



Tupelo Public School District Technology Plan 2010-2013

District	Tupelo Public School District
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Technology Coordinator	Mrs. Brenda Meriweather
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Technology Coordinator's Email	blmeriweather@tupeloschools.com
District Home Page (URL)	www.tupeloschools.com
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.	
Name of School District Personnel Responsible for Plan Submission	Brenda Meriweather, Technology Director
Address	P.O. Box 557
City, State, Zip	Tupelo, MS 38802
Telephone Number	(662) 841-8850
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Tupelo Public School District Board of Trustees

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Part I

Introduction to the Tupelo Public School District

- **District Profile**
- **District Mission Statement**
- **District Vision Statement for Educational Technology**
- **District Mission Statement for Educational Technology**
- **District Technology Committee**
- **District Acceptable Use Policy**



District Profile

DISTRICT NAME: Tupelo Public School District	
ACCREDITATION LEVEL (Yes or No)	Yes
NUMBER OF SCHOOLS IN DISTRICT	14
NUMBER OF STUDENTS ENROLLED	7451
PERCENT OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH	54%
NUMBER OF STUDENTS ELIGIBLE FOR ESL (ENGLISH AS A SECOND LANGUAGE) SERVICES	183
NUMBER OF DROP-OUTS	73
GRADUATION RATE	71%
DISTRICT E-RATE DISCOUNT	77%
SUBJECT AREA(S) AND GRADE LEVEL(S) OF GREATEST ACADEMIC NEED ACCORDING TO THE LATEST DISTRICT ASSESSMENT	Language Arts and Math at Grade 8 (Special Education)



TUPELO PUBLIC SCHOOL DISTRICT

Our Vision

By 2010, the Tupelo Public School District will be the leading school district in Mississippi and one of the best in the nation, earning broad recognition for the excellent education it offers its students.

Mission Statement

TPSD serves the community by engaging each student in an excellent education that develops skills and citizenship needed for success in a global society.

Vision Statement for Educational Technology

The following vision statement was created by members of the Tupelo Public School District Core Technology Team with input from teachers and administrators throughout our school district.

The Tupelo Public School District's vision regarding technology is to provide all learners the resources, training, and support to utilize technology to acquire, interpret, and create knowledge. We believe that technology is an integral component for the enhancement of our schools. By weaving appropriate technologies into our curriculum, we will provide learners a broader avenue to obtain and apply basic academic skills while opening the door for lifelong learning.

Mission Statement for Educational Technology

The following mission statement was created by members of the Tupelo Public School District Core Technology Team with input from teachers and administrators throughout our school district.

The Tupelo Public School District will serve our community by utilizing educational technology to meet the needs of all students and to challenge learners to become problem solvers, communicators, and critical thinkers in an environment that provides for the accountability of all students and staff members.



District Technology Committee		
Member	Title	Contact Information
Brenda Meriweather	Technology Coordinator	(662) 840-6122
Delena Masley	Technologist	(662) 840-6120
Lauren Hurt	Technologist	(662) 840-6121
T. J. Higgins	Technician	(662) 840-6120
Dr. Fred Hill	Assistant Superintendent	(662) 841-8869
Tyrone Catledge	Teacher	(662) 841-8970
Linda Franks	Professional Development	(662) 620-8042
Janice Garrett	Media Specialist	(662) 841-8910
Laura Sheffield	Teacher	(662) 841-8920
Diana Ezell	Assistant Superintendent	(662) 841-8880
Julie Connolly	Secretary	(662) 620-8013
Terry Harbin	Parent/Principal	(662) 841-8850
Linda Pannell	Finance Director	(662) 841-8896
Chris Stratton	Student	(662) 840-1162
John Bryson	Community Leader	(662) 840-7352

Description

The Tupelo Public School District Technology Planning Team is a relatively small district-wide team whose members either through training and/or experience bring specific expertise to the planning process.

Function

The District Educational Technology Planning Team members give guidance and input for the development of the Tupelo Public School District's Technology Plan.



Professional Development Committee		
Member	Position	Location
Baker, Ruth	Teacher	TMS
Barton, Paula	Teacher	Lawhon
Buchanan, Anita	Lead Teacher	Early Childhood Education Center
Carlisle, Shannon	Teacher	Thomas Street
Carroll, Christy	Principal	Lawhon
Collins, Kay	Principal	Church Street
Cox, Samantha	Teacher	Thomas Street
Curlee, Mac	Principal	THS
Easter, Tabitha	Teacher	Lawhon
Ezell, Diana	Assistant Superintendent	TPSD
Franks, Linda	Academic Coach	Pierce
Gregory, Teresa	Teacher	Lawndale
Harrell, Andrea	Academic Coach	Lawndale
Henderson, Jo Ann	Technology Specialist	Technology
Hopkins, Leigh Ann	Academic Coach	Milam
Hurt, Lauren	Technology Specialist	Technology
Mattox, Julie	Teacher	THS
Morgan, Rhonda	Teacher	Filmore Center
Parham, Jodie	RTI Coordinator	TPSD
Smith, Alexandria	Teacher	Parkway
Smith, Julia	Teacher	Career Center
Stanford, Joy	Teacher	Pierce
Warriner, Dale	Director of Federal Programs and Assessment	TPSD
West, Patricia	Teacher	Lawhon
Willis, Sherry	Teacher	Rankin
Wright, Mary Ruth	Director	SPED

Description

The TPSD Professional Development Committee is composed of representatives from each school and most departments. Make-up of the committee includes both licensed and non-licensed staff members who represent teachers, administrators, media specialists, counselors, assistant teachers, secretaries, etc.

Function

The TPSD Professional Development Team develops and administers a Professional Development Survey for completion by TPSD staff members. One component of the survey focuses directly on technology-related professional development activities geared toward equipping teachers and staff with approaches and tools using technology in the classroom. Using the technology component of the professional development survey along with results from the TPSD Career Appraisal data, the TPSD Professional Development Committee prepares a plan for the annual professional development offerings for recommendation to the Superintendent and Board of Trustees.



Communication Advisory Council	
Member	Title
Glen Allison	Allison Digital
Kay Bishop	TPSD
Kim Collins	Bobby King Associates
Chris Crawford	TPSD
Richard Crenshaw	Daily Journal
Karen Holliday	Communication Consultant
Randy R. Shaver, Ed.D.	Superintendent
Chuck McIntosh	Bancorp South
Bob Monroe	TPSD
Ginny Miller	Daily Journal
John Oxford	Renasant
Ty Robinson	Robinson & Associates
Jennifer Strunk	TPSD
Marsha Tapscott	NMMC
Wesley Wells	Legend Publishing

Description

The Communication Advisory Council was established in the summer of 2006 and is composed of community members and district personnel.

Function

The goal of the Communication Advisory Council is to revise as needed the Strategic Communication Plan tied to the TPSD Valuing Excellence Strategic Plan - the master blueprint for sharing quality information.



Strategic Plan

Description

The TPSD Strategic Plan is a plan to establish goals which include the following elements:

- A vision statement that describes what the district is striving to become
- An articulation of the beliefs that guide the district
- A mission statement that highlights the core components of the vision
- Operating principles that inform the policies and practices of the district and its staff
- Goals, which arise out of the mission
- Recommendations, which outline specific steps to reaching the goals

Function

The TPSD Strategic Plan was created as a result of the thoughts, feelings, ideas and wants of all stakeholders to reaffirm and deepen the district's long-standing, commitment to excellence in education. The strategic planning process had multiple phases and input from many people both within and outside the district. The TPSD Strategic Plan is a living document which serves as an implementation guide to move toward fulfillment of the district's mission, vision and goals.

As an extension of the TPSD Strategic Plan, the 2010-2013 Technology Plan serves as a platform for implementation activities that develop the technology goals of the TPSD Strategic Plan. In general, the TPSD Technology Plan serves as the road map for reaching the technological excellence envisioned by the Strategic Plan.



TUPELO PUBLIC SCHOOL DISTRICT
TECHNOLOGY RESOURCES: RESPONSIBLE ACCESS AND USE POLICY

IJND 7/31/01

The Tupelo Public School District's Responsible Access and Use of Electronic Information Resources and Networked Services Policy establishes expectations for responsible access and use of the District's telecommunications, electronic information resources and networked services by staff, students, parents/guardians and community members who use the services. Because telecommunications and other new technologies are changing the ways information may be accessed, communicated and transferred, responsible access and use of electronic information resources and networked services must be considered in the support and enhancement of student learning and achievement. Access by students to electronic information resources and networked services with the development by staff of appropriate skills to analyze and evaluate these resources and services is recognized by the Board as a valid component of the District's educational mission.

TPSD's telecommunications equipment, electronic information resources and networked services are to be used to support curriculum, instruction and learning opportunities for students and staff. All electronic information resources and networked services must be consistent with district guidelines for selection of educational materials. Additionally, these resources must be used to enhance and enrich the district's curriculum while providing for the varied instructional needs, learning styles, abilities and developmental levels of students.

Based on these educational goals, use of TPSD's telecommunications equipment, electronic information resources or networked services for the transmission of any materials in violation of any United States, state or local law is prohibited. This includes, but is not limited to: copyrighted materials, threatening or obscene messages/images or materials protected by trade secret. Use of electronic resources or services for any non-educational purpose or commercial activity by any individual or group, regardless of for-profit or not-for-profit status, is prohibited. The use of electronic equipment or networked services for product advertisement or political lobbying is also strictly prohibited.

The Tupelo Public School District further acknowledges the requirements of the Children's Internet Protection Act of December 2000 (CIPA) that direct school districts receiving certain types of federal funds to provide a technology protection measure, commonly referred to as an Internet filter or blocker, on all computers with Internet access. The CIPA compliant Internet filter/blocker must be designed to protect students, staff, parents, guardians, and community members who use the district's electronic and Internet access services against visual depictions that are obscene, child pornography, and/or harmful to minors. Additionally, the TPSD recognizes the Children's Online Privacy Protection Act of April 2000 that provides specific guidelines for operators of web sites that seek to collect personal information from children under age 13. Through the contents of this policy, students, staff, parents, guardians, and community members are directed and encouraged not to release personal information about themselves or others via the electronic Internet access services of the TPSD. The Tupelo Public School District complies with the provisions of the Children's Internet Protection Act and the Children's Online Privacy Protection Act.

With the access to computers and people all over the world made possible by the TPSD's telecommunications, electronic resources and networked services, comes the availability of some material that may not be considered of educational value within the context of the school setting. TPSD has taken both technical and human steps to either block out or restrict access to



objectionable materials, but potential dangers remain. On a global network such as the Internet, it is not possible to control the content of all available materials. Computer security cannot be made absolutely perfect and it is likely that a determined student or other individual could make use of the TPSD's electronic resources and networked services for inappropriate purposes.

All users are responsible for good behavior when using TPSD's electronic information resources and networked services just as they are in a classroom or on school property. Any action by a student that is determined by an administrator to constitute an inappropriate use of electronic information resources or networked services will result in termination of the student's privilege to use these resources and may initiate other action in compliance with the district's discipline policy.

TPSD will provide student access to Internet resources only in supervised environments. Students and their parents/guardians are advised that some Internet sites may contain defamatory, inaccurate, abusive, obscene, profane, sexually offensive, threatening, racially offensive, or otherwise illegal material. TPSD does not condone the use of such materials and does not permit usage of such materials in the school environment. Parents who choose to allow their children to access TPSD's networked services from the home should be aware of the existence of these materials so they can monitor future home use.

Electronic information resources and networked services are provided to students and staff for educational purposes consistent with the educational goals previously listed in this policy and with the educational mission of the district. Access to electronic information resources and networked services will be provided to staff, students, and others who agree to act in a considerate and responsible manner as defined within the TPSD Responsible Access and Use of Electronic Information Resources and Networked Services Policy Agreement.

Staff, student, and use by others of TPSD's telecommunications, electronic information resources and networked services will be permitted only after submission of a signed TPSD Responsible Access and Use of Electronic Information and Networked Services Policy Agreement. Parents of students under the age of eighteen (18) must agree to and sign the TPSD Responsible Access and Use of Electronic Information Resources and Networked Services Agreement. Account holders and their parents/guardians will be legally bound by the terms and conditions of the Agreement.

While it is believed that the advantages of access to telecommunications, electronic information resources and networked services by students far exceed the disadvantages, ultimately parents/guardians of minor students must decide the standards their children should follow when using electronic media and information. To that end, TPSD respects each family's right to decide whether or not to apply for access to these resources and services.

