process
- b. Build and support Decision Support System (DSS) and Business Intelligence (BI) capabilities and environments
- c. Determine the readiness to integrate technology into teaching and learning for each school.
- d. Identify elements of technology integration that benefit the teaching and learning environment.
- e. Provide staff the ability to use timely and appropriate data to make decisions and change outcomes
- f. Assess instructional technology integration in schools and classrooms.

Approved FY 2011-2012 Budget Information Technology

Technical Consultants	\$94,000.00
Local Travel	\$1,300.00
Software	\$319,750.00
Replacement Hardware	\$115,000.00
Technical Consultants	\$732,900.00
Software	\$399,900.00
Staff Development	\$35,000.00
Dues and Memberships	\$7,000.00
Supplies	\$48,700.00
	<u>\$1,753,550.00</u>

Area of Focus 1

ENVIRONMENT

Administrative/Instructional Technology and Technical Support

Description:

- Consider physical and virtual environments in new and innovative ways to support learning and administrative activities.

Goals:

- 1.1** Provide a safe, flexible, and effective digital learning environment for all students
- 1.2** Provide a secure and reliable network of systems and resources in support of the division's initiatives.

Focus Area	ENVIRONMENT – Administrative/Instructional Technology Integration and Technical Support	
Goal	1.1 Provide a safe, flexible, and effective digital learning environment for all students	
Objective/Target	1.1a Establish administrative vision and plan for technology use and integration	
Sponsor(s)	Building Principals, C& I Directors, Director Information Technology, Instructional Technology Supervisor	
Stakeholder(s)	Department of Curriculum & Instruction – Building Principals and Teachers	
Current Status	<ul style="list-style-type: none"> • Schools are asked to include technology in the annual School Improvement Plans • PPS comprehensive plan incorporates need for technology integration • Administrators have attended technology courses offered by the Consortium for Interactive Instruction, PBS Teacher line and/or Promethean (Best practice, integration of technology). • Administrators have attended technology training provided by PPS (Outlook email, Achievement Series, and computer literacy/laptop, MS Office 2007, Ricoh Document Management) 	
Action Steps / Strategies / Needs:	Measurable Items:	
<ol style="list-style-type: none"> 1. Create a technology steering committee (must include admin leaders) 2. Review and revise technology plan every Year. 3. Continue to offer training opportunities in the use of technology applications for administrators 4. Plan training opportunities in technology integration for principals 5. Investigate other sources of technology leadership training 	<ol style="list-style-type: none"> 1. Committee members and meeting minutes. 2. Copy of revised plan available for review annually 3. Review of School Improvement Plans 4. The number of training opportunities offered for administrators on the use of technology applications 5. The number of training opportunities offered for administrators on technology integration 	
Fiscal Analysis	<ul style="list-style-type: none"> • Costs associated to time involved in meetings and discussions with committee members and peers as well as individual Staff Development lines in local budgets • 	
Duration	Committee to be created 2011-2012 school year - Ongoing	
Priority Status	High	

Focus Area	ENVIRONMENT – Administrative/Instructional Technology Integration and Technical Support	
Goal	1.1 Provide a safe, flexible, and effective digital learning environment for all students	
Objective/Target	1.1b Provide resources and technical assistance to support integration implementation and help leaders recognize the value of technology in teaching and learning.	
Sponsor(s)	Instructional Technology Supervisor	
Stakeholder(s)	Department of Curriculum & Instruction – Building Principals	
Current Status	<ul style="list-style-type: none"> Each school has technology integration hardware such as document cameras, interactive whiteboards, MCPS systems (multimedia classroom projection systems including a mounted data projectors), COWS (mobile, wireless laptop carts), student response systems (Edugame/Promethean), wireless solutions, digital voice recorders, flash video recorders. 	
Action Steps / Strategies / Needs:	Measurable Items:	
<ol style="list-style-type: none"> Continue the expansion of MCPS systems and interactive whiteboards when funding is available. Encourage building principals, Library Media Specialists, School Technology Contact Leads, and teachers to share best practices with others in their school Building administrators coordinate training opportunities with OITMS staff (professional development before, during, and after school – administrator encourages and/or requires participation i.e. electronic grade book, software applications, and technology tools. Curricular content created by ITRTs for use by classroom teachers 	<ol style="list-style-type: none"> Certificates of completion in the online learning classes, lesson plans reflect use of, collaboration with TRTs The Intranet website (CSI) (provides tech integration resources, FAQs, & lists professional development opportunities) – measurement = existence of CSI site Staff development rosters AIP links on the PPS web site, resource WIKI, and resources in school media drives. 	
Fiscal Analysis	<ul style="list-style-type: none"> Information Technology Local Budget when available Local Budget – Staff Development <ul style="list-style-type: none"> Cost of one interactive whiteboard is \$4500 Cost of MCPS system \$3000 	
Duration	Ongoing	
Priority Status	High	

Focus Area	ENVIRONMENT – Administrative/Instructional Technology Integration and Technical Support	
Goal	1.1 Provide a safe, flexible, and effective digital learning environment for all students	
Objective/Target	1.1c Leaders can effectively evaluate instructional uses of educational technology.	
Sponsor(s)	Instructional Technology Supervisor	
Stakeholder(s)	Human Resources, Curriculum and Instruction, Principals	
Current Status	<ul style="list-style-type: none"> • Two Elementary schools (OB/JTY) have piloted requiring technology integration lesson plans • Begun compilation of best practice examples of classroom technology integration. 	
Action Steps / Strategies / Needs:	Measurable Items:	
<ol style="list-style-type: none"> 1. Implement Phase I of Classroom Technology Implementation Level walk-thru checklist 2. Continue to compile best practices while beginning to share examples with administrators 3. Revise evaluation instrument 4. Provide training to administrators in identifying effective technology integration – include use of evaluation instrument 5. Implement phase I of product specific skills development matrix (i.e. DE Streaming, Promethean Board, Document Camera, ActiVotes, Gizmos, etc...) 	<ol style="list-style-type: none"> 1. Checklist 2. List of Best Practices 3. Revised instrument 4. Training Roster 5. Implementation plan 	
Fiscal Analysis	Costs associated to time involved in meetings and discussions with functional experts and peers	
Duration	2010-2011	
Priority Status	High	

Focus Area	ENVIRONMENT – Administrative/Instructional Technology Integration and Technical Support	
Goal	1.1 Provide a safe, flexible, and effective digital learning environment for all students	
Objective/Target	1.1d Establish partnerships among educational technology stakeholders.	
Sponsor(s)	Instructional Technology Supervisor	
Stakeholder(s)	Department of Curriculum and Instruction, Portsmouth Schools Foundation	
Current Status	First Active Virginia conference held outside Richmond 3/6/2010	
Action Steps / Strategies / Needs:	Measurable Items:	
1. Partner with Promethean Learning to bring a regional user's group summit to the Tidewater Area (work with Region 2 schools and WHRO)	1. Existence of summit in area	
Fiscal Analysis	<ul style="list-style-type: none"> • WHRO (CII) dues • Grants • Information Technology Local Budget 	
Duration	Annually	
Priority Status	Low	

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Focus Area	ENVIRONMENT - Administrative/Instructional Technology Integration and Technical Support	
Goal	1.1 Provide a safe, flexible, and effective digital learning environment for all students	
Objective/Target	1.1e Teachers effectively integrate instructional technology.	
Sponsor(s)	Department of Curriculum and Instruction, Building Principals	
Stakeholder(s)	Teachers, Office of Information Technology	
Current Status	<ul style="list-style-type: none"> Phase 1 MCPS (Multimedia Classroom Projection system) Initiative – placed multimedia classroom projection systems in rooms across the division; wireless keyboards for teacher use with students (added an element of interactivity) Phase 2 MCPS Initiative – added more traditional MCPS systems and Interactive Whiteboards (Promethean Boards), document cameras, and student response systems; Added mobile wireless laptops carts for student use in the classroom and around the school and travel batteries to extend the daily life of each laptop; Pilot classroom blogs and specialist blogs; Pilot Internet Safety Curriculum K-12 Phase 3 MCPS Initiative – added more traditional MCPS systems and Interactive whiteboards and document cameras Provided sets of digital video cameras, digital voice recorders, and MP3 players for checkout (video projects and podcasting); Expanded blog licenses and roll project out at all grade levels (for teachers committing to best practice and training). Phase IV MCPS/Promethean Initiative – Added more promethean interactive white boards to classrooms Added Gizmos simulations in 3 secondary schools, voicethreads, QUIA, and Wikis 	
Action Steps / Strategies / Needs:	Measurable Items:	
2011 - 2012 1) Build/procure collaborative teacher web portal 2) Pilot the use of the portal with small group of teachers to fine tune and create documentation 2012 – 2013 3) Expand use of collaborative portal based on outcome of 2011 - 2012 pilot 2013 – 2014 4) Complete rollout of portal	1) Existence of portal 2) Existence of documentation 3) Number of schools utilizing portal 4) Availability of portal in all schools	
Fiscal Analysis	<ul style="list-style-type: none"> 2011 -2012 – no/minimal cost associated with pilot 2012 – 2013 estimate - 77% covered by Erate funding, 23% covered by local budget total cost will be determined by scope of rollout. 	
Duration	2011 to 2014	
Priority Status	High	

Focus Area	ENVIRONMENT – Administrative/Instructional Technology Integration and Technical Support	
Goal	1.1 Provide a safe, flexible, and effective digital learning environment for all students	
Objective/Target	1.1f Teachers effectively integrate instructional technology.	
Sponsor(s)	Instructional Technology Supervisor	
Stakeholder(s)	Department of Curriculum and Instruction	
Current Status	<ul style="list-style-type: none"> • As core curriculum has been rewritten to be aligned with changing SOL, technology integration ideas have been added. • Technology remediation/instruction resources have been added division-wide (as well as programmatically by school) at each grade level – Elementary: Breakthrough to Literacy, Compass Learning, Windows on Science, TestWizard for science, Pandy software for social studies, Orchard, Accelerated Reader, Accelerated Math, Quia, Fast Math, I Can Learn Math, Classworks; Middle School: Graphing calculators, scientific calculators, Windows on Science, Pandy software for social studies, MapMaker’s toolkit for social studies, Orchard Math, ARDT online testing (algebra), TestWizard for science, EduGame for science, Quia, Define STEM; High School: Graphing calculators, probeware, electronic microscopes, TestWizard for science, EduGame for science, Apex Learning, ARDT online testing (algebra), SAT Prep for math and language arts, MapMaker’s toolkit for social studies, PLATO, GIZMOS, Quia, Define STEM; • Many teachers effectively integrate technology in their instruction • Over 200 secondary instructors have taken laptop/computer literacy classes and received laptops and access to projection devices for classroom use – an additional 125 secondary instructors passed a performance assessment to receive laptops without taking the literacy course • Teachers have taken graduate courses in technology use and integration through Old Dominion University, Norfolk State University and PBS Teacher Line • Teachers have taken undergraduate courses in technology use through Tidewater Community College • Teachers have participated in technology integration workshops/courses (both face-to-face and online) offered by PPS and CII 	
Action Steps / Strategies / Needs:	Measurable Items:	
<ol style="list-style-type: none"> 1. Create and implement a teacher-integration survey 2. Continue to work with content areas to create technology resources and embed tech-integration ideas in curricula 3. Continue to encourage teachers to integrate technology into instruction 4. Investigate Grant opportunities to fund grad courses, workshops and classes in technology integration 5. Continue to provide technology resources 	<ol style="list-style-type: none"> 1. The number of teachers who report that they integrate technology in instruction 2. Lesson plans posted to online searchable lesson plan database 3. The number of teachers who report that they integrate technology in instruction 4. Number of grad courses/workshops/classes offered and the number of participants 5. Amount of resources provided to expand existing programs 	

	to support integration in the core classrooms
Fiscal Analysis	• Grants (for grad courses) and local budgets (for workshops and seminars)
Duration	2011 – 2013
Priority Status	High

Focus Area	ENVIRONMENT - Administrative/Instructional Technology Integration and Technical Support	
Goal	1.2 Provide a secure and reliable network of systems and resources in support of the division's initiatives.	
Objective/Target	1.2a Distribution of Informational and educational multimedia content to schools and administrative buildings.	
Sponsor(s)	Director of Information Technology Instructional Technology Supervisor	
Stakeholder(s)	Building Principals, Teachers, Private sector service providers and vendors	
Current Status	<ul style="list-style-type: none"> • Digital video distribution equipment has been installed in each building • A central Digital Video Portal has been established for the selection of Video content. • Governance documentation on the usage of the system has been created • Administrative and usage documentation has been created • Pilot the solution at one site for testing and fine tuning. 	
Action Steps / Strategies / Needs:		Measurable Items:
<ul style="list-style-type: none"> • Training on the administration of the new system. • Training on the usage of the system at each location • Roll out solution to the entire division 		<ul style="list-style-type: none"> 4) System administrative training staff development rosters 5) System usage staff development rosters 6) The existence of the system in every location
Fiscal Analysis	Local Budget	
Duration	Ongoing 2011 – 2012	
Priority Status	High	

Focus Area	ENVIRONMENT - Administrative/Instructional Technology Integration and Technical Support	
Goal	1.2 Provide a secure and reliable network of systems and resources in support of the division's initiatives.	
Objective/Target	1.2b All school facilities must be connected through a wide area network with sufficient bandwidth to accommodate instructional and administrative needs.	
Sponsor(s)	Director of Information Technology	
Stakeholder(s)	Principals, Teachers, Administrators, Private sector service providers	
Current Status	<ul style="list-style-type: none"> • All schools and support facilities are connected via a high speed fiber optic WAN • All schools and support facilities are wired using category 5/6 cabling to every desktop • Each of the elementary, middle and high school have mobile wireless carts or Computers on Wheels (COWs) • 6 schools have an established wireless footprint providing wireless connectivity (802.11x) throughout the building 	
Action Steps / Strategies / Needs:	Measurable Items:	
<ol style="list-style-type: none"> 1) 2011-2012 – Establish wireless foot prints in the following locations: Norcom HS, Wilson HS, Churchland HS, Waters MS, Churchland MS and Simonsdale ES 2) 2012-2013 – Establish wireless footprints in the following locations: Churchland Academy, Churchland ES, Churchland P&I, James Hurst, Lakeview ES, John Taylor ES, Westhaven ES, 3) Provide wireless connectivity to points beyond schools and administrative facilities to support data transmission and ubiquitous computing environments 4) Continue to monitor, support and expand our wired infrastructure to ensure optimal coverage 	<ol style="list-style-type: none"> 1) Number of buildings with wireless access and monitored usage of wireless access 2) Number of buildings with wireless access and monitored usage of wireless access 3) Number of points capable of digital transmission linked to school or administrative facility 4) Network topology 	
Fiscal Analysis	Pending eRate funding, VPSA and/or local budget (Approx 15K per high school, 11K per Middle school, and 7K per elementary school)	
Duration	2011 – 2014	
Priority Status	High	

Focus Area	ENVIRONMENT – Administrative/Instructional Technology Integration and Technical Support	
Goal	1.2 Provide a secure and reliable network of systems and resources in support of the division’s initiatives	
Objective/Target	1.2c Centralization of the divisions technology support sturcture focusing on issue tracking, internal service level agreements with stakeholders, and reporting.	
Sponsor(s)	Director of Information Technology, Senior Network Engineer, Help Desk Supervisor	
Stakeholder(s)	The Divisions Technology users	
Current Status	<ul style="list-style-type: none"> • One Technology Support Specialist (TSS) for every 1000 students as funded by the state of Virginia • Web based issue tracking system to capture information regarding users in need of assistance with their technological tools and resources. • Established helpdesk for assisting users with technology, dispatching technical resources, and capturing information on technical issues • Purchased Altiris desktop management suit to assist in managing the desktop environment 	
Action Steps / Strategies / Needs:	Measurable Items:	
2011 - 2012 <ol style="list-style-type: none"> 1. Continue to grow the helpdesk staff’s abilities to resolve issues at “first call” without need to dispatch TSS 2. Increased training on the use of desktop management tools. 3. Market existence of helpdesk and key features of services 2012-2013 <ol style="list-style-type: none"> 4. Establish and publish Service Level Agreement (SLA) and Rights and Responsibilities (R&R) document for helpdesk 5. Document procedures for problem resolution and enforce the use of said procedures by user community and technical staff. 6. Publish reports to stakeholders on progress of problem resolution as well as progress on reaching targeted service levels. 	<ol style="list-style-type: none"> 1. Number of calls closed by Helpdesk staff 2. Training completed 3. Existence of marketing plan 4. Existence of SLA and R&R document 5. Existence of document 6. Existence of reports 	
Fiscal Analysis	Local Budget – Impact on budget is minimal do to focus on procedural changes and process improvement	
Duration	2011 – 2013, Ongoing Assessment –	
Priority Status	High	

Focus Area	ENVIRONMENT - Administrative/Instructional Technology Integration and Technical Support	
Goal	1.2 Provide a secure and reliable network of systems and resources in support of the division's initiatives.	
Objective/Target	1.2d Policies, procedures, and technologies are in place to ensure that computing resources are secure and recoverable.	
Sponsor(s)	Office of Information Technology	
Stakeholder(s)	Division users of technology	
Current Status	<ul style="list-style-type: none"> • CISCO Firewalls and Norton antivirus software are used district-wide • WebSense Internet filtering software is in place and updated nightly • Backup procedures are in place • Virus definitions are updated automatically 	
Action Steps / Strategies / Needs:	Measurable Items:	
<ol style="list-style-type: none"> 1) 2011 – 2013 An in depth review of the division's comprehensive disaster recovery plan. 2) Yearly review and testing of the division's disaster recovery plan to validate data backups and process and procedure verification. 	<ol style="list-style-type: none"> 1) Reported findings 2) Yearly report and revision of process and procedures. 	
Fiscal Analysis	Local Budget – Impact on budget is minimal do to focus on procedural and process improvements. Should the division determine the need for consulting services to assess the plan, costs could range between 15K and 20K.	
Duration	Ongoing	
Priority Status	High	