The Board authorizes and directs the superintendent to prepare appropriate procedures for implementing this policy and for reviewing and evaluating its effect on instruction and student achievement.



TECHNOLOGY RESOURCES: RESPONSIBLE ACCESS AND USE

IJND-R1-11/11/2008

The Tupelo Public School District uses educational and administrative computers, school licensed software and other media, as well as computer networks and servers to support instruction, learning, and the academic success of students. Access to the Internet is one component of the electronic information resources available through the Tupelo Public School District.

The Internet is an electronic network connecting thousands of computers all over the world and millions of individual people. Students, teachers, support staff, parents, and school board members with access accounts on the District server have limited access to:

- Electronic (e-mail) communication with people all over the world;
- Information and news from a variety of sources and research institutions;
- Public domain and shareware software;
- Discussion groups on a wide variety of educational topics;
- Access to many university libraries, the Library of Congress, and more.

Along with access to computers and people all over the world comes the possible availability of some material that may not be considered of educational value within the context of the school setting. The District utilizes both technical and human precautions to restrict access to controversial materials. However, on a global network such as the Internet, it is not possible to control the content of all available materials.

The end user of the District's telecommunications, electronic information resources, and networked services must adhere to strict guidelines applicable to these systems. These guidelines are provided as part of this document so that students, teachers, support staff, parents/guardians, and community members are aware of their responsibilities. The District may modify these guidelines at any time by publishing modified guidelines on the system.

Network access accounts are a privilege and not a right. The signatures of agreement at the end of this document are legally binding and indicate the parties who signed have read the terms and conditions carefully and understand the significance. Any user who violates the terms of this policy will immediately lose his/her access privileges, and may be subject to further disciplinary and/or legal action.

TERMS AND CONDITIONS

I. **RESPONSIBLE USE:** The purposes of the District's telecommunications, electronic information resources, and networked services are to support instruction, learning, and the academic success of students consistent with the district's published mission statement. All users of the district's electronic resources must comply with this policy and the stated educational purposes. Additionally, the use of other organizations' networks or computing resources through District electronic resources and networks must comply with rules appropriate for those networks. Students, staff members, parents/guardians, community members who use the District's electronic information resources and networked services are notified of the general conditions as listed.

A. Transmission of any material in violation of any federal or state law or agency guidelines is prohibited. This includes but is not limited to copyrighted material, threatening or obscene messages/images, or material protected by trade secret.



- B. Use for any non-educational purpose is prohibited.
- C. Use for commercial activity by any individual or organization, regardless of for-profit or not-for-profit status, is prohibited.
- D. Use for product advertisement or political lobbying is prohibited.
- E. Use for illegal activities is prohibited.
- F. Use of the Internet through the District's networked services to play games, including multi-user games, etc. is prohibited.

II. ACCESS PRIVILEGES: The use of District network access accounts is a PRIVILEGE, not a right; therefore, inappropriate use may result in cancellation of this privilege. Each student who receives an access account will participate in a discussion with an appropriate District faculty member pertaining to the proper use of the network. Access accounts will only be issued to students and others based on receipt of this signed agreement.

The superintendent or his designee may close an access account at any time for inappropriate use. Additionally, based on the recommendation of teachers and staff, the superintendent or his designee may deny, revoke, or suspend user accounts.

III. ONLINE CONDUCT/NETWORK ETIQUETTE & PROTOCOL: The use of District electronic information resources and networked services must be in support of instruction, learning, and academic success of students and consistent with the mission statement of the District. Any action by a user that is determined by the superintendent or his designee to constitute an inappropriate use of electronic resources and networked services or to improperly restrict or inhibit other users' access to these resources or services is prohibited. Responsible access and use of District electronic resources and networked services requires that users abide by rules of acceptable on-line conduct and network etiquette, which include, but are not limited to, the listed items.

- A. Be Polite: All messages sent using District electronic resources and networked services shall be free of abusive language.
- B. Use Appropriate Language: All messages, submissions, publications, displays, shall be free of defamatory, inaccurate, obscene, profane, sexually oriented, threatening, racially offensive, illegal, or other inappropriate language.
- C. Conduct Appropriate Activities: Illegal activities and activities not overtly related to the mission statement of the District are prohibited. Activities related to, or in support of, illegal activities will be reported to the proper authorities.
- D. Respect the Privacy of Individuals: The user should not reveal his/her personal address, telephone number, or the address/telephone numbers of other individuals. All communications and information accessible via the District networked services should be considered public property. Electronic mail is not guaranteed to be private. The District system administrators have access to all e-mail. Messages relating to or in support of, illegal activities will be reported to the appropriate authorities. Students should be aware that all network correspondence is open to District staff supervision and censorship.
- E. Appropriate Connectivity Usage: Individual network use should not limit or disrupt use of the network by others. This includes, but is not limited to, attempts to break into other computer networks, the destruction of another person's data, running large programs and applications, sending inappropriate amounts of electronic mail, using resources for games, or creating inappropriate files in terms of either size or number. Users should be aware that the District reserves the right to limit file space and to terminate the access privileges of users who violate this limitation.
- F. Responsibility for Services: The District will not be responsible for any damages suffered. Users



and their parents/guardians agree to indemnify the District and the system administrators for any losses, costs, or damages, including reasonable attorney fees incurred by the District relating to, or arising out of any violation of the terms and conditions of this agreement. Use of any information obtained via the District is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its networked services.

G. Security Issues and Responsibility: Because the District's electronic information resources and networked services are designed specifically for educational purposes and for use by students, security is of the highest priority. If a user feels that he/she can identify a security problem on the District network, he/she should notify an administrator as soon as possible. The problem should not be discussed, demonstrated or otherwise shared with others.

Access accounts provided by the District are not transferable or assignable. Any user who knowingly allows another individual to utilize the account assigned to him/her will immediately lose access privileges, and may be subject to further disciplinary or legal action. Attempts to fraudulently log on any network as a system administrator or another user will result in immediate cancellation of user privileges, and may result in further disciplinary and/or legal action.

Any user identified as a security risk, or having a history of problems with other computer networks, may be denied access to the electronic information resources and other computer services.

H. Vandalism and Electronic Mischief: Vandalism to electronic information resources or networked services will result in the termination of access privileges and may result in further disciplinary and/or legal action. This includes, but is not limited to, any deliberate attempt to harm or destroy data, the intentional damage to hardware or software, and the uploading or creation of computer viruses.

I. Use of Copyrighted Material: Copyrighted material must not be placed on any system connected to the District Network without the author's/owner's permission. Only the owner or his/her designee may upload copyrighted material to the system.

J. Use of Software Libraries: Software is provided to students as a curriculum resource. No student may install, upload, or download software without the express consent of the system administrator. System administrators reserve the right to refuse posting of files and to remove existing files. Misuse of District software will result in termination of access privileges and/or further disciplinary or legal action.

K. Use of Printing Facilities: The printing facilities of the District are limited. Limitation on use of printing facilities is a right reserved by the District.

L. Completion of Update: The District may periodically require new registration and account information from users as a condition of continued use. Users must notify the appropriate school official of any changes in account information.



TECHNOLOGY RESOURCES: RESPONSIBLE ACCESS AND USE - WEB PAGE IJND-R2
7/31/01

The primary purpose of publishing information about the Tupelo Public School District on the World Wide Web is to disseminate and communicate the mission of the district and to highlight the services and opportunities provided for students, teachers, parents and community members. Electronic publication technology is constantly evolving and the following regulations related to web page development will be modified as needed to consistently reflect the district's focus on academic and extracurricular excellence. The listed regulations establish minimum standards to ensure that electronic information published about TPSD, its schools, departments, clubs, organizations, etc. is visually pleasing, clearly written and reflective of the same high standards as other forms of published information.

Content

1. Official TPSD web pages are those publicly accessible electronic documents that represent the District, the schools, the departments, the extracurricular teams, groups, organizations, or staff. These pages must follow all applicable laws and school district policies and regulations regarding non-discrimination, libel and copyright, offensive material, etc. TPSD and individual schools' home pages will contain a non-discrimination statement.
2. Primary and/or direct links to other web pages must be authorized by the superintendent or designee and must follow the same standards and regulations as documents and materials published on official district web pages. If the document or materials associated by link with district web pages would be inappropriate and/or offensive if published on district web pages, then the primary/direct link to the other web page is prohibited. It is illegal to publish the work of others online and/or to use trademarked logos or graphics without written permission.
3. All official TPSD web pages that represent the district, individual schools, departments, etc. (See Regulation No. 1.) must clearly identify TPSD and must abide by the terms, conditions and standards of all applicable laws and TPSD policies, procedures and regulations. Official TPSD web pages are defined as those web pages specifically authorized by the Board and approved for publication by the superintendent or designee.
4. Any materials developed using District resources become the property of TPSD (not the individual or group) whether or not displayed and/or published on web pages. A web site proposal form will be presented to the superintendent or designee for review and approval prior to publication. The Webmaster and/or author of the page must be clearly identified. Pages must include a "mail-to" link to the webmaster. Webmaster "mail-to" contacts must be an authorized TPSD staff member and never a student.
5. Pages produced and published as part of the TPSD web page must comply with all provisions of this policy, other District policies and applicable state and federal laws. The District prohibits creating, accessing, downloading or transmitting messages/images that might be considered inappropriate in the workplace, including but not limited to messages/images that are lewd, obscene or pornographic, or that might be considered offensive or harassing due to their reference to race, sex, age, religion, national origin, physical or mental disability or some other protected status, or that harass, intimidate or annoy other persons. All pages are subject to editorial review by the superintendent or designee.



6. Personal privacy rights as defined by the Family Educational Rights and Privacy Act will be protected for students, faculty, staff and administrators. Pages may not include the name or photograph of an individual unless the individual named or pictured has provided written authorization for the publication. For students age seventeen and younger, the written permission for publication must be obtained from the parent and/or legal guardian. At no time will personal telephone numbers, home addresses or other pertinent information be published. Page content shall in no way encourage individuals accessing the page to contact students directly or indirectly. Requests for further information will be directed to the appropriate principal or other TPSD administrator.
7. Official web pages will contain the date of last revision, the name of the designated TPSD staff member responsible for maintaining the information, and a link to the TPSD home page, or top-level web page. Commercial web pages will not be linked to official web pages unless the link provides access to educationally appropriate and relevant information as determined by the superintendent or his designee.
8. Content of official web pages must be well designed, clearly written and accurate. Conventional academic standards of proper spelling and grammar must be followed. In general, TPSD Web Pages must provide an overview of the vision, mission, goals, functions, services and opportunities of the district, schools, departments, group, etc.
9. Web pages must be constructed to support individuals with disabilities to obtaining essential information. Textual information may not be contained solely in graphical image. If an image map is used to provide links to additional pages, there must be a text-based method of navigating. If graphical buttons are used, an “alt” text in the IMG tag must be used. Essential information contained in audio files must be presented in text.

Design

10. Splash pages will be used as needed to support clear communication and ease of use. A splash page will serve as an introduction to the main page of the web site.
11. The main page of the web site will provide introductory material about the district, school, department, etc. and may include the history of the school, ~~or just~~ an introductory welcome, and/or clear access to different links of the site.
12. Disclaimer information will be published on each home page to meet the following design parameters:
 - presented consistently in location and font design
 - font will be Times Roman
 - font will be no smaller than “2” (10 point)
 - font color black (preferably bold) “#808080”
13. Last modified information about the web page will meet the following parameters:
 - presented consistently in location and font design
 - font will be Times Roman
 - font size will be no smaller than “2” (10 point)
 - font color black (preferably bold) “#808080”



14. The navigation toolbar will be present on each page and will be consistent in location and design.
15. The name of the designated, approved contact person (via email) will be present on the main page. However, the contact person will be an authorized teacher, sponsor or administrator, NEVER a student.
16. A link back to the main page must be present on each page except the splash page and the main page. This link must be consistent in location and design.
17. All pages must be designed at a minimum to meet Netscape and Microsoft browser specifications.
18. All graphics and animations published on the web pages must be developed to ensure quick download times.
 - Consider modem connections
 - Consider LAN connections
19. Any Java-scripting or dynamic html must be checked to ensure quick download times.
 - PDF files require the Adobe Acrobat Reader
 - FLASH presentations require the free FLASH player plug-in
20. Any content or images used on a page requiring a freeware product must explain the procedure for download of freeware and provide a link to the download site.
 - PDF files require the Adobe Acrobat Reader
 - FLASH presentations require the free FLASH player plug-in.



TECHNOLOGY RESOURCES: RESPONSIBLE ACCESS AND USE AGREEMENT IJND-E
7/31/01

This document is a legally binding agreement and must be signed before you will be given an access account. By signing this agreement, the requester and his parent(s) or guardian(s)(if the requester is a minor student) agree to abide by these Terms and Conditions. Please read carefully before signing.

TUPELO PUBLIC SCHOOL STUDENT RESPONSIBILITY AGREEMENT

All Terms and Conditions as stated in the District's Technology Resources Responsible Access and Use policy and regulations are applicable to all Tupelo Public School District electronic information resources and networks. These Terms and Conditions reflect the entire agreement of the parties and supersede all prior oral or written agreements and understandings of the parties. The Terms and Conditions shall be governed and interpreted in accordance with the laws of the State of Mississippi.

"I understand and will abide by the Terms and Conditions for the privilege of an account on a Tupelo Public School District network server. I further understand that any violation of the Terms and Conditions is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action and/or appropriate legal action may be taken."**

User name (please print): _____

User Signature: _____ Date: _____

**If user is under the age of 18, a parent or guardian must also read, agree to, and sign this agreement.

PARENT OR GUARDIAN NETWORK RESPONSIBILITY AGREEMENT

(must be completed for all students under the age of 18 years)

As the parent or guardian of this student I have read the Terms and Conditions of District's Technology Resources Responsible Access and Use policy. I understand that access is provided for educational purposes, and Tupelo Public School District has taken available precautions to eliminate controversial materials. However, I also recognize it is impossible for the District to restrict access to all controversial materials, and I will not hold it, its agents or employees responsible for materials available on the network.

Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give my permission to issue an account in my name for my child's use and certify that the information contained on this form is correct.

Parent or Guardian (please print): _____

Signature: _____ Date: _____



SPONSORING TEACHER AGREEMENT

I have read and agree to comply with the Terms and Conditions of the District's Technology Resources Responsible Access and Use policy. As the sponsoring teacher, I agree to instruct the student on acceptable use of the network and proper network etiquette.

Sponsor's Name (please print): _____

Signature: _____ Date: _____

ADMINISTRATOR'S ACCEPTANCE

I have read the Terms and Conditions of District's Technology Resources Responsible Access and Use policy. I support the educational mission of this policy and the need for strict adherence to its Terms and Conditions. By my signature, I authorize the creation of an account for the sole use of the person whose name and signature appear as user within this agreement.

Administrator's Name (please print): _____

Signature: _____ Date: _____



Part II

Description of TPSD's Technology Status - “Where We Are” And TPSD’s Technology Goals - “Where We Are Going”

- **Executive Summary**
- **Teaching and Learning/Curriculum Integration**
- **Educational Proficiency/Professional Development**
- **Environment and Infrastructure**
- **Leadership and Support**



Executive Summary

In order to prepare students to live, learn, work and thrive in the world of the 21st century, the Tupelo Public School District provides an environment where technology is integrated into all aspects of the curriculum, instructional methodology, student achievement, assessment of instructional programs and school management processes. We understand that students come to our classrooms having been exposed to an unlimited panoply of technologies and in order to keep these students engaged, technology must play an integral role in providing and extending learning opportunities for students. By providing rapid access to a wealth of data, technology supports staff members by helping to focus collective thinking and action on critical student learning needs. Dictated by a rapidly changing and diverse society, Tupelo Public School District staff members realize that technology can make a significant difference in children's lives by preparing them for the world of work, supporting them in becoming productive citizens, and enabling them to become life-long learners.

The Tupelo Public School District's Technology Plan is designed to support the goals of the TPSD Strategic Plan and to provide a framework for the utilization of technology in attaining these goals. The plan will assist decision-makers with the allocation of electronic resources for equitable access to a continuum of unique learning opportunities. The development of the 2010-2013 TPSD Technology Plan involved collaboration of staff from the district technology department, representatives from the professional development committee, the Communication Advisory Council and members of the Core Educational Technology Planning Team.

Information from the Mississippi Online Technology Evaluation Survey and results from the TPSD Professional Development Needs Assessment Survey, Subject Area Test Program, Mississippi Curriculum Test 2, and the Terra Nova served as primary sources of data. The collection and compilation of the district's survey was made possible by WebSurveyor. WebSurveyor is an on-line resource that enables designated groups to assemble survey questions, administer the survey to specific groups, and compile the response data by individual group or by all respondents. Technology information collected from all of these sources helps committees make data-driven decisions in the areas of planning, budgeting, resource identification, technical and instructional support, teacher and student skill needs, classroom use of technology and professional development needs.

Toyota Motor Corporation announced in February 2007 that a major automotive production plant would be located in Blue Springs, Mississippi, a short distance from the Tupelo Public School District and is now at ninety-five percent completion. Employment at the Toyota Mississippi Facility is projected to be approximately 2000 when the plant opens in 2012. Slow, steady growth is anticipated for the TPSD as one result of the opening of Toyota and related suppliers. Projected slow, steady growth of the district resulting from Toyota coming to our area will need to be supported in terms of technology environment and infrastructure.

Four specific themes are addressed by the various components of the TPSD 2010-2013 Technology Plan. The themes are as follows: Teaching and Learning, Educator Proficiency, Leadership and Support, and Environment and Infrastructure. Each theme is developed through a narrative followed by specific goals, strategies and an implementation timeline.



During the scope of the 2010-2013 Technology Plan, emphasis will be placed on bandwidth, continued integration of technology with teaching and learning, increased use of technology for instructional leadership, accuracy of data, security, support and communication. TPSD will begin a One-to-One student-centered computing initiative in the fall of 2010 beginning with all sixth grade students and expanding through twelfth grade by 2014. An initiative such as this will require wireless technologies be added to enhance our LAN infrastructure. The district WAN/LAN infrastructure and software will continue to position the district to support application transmissions for shared instructional programs, video security, video conferencing, voice over IP, voice messaging and administrative programs. Migration of administrative and instructional delivery systems to web based systems will be continued in order to reduce reliance on client based systems. We will continue the process of moving additional district applications in line with the School Interoperability Framework (SIF) specifications. The School Interoperability Framework Project to date includes a Zone Integration Server and SIF agents for student, transportation, food service, and library software packages. TPSD has replaced analog phone systems with voice over IP and voice messaging at eight school locations and will expand this as existing systems at the other locations need replacement. We have installed IP video security cameras at Tupelo Middle School, Tupelo High School and the Fillmore Center and will expand IP video security as needed to provide a safer environment. The district recently implemented a Rapid Notification System which is called AIM. AIM gives us the ability to communicate with all staff and parents through phone, email and text messages. The security cameras and AIM all support the Strategic Plan Goal 1 of ensuring a safe environment. We will continue to improve communication and provide access to online tools for parents, teachers and students through further development of our district website. TPSD has implemented paperless board meetings and online employment applications and will continue to look at solutions that will move us toward a paperless environment to reduce the handling and storage of paper systems. There are currently over 2,500 client workstations and printers in use on the network for both instruction and administration. TPSD has replaced over \$500,000 of obsolete computers during the summer of 2009 and will continue to replace in priority order based on the age of the computers. The daily workload to maintain the current level of technology and the One-to-One Initiative dictates that additional staffing will be required in order to implement new technologies and maintain existing technologies. Greater focus will be placed on increasing classroom technologies such as interactive whiteboards, projectors, student response systems, etc. during the course of this plan.

Tupelo Public School District has made a significant investment in technology over the past several years but additional investments will need to be made to meet the future needs of our students. The on-going goal of integration of technology continues to transform classrooms into collaborative, innovative, inquiry-based environments where powerful learning occurs. Elements of the plan are already in place, others are in a pilot stage, and still others are continually being planned in detail to assure a technology-rich learning environment for students. The purpose of the technology plan is to provide a guideline on spending in the area of technology and to identify priorities for acquisition of new technology and replacement of older technologies. The district's leadership is committed to a sustainable process undergirded by dialogue among parents, students, teachers, administrators, school board members and the community to develop a shared vision for technology enhancement. Through this dialogue the TPSD hopes to keep firmly grounded in the present while looking over the horizon for new technologies that enhance the delivery of quality educational services to students. The greatest asset we have is the general overall enthusiasm for technology in our district. This is reflected in district employees at all levels, parents and students, community leaders and our TPSD School Board.



Teaching and Learning – Curriculum Integration

Where We Are

Integration of technology and the curriculum by staff members of the Tupelo Public School District has produced many positive results in student learning and achievement and in the delivery of quality services to students. The Tupelo Public School District offers a learning environment that provides opportunities for students, staff members and others to grow and develop through diverse and technology-rich experiences. Through the seamless integration of technology, curriculum and instructional methodology, learning opportunities are supported and extended so that students are engaged in meaningful learning.

Through a planned program of focused professional development, teachers and other staff members are provided opportunities to learn and practice evidence based instructional methods and strategies for supporting and enhancing learning through the utilization of various technologies within the classroom. The basis for planning and development of these professional development opportunities is formed by combining results of the annual Mississippi Online Technology Evaluation (MOTE) Survey with the Tupelo Public School District Professional Development Needs Assessment as well as student standardized test results. Items from the MOTE Survey that have been utilized to provide direction for teaching and learning are those that indicate the percent of time technology is integrated into classroom instruction. These data are used to support the inclusion of technology based learning in lesson plans by helping teachers replace and/or enhance various traditional instructional strategies. Additionally, MOTE Survey data provides a method to assess equitable access to technology by students and teachers.

Technology integration has significantly impacted teaching and learning in the Tupelo Public School District (TPSD) by providing efficient access to highly detailed student assessment information. The TPSD Student Assessment Database is available on each teacher's computer desktop. As an outcome of the availability of detailed instructional needs data about each student, teachers have been able to use these data to design highly personalized learning activities that are often completed by students using technology. The curriculum is available online for teachers through the TPSD website

The following applications and activities provide brief descriptions of various ways teachers use technology and software applications as well as individualized instruction to support and enhance learning in both small and large group activities.

- **Microsoft Office** – Students use the various Microsoft Office applications for many purposes beyond those listed here. Excel is used to create spreadsheets, graphs and charts for data analysis, interpretation, problem solving and expanded comprehension. Microsoft Word is used to plan, draft, proofread, revise and publish text. PowerPoint is used by students to create multimedia presentations utilizing images, sounds and videos as students expand comprehension by applying and creating knowledge. Publisher is used to design and produce brochures and other publications as students complete tasks and manipulate workplace data, etc.
- **Accelerated Reader** – This program focuses attention on careful reading of books, and supports improvement of critical-thinking skills. Three different types of assessment provide



valuable data on students' reading practice, literacy skills development, and performance on classroom assignments.

- **Inspiration/Kidspiration** - This software is used by students and staff members to analyze text structure and dissemble meaning from written text.
- **Magnolia** – Teachers utilize this program for research. When used in combination with video streaming and Inspiration/Kidspiration software students can develop and present multimedia enhanced projects.
- **Orchard** – The Orchard program provides teachers and students with a highly developed opportunity for assessment driven electronic learning that teachers can manage in either a lab based or center based environment. This product works well for differentiated instruction within the three (3) tier approach to teaching and learning.
- **TestMate Clarity** – This database software system is used to provide custom reports to meet local or state reporting requirements. Teachers and administrators use the software to manage test data more effectively and to create reports that can enhance the overall analysis and understanding of test results. Clarity can automatically prescribe instruction based on test results for the individual student.
- **Electronic Smartboards** – This technology is used by students in whole group activities across all content areas.
- **Student Response Systems**- This provide educators with the ability to actively engage students and easily assess student achievement – even the shy or non-participatory students

Technology has truly provided many positive effects for the increased learning and achievement of students. Positive attitudes about learning are fostered while various learning styles are accommodated. Technology provides students with extensive access to learning resources across the entire spectrum of needs as it provides intervention for some while encouraging others to take their learning experiences in exciting new directions. Physical and social barriers among students have also been removed as technology use has increased.

Where We Are Going

The TPSD Strategic Plan Goal 3: “To implement and sustain comprehensive programs that address the needs of all students.” To meet the needs of this goal as it relates to teaching and learning, technology must be readily accessible, user friendly and effective in delivery of the planned instructional activity. Staff members are expected to use information technology to analyze student performance and subsequently make changes in curriculum and instruction. Specifically, we will continue to utilize technology for teaching and learning that more fully incorporates web-based functions for planning, designing, implementing, assessing and communicating instructional activities that support personalized educational plans for each student.