Focus Area	ENVIRONMENT – Administrative/Instructional Technology and Technical Support	
Goal	1.1 Provide a safe, flexible, and effective digital learning environment for all students	
Objective/Target	1.1g Deliver appropriate and challenging curricula through face-to-face, blended and virtual learning environments	
Sponsor(s)	Curriculum and Instruction, IT	
Stakeholder(s)	Curriculum Directors, Principals, Teachers	
Current Status	Currently PPS does not have distance learning labs in place in any of our facilities	
Action Steps / Strategies / Needs:	Measurable Items:	
<ol style="list-style-type: none"> 1. Conduct surveys of locations to identify locations within schools to create Distance Learning Labs 2. Conduct fiscal analysis to determine associated costs and benefits 3. Create model for use of Distance Learning Environments 4. Train administration, teachers and staff 5. Design service and support model 	<ol style="list-style-type: none"> 6. Survey results 7. Fiscal Analysis results 8. Existence of model 9. Training documentation, schedule and signup sheets 10. Documented service and support model 	
Fiscal Analysis	Pending surveys - Grant opportunities and General Fund	
Duration	3 years	
Priority Status	Medium	

Focus Area	ENVIRONMENT – Administrative/Instructional Technology and Technical Support	
Goal	1.1 Provide a safe, flexible, and effective digital learning environment for all students	
Objective/Target	1.1h Deliver appropriate and challenging curricula through face-to-face, blended and virtual learning environments	
Sponsor(s)	Curriculum and Instruction	
Stakeholder(s)	IT, Curriculum Directors, Principals, Teachers	
Current Status	<ul style="list-style-type: none"> • Currently PPS does not offer virtual courses as part of the standard student schedule. • Piloting Algebra I and Geometry SY 2011/2012 • PPS is an active member of the HRETA consortium and as a member works with the regional divisions on virtual course creation. The HRETA consortium has created 11 virtual courses. 	
Action Steps / Strategies / Needs:	Measurable Items:	
2011-2012 1. Establish committee to set strategic direction for virtual course delivery 2. Develop plan for adoption of virtual course delivery based on committee recommendations 3. Conduct business analysis and feasibility study of committee recommendation 4. Adjust plan based on assessments of committee and business analysis 2012-2013 5. Pilot plan with small group to better control outcomes	1. Committee roster and minutes 2. Draft of plan 3. Existence of analysis 4. Edited plan 5. Pilot project plan	
Fiscal Analysis	Grant opportunities and General Fund Cloud-based Hosted environment Approx \$10.00 per student per year	
Duration	2011 - 2013	
Priority Status	Medium	

Focus Area	ENVIRONMENT – Administrative/Instructional Technology and Technical Support	
Goal	1.2 Provide a secure and reliable network of systems and resources in support of the division’s initiatives.	
Objective/Target	1.2e Provide ways to digitize documents for storage, retrieval and reporting purposes	
Sponsor(s)	Finance, HR, C&I,	
Stakeholder(s)		
Current Status	Currently PPS does not have a comprehensive document management solution in place. PPS does have a centrally managed copy, print and scan environment that would be leveraged for use in a document management solution.	
Action Steps / Strategies / Needs:	Measurable Items:	
<ol style="list-style-type: none"> 1. Establish committee to determine needs, priorities, scope and costs of document management system 2. Conduct capacity planning (IT infrastructure) 3. Complete cost analysis 4. Assess project feasibility 	<ol style="list-style-type: none"> 1. Existence of committee and meeting minutes 2. Capacity planning documentation and recommendations 3. Analysis documentation 4. Project go/no-go 	
Fiscal Analysis	Pending survey and scope determination - General Fund	
Duration	2011 – 2013	
Priority Status	Low	

Area of Focus 2

ENGAGEMENT and APPLICATION **Professional Development and Support Programs**

Description:

- Educators must employ multiple ways to engage students in learning through technology. This engagement should reflect student learning styles, cultural backgrounds, and personal interests.
- Students need to understand the proper application of technology tools (i.e., choosing and applying the most appropriate technology for communicating and problem solving) and to be creative and innovative.

Goals:

2.1 Engage students in meaningful curricular content through the purposeful and effective use of technology

Focus Area	ENGAGEMENT and APPLICATION Professional Development and Support Programs	
Goal	2.1 Engage students in meaningful curricular content through the purposeful and effective use of technology	
Objective/Target	2.1a Educator training programs reflect pre-service course work and experiences that include effective approaches to integrating technology into K-12 education.	
Sponsor(s)	Instructional Technology Supervisor	
Stakeholder(s)	Colleges and Universities, National Organizations, Technology Consultants	
Current Status		
Action Steps / Strategies / Needs:	Measurable Items:	
1. Establish relationships with higher ed institutions, National Organizations and other consultants with expertise in the industry to provide input on needed best practices for technology integration by classroom teachers	1. List of partners and organizations with whom we have partnered. 2. Outcomes and strategies developed with partners and outside organizations	
Fiscal Analysis		
Duration	Ongoing	
Priority Status	Low	

Focus Area	ENGAGEMENT and APPLICATION Professional Development and Support Programs	
Goal	2.1 Engage students in meaningful curricular content through the purposeful and effective use of technology	
Objective/Target	2.1b Promote technology leadership by providing technology leadership activities	
Sponsor(s)	Instructional Technology Supervisor	
Stakeholder(s)	Department of Curriculum and Instruction and Research and Evaluation	
Current Status	<ul style="list-style-type: none"> • Department of Information Technology personnel attend local and state technology conferences • Technology leadership opportunities are advertised via email • Data disaggregation training is provided to principals and building data analysts 	
Action Steps / Strategies / Needs:	Measurable Items:	
<ol style="list-style-type: none"> 1. Continue providing Information Technology personnel opportunities to attend local and state technology conferences 2. Work with Curriculum and Instruction and Research and Evaluation to provide technology leadership opportunities 3. Division leadership accompany Information Technology and Instructional Technology functional experts to Technology focused conferences and seminars 	<ol style="list-style-type: none"> 1. Number of IT personnel attending conferences 2. Number of opportunities provided and attendance rosters 3. Number of technology conferences attended by division leaders 	
Fiscal Analysis	Local budgets – Staff Development	
Duration	Ongoing	
Priority Status	High	

Focus Area	ENGAGEMENT and APPLICATION Professional Development and Support Programs	
Goal	2.1 Engage students in meaningful curricular content through the purposeful and effective use of technology	
Objective/Target	2.1c Support the development of partnerships for educational technology	
Sponsor(s)	Instructional Technology Supervisor	
Stakeholder(s)	Curriculum and Instruction and Portsmouth Schools Foundation	
Current Status	<ul style="list-style-type: none"> Teachers are encouraged to submit unique grant proposals to the Portsmouth Schools Foundation for funding PPS is a member of the Consortium for Interactive Instruction (CII) a regional consortium 	
Action Steps / Strategies / Needs:		Measurable Items:
1. Continue to pursue the development of local partnerships – focusing on technology integration		1. Number of partnerships
Fiscal Analysis	Local budget (Local mileage, Staff development)	
Duration	Ongoing	
Priority Status	Low	

Focus Area	ENGAGEMENT and APPLICATION Professional Development and Support Programs	
Goal	2.1 Engage students in meaningful curricular content through the purposeful and effective use of technology	
Objective/Target	2.1d Provide staff development models and activities designed for site-based instructional technologists K-12.	
Sponsor(s)	Director Information Technology and Instructional Technology Supervisor	
Stakeholder(s)	Curriculum and Instruction	
Current Status	<ul style="list-style-type: none"> There are currently site-based instructional technologists on staff 	
Action Steps / Strategies / Needs:		Measurable Items:
1. Ensure that Information Technology plan includes training programs for Technology Integration Specialists.		1. Number of opportunities provided
Fiscal Analysis	Local C&I Funds (Staff Development)	
Duration	Ongoing	
Priority Status	Low	

Focus Area	ENGAGEMENT and APPLICATION Professional Development and Support Programs	
Goal	2.1 Engage students in meaningful curricular content through the purposeful and effective use of technology	
Objective/Target	2.1e Identify and promote new and existing tools for differentiation	
Sponsor(s)	Office of Special Education	
Stakeholder(s)	Curriculum and Instruction	
Current Status		
Action Steps / Strategies / Needs:	Measurable Items:	
<ol style="list-style-type: none"> 1. Identify tools and resources currently in use 2. Document how tools and resources are to be used (best practice) for consistency 3. Train staff on use of tools and resources 4. Create evaluation matrix on effectiveness of the tools and resources 5. Identify new tools and resources 	<ol style="list-style-type: none"> 1. List of available tools 2. Existence of documentation 3. Training documentation and rosters 4. Existence of evaluation tool 5. List of new resources 	
Fiscal Analysis	Local C&I Funds (Staff Development, new hardware/software. Materials, etc...)	
Duration	Ongoing	
Priority Status	Low	

Area of Focus 3

TOOLS

Administrative and Educational Tools and Applications

Description:

- Administrative and Educational tools and applications relate to the tools and applications that increase productivity, streamline processes and promote collaboration. These tools support the diversity of our learning communities; they are engaging, encourage dialogue and foster collaborative learning.
- Students should not use technology tools just to replicate paper-and-pencil activities. Tools should extend student capabilities to perform functions that would be difficult, if not impossible, without technology. Tools should be authentic—ones students will encounter in the nonschool environment.

Goals:

- 3.1 Provide students with access to authentic and appropriate tools to gain knowledge, develop skills, extend capabilities, and create and disseminate artifacts that demonstrate their understandings**

Focus Area	TOOLS - Educational Tools and Applications	
Goal	3.1 Provide students with access to authentic and appropriate tools to gain knowledge, develop skills, extend capabilities, and create and disseminate artifacts that demonstrate their understandings	
Objective/Target	3.1a Provide collaborative tools, based on the cloud computing model, for social learning, collaboration and open content repositories (i.e. email, wikis, blogs, social wall, productivity tools, personal web pages, digital drop boxes, texting, etc...)	
Sponsor(s)	Information Technology – Instructional Technology	
Stakeholder(s)	Curriculum and Instruction	
Current Status	Administratively, Cloud based resources and services include: Substitute management system (ASOP), Parent Notification System (Blackboard Connect), Instructionally, Cloud based systems currently utilized include: Applications for Blogs and wikis (limited availability),	
Action Steps / Strategies / Needs:	Measurable Items:	
<ol style="list-style-type: none"> 1. Identify appropriate suite of collaborative tools for student use (i.e. email, blogs, wikis, etc...) based on cloud model 2. Conduct cost and feasibility analysis to provide suite of collaborative tools 3. Pilot approved suite of collaborative tools with selected group 4. Create roll out plan for suite of collaborative tools 	<ol style="list-style-type: none"> 1. List of appropriate tools 2. Existence of cost and feasibility analysis 3. Outcome of pilot 4. Existence of plan – Project go/no-go 	
Fiscal Analysis	\$7.50 per student plus 10K one time cost, a percent of which is erate eligible - eRate and Local Budgets	
Duration	2011 - 2014	
Priority Status	High	

Focus Area	TOOLS - Educational Tools and Applications	
Goal	3.1 Provide students with access to authentic and appropriate tools to gain knowledge, develop skills, extend capabilities, and create and disseminate artifacts that demonstrate their understandings	
Objective/Target	3.1b Provide digital/electronic tools with engaging applications that retrieve, store and access information (i.e. iPods, iPads, touch technologies, etc...)	
Sponsor(s)	C&I, Building Administrators	
Stakeholder(s)	Instructional Technology, Information Technology, Teachers	
Current Status	<ul style="list-style-type: none"> • Portsmouth Public Schools currently has over 6000 PC,s and Laptops for student use 	
Action Steps / Strategies / Needs:	Measurable Items:	
<ol style="list-style-type: none"> 1. Identify the tools to pilot 2. Conduct cost and feasibility analysis to provide tools 3. Identify Pilot group and program deliverables 4. Assess ROI based on cost, and benefit of tools 5. Create rollout plan 	<ol style="list-style-type: none"> 6. Tools identified 7. Analysis outcomes and feasibility 8. Outline of pilot program 9. Report on ROI 10. Existence of plan – Project go/no-go 	
Fiscal Analysis	Grant funding and Local budgets	
Duration	2011 – 2013	
Priority Status	High	

Focus Area	TOOLS - Educational Tools and Applications	
Goal	3.1 Provide students with access to authentic and appropriate tools to gain knowledge, develop skills, extend capabilities, and create and disseminate artifacts that demonstrate their understandings	
Objective/Target	3.1c Provide students with digital, interactive, multi-contextual game-based environments to enhance engagement, foster learning, improve collaborative problem solving and refine team and group skills	
Sponsor(s)	C&I, IT	
Stakeholder(s)	Teachers; Students; Parents	
Current Status		
Action Steps / Strategies / Needs:	Measurable Items:	
<ol style="list-style-type: none"> 1. Research available tools 2. Pilot select tools 3. Conduct analysis 4. Create roll out plan 	<ol style="list-style-type: none"> 1. List of tools 2. List of pilot group 3. Pilot outcomes 4. Existence of plan 	
Fiscal Analysis	Pending research and analysis of existing tools - General Fund	
Duration	2012 - 2016	
Priority Status	High	

Focus Area	TOOLS - Educational Tools and Applications	
Goal	3.1 Provide students with access to authentic and appropriate tools to gain knowledge, develop skills, extend capabilities, and create and disseminate artifacts that demonstrate their understandings	
Objective/Target	3.1d Build the knowledge and capacity to digitally document and store the achievements of our students from kindergarten through 12 th grade (i.e. student portfolios)	
Sponsor(s)	Curriculum and Instruction, Information Technology	
Stakeholder(s)	, Principals, Teachers,	
Current Status	<ul style="list-style-type: none"> • Currently Portsmouth Public Schools is using Blogs and Wikis to enhance teaching and learning activities. • Portsmouth Public Schools maintains a high-speed network for access to cloud-based tools and resources 	
Action Steps / Strategies / Needs:	Measurable Items:	
<ol style="list-style-type: none"> 1. Identify appropriate service/tools based on cloud model 2. Conduct cost and feasibility analysis to provide service to all students 3. Pilot approved service with selected group 4. Create roll out plan 5. Rollout solution to all High Schools 6. Roll out solution to all Middle schools 7. Roll out to all Elementary Schools 	<ol style="list-style-type: none"> 1. Tools identified 2. Analysis of outcomes and feasibility 3. Outline of pilot program 4. Existence of plan – Project go/no-go 5. Project plan 6. Project plan 7. Project plan 	
Fiscal Analysis	Pending research of available and appropriate tools - E-Rate, General Fund and Grant Opportunities	
Duration	2011 - 2014	
Priority Status	High	

Focus Area	TOOLS - Educational Tools and Applications	
Goal	3.1 Provide students with access to authentic and appropriate tools to gain knowledge, develop skills, extend capabilities, and create and disseminate artifacts that demonstrate their understandings	
Objective/Target	3.1e Encourage the use of existing technology tools to enhance curriculum and engage students	
Sponsor(s)	Curriculum and Instruction, Office of Information Technology	
Stakeholder(s)	Administrators, Teachers	
Current Status	<ul style="list-style-type: none"> • Currently Portsmouth Public Schools (PPS) has over 6000 student PC's and laptops connected to a enterprise, high-speed network • PPS supports/hosts numerous applications and resources for use in the instructional and/or administrative process • PPS provides access to resources hosted in cloud-based environments 	
Action Steps / Strategies / Needs:	Measurable Items:	
<ol style="list-style-type: none"> 1. Produce inventory of all available technology tools and resources available for instructional and/or administrative use 2. Post list of available tools and resources 3. Decisions to move to new tools is based on the need for new or expanded capabilities 4. An approval process based on needs analysis 	<ol style="list-style-type: none"> 1. Existence of list 2. URL or link to the list 3. The outlined process and analysis of needs and the tools available to fit needs 4. The documented process 	
Fiscal Analysis	N/A	
Duration	Ongoing	
Priority Status	High	

Area of Focus 4

RESULTS **Accountability**

Description:

RESULTS - Accountability addresses the broad assessment of information technology and its specific value to teaching and learning environments, data management, and decision support functions related to K-12 schools.

Goals:

- 4.1 Use technology to support a culture of data-driven decision making that relies upon data to evaluate and improve teaching and learning**

Focus Area	Results - Accountability	
Goal	4.1 Use technology to support a culture of data-driven decision making that relies upon data to evaluate and improve teaching and learning	
Objective/Target	4.1a Provide effective tools that provide information to promote the participation of parents and guardians in the educational process	
Sponsor(s)	Director of Information Technology Coordinator of Transportation Instructional Technology Supervisor Office of Communications Community Liaison	
Stakeholder(s)	Private Sector Vendors and service providers	
Current Status	<ul style="list-style-type: none"> • Purchased Classroom management system utilized in all high schools, middle schools and four elementary schools with the capability to provide parents and guardian secure access to students grades (Parent Viewer module) • Purchased Parent notification system which allows division to send messages and conduct surveys via the telephone system • Purchased Web based school bus routing system with GPS capabilities which allows for publication via the web of bus stops locations and times (web query) • Piloting Parent Viewer application at the three High Schools 	
Action Steps / Strategies / Needs:	Measurable Items:	
2011 - 2013 1.) Roll Parent Viewer to all schools 2011 - 2012 2.) Market Web Query to community and make available via PPS internet site.	1. Project Plan 2. Web Query published to internet site	
Fiscal Analysis	Local Budget	
Duration	2010 - 2012	
Priority Status	Medium	

Focus Area	Results - Accountability
Goal	4.1 Use technology to support a culture of data-driven decision making that relies upon data to evaluate and improve teaching and learning
Objective/Target	4.1b Build and support Decision Support System (DSS) and Business Intelligence (BI) capabilities and environments
Sponsor(s)	Director of Research and Evaluation, Director of Information Technology
Stakeholder(s)	Administrators, Building Principals, Teachers
Current Status	Established Storage Area Network scalable to accommodate the necessary expansion to support data repository.
Action Steps / Strategies / Needs:	Measurable Items:
2011-2012 1. Establish Data governance committee to determine which data elements to include in DSS 2. Establish budget for funding of DSS projects 2011 -2012 ongoing 3. IT staff trained to build DSS system 2012 - 2013 4. Train stakeholders on use of the system 5. Build and provide reports necessary for data driven decision making	1. Existence of committee 2. Existence of Budget 3. Training Roster 4. Available Reports 5. Existence of reports
Fiscal Analysis	Local Budget (C&I and IT) – Budget to consist of technical consulting (Axis Group) and yearly salary of Committee members, and functional experts
Duration	On going
Priority Status	High