Instructional activities involving the integration of technology will be maximized for students by implementing a rigorous curriculum that focuses teachers and students on the acquisition of basic skills, the attainment and the application of skills for making decisions, thinking critically, and solving problems. Technology will support teachers and students by providing access to instructional activities that efficiently and effectively help students acquire new knowledge, apply new knowledge, and create new knowledge.



The technological design and delivery of these instructional activities will be further enhanced by the three-tier model of instruction. Technology utilization is a critical component of this instructional model and is essential to the process because students who need additional time in attaining learning goals can do so with the support of applicable technology.

Goal I: To implement and sustain comprehensive programs that address the needs of all students.			
Strategy: Research, utilize and integrate appropriate available and emerging technologies into curriculum and instruction at all levels.			
	Benchmark	Assessment	Timeline
1.1	Educational technology will be infused into every school's instructional activities as shown through electronic daily lesson plans.	<ul style="list-style-type: none"> Principal Review of Teacher Lesson Plans Observed increase in the percentage of teachers who implement technology enhanced learning opportunities. 	July 2010 - June 2013
1.2	Provide on-line learning opportunities for students	<ul style="list-style-type: none"> Record of participation and credit will be accepted at THS. Percentage of high school students enrolled in MVPS will increase annually. 	July 2010- June 2013
1.3	Promote and continue to provide network and web based applications, services and resources that provide parents the ability to access their students' grades, attendance, discipline, and homework information online in a secure SSL environment.	<ul style="list-style-type: none"> Percentage of parents using Active Parent. Teacher WebPages with homework. Number of schools that use parent communication tools in their student information systems will increase annually. 	July 2010 – July 2013
1.4	Develop web interface to provide parents and teachers and administrators the ability to access their student/students' standardized assessment results tied to the Mississippi Curriculum Framework through a secure SSL environment.	<ul style="list-style-type: none"> Constant review of website Constant review of MDE MAARS website Annual survey indicates increased school use of data systems to differentiate instructions. 	July 2010 - June 2013
1.5	Continue to help students understand and apply the social, ethical and responsible use issues related to technology.	<ul style="list-style-type: none"> Professional Development Implementation Plans LightSpeed web and email filter log files 	July 2010 - June 2013
1.6	Increase technical support and instructional staff for all sites to support teaching and learning within their local area networks.	<ul style="list-style-type: none"> Added personnel Provide additional staff development on technical support and instructional technologies. Data from reports from the district technology department indicates funding levels for salaried and contracted support services. 	July 2010 – June 2013



Goal II: All students will meet or exceed the ISTE and state proficiency standards for student literacy in technology.			
Strategy: Assist all students Pre K-12 in acquiring the knowledge, skills and values to be technology competent.			
2.1	Local and Mississippi Technology Proficiency Standards for Students will be implemented.	<ul style="list-style-type: none">• An endorsement of the ISTE NET Standards is published by TPSD and is posted on its website.	July 2010 – June 2011
Goal III: Ensure that all students have equitable access to technology in all learning environments.			
Strategy: Continue to make available the most current resources to ensure that all students have equitable access to technology in all learning environments.			
3.1	Support and maintain school/district website to provide information through online resources such as newsletters, summer camp opportunities and current academic calendar postings of opportunities	<ul style="list-style-type: none">• Constant review of the website and Dynacal calendar.• WebPages for each school and department are accurate and current.	July 2010 – June 2013
3.2	Continue identification and implementation of specialized hardware and software as needed to address the instructional needs of students with disabilities and various disadvantages such as limited English proficiency and socio-economic status.	<ul style="list-style-type: none">• Review results on assessments in particular breaking results down by subgroups as required by NCLB to determine needs.• Survey indicates an increase in the percentage of teachers who implement technology enhanced opportunities.• Survey indicates increased school used of data systems to differentiate instructions.	July 2010 – June 2013
3.3	Administer technology funds/resources to all schools fairly and equitably, regardless of ethnicity, gender or physical condition.	<ul style="list-style-type: none">• Record of purchases, MOTE, Professional Development Needs Assessments• State and federal funds are secured and made available to the schools.	July 2010- June 2013



Educator Proficiency/Professional Development

Where We Are

The Tupelo Public School District acknowledges that providing opportunities in professional development with emphasis on fundamental knowledge, skills, concepts and attitudes in the application of technology will enhance and support institutional integration of technology into the instructional process. Emphasizing these various skills through integrative professional development will ultimately increase student achievement, improve teaching methodology, and enhance student learning. Professional development is designed to ensure that technology is viewed as a valuable tool while fostering creativity, collaboration, efficiency, innovation, and success.

The Tupelo Public School District utilizes two separate processes for assessing the technology professional development needs of staff members. Process one is a function of the Tupelo Public School District's Professional Development Team and includes the annual collection and analysis of data based on the administration of a Professional Development Needs Assessment Survey. The 2008-2009 Professional Development Survey was used to collect information for planning professional development activities in seven major areas: classroom management, instructional strategies, test data interpretation and utilization, grading and assessment practices, staff appraisal process and procedures, technology training, and specialized areas.

Process two is a function of the District Technology Planning Team and includes the development of professional development activities. The District Technology Planning Team serves to determine how equipment and resources contribute to the efficient and successful completion of jobs and, secondly, the importance of technology on student achievement.

The Tupelo Public School District utilizes a standard 191-day teacher contract. As part of this contract, teachers/staff are provided the opportunity to use four days for professional development. Teachers/staff can participate in professional development activities offered during the summer, or during the school year in the evenings. After-school professional development activities have been particularly popular with teachers/staff, especially in the technology area. Teachers/staff state that by having the technology training in the evenings, they can return to their classes and immediately practice the new technology learnings and skills with students. TPSD also supports on-line professional development and on-line professional development assessments.

An on-line professional development registration system, Gosignmeup, is located on the Tupelo Public School District website and is utilized for calendaring, scheduling, enrollment, attendance, and transcribing of professional development courses. Teachers/staff may view and enroll in courses being offered for the current and upcoming school years. Course waiting lists are offered and email confirmations and email cancellations are utilized. Transcripts of past course attendance are recorded in each teacher /staff member's account and may be accessed at any time.



Professional development courses have transitioned from basic technology courses to courses that integrate technology into the curriculum. Teachers/staff that have a plan for using technology and are comfortable with the implementation and management in their classrooms are more likely to use technology with their students. TPSD is also using electronic test data to analyze, improve, and develop teaching strategies. These data are also used to reinforce and implement state and TPSD curriculum standards.

The courses required for TPSD professional development fall within eight “strands of study.” Each “strand of study” is further divided into at least four tiers of courses with course content related to the specific strand of study. The tiers of courses are designed to provide increased depth and complexity of study and practice in the content of the specific strand. Progression through the strands and tiers of study is designed to deepen knowledge of content, expand use of evidence-based instructional skills and strategies, provide consistent support in implementing the skills in the classroom, increase utilization of assessment tools and data to improve student achievement and address the unique learning needs of individuals, and bring focus on effective management of resources, behaviors, and the classroom. The eight “strands of study” are:

Classroom Management
Assessment and Evaluation
Knowledge of Content
Instructional Strategies
Test Data Interpretation and Utilization
Staff Appraisal Process and Procedures
Technology
Special Areas

Each of the eight strands of study is developed through tiers of professional development courses. Tier 1 courses consist of beginning level courses. Course study becomes more rigorous in depth and complexity of content and related practices as the learner meets the challenges of each tier. As courses develop through the tiers, the content generally becomes more complex by requiring a high degree of internalization and application. Tier 1 courses across the eight strands are to be completed first. The learner then progresses to courses in Tier 2, Tier 3, and Tier 4 across the eight “strands of study.”

In addition to courses required by the district, specific courses are developed to meet the unique professional development needs of individual schools and departments. The principal or department head is responsible for gaining professional development approval for courses. These building and/or departmental courses are added to the required courses for the individuals assigned to the specific building or department.



Tier 1 Course Content	In general, content of Tier 1 professional development courses will provide the learner with the opportunity to gain knowledge of the expectations of the district, school or department in a given strand. The course content will support beginning, dependent learners at the initial stage of learning in making connections between course content, professional practice, and the delivery of quality services to students.
Tier 2 Course Content	In general, course content of Tier 2 professional development courses will provide the learner time for review of knowledge of content and the opportunity to observe the utilization/application of the content as modeled by a mentor-level practitioner. Tier 2 course content will also support the skilled practitioner in moving from dependence toward independence by supporting the learner during classroom application of designed, pre-determined connections between content knowledge, evidence-based practice, and delivery of quality educational services to students.
Tier 3 Course Content	In general, course content and processes for Tier 3 professional development courses will provide the learner with an opportunity to model specific practices and strategies that have been integrated by the learner for use in applying the course content and processes in making varied, original connections between the knowledge of content, evidence-based practices and delivery of quality educational services to students.
Tier 4 Course Content	In general, course content and processes for Tier 4 professional development courses will provide the learner with an opportunity to identify, create, and establish unique strategies for applying knowledge of content and evidence-based practices across multiple strands and diverse learners. The course content and processes will support the learner in making new connections between and among various evidence-based practices and content strategies for use in delivery of quality services to students.

SAM and GroupWise are the names of the district's student management package and email software, respectively, and all staff members are required to demonstrate introductory knowledge, skills, and an understanding of concepts. Technology courses listed in Tier I which were offered during the period Fall, 2008 through Summer, 2009 were:



Advanced Blackboard Online Training
Basic Blackboard Online Training
Destiny/Textbook Training
I-Respond, U-Respond, We All Respond to Technology
Inspiration
Introduction to Windows Movie Maker
Media Connection
SAM/GroupWise
Scholastic Red: Reading Success for English Language Learners
Teaching Strategies for Foreign Language Lab and Classroom
Technology Creativity with Adobe CS Premium Suite
Technology in the Music Classroom
Technology in the THS Math Classroom

In Fall 2008, 11 professional development courses were offered to the Tupelo Public School District staff for a total of 18 classes. They were:

Developing Accuracy & Fluency
Dyslexia
Exploration: Education, Excellence, & Excitement the NASA Way
Foundation in Mentoring
Framework for Understanding Poverty
Performance Level Descriptor Items
Sam/GroupWise for New Teachers
Special Education Regulations
Strategies That Work
The Tupelo Teacher
Using Guided Reading & Thinking Strategies Across the Curriculum

In Spring 2009, 31 professional development courses were offered to the Tupelo Public School District staff for a total of 38 classes. They were:

Aligning Algebra II Resources with Curriculum
Applied Behavioral Analysis Training
Assessments & Interventions
Basic Blackboard Online Training
Classroom Management During Guided Reading Groups
Curriculum Design & Strategy Development
Curriculum Mapping
Depth of Knowledge
Differentiated Instruction
Dyslexia 101
Early Prevention of School Failure
English II Curriculum Review
Fountas/Pinnell Benchmark Assessment Training
Fountas/Pinnell Phonics
I-Respond, U-Respond, We All Respond to Technology
Importance of Tier I



Inspiration
Language!
Making Meaning
MDE Counselors Redesign/ASCA National Model Training
Orton Gillingham Teaching Protocol
Recognizing & Addressing Mental Health Issues
RTI: A Teacher's Guide
Scholastic Red: Reading Success for English Language Learners
SPED Reorganization
SREB Mentoring Training
Teaching Strategies for Foreign Language Lab & Classroom
Technology Creativity with Adobe CS Premium Suite
The Tupelo Teacher
TPSD Customer Service
Visual Sensation: Mixed Media & Collage

In Summer 2009, 64 professional development courses were offered to Tupelo Public School District staff for a total of 96 classes. They were:

Advanced Blackboard Online Training
Art and Science of Teaching
Arts Integration
At a Glance
At the Guided Reading Table
Block for TMS
Classroom Management
CPR/First Aid
Curriculum-Based Culmination Project
Curriculum Mapping
Curriculum Review
Curriculum Planning
Curriculum Studies/Grade Level Planning
Destiny/Textbook Training
Developing Differentiated Lessons, Assessments, & Units
FBA-BIP-RTI-TST-SPED-ELL and ME
Fountas/Pinnell Benchmark Assessment Training
Fountas/Pinnell Phonics
Freshman First Curriculum Revision
Guided Reading and Making Meaning
Guided Reading: Balancing Literacy & the Learning Environment
Guided Reading—New Teachers
ICT II Curriculum Development
ICT 3 Training
Inclusion at THS
Introduction to Windows Movie Maker
Lawndale Way
Mapping the Arts
Media Connection



Mimio
New Teacher Induction
PBS & Parent Involvement Review & Revision
Positive Behavior Support Planning
Pre-AP Interdisciplinary Strategies in English & Social Studies
Pre-AP Interdisciplinary Strategies in Math
Pre-AP Interdisciplinary Strategies in Science
Private Eye Look & Think by Analogy
Reading Across the Curriculum
RTI: Response to Intervention
Sam/GroupWise for New Teachers
School Planning
Scoring Student Writing
Sheltered Instruction Observation Protocol II
Sheltered Instruction Observation Protocol Model
SMART Counseling
Specials Curriculum Integration & Event Planning
State of the School
Summer Administrative Training
Support Staff Planning
Talk Tools Therapy
Teacher Support Teams
Team Building & Strategic Planning
Team Planning
Technology in the Music Classroom
Technology in the THS Math Classroom
THS New Teacher Orientation
Tips, Tricks, & Terrific Ideas for Pre-K
Thinking Maps—Train the Trainer
Understanding the MS Occupational Diploma Curriculum
We Can Curriculum Training
Who Moved My Cheese?
Why Try?
WIDA: Implementing the Standards
WIDA: Interpreting Access 4 ELL Score Reports

A combination of methods is utilized to assess the effectiveness of professional development activities. These methods include observation of staff integrating the new skills in the classroom, including new skills in lesson plans, and modeling the new skills for students. In addition, principals annually complete a career appraisal process with teachers/staff that include the identification of a minimum of two professional growth areas.