Focus Area	Results - Accountability	
Goal	4.1 Use technology to support a culture of data-driven decision making that relies upon data to evaluate and improve teaching and learning	
Objective/Target	4.1c Determine the readiness to integrate technology into teaching and learning for each school.	
Sponsor(s)	Instructional Technology Supervisor	
Stakeholder(s)	Research and Evaluation	
Current Status	<ul style="list-style-type: none"> • Explore the development of a survey containing LOTI scale to determine readiness • Develop and pilot the “readiness to integrate” survey for teachers and administrators (LOTI) 	
Action Steps / Strategies / Needs:		Measurable Items:
Fiscal Analysis		
Duration	<ul style="list-style-type: none"> • Implement the “readiness to integrate” survey for teachers and administrators (LOTI) electronically 	
Priority Status	Medium	

Focus Area	Results - Accountability	
Goal	4.1 Use technology to support a culture of data-driven decision making that relies upon data to evaluate and improve teaching and learning	
Objective/Target	4.1d Identify elements of technology integration that benefit the teaching and learning environment.	
Sponsor(s)	Instructional Technology Supervisor	
Stakeholder(s)	Department of Curriculum and Instruction	
Current Status		
Action Steps / Strategies / Needs:		Measurable Items:
1. Modeling/co-teaching opportunities in classrooms		1. TRT logs documenting modeling/co-teaching with classroom teacher, sign-in sheets
Fiscal Analysis	Information Technology Local Budget	
Duration	Ongoing	
Priority Status	High	

Focus Area	Results - Accountability	
Goal	4.1 Use technology to support a culture of data-driven decision making that relies upon data to evaluate and improve teaching and learning	
Objective/Target	4.1e Provide staff the ability to use timely and appropriate data to make decisions and change outcomes	
Sponsor(s)	Director Research and Evaluation Director Information Technology	
Stakeholder(s)	Research and Evaluation, Building Administrators	
Current Status	<ul style="list-style-type: none"> • PowerSchool (Student Information System) is used division-wide • Other data applications are available to staff – they include but are not limited to SOL disaggregation Software, SOLAR, and SOL Tracker 	
Action Steps / Strategies / Needs:	Measurable Items:	
<ol style="list-style-type: none"> 1. Provide training on basic data analysis and the tools used 2. Provide assessment results in a web-accessible central support system 	<ol style="list-style-type: none"> 1. Sign-in sheets and training materials 2. Existence of support system 	
Fiscal Analysis	Local Budget	
Duration	2011 - 2013	
Priority Status	High	

Focus Area	Results - Accountability	
Goal	4.1 Use technology to support a culture of data-driven decision making that relies upon data to evaluate and improve teaching and learning	
Objective/Target	4.1f Assess instructional technology integration in schools and classrooms.	
Sponsor(s)	Supervisor of Instructional Technology	
Stakeholder(s)	Department of Curriculum and Instruction	
Current Status	<ul style="list-style-type: none"> Currently exploring ways to measure integration conducted in schools 	
Action Steps / Strategies / Needs:	Measurable Items:	
<ol style="list-style-type: none"> Modeling/co-teaching opportunities in classrooms Modify the standard lesson plan template to include technology integration indicator, using the TRT lesson plan as a model for the district 	<ol style="list-style-type: none"> TRT logs and teacher lesson plan Teacher lesson plans 	
Fiscal Analysis	Yearly salary of ITRT staff	
Duration	2011 - 2012 <ul style="list-style-type: none"> Utilize the TRT lesson plan template in classrooms in modeling/co-teaching situations 	
	Medium	

Appendix A - Tech Committee Members

Richard Carter
Ellen Giordano
Craig Hill
Timothy E. Johnson
Cheri Jordan
Laura Nelson
Fiona Nichols
Derrick Nottingham
Ruth Okoye
Mike O'Neal
Claude Parent
Dean Schlaepfer
Karen Streeter
Helen Taylor
Mark Whitaker

Meeting Dates

February 4th
February 14th
February 23rd – Focus Group Meeting
March 2nd
March 15th

Appendix B- Student Survey Results

DRAFT

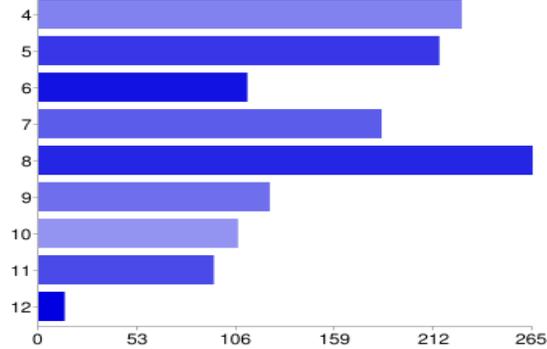
1304 [responses](#)

Summary [See complete responses](#)

General Information

These first few questions will tell us a little about you.

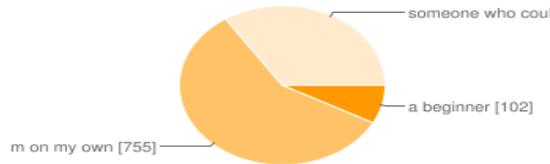
Please check your grade level



4	227	17%
5	215	16%
6	112	9%
7	184	14%
8	265	20%
9	124	10%
10	107	8%
11	94	7%
12	14	1%

People may select more than one checkbox, so percentages may add up to more than 100%.

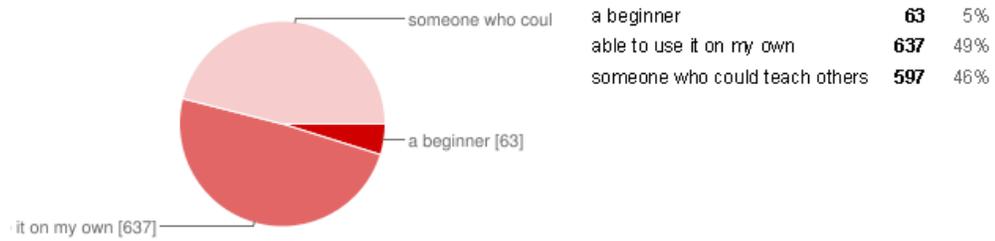
As a computer user, I would classify myself as:



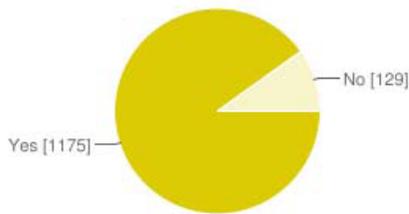
a beginner	102	8%
able to use them on my own	755	58%
someone who could teach others	447	34%

As an internet user, I would classify myself as:

<https://docs.google.com/spreadsheet/gform?key=0AnaUcIVVrx1idG9FSE40cjZXR2J2b19...> 8/26/2011

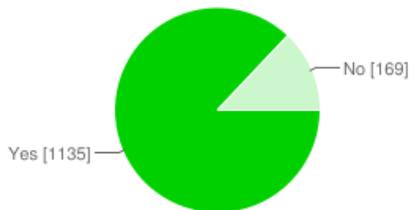


I have a computer at home.



Yes	1175	90%
No	129	10%

I can access the internet from home.

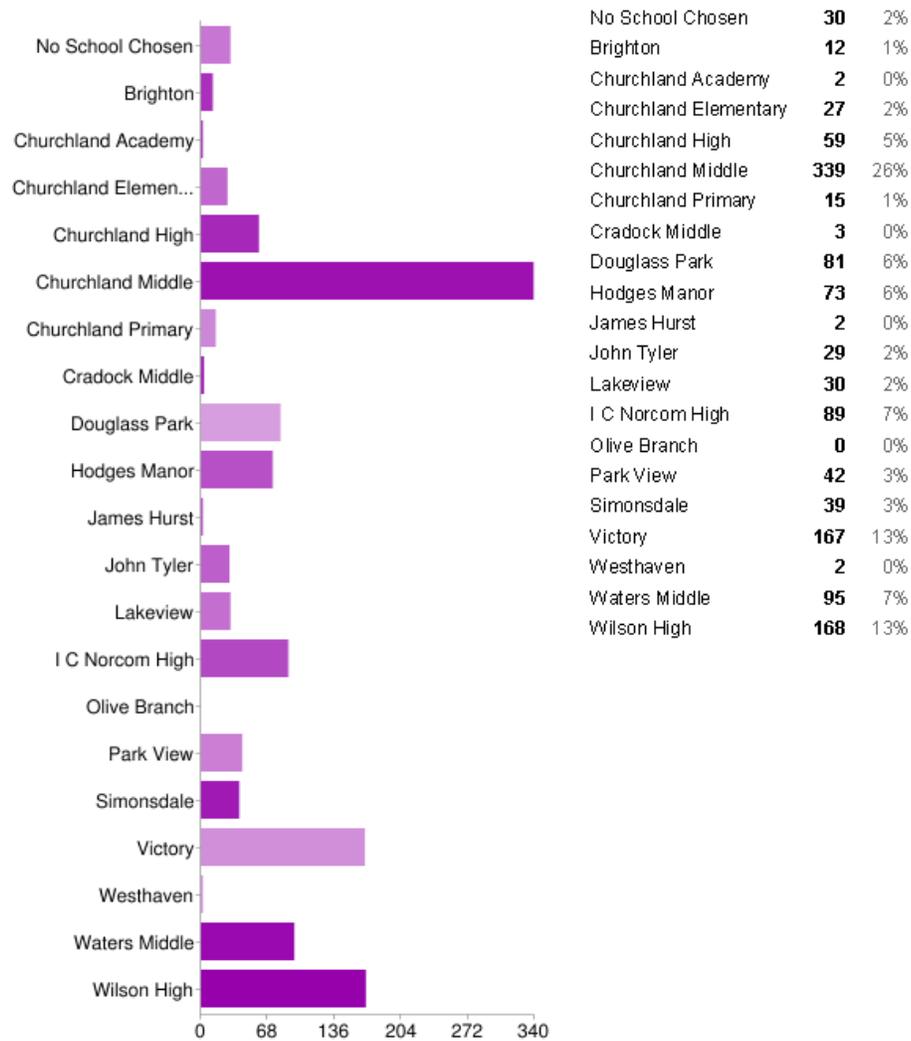


Yes	1135	87%
No	169	13%

School Use of Technology

These questions will help us know how you use technology at school.

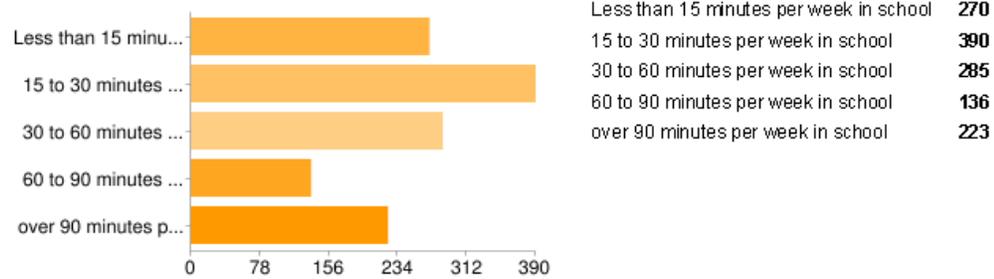
What school do you attend?



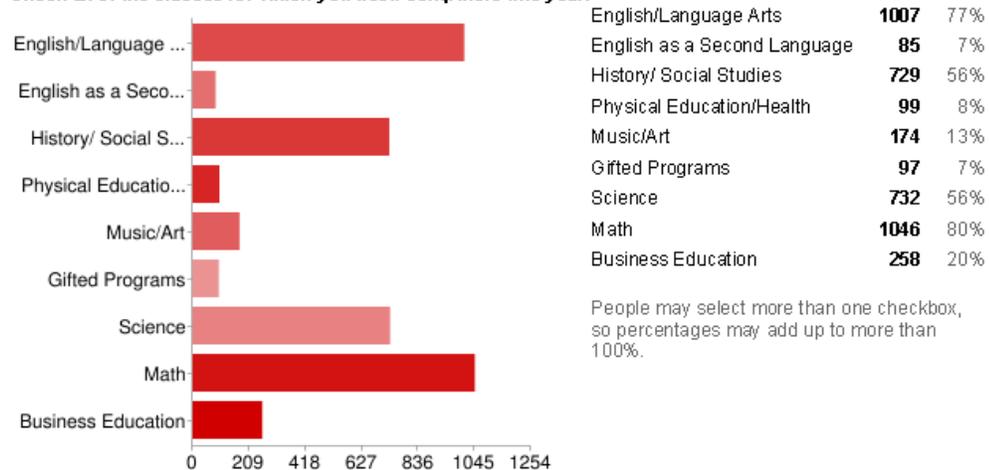
When I use technology at school, I mostly work



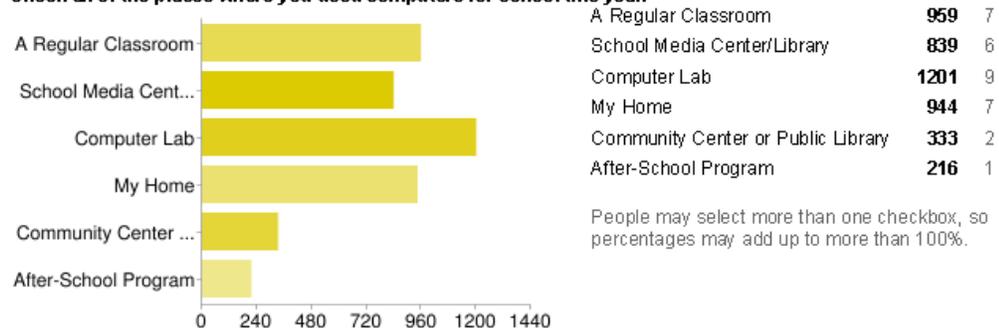
On average, about how much time per week do you spend using a computer in school?



Check all of the classes for which you used computers this year.



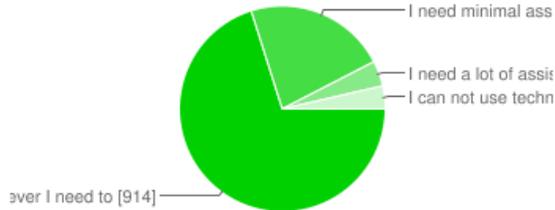
Check all of the places where you used computers for school this year.



Personal Technology Use

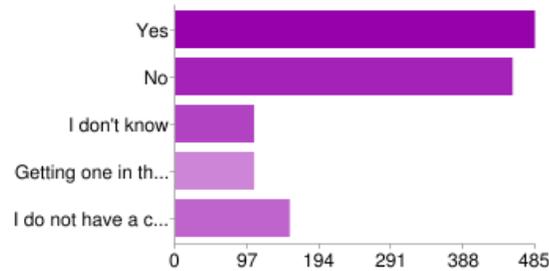
These questions will tell us about how you use technology personally.

How would you rate your overall ability to use technology?



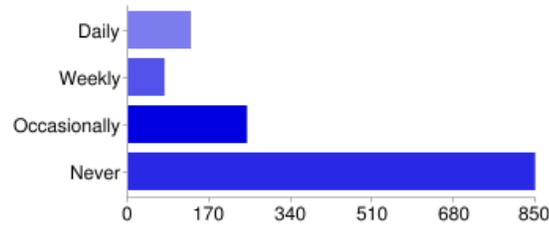
I can use technology without assistance whenever I need to
 I need minimal assistance when using technology
 I need a lot of assistance when using technology
 I can not use technology without assistance

If you have a cell phone, is it a "smartphone"?



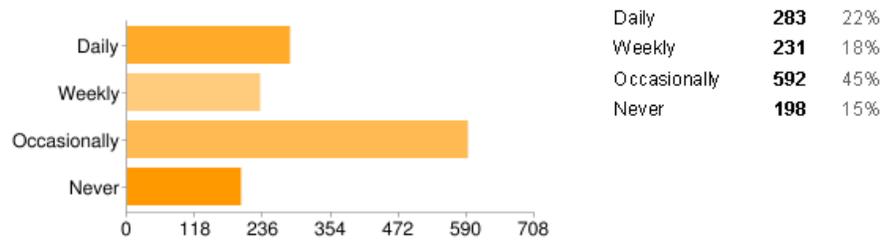
Yes **484** 37%
 No **454** 35%
 I don't know **106** 8%
 Getting one in the next 6 months **106** 8%
 I do not have a cell phone **154** 12%

How often do you use the following devices? - Personal Digital Assistant (PDA)

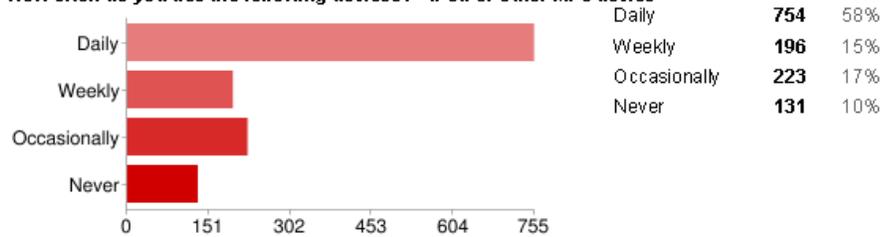


Daily **131** 10%
 Weekly **76** 6%
 Occasionally **248** 19%
 Never **849** 65%

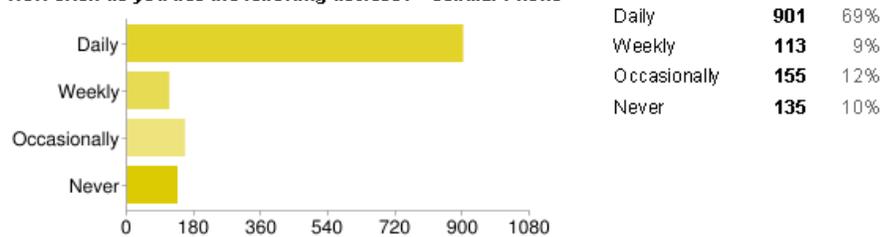
How often do you use the following devices? - Digital Still Camera