The annual Professional Development Needs Assessment Survey also provides teachers/staff the opportunity to indicate the effectiveness of professional development activities. Composed of twenty-six members, the Tupelo Public School District Professional Development Team collects and compiles the results of the annual needs assessment survey and removes professional development



activities that teachers, staff, administrators, and classified staff indicate are not beneficial to the delivery of quality services to students.

Finally, at the conclusion of each professional development activity, two activities are completed by participants. The first is an online Professional Activity Evaluation that allows the participant to evaluate the following information pertaining to each session:

Knowledge and insight gained Design of session Program presenters Interaction between presenter and participants Materials used in session Practicality and usefulness of session Satisfaction with the session

The other activity is an Implementation Activities/Follow-Through Plan form that requires the participant to consider how he/she will implement what has been learned in the session upon returning to the classroom.

Beginning in the 2009-2010 school year, sixty (60) approved professional learning hours annually will be required to renew a teacher or administrator contract. Twenty-four hours of these sixty hours may be the four required professional development days.

- **Examples include but are not limited to the following:**
(must be pre-approved by principal and or superintendent and does not include the work done during the regular instructional day)
 - Conferences/workshops/institutes
 - Mentoring/peer coaching
 - Study groups/learning teams
 - National Board for Professional Teaching Standards Certification and Recertification
 - Distance learning/on-line opportunities
 - Internships
 - State/district/school programs
 - College/university course work
 - Action research
 - Individually-guided as noted in the individual professional learning plan
 - Grade level and/or vertical team planning to integrate subject areas
 - Team work to analyze student data
 - Team work to develop academic improvement plans or individual education programs
 - Developing assessments for learning (formative assessments)
 - Professional book studies
 - Developing student-centered units tied to the TPSD academic standards and student learning expectations
 - Developing intervention strategies to support remediation



- Developing and/or revising curricula maps and/or pacing guides
- Pursuing study as noted in individual professional learning plan
- Focused (professional learning) faculty meetings

Where We Are Going

The TPSD Strategic Plan Goal 5: “Support quality teaching that inspires students to achieve at their highest potential.” In order to increase educator proficiency the Tupelo Public School District strives to provide customized professional development to meet the needs of administrators and teachers/staff and to support use of technology to increase student achievement. District staff members also recognize that technology training must be delivered timely, on-demand, and be available to all. Tailored professional development opportunities must be available to support teachers/staff needs to differentiate, improve, and enhance student instruction. These tailored professional development sessions will also be designed to ensure continual growth in skills and technology knowledge and to stay abreast of current and emerging technologies.

Goal I: Support quality teaching that inspires students to achieve at their highest potential.			
Strategy: Assist teachers/staff in the designing and planning of learning environments and experiences using technology-enhanced curriculum..			
	Benchmark	Assessment	Timeline
1.1	Examine the transcripts of all teachers/staff in the on-line registration system, Gosignmeup, to assess the level of fundamental skill and participation.	<ul style="list-style-type: none"> Principal Review of Teacher transcript reports to monitor progress. 	July 2010-June 2011
1.2	Provide professional development to teachers/staff on utilizing assessments to identify and meet students’ individual needs.	<ul style="list-style-type: none"> Implementation Activities/Follow-Through Plan 	July 2010-June 2013
1.3	Continue to conduct an annual Professional Development Needs Assessment to determine areas of acceptable progress as well as areas in which additional support is needed.	<ul style="list-style-type: none"> Review the results of the survey to determine needs for future planning. 	July 2010-June 2013
1.4	Provide professional development in the integration of technology into curriculum and classroom activities.	<ul style="list-style-type: none"> Implementation Activities/Follow-Through Plan 	July 2010-June 2013
1.5	Develop methods of evaluation to determine student’s appropriate use of technology resources for communication, learning, and productivity.	<ul style="list-style-type: none"> Completion of Evaluation Method 	July 2010-June 2013
Goal II: All teachers/staff will advance from novice learner at the Tier I level to mentor learner at the Tier IV level of application.			
Strategy: Assist and support teachers/staff progression through the tiers of courses and strands of study.			
	Benchmark	Assessment	Timeline
2.1	Assist administrators in reviewing and recommending the Tier level course of study for staff members.	<ul style="list-style-type: none"> Reports from GoSignMeUP 	July 2010-June 2013
2.2	Review and revise Strands of study that meets the professional development needs of technology-enhanced instruction.	<ul style="list-style-type: none"> Constant review of the Strands of Study 	July 2010-June 2013
2.3	Assess staff members to ensure that progress and growth in the level of Tiers and Strands are being made.	<ul style="list-style-type: none"> Reports from GoSignMeUP 	July 2010-June 2013



Environment and Infrastructure

Where We Are

The Tupelo Public School District has methodically and deliberately constructed the technology infrastructure in all schools. Increasing bandwidth capabilities and capacity while incorporating the essential equipment to ensure that technology resources provide efficient, effective, reliable support for classroom instruction and administrative management has served as the guiding principle. The district's infrastructure is the basic component that sustains the availability of technology in the schools. This infrastructure also supports classrooms, departments, libraries and administrative offices by providing access to resources within the district and outside the district through the global internet.

Wide Area Connectivity: All fourteen school locations and administrative offices that comprise the Tupelo Public School District are connected to the technology office utilizing TCP/IP across Point-to-Point circuits, Metro Ethernet or fiber. Tupelo High School is connected by Metro Ethernet at 10 Mbps and has a Cisco 6509 switch with FlexWAN module for the campus. Tupelo Middle School, Pierce Street Elementary and the Fillmore Center are connected by fiber. Carver, Rankin, Lawhon, Lawndale, Thomas Street and Milam have a Cisco 6506 core switch with a FlexWAN module that are supported and connected via two Point-to-Point circuits. King has one Point-to-Point circuit and is connected through its 6506 FlexWAN module. Church Street and Joyner have Cisco 2650XM routers and are connected via two Point-to-Point circuits. Parkway is connected via two Point-to-Point circuits and has a Cisco 3845 Cisco router. The district finance office is connected via fiber to the TPSD administrative office, and the district's transportation office is connected via fiber to Tupelo High School. Network problems are monitored remotely or onsite and are diagnosed and corrected by the technology department staff members. Smartnet maintenance is renewed yearly on all mission critical devices.

An effort to provide and maintain a secure computer network has been top priority. At the core of our network we have placed a Cisco Pix 525 Firewall and a Cisco ASA appliance. This enforces secure access between internal network and internet, extranet, or intranet links. LightSpeed is the internet and email filter and has been added to enforce internet usage policies and meet CIPA requirements. In order to optimize WAN application performance district network monitoring tools have been installed and provide centralized reporting to aid in monitoring and evaluating network use.

Local Area Connectivity: Tupelo Public School District currently has operational local area networks in all fourteen schools as well as all administrative offices. Cisco powered and non-powered switches are placed in all wiring closets throughout the district. Fiber connects all wiring closets at each location, providing a Gigabit backbone between wiring closets and a minimum 10/100 MB connectivity from end devices to each switch. The integral component of each LAN is a core switch to connect all wiring closets on each campus. Tupelo High School backbone is a Cisco 6509 switch with Gigabit Blades to connect each building on the campus at gigabit speed with multiple VLANs to segment the traffic on the network. Tupelo Middle School has a Cisco 4506. Carver, Lawhon, Lawndale, Milam, Pierce, Rankin, Thomas and King have 6506 core switches and all other sites have 3508G and/or 3550-12G core switches.



Every classroom, office, cafeteria, gym and media center throughout the district is wired with Belden Data Twist Category 5 or 6 and/or Category 5 or 6 Enhanced cable and/or has outdoor wireless to provide local and wide area connectivity and internet access. This work is currently accomplished by the technology team with the help of Tupelo High School students who have been trained by our network technician to pull, terminate and punch down all wiring. All classrooms are wired with a minimum of twelve network drops. Classroom network drops are made active on switches as computers and other network devices are placed in classrooms.

Hardware: Each school location has at least two Dell PowerEdge servers. Each server has a backup drive and the district has strict data backup procedures in place. Each site has a staff member responsible for implementing these critical duties. Backup of critical district data is monitored regularly by the district Technology Department. Each school location has a Windows Update Server.

Based on prior technology plans, the district made a decision to standardize equipment such as servers, computers, scanners, copiers, digital cameras, printers and LCD projectors. Upon request, school sites are provided approved district hardware specs and timely quotes as funds for technology purchases become available. This decision has had a tremendous impact in all areas because when repair is needed, technology staff members have usually already seen the problem and know how to resolve the issue. Training requirements have also decreased. Standardization has supported increased technology use while greatly reducing lost instructional time.

In the summer of 2009, the district purchased over 500 computers to replace obsolete models. Currently end of life (EOL) is determined by usability and industry standards. When equipment is determined to be obsolete, the technology department will no longer provide maintenance support. The computers were distributed based on student to computer ratios to provide equity among all schools. The district has an overall 3.00 to 1 student to computer ratio.

Currently, the district has replaced analog phone systems with Cisco IP telephone systems at eight schools, district office and finance. We installed a Cisco Voice Message system for the district and provide voice mail capability for 100 users at this time. Plans to expand this will be on an as needed basis as systems become obsolete.

IP video cameras have been installed at Tupelo High School, Tupelo Middle School and the Fillmore Center in strategic locations and made operational to provide added surveillance and security. These cameras can be accessed from anywhere via a secure web interface. Plans are to expand IP video cameras to other sites as needed.

Equipment that does not meet current standards and support criteria is considered non-supported equipment. Technical support and hardware/software resources are not provided for non-supported equipment. All donations are considered non-supported except by prior approval from the Technology Department, Administration, and School Board.

Software: Currently we have a combination of Novell and Windows network operating systems. The Novell and GroupWise licenses are kept current through the annual renewal of the Student License Agreement with Novell. Windows Server and SQL Server licenses are kept current through the Microsoft Software Assurance Agreement Program. Certain software packages such as library automation, textbook software, student management, Microsoft Office and Symantec Antivirus or



the Lightspeed agent have been standardized by the district. All computers are required to have Symantec Antivirus or the Lightspeed agent protection in order to attach to the district network. Lightpeed is the district email, internet, and spam filter and all email and web traffic are monitored through this product. All software is considered a learning resource and is selected based on instructional criteria. After this criterion is met, the software is then considered for purchase based on hardware specifications, installation and technical support. The district purchases district licenses of certain software packages to reduce the cost to individual schools. All staff are trained through leveled professional development classes on all district packages. Copyright and licensing issues are covered in professional development courses and are strictly imposed.

Web: The district continues to work on the development of a district website. TPSD realizes the importance of communication between home, school and community and how valuable the web has become as a tool to deliver timely and accurate information. A full time webmaster is primarily responsible for overseeing all aspects of the website, such as adding users, granting permissions and setting up workflows via the RedDot Content Server. The webmaster ensures all pages comply with the Acceptable Use Policy and the Responsible Access and Web Use Policy. The webmaster provides training in RedDot to staff members at each site. Each site has a staff member assigned to update information on their school/district web page. The district website was redesigned during the summer of 2009.

Support: The district technology department continues to support and upgrade district hardware and software in support of all schools and departments. The technology department has seven full time staff members who oversee the implementation and maintenance of district-wide databases, such as student management, MSIS, library, textbook, finance, reading programs, etc., and technology-related purchases and installation of all hardware and software. This consists of over 2,500 PC's, forty servers, IP video security cameras and IP telephones. The technology team oversees all wiring projects for additions and renovations to support the end devices. In addition, the department maintains and supports the district website, applications process for Schools and Libraries Division program of Universal Service Fund "E-RATE", E-mail and web filtering applications and Websurveyor to name a few tasks. Some sites also have a person who serves as a liaison between the school and the Technology Department. These individuals investigate technology-related problems in the building and implement a series of steps to correct problems as a part of their daily responsibilities. They also contact the technology department for support as needed and a staff member from the technology department either goes out to the site or remotely resolves the issue.

Where We Are Going

Environment and Infrastructure supports goals 1-4 of The TPSD Strategic Plan. In light of our current status, TPSD has analyzed and anticipated our future needs taking into consideration our projected population growth due to the new Toyota plant and their suppliers coming to the Tupelo area. This analysis focused on the equipment/software upgrades, staffing, and emerging technologies to foster the further integration of technology. Some targeted needs include network stability and infrastructure, our transition to centralized web-based applications, our need to upgrade hardware in a reasonable time frame, our need for more technical support staff, our need to increase the accuracy of data and the efficiency of processes, increase security and improve communication.

Wide Area Connectivity: As demands on bandwidth increase due to technological advances and growth in all areas, especially with the need to transport voice and video content, the Tupelo Public



School District infrastructure and telecommunication, and/or fiber, and/or wireless services will be expanded to meet these needs. Our network will continue to provide the infrastructure to support efficient use of technology in our district. The Mississippi Department of Education will continue to provide the connection from the district to the World Wide Web until which time they decide to no longer provide service. When that service is no longer available, TPSD will provide connectivity at the district level and will continue school level connectivity through a telecom and/or internet service provider. While it is rarely seen, its presence and proper operation are essential to providing a seamless and stable computing experience for our students and staff. Additional circuits will be added as needed to support data, voice and video.

Routers and/or core switches at locations over the next three years will be replaced based on current instructional and administrative needs. The replacement plan will be based on need along with E-Rate, local and/or other funding sources. The possibility of connecting sites by fiber is still an option we will continue to explore. Installation and troubleshooting will be handled by the technology department unless outside support becomes necessary based on technical expertise. Smartnet maintenance will be purchased or renewed yearly on critical switches and routers.

In order to optimize bandwidth for its intended purpose we will continue to monitor network traffic with a network monitoring tool. The district will continue to provide a filter for email and internet traffic based on state and federal guidelines to provide a safe and secure online learning environment for our students.

Local Area Connectivity: As equipment becomes outdated and the numbers of connected devices grow and bandwidth demands increase with the addition of IP phones, IP video cameras, streaming video, additional computers, and the one-to-one computing initiative, etc. on the local area networks at each campus, core switches and/or wireless at each location will need to be added or updated which have the capability and capacity to support the demand. Switches will be added or replaced in wiring closets on an as needed basis. TPSD will continue to use the most current specifications for all wiring projects and whenever possible Tupelo High School students will be used to pull, punch down and terminate for addition and renovation projects. Due to timeframe restraints outside vendors may be used if necessary. Wireless devices for connectivity between buildings on campuses will be used where this is a more viable solution than pulling cable due to obstacles such as pavement, landscape, etc.

Hardware: Servers at each site will be added or replaced on an as needed basis. Backup hardware will continue to be maintained and researched and purchased as needed to provide the most current technology to meet our backup needs.

Standardization of equipment has proven effective and this process will be continued. District hardware specs will be updated and provided in a timely manner upon request. Computer replacement based on equity continues to be addressed as funds are available. The equity gap between schools has dwindled due to computer replacement this summer. Based on available funds we will purchase computers and distribute them on a per student ratio. The district will begin to research the possibility of a one-to one computing initiative during 2009-2010 with hopes of implementation beginning in grade 6 starting in the fall of 2010 and expanding through grade 12 by 2014.



Replacement of analog telephones with voice over IP telephony will be expanded to all locations. The district will purchase and install Call Manager servers and Voice Gateway routers at needed sites if E-Rate and/or local funds are available. Handsets will be purchased by the district to replace existing phones at the location(s) serviced by the Call Manager(s). Additional phones will be added if funds are available. We will continue to contract with a service provider(s) for POTS lines, PRI circuits and long distance and cellular/data service on as needed basis.

TPSD Strategic Plan Goal 1 states, “Ensure a safe and healthy educational environment.” Providing a safe environment for all students and staff is extremely important. Placing IP cameras as needed in schools will be a top priority. This will require at least one server per sixty-four cameras and if more cameras are added an additional server will need to be added. These cameras can be accessed via the web and have already proven to be a wonderful asset for our district.

Software: Network Operating Systems software will be maintained and kept current. We will use the one that best fit our district needs. Certain software packages such as library, textbook, student management, antivirus, and software suite or application suite of related functionality, often share a more-or-less common user interface and some ability to smoothly exchange data with each other will be purchased and maintained as needed. We will continue to move our applications from decentralized databases to centralized web based applications. Online surveys and online Professional Development Signup have contributed to efficiency and the timely collection of data and we will continue to use these. Copyright and licensing will continue to be strictly monitored and enforced.

The challenge of how to efficiently share data with limited time and funds to provide administrators, faculty and staff with the resources necessary to make data driven decisions in relation to administrative and instructional functions is a goal of the district and will be addressed by expanding the School Interoperability Framework (SIF) Initiative. This will enable diverse applications to interact and share data. The SIF Initiative will provide benefits such as enhanced product functionality, reduced redundancy of data entry and enhanced report generation to provide data on which decisions can be made. Interoperability will be extended to various other district applications as they are available.

Web: RedDot Content Management and LiveServer with Personalization have been installed and we will continue to maintain support and software upgrades for these packages. Further implementation of LiveServer will aide in setting up our intranet and extranet. Expansion of our website and the decentralization of web responsibilities will continue to be a critical piece to improved communication. Part of the extranet will be the design and implementation of web pages for all teachers to provide a means of communication between parents and teachers. This will provide students and parents with homework assignments, resources, current activities, etc. Active Parent, which is the web piece tied to our student management package, will be maintained and available for access through our website and it will provide parents with secured login access to grades, attendance and discipline. Intranet will be expanded to aide in improvement of online forms, access for employees to personnel information, etc.

Support: TPSD has demonstrated its commitment to the development of a technologically advanced school system by the purchase and installation of hardware, software and networking infrastructure. Technology has become a vital component of teaching and learning, educator proficiency and leadership and support and must be maintained at the highest level possible. With



the addition of IP telephony, voice messaging and centralized databases, and movement to one-to-one computing, additional staff must be added to provide support at the district and school levels. Industry standards for technical staff to support computers are commonly stated at between 50 and 100 computers for each technician. We have five technology staff members for over 2,500 PC's and this does not include all the other devices that we service such as printers, scanners, cameras, etc. along with our other duties not related to end devices. In order to fully utilize this technology, the areas of staffing must be addressed.

All of the mentioned projects along with the attaining of the goals listed will continue to support the Tupelo Public School District into the 21st century.

Goal I: Continue to provide and upgrade access to integrated instructional and administrative services across an interoperable high-speed network.			
Strategy: Insure that every instructional and administrative area in every school has sufficient access to a network to support the high bandwidth requirements of current and future instructional and administrative needs.			
	Benchmark	Assessment	Timeline
1.1	Continue to provide and add appropriate bandwidth through service providers, and/or fiber, and/or wireless for district/school sites.	<ul style="list-style-type: none"> Monitor bandwidth usage with network monitoring tools. 	July 2010 - June 2013
1.2	Replace, install and/or maintain routers with support	<ul style="list-style-type: none"> Purchase orders and Inventory 	July 2010- June 2013
1.3	Replace, install and/or maintain all model switches in wiring closets.	<ul style="list-style-type: none"> Purchase orders and Inventory 	June 2010 - December 2013
1.4	Complete all wiring projects due to additions and renovations.	<ul style="list-style-type: none"> Observation and purchase orders 	July 2010 - June 2013
1.5	Evaluate, implement and expand indoor/outdoor wireless devices as needed.	<ul style="list-style-type: none"> Site survey by engineers. 	July 2010 - December 2013
1.6	Purchase installation and technical support services as needed.	<ul style="list-style-type: none"> Completion of work as assessed by technology staff 	July 2009 – June 2013
1.7	Continue to provide and add appropriate POTS, cellular/data and long distance services through service providers for district/school sites.	<ul style="list-style-type: none"> Phone bills 	July 2009 – June 2013
Goal II: Provide leadership and resources to promote efficient and equitable procurement of infrastructure hardware/software including the identification and procurement of emerging technologies.			
Strategy: Replace, upgrade and/or purchase hardware/software to meet revised standards and improve accuracy and efficiency within current capital budget limitations.			
2.1	Replace computers determined end of life at sites based on student equity and available funds.	<ul style="list-style-type: none"> Inventory and purchase orders 	July 2010 – June 2013
2.2	Review and revise standards, purchase and/or upgrade hardware/software based on industry changes and district needs while adhering to copyright and licensing laws.	<ul style="list-style-type: none"> Specifications are updated and sent to purchasing agent prior to new purchases 	July 2010 – June 2013
2.3	Implement and maintain Voice over IP technology.	<ul style="list-style-type: none"> Purchase orders and Inventory 	July 2010 – June 2013
2.4	Purchase laptops for one-to-initiative as funds are available.	<ul style="list-style-type: none"> Purchase orders and Inventory 	July 2010 – June 2013
2.5	Install SIF agents for all district packages when available.	<ul style="list-style-type: none"> Agents installed and operational 	July 2010 – June 2013
2.6	Replace and/or add servers due to end of life and/or application needs.	<ul style="list-style-type: none"> Purchase orders and Inventory 	July 2010 – June 2013
2.7	Renew support, upgrade software and add licenses as needed for Reddot Content Server and LiveServer.	<ul style="list-style-type: none"> Software installed and purchase orders 	July 2010 – June 2013



Goal III: Provide support for procurement, installation, and maintenance of software/hardware as necessary to maintain and promote security, filtering, and disaster recovery.			
Strategy: Continue evaluation and implementation of latest security tools, antivirus methods, backup and software/hardware upgrades to meet changing trends.			
3.1	Purchase and/or renew licenses for all software applications for antivirus, email and internet filtering.	<ul style="list-style-type: none"> • Lightspeed Security • Agent Reports and Purchase Orders 	July 2010 – June 2013
3.2	Research new technologies and maintain hardware/software for backup and disaster recovery.	<ul style="list-style-type: none"> • Monitoring of daily backups by technology staff 	July 2010 – June 2013
3.3	Continue installation and maintenance of IP video security cameras at sites as funds are available.	<ul style="list-style-type: none"> • Recommendations of security officers and administrator. • Inventory and purchase orders 	July 2010 – June 2013
GOAL IV: Ensure sufficient support personnel are in place to operate and support technology environment and infrastructure.			
Strategy: Work with District leadership to fund and implement increased staffing demands to properly address daily operational issues, to increase responsiveness to repair and support, to implement the growth in new technology called for by the Technology Plan and to provide for the routine maintenance of equipment and infrastructure in a pro-active manner.			
4.1	Hire adequate support personnel based on current and associated task within the technology plan.	<ul style="list-style-type: none"> • Personnel hired 	July 2010 – June 2013
GOAL V: The District Web presence will continue to grow and evolve as a major source of information.			
Strategy: Promote and develop Web-based applications, services, and resources.			
5.1	All teachers will participate successfully in maintaining a webpage via the Reddot framework.	<ul style="list-style-type: none"> • Monitoring of teacher web pages by administrators 	July 2010 – June 2013



Leadership and Support

Where We Are

The Tupelo Public School District continually strives to provide the leadership and support to ensure that the conditions for a technology rich learning environment that is conducive to the assimilation and use of technology exist throughout all schools and departments of the district. Support from district administrators and the school board is realized through the provision of the essential technological tools and resources to enhance instructional objectives, strengthen instructional delivery and improve student achievement and learning in support of the district's vision and goals. System capacity has been provided through the collective vision and support of the district leadership. Building of the district's WAN and LAN infrastructure has emphasized this capacity with the establishment of communication with all sites through computer technology. Local district and E-Rate funds were used to accomplish this goal. At each site students have benefited from community capacity experienced through business partnerships, grants and private donations.