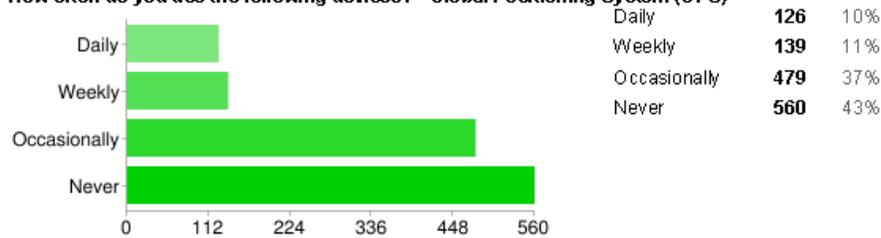
How often do you use the following devices? - iPod or other MP3 device



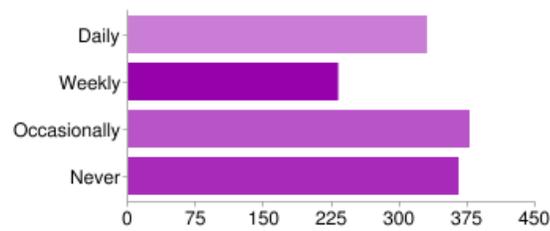
How often do you use the following devices? - Cellular Phone



How often do you use the following devices? - Global Positioning System (GPS)

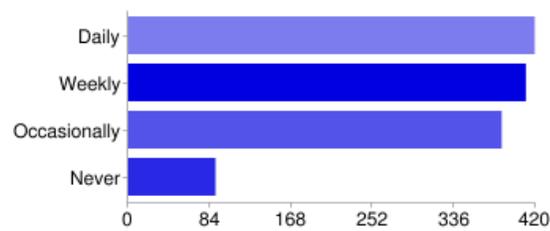


How often do you use the following devices? - CD Player



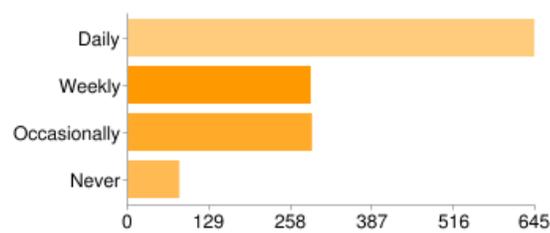
Daily	330	25%
Weekly	232	18%
Occasionally	377	29%
Never	365	28%

How often do you use the following devices? - DVD Player



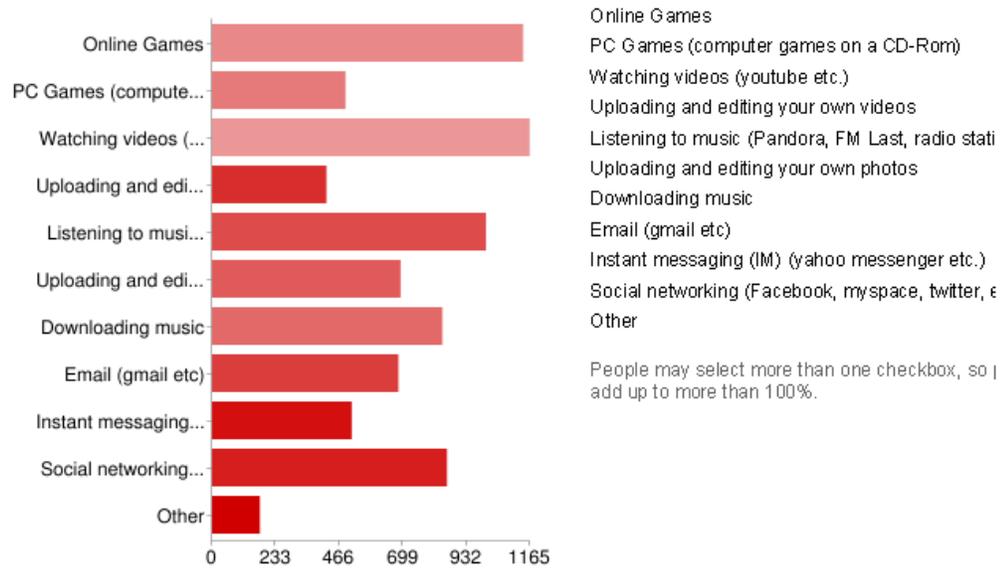
Daily	419	32%
Weekly	410	31%
Occasionally	385	30%
Never	90	7%

How often do you use the following devices? - Portable Gaming System (Playstation, Wii, Xbox etc.)

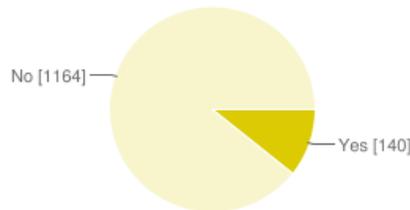


Daily	643	49%
Weekly	289	22%
Occasionally	291	22%
Never	81	6%

Check all of the things that you do when you go on any computer/laptop.



Have you ever been bullied by someone while online?



Yes	140	11%
No	1164	89%

Is there anything else that you would like to tell us about your personal use of technology?

no Yes PlayStation And Also My BasketBall Game yes sometimes i wach movies yes
 sometimes i wach movies no I like games no! no NO no there isn't anything
 else. no i love technology no no no no ds i NO it's amazing it ...

Number of daily responses



Appendix C- Division AUP

File: IBEA/GAB

ACCEPTABLE COMPUTER SYSTEM USE

The School Board provides a computer system, including the internet, to promote educational excellence by facilitating resource sharing, innovation and communication. The term computer system includes hardware, software, data, communication lines and devices, terminals, printers, CD-ROM devices, tape drives, servers, mainframe and personal computers, the internet and other internal or external networks.

All use of the Division's computer system must be (1) in support of education and/or research, or (2) for legitimate school business. Use of the computer system is a privilege, not a right. Any communication or material used on the computer system, including electronic mail or other files deleted from a user's account, may be monitored or read by school officials.

The Division Superintendent shall establish administrative procedures, for the School Board's approval, containing the appropriate uses, ethics and protocol for the computer system. The procedures shall include:

- (1) a prohibition against use by division employees and students of the division's computer equipment and communications services for sending, receiving, viewing or downloading illegal material via the Internet;
- (2) provisions, including the selection and operation of a technology protection measure for the division's computers having Internet access to filter or block Internet access through such computers, that seek to prevent access to
 - (a) child pornography as set out in the Virginia legal code, § 18.2-374.1:1 or as defined in 18 U.S.C. § 2256;
 - (b) obscenity as defined by the Virginia legal code, § 18.2-372 or 18 U.S.C. § 1460; and
 - (c) material that the school division deems to be harmful to juveniles as defined in the Virginia legal code, § 18.2-390, material that is harmful to minors as defined in 47 U.S.C. § 254(h)(7)(G), and material that is otherwise inappropriate for minors;
- (3) provisions establishing that the technology protection measure is enforced during any use of the Division's computers by minors;
- (4) provisions establishing that the online activities of minors will be monitored;
- (5) provisions designed to educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response;
- (6) provisions designed to prevent unauthorized online access by minors, including "hacking" and other unlawful activities by minors online;
- (7) provisions prohibiting the unauthorized disclosure, use, and dissemination of personal information regarding minors;
- (8) a component on Internet safety for students that is integrated in the division's instructional program.

Use of the School Division's computer system shall be consistent with the educational or instructional mission or administrative function of the Division as well as the varied instructional needs, learning styles, abilities and developmental levels of students. The Division's computer system is not a public forum.

Each teacher, administrator, student and parent/guardian of each student shall sign the Acceptable Computer System Use Agreement, GAB-E1/IIBEA-E2, before using the Division's computer system. The failure of any student, teacher or administrator to follow the terms of the Agreement, this policy or accompanying regulation may result in loss of computer system privileges, disciplinary action, and/or appropriate legal action.

The School Board is not responsible for any information that may be lost, damaged or unavailable when using the computer system or for any information retrieved via the Internet. Furthermore, the School Board will not be responsible for any unauthorized charges or fees resulting from access to the computer system.

The school board will review, amend if necessary, and approve this policy every two years.

Adopted: July 6, 2006

Revised: June 24, 2010

Legal Refs: 18 U.S.C. §§ 1460, 2256.
47 U.S.C. § 254.

The Code of Virginia, 1950, as amended, §§ 18.2-372, 18.2-374.1:1, 18.2-390, 22.1-70.2, and 22.1-78.