The Hancock Leadership Center that began in 1991 as a gift from the family of L. D. Hancock was created to enhance the quality of education by providing private funding for training and development of personnel, development of curriculum and support for activities leading to shared leadership for the improvement of public education. The district also enjoys tremendous support from local parent-teacher groups, private donor contributions, CREATE, E. R. Carpenter, and Appalachian.

TPSD schools have received a total of eleven AEE (Association for Excellence in Education) small grants for 2009-2010, including Bridging the Gap - \$967.00 (Connie Gusmus, Tupelo Middle School), Logging Miles in Literature - \$1,489.00 (Emily Elkin, Rankin Elementary), An Appetizing Approach to Math, Drive-Thru Menu Style - \$300.00 (Karen Logan, Lawndale Elementary), M & M's (Math and Manipulatives) - \$1,254.20 and Write It! Read It! Celebrate It! - \$1,192.49 (Traci Wardlaw, Joyner Elementary), Different Strokes for Little Folks Choice Based Art Part II Digital Arts - \$1,465.80 (Jamie Baker, Rankin Elementary), The Art Circus - \$946.00 (Karen Barclay, Tupelo High School), Get S.M.A.R.T. (Science, Math and Reading Together) Career Expo - \$1,397.09 (Angela Bates and Karen Johnson, Thomas Street Elementary), B.E.A.N. (Build Enthusiasm Around Nonfiction) - \$912.90 (Jeni Chandler, Pierce Street Elementary), Seussdays! - \$1,490.00 (Alisha Hughes, Beth Miller, and Teresa Dill-Johnson, Parkway Elementary), Living the Life...Pioneer Child Way! - \$872.91 (Norma Pardin, Pierce Street Elementary) for a district total of \$12,287.39 in small grant moneys. Teachers have also applied and received twenty AEE large grants, including The RIPPLES Literacy Club - \$3,511.00 (Kevin Cunningham and Becky Shands, Milam Elementary), Get Smart! Interactive Technology for the History Classroom - \$9,873.00 (Ruth Baker, Marlo Hendrix, Eileen Bailey, Richard Robold, and Verlena Spence, Tupelo Middle School), A is for the ARTS - \$5,000.00 (Barbara Beane, Christy Todd, Emily Roberts and Wanda Mitchell, Thomas Street Elementary), Old Grant + New Participants = Continue Writing Success! - \$1,954.46 (Amanda Greenwood, Pierce Street Elementary), LEGO My Robot! - \$6,940.02 (Dana Maharrey, Carver Elementary), Arts Link - \$9,661.04 (Tara Harris and Lee Ann Grace, Pierce Street Elementary), Treasure Trove of Knowledge - \$9,876.99 (Evanglina Stanford and Nina Roberts, Carver Elementary), To Read Or Not To Read: that is the Question - \$7,489.74 (Sherry Willis, Rankin and Joyner Elementary Schools), Children: Instruction Manual Not Included - \$3,700.00 (Beth Smith, Church Street Elementary), BrainWorks! An Interactive Odyssey of the Thinking Mind



- \$7,201.95 (Karen Wells, Rankin Elementary), Biology One Basics - \$4,735.98 (Sherry A. Davis, Tupelo High School), Writing Is Just Talking on Paper - \$1,806.93 and Authors Abound: Continuing to Write All Around - \$1,880.47 (Norma Pardin, Pierce Street Elementary), The Arches Project: Architects in Our Community Help Excite Students Connecting Community and the Classroom - \$2,492.80 (Patty Hosch and Julie Maddox, Tupelo High School), Project ABC: Arts in the Basic Curriculum - \$5,930.00 (Lynne Mize, Glenda Clay and Sarah Lambert, Rankin Elementary), S.O.S. Students Obsessed with Science - \$9,400.00 (Crystal Wilson, Sarah Brown, Anne Marie Moore, and Marriion Winders, Milam Elementary), Around the World in Arty Days - \$9,123.67 (Kit Stafford, Pierce Street Elementary), The Balcony Is Open: A Study of Mississippi Personalities - \$7,150.00 (Janice Garrett, Courtney Rutherford, Karen Givhan, Kay Griffin, Hazel Gunter and Robin Bourn, Lawhon Elementary), Super Nova Discovery Zone – Reaching for the S.T.A.R.S - \$9,973.00 (Sherry Willis and Karen Wells, Rankin and Joyner Elementary Schools), Go “Bananas” Over AR - \$5,000.00 (Michelle Sykes, Thomas Street Elementary), for a district total of \$122,701.45 in grant moneys.

Tupelo Middle School has applied for and received numerous technology grants:

- Mississippi Department of Transportation - \$300,000. For a Transportation Museum on the TMS Campus. The facility has 25 laptop computers, electronic screen, projector, Symposium.
- Mississippi Department of Education - \$600,000 Pilot Program for the Information Communication
- Technology Program - 200 computers, laptops for teachers, projectors, smartboards, software, Video cameras, VCR/DVD players, scanners, platronics headsets, printers, writing tablets, Clean Slate, Microsoft Office XP Speech Recognition and I Respond clickers.
- Best Buy Teach Grant – \$17,000 Eight Desk Top Computers and four laptop grants; video cameras, Digital cameras, GPS Units, Memory Cards, LCD Projectors.
- Positive Behavior Grant – 52 inch TV DVD Player
- Gear Up Grant – I Respond clickers for all 7th grade math classrooms - 60 Graphing Calculators
- AEE Grants – Data Projectors for five eighth grade classrooms classrooms, Smart Boards, and AirLiners. 2 grants \$10,000 each.
- Goody’s Good Deeds Grant – Laptop, Projector, and DVR (\$10,000 Grant)
- AEE Grant – Journalism Grant \$10,000 Computers, printers, and digital cameras
- Twenty First Century Grant - \$950,000 will purchase \$239 for Technology.
- CREATE for Mississippi Grant – 2 Laptop Computer Carts, 5 Laptop computers for teachers.
- AEE Grant - \$10,000 – Five Projectors for 7th Grade History, five computers and software.
- Mississippi Department of Education -\$200,000 Challenge Literacy Grant for computers for Pierce Street and TMS to enhance reading and writing skills.
- Appalachian Regional Commission Grant - \$210,000 for computers for TMS, Parkway, and Traceway Retirement Village to teach senior citizens to utilize technology.
- Technology Academy For School Leaders: Debbie and I coordinated for MDE....Trained administrators throughout the state. TMS administrators who attended received Palm Pilots, Laptops, software and training.

TPSD is now in its second year of the three-year curriculum redesign plan for its Career Technical Center, housed on Tupelo High School’s campus, as outlined by the Mississippi Department of Education. The redesign is based on the following plan:



Tupelo Career Technical Center Redesign

Redesign was implemented in the state of Mississippi to prepare students to enter a world where a strong economy is not a given. The students are being prepared to be competitive and capable during the most uncertain times. Through redesign, classrooms are being equipped with the latest and greatest in technology which include, but are not limited to (upgrade in computer systems (at least 14 per room), smart boards, wireless access, access to internet based software and technologies, interactive boards (smartboards/promethians), LCD projectors, color laser printers, black and white laser printers, etc.)

Whether the students decide to go to college or start a new career, Tupelo Career-Technical Centers goal is to ensure our students are prepared. The Mississippi Redesign is aimed at transforming high schools into learning communities that set students on a soft career pathway that is relevant to the 21st century.

Tupelo Career -Technical Center is a Part of phase I of the redesign curricula that was implemented in the fall of the 2008-2009 school year. Those programs include:

Phase 1 - (2008)	Allied Health (Health Sciences)
	Marketing (Marketing and Economics)
	Automotive Repair (Automotive Service Technology)

In January 2009, the next set of redesign-career pathways curricula will be presented to the Mississippi Board of Education for approval, in hopes of implementing them during the 2009-2010 school year. Those programs include:

Phase 2 - (2009)	Automotive Body Repair (Collision)
	Carpentry (Construction)
	Technology Applications (Engineering)

In January 2010, the next set of redesign curricula will hopefully be presented to the Mississippi Board of Education for approval, in hopes of implementing them during the 2010-2011 school year. Those programs that would remain for the Tupelo Career-Technical Center will include Child Development and Cooperative Education.

Phase 3 - (2010)	Metal Trades (Welding)
	Child Development (Early Childhood)
	Drafting (Architecture)
	Cooperative Education

Upon completion of the Redesign Project, Tupelo Career-Technical Center will have 10 programs that will have undergone conversion through the Redesign Project.

Tupelo Public School District is very fortunate to have the generous support of not only our local leadership team, but also our state department of education and its resources, and our very generous and enthusiastic Tupelo community and business partners.



Currently, the district's leadership team is researching one to one technology for students in grades 6-12 and laptop carts for grades K-2. Providing our students with the tools to learn in a digital environment is a priority. Promethean boards, smart boards, and mimeo boards are being introduced to students and teachers to enhance the instructional program. Encouraging and supporting teacher and student leadership in educational technology will help us reach our vision of becoming one of the top ten school districts in the world.

The district makes a concerted effort to continually seek out grants as alternative sources of funding. Administrators state that as TPSD works toward full implementation and utilization of the Marathon Financial Software, one of the areas that requires careful consideration and communication between schools and the district business office is the grant application process. Grants vary greatly in terms of source, amount and complexity. These factors along with other related issues such as requirements for matching funds, specific grant timelines, collaborative development, etc. make establishment of a consistent grant application process difficult but necessary.

TPSD Board Policy establishes at least three points that must be used as benchmarks for development of a consistent grant application process. These three benchmarks are as follows:

1. All grants must be approved by the Board of Trustees for submission to the granting agency.
2. All grants must be approved for acceptance by the Board of Trustees if awarded by the granting agency.
3. All grant contracts must be ratified by the Board of Trustees.

All grants are submitted through the Office of the Superintendent for review and action. The Superintendent coordinates the grant application process with the appropriate principal/supervisor/teacher and the district business office. The district's purchasing agent serves as the specific point of contact in the TPSD business office for all grants. Responsibility for attainment of the benchmarks established by board policy for grant submission, acceptance of award and ratification of related contracts rests with the appropriate principal/supervisor, the Superintendent and the TPSD Purchasing Agent.

Because of the scope of grants available to TPSD along with the specific mandates that often accompany grants, involvement and review of the grant application often requires the time and expertise of many different TPSD staff members. To assist TPSD staff members in meeting the board policy benchmarks for grant submission, acceptance and contract ratification, a TPSD Grant Action and Responsibility Matrix has been developed. The TPSD Grant Action and Responsibility Matrix has been designed to help staff members in the grant planning, development and submission phase, while providing a means for communication during the grant acceptance and contract ratification phases. While the Grant Action and Responsibility Matrix is designed to support planning and communication during the grant application process, principals/supervisors are encouraged to add essential components to the Matrix as may be needed to meet specific grant mandates. Adequate planning and communication during the grant process are essential to successful grant implementation.

The TPSD Grant Action and Responsibility Matrix along with the TPSD Grant Information Sheet will be initiated and utilized by each TPSD staff member applying for a grant. These forms will be received and completed by the principal and/or supervisor of the individual completing the grant



application. The TPSD Grant Information Sheet and the TPSD Grant Action and Responsibility Matrix will accompany each grant through the submission, award acceptance and contract ratification phases and will then follow the grant through the assignment of budget codes, grant reporting and grant closeout.

The following form provides a sample of the TPSD Grant Information Sheet. The items listed on this sheet will be provided for Board of Trustee review during the grant submission, acceptance of award and contract ratification phases. Following the Grant Information Sheet is a sample of the TPSD Action and Responsibility Matrix. The TPSD Action and Responsibility Matrix will serve as one of the primary grant development and communication tools.

Name of Applicant _____ School/Department _____

TPSD Grant Information Sheet

Each grant applicant is requested to submit a TPSD Grant Information Sheet to his/her principal/supervisor as part of the grant application process. Three benchmarks must be met during the grant application process. These are as follows:

1. **Approval by the Board of Trustees to submit the grant.**
2. **Acceptance of the grant award by the Board of Trustees.**
3. **Ratification of grant related contract(s) by the Board of Trustees.**

TPSD Grant Number:

(To be assigned by TPSD Purchasing Agent)

MDE/Other Grant Number:

Grant Source:

Grant Site:

Grant Title:

Grant Purpose:

Grant Amount:

Amount of District Match:

Amount of Other Match:

TPSD Grant Contact:

MDE/Other Grant Contact:

Deadline for Grant Submission:

Grant Performance Period:

Action Requested

**Submit Grant
Ratify Contract**

Accept Grant

Signature of Applicant

Signature of Principal/Supervisor

Date

Date



TPSD Grant Action and Responsibility Matrix

Each TPSD Grant Applicant is asked to complete and forward a TPSD Grant Action and Responsibility Matrix with his/her grant application. The appropriate grant action box must be initialed and dated by all TPSD staff members who will be/may be required to provide support in terms of time and/or financial resources for successful grant implementation.

GRANT ACTION	GRANT APPLICANT	PRINCIPAL/ SUPERVISOR OF GRANT APPLICANT	CENTRAL OFFICE STAFF MEMBER	OTHER TPSD STAFF MEMBERS	GRANT AGENCY ACTION	FINANCE OFFICE	BOARD OF TRUSTEES
COMPLETE GRANT APPLICATION							
REVIEW OF GRANT APPLICATION BY SUPERVISOR							
REVIEW OF GRANT APPLICATION BY CENTRAL OFFICE							
REQUEST TO SUBMIT GRANT APPLICATION							
BOARD AGENDA TO SUBMIT GRANT							
SUBMIT GRANT IF APPROVED BY BOARD							
NOTIFICATION OF GRANT APPROVAL							
BOARD AGENDA TO ACCEPT GRANT							
NOTIFICATION TO APPLICANT OF GRANT ACCEPTANCE BY BOARD							



GRANT ACTION	GRANT APPLICANT	PRINCIPAL/ SUPERVISOR OF GRANT APPLICANT	CENTRAL OFFICE STAFF MEMBER	OTHER TPSD STAFF MEMBERS	GRANT AGENCY ACTION	FINANCE OFFICE	BOARD OF TRUSTEES
REQUEST TO RATIFY GRANT RELATED CONTRACT(S)							
BOARD AGENDA TO RATIFY GRANT RELATED CONTRACT(S)							
PREPARATIO N OF GRANT REPORTS							
GRANT CLOSEOUT							
OTHER							
OTHER							
OTHER							

Through the leadership of the Superintendent and School Board, a Tupelo Strategic Plan was completed and published in April 2005 and revised in 2008. The contents of this plan represent the collective efforts of educational, parent, and community leadership to collect, compile, and publish a roadmap that charts goals for maintaining and reaching excellence in the Tupelo Public School District. This master plan is utilized by individual schools and departments through long range planning teams to formulate department, school, and classroom goals centered on providing learning opportunities for students that challenge the student to attain an excellent education.

Goal 2 of the Strategic Plan addresses the use of technology to improve communications to parents, staff members, students, and the community in general. Educational leadership responded to this goal for improved communication by establishing a TPSD Communication Advisory Committee. The committee has developed and published specific communication goals that integrate technology via a well-developed TPSD Web Page and Key Communicator network that are reflected throughout the 2010-2013 Tupelo Public School District Technology Plan.

Where We Are Going

The TPSD Strategic Plan Goal 2: “Promote community knowledge of, involvement in, and support for the TPSD pursuit of excellence.” To meet the goals of the TPSD Strategic Plan as well as the TPSD Communication Plan while considering data collected and compiled from the Mississippi



Online Technology Evaluation Survey and the TPSD Professional Development Needs Assessment, the Tupelo Public School District will continue development of a highly functional, decentralized TPSD Web Page that will support a hierarchy of web pages beginning at the classroom and moving through school level web pages to a comprehensive TPSD Web Page. At all levels of web page development, strategies for communication with TPSD stakeholders have been deliberately built-in to the specific web pages.

In today's modern, technological world, continuous evaluation and revision is not only necessary but crucial to success. As part of the desire to meet the need of students, staff members and the community, the district realizes the importance of continually evaluating and revising all aspects of the technology programs.

GOAL I: Continue to evaluate and revise all aspects of the technology plan as determined by usage, communication requirements, student test data, curriculum revisions and both formal and informal survey findings.			
Strategy: Stay abreast of new and emerging technologies that will assist us in meeting this goal and ways to achieve those based on budget restraints.			
1.1	Attend conferences (i.e., National Educational Computing Conference – NECC) to keep informed and apprised of new technologies and revisions to existing technologies.	<ul style="list-style-type: none"> Travel Documentation 	July 2010-June 2013
1.2	Review standardized student test data and give feedback to schools on successes and areas of growth.	<ul style="list-style-type: none"> Results presented to staff and school board Student Assessment Database updated and available to teachers. 	July 2010-June 2013
1.3	Conduct formal and informal surveys and make necessary revisions, recommend purchases and mid-course valid adjustments to meet the needs and improve technology's contribution to the teaching and learning environment.	<ul style="list-style-type: none"> Survey results 	July 2010-June 2013
1.4	Review the findings of individual school improvement teams with the various technology planning teams and formulate recommendations.	<ul style="list-style-type: none"> Recommendations will be used to revise technology plan 	July 2010-June 2013
GOAL II: Continue to strengthen vital partnerships and form new ones as the need arises.			
Strategy: Stakeholders will access the needs and make recommendations for technology improvements.			
2.1	Committees will use data collected from a survey to determine that all pieces of technology have a positive impact on teaching and learning from varied viewpoints of members.	<ul style="list-style-type: none"> Survey results 	July 2010-June 2013
2.2	Stakeholders will be encouraged to investigate and encourage grant writing and partnerships to obtain support from various local, state and national venues.	<ul style="list-style-type: none"> Increase in the number of grant applications 	July 2010-June 2013
2.3	Parents and community members will be invited to visit schools, to attend informal and planned events, to observe, learn and contribute to the technology program; to share information; to give feedback on successes and areas for growth; and to lend expertise in needed areas.	<ul style="list-style-type: none"> Meeting notes 	July 2010-June 2013
GOAL III: Improve communications between community, parents and schools.			
Strategy: Institute various technologies to improve communication between school, community and home.			
3.1	Continually update school web pages to improve communication between school, community and home.	<ul style="list-style-type: none"> Monitoring of school web pages by administration 	July 2010-June 2013
3.2	Maintain ActiveParent our web-based attendance/grade reporting venue for parents.	<ul style="list-style-type: none"> Increase in the number of parents accessing ActiveParent 	July 2010-June 2013
3.3	Maintain and grow the key communicator network.	<ul style="list-style-type: none"> Number of subscribers will increase 	July 2010-June 2013
3.4	Maintain AIM application for rapid notification system	<ul style="list-style-type: none"> Record of use 	July 2010-June 2013



Part III

District Technology Plan, Budget and Assurances

- **District Technology Plan Narrative**
- **District Technology Plan Evaluation Process**
- **Projected District Technology Budget**
- **Utilization of Mississippi Online Technology Evaluation as Baseline Data**
- **District Technology Budget Narrative**
- **District Statement of Assurances**
- **District Universal Service Discount Checklist**



District Technology Plan Narrative

In today's modern, technological world, continuous evaluation and revision is not only necessary but crucial to success. As part of the desire to meet the needs of students, staff members and the community, the district realizes the importance of continually evaluating and revising all aspects of the technology programs. The following guidelines have been established to assure that the evaluation process is done thoroughly and effectively. The following processes will be utilized to evaluate the district's technology plan:

- On-going, informal evaluation of technology usage
- Formally surveying faculty, staff and students at least once a year
- Review of successes and growth areas with the Core Technology Team and the TPSD Professional Development Team
- Review and Analysis of planned connections between curriculum, technology and instructional technology
- Review and Analysis of standardized student test data with school staff members, teachers, and administrators

In order to complete a comprehensive evaluation of the technology program, all those affected by technology will be included in the process. With this in mind, the following list of responsibilities has been compiled for those involved in utilizing technology in the Tupelo Public School District.

Students:

- Share information with teachers and parents
- Give feedback on successes and areas for growth
- Participate in technology usage
- Model appropriate technology usage for others

Classroom Teachers:

- Model appropriate technology usage
- Facilitate students' technology usage
- Integrate technology into lesson plans and classroom instruction
- Develop individual classroom plans for use of technology to improve student achievement
- Share information with others
- Participate in technology training

School Administrators:

- Assist schools with needs, problems and recommendations
- Conduct on-going, informal assessment of technology usage building-wide
- Contribute to the planning process
- Assure that technology usage is integrated with curriculum goals
- Develop plan to use technology to improve student achievement in areas identified for growth
- Share information with others
- Provide training opportunities for faculty and staff

Parents and Community Members:

- Visit schools to observe, learn and contribute to the technology program
- Share information with others
- Give feedback on successes and areas for growth
- Lend expertise in needed areas



District Technology Plan Evaluation Process

GOALS and TIMELINES	ASSESSMENT METHODS
<p>Part II See pages as follows:</p> <p>Teaching and Learning Pages 21-24</p> <p>Educator Proficiency Pages 25-32</p> <p>Environment and Infrastructure Pages 33-39</p> <p>Leadership and Support Pages 40-47</p>	<p>See pages 21-47 description of the evaluation process.</p> <p>See Appendix pages for Professional Development Needs Assessment Survey and Mississippi Online Technology Evaluation</p>

See Excel spreadsheet for budget



Budget Narrative

This plan is a vision of the technological future of the Tupelo Public School District grounded in the realities of the budget. Timelines and equipment descriptions are offered as guides to the future –not as constraints on individuals schools needs. Based on an assessment of technology needs, the Tupelo Public School District allocates technology funds to meet the needs of students, staff and others in a manner that supports equitable access to electronic resources and networked services. This process of technology fund allocation begins with the identification of all district-related software upgrades and technical support for each site to help ensure that each school/department is current and up-to-date in critical electronic applications. Priority consideration is given to WAN/LAN infrastructure and support that is required to assure that students and teachers can fully utilize the instructional technology, software and networked services to enhance student learning and achievement while also providing safe, secure and reliable administrative electronic functions. Schools and other sites are supported and encouraged to pursue funding for technology projects to enhance funding provided by the district, E-rate and E2T2 grants.

The following budget narrative provides specific descriptions of the proposed uses of technology funds in the areas of Hardware, Software, Online Resources, Professional Development, Environment and Infrastructure Supplies, Telecommunication Services, Staffing, Contractual Services and General Supplies and Materials across technology plan years 2010-2011, 2011-2012 and 2012-2013.

Hardware

2010-2011

Upgrade Lab at Tupelo High School to include 26 multimedia workstations and a laser printer.

Add and/or Replace servers that host appropriate network operating systems, email, web services, DHCP, etc. and other servers as needed for other applications if E-rate funds and/or other funds are available.

Replacement parts on out of warranty equipment.

Purchase and install a core switch and/or router and/or other appropriate device, to be placed at school sites if E-rate funds and/or other funds are available.

Purchase switches and/or wireless or other appropriate devices, for wiring closets and connecting buildings and wireless devices as needed across the district.

Purchase and/or replace IP Telephony Server(s) and/or Voice Messaging Server(s) and/or other appropriate device, to be placed at district and school sites if E-rate funds and/or other funds are available.

Purchase IP Telephone Sets for site(s) and offices as needed.

Purchase UPS's and/or UPS batteries as needed across the district.



Purchase computers to replace end of life computers.

Purchase laptops as needed to implement district one-to-one initiative.

Purchase and/or replace IP video security cameras for school sites as needed.

2011-2012

Upgrade Lab at Tupelo High School to include 26 multimedia workstations and a laser printer.

Add and/or Replace servers that host appropriate network operating systems, email, web services, DHCP, etc. and other servers as needed for other applications if E-rate funds and/or other funds are available.

Replacement parts on out of warranty equipment.

Purchase and install a core switch and/or router and/or other appropriate device, to be placed at school sites if E-rate funds and/or other funds are available.

Purchase switches and/or wireless or other appropriate devices, for wiring closets and connecting buildings and wireless devices as needed across the district.

Purchase and/or replace IP Telephony Server(s) and/or Voice Messaging Server(s) and/or other appropriate device, to be placed at district and school sites