Cross Refs.: GCPD Professional Staff Members: Contract Status and Discipline
GDPD Support Staff Members: Contract Status and Discipline
JFC Student Conduct
JFC-R Standards of Student Conduct

ACCEPTABLE COMPUTER SYSTEM USE

All use of the Portsmouth City School Division's computer system shall be consistent with the School Board's goal of promoting educational excellence by facilitating resource sharing, innovation and communication. The term computer system includes hardware, software, data, communication lines and devices, terminals, printers, CD-ROM devices, tape drives, servers, mainframe and personal computers, the Internet and any other internal or external network.

Computer System Use-Terms and Conditions:

1. **Acceptable Use.** Access to the Division's computer system shall be (1) for the purposes of education or research and be consistent with the educational objectives of the Division or (2) for legitimate school business.
2. **Privilege.** The use of the Division's computer system is a privilege, not a right.
3. **Unacceptable Use.** Each user is responsible for his or her actions on the computer system. Prohibited conduct includes:
 - using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any federal, state or local law.
 - sending, receiving, viewing or downloading illegal material via the computer system.
 - unauthorized downloading of software.
 - downloading copyrighted material for unauthorized use.
 - using the computer system for private financial or commercial gain.
 - wastefully using resources, such as file space.
 - gaining unauthorized access to resources or entities.
 - posting material authorized or created by another without his or her consent.
 - using the computer system for commercial or private advertising.
 - submitting, posting, publishing or displaying any obscene, profane, threatening, illegal or other inappropriate material.
 - using the computer system while access privileges are suspended or revoked.
 - vandalizing the computer system, including destroying data by creating or spreading viruses or by other means.

4. **Network Etiquette.** Each user is expected to abide by generally accepted rules of etiquette, including the following:
- Be polite. -Users shall not forge, intercept or interfere with electronic mail messages. -Use appropriate language. The use of obscene, lewd, profane, threatening or disrespectful language is prohibited. -Users shall not post personal contact information about themselves or others.
 - Users shall respect the computer system's resource limits. -Users shall not post chain letters or download large files.
 - Users shall not use the computer system to disrupt others. -Users shall not read, modify or delete data owned by others.
5. **Liability.** The School Board makes no warranties for the computer system it provides. The School Board shall not be responsible for any damages to the user from use of the computer system, including loss of data, non-delivery or missed delivery of information, or service interruptions. The School Division denies any responsibility for the accuracy or quality of information obtained through the computer system. The user agrees to indemnify the School Board for any losses, costs or damages incurred by the School Board relating to or arising out of any violation of these procedures.
6. **Security.** Computer system security is a high priority for the school division. If any user identifies a security problem, the user shall notify the building principal or system administrator immediately. All users shall keep their passwords confidential and shall follow computer virus protection procedures.
7. **Vandalism.** Intentional destruction of any part of the computer system through creating or downloading computer viruses or by any other means is prohibited.
8. **Charges.** The School Division assumes no responsibility for any unauthorized charges or fees as a result of using the computer system, including telephone or long-distance charges.

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9. **Electronic Mail.** The School Division's electronic mail system is owned and controlled by the School Division. The School Division may provide electronic mail to aid students and staff in fulfilling their duties and as an education tool. Electronic mail is not private. Students' electronic mail will be monitored. The electronic mail of staff may be monitored and accessed by the School Division. Unauthorized access to an electronic mail account by any student or employee is prohibited. Users shall be held personally liable for the content of any electronic message they create. Downloading any file attached to an electronic message is prohibited unless the user is certain of that message's authenticity and the nature of the file.

10. **Enforcement.** Software will be installed on the division's computers having Internet access to filter or block Internet access through such computers to child pornography and obscenity. The online activities of minors may also be monitored manually. **Any violation of these regulations shall result in loss of computer system privileges and may also result in appropriate disciplinary action, as determined by School Board policy, or legal action.**

Adopted: December 19, 1996

Revised: September 20, 2001

Revised: November 15, 2001

Legal Refs: Code of Virginia, 1950, as amended, § 18.2-372, 18.2-374.1:1,
18.2-390, 22.1-70.2 and 22.1-78.
18 U.S.C. §§ 1460, 2256. 47 U.S.C. § 254.

Cross Refs: JFC Student Conduct JFC-R Standards of Student Conduct

Appendix D- Summary of Internet Safety Program

Portsmouth Public Schools Internet Safety Policy and Instructional Program addresses appropriate, effective Internet usage with regards to safety, security and ethics by integrating Internet safety into instructional curricula to foster responsibility among stakeholders and to help protect young people from potential online threats. The goal of the Internet Safety Program is to implement the Portsmouth Public Schools Acceptable Use Policy and Internet Safety program to promote Internet Safety.

Key issues of the Portsmouth Public School Internet Safety Plan include:

- Acceptable Use Policy revised to include Internet Safety
- Internet Safety instruction integrated into K-12 curriculum
- Defined roles and responsibilities for stakeholders
- Process for annual review, evaluation, and revision of the program
- Professional development opportunities for Portsmouth Public School employees
- Outreach programs for community stakeholders

Internet Safety Program Objectives: The Internet Safety Program will

- Provide an acceptable use policy that includes an Internet safety component that is aligned with the Virginia Department of Education's publication, ***Guidelines and Resources for Internet Safety in Schools***.
- Include integrated K-12, academic instruction
- Foster responsibility among all stakeholders to encourage protection of students from potential online dangers.

Given instructional resources and learning opportunities...

The student will:

- Increase safety awareness by participating in Internet safety instruction
- Recognize that the Internet is a powerful tool that should be used wisely
- Maximize the Internet's potential while protecting themselves from abuse
- Recognize that not all Internet information is valid or appropriate
- Recognize that Internet messages and the people who send them are not always what or who they seem
- Avoid manipulation by online predators by recognizing and avoiding dangerous online situations, and seeking adult help
- Practice online safety rules
- Report victimization
- Recognize safe and legal activities available online

Parents, Grandparents, Caregivers and Other Community Stakeholders will:

- Have the opportunity to develop awareness that the Internet is valuable for learning, communication and as an entertainment provider, whose use should be based on age, family needs and values

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- Have the opportunity to receive information and/or participate in offered events that inform stakeholders of potential Internet dangers and develop strategies to prepare and protect their children
 - Recognize the importance of monitoring their child's online activities and recognize danger signs

Teachers, Technology Resource Teachers, Library Media Specialists, and Counselors will:

- Teach Internet Safety with developmentally appropriate resources
- Improve student self confidence and prevent victimization through education
- Monitor student usage
- Recognize and respond to inappropriate Internet use
- Recognize inherent dangers associated with exchanging information on the Internet
- Teach, post and review rules and consequences for Internet use
- Communicate with students and parents regarding rules and consequences
- Enforce classroom rules and the AUP consistently and fairly

School administrators will:

- Oversee the implementation of the Internet Safety Program in the school
- Monitor quality and effectiveness of Internet Safety information provided to stakeholders
- Communicate with all stakeholders to ensure that students and parents are well informed
- Communicate with students and parents regarding rules and consequences
- Enforce rules and the AUP consistently and fairly
- Incorporate Internet Safety into Professional Development Plans and Community Outreach efforts
- Recognize educational advantages of Internet use
- Recognize potential risks of Internet use
- Stay apprised of capabilities, risks, and legal issues related to changing technologies
- Conduct an annual review of policies and procedures
- Be prepared for crisis management by familiarizing themselves and staff with the existing crisis management plan

Objectives: The School Board of Portsmouth Public Schools will

- Recognize educational and administrative advantages of Internet use in the district
- Recognize potential risks of Internet use
- Stay apprised of capabilities, risks, and legal issues related to changing technologies
- Communicate with all stakeholders to ensure that students and parents are well informed
- Review policies, procedure and crisis management plan
- Budget and Fund safety and security technology, communication, and training

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- Approve the division's revised Acceptable Use Policy and Internet Safety Program

Internet Safety AUP

The AUP has been revised and is incorporated in the student code of conduct. A revised Internet safety pledge is included for all students, K-12. This document is sent home, signed, and returned to the school.

Internet Safety Professional Development Opportunities

Professional development opportunities for Portsmouth Public School employees are made available through various venues. The TRTs provide training to school staff regarding the implementation of the Internet Safety website and instructional resources. Additional training is scheduled based on needs and administrative requests. Teachers can also take advantage of online professional development made available through NetSmartz or other Internet Safety sites.

Internet Safety Outreach Programs

Outreach programs for community stakeholders include a variety of means including PTA presentations, Informational flyers, and a parental component on the District Internet Safety Website.

Internet Safety Program Review, Evaluation and Revision Plan

The process for annual review, evaluation, and revision of the Internet Safety program involves instructional, administrative and technological personnel. As the Internet Safety program is implemented, the teachers and TRTs assist by reporting any problematic instructional aspects to the Office of Instructional Technology & Media Services(OITMS). The Office of Information Technology (IT) makes a Helpdesk System available for all employees to use as a means to report technological issues. OITMS works in conjunction with the IT to resolve any instructional or technological issues. Adjustments and slight corrections to instructional materials are made as needed throughout the school year, and large scale modifications are completed during the summer months. Personnel involved with the implementation of the program complete an online Internet Safety Evaluation, which provides input to drive the revision process. As per the Division's Curriculum Revision Cycle, content areas are to integrate Internet Safety into their respective curricula documents. New resources will be reviewed and considered for future use by a team of educators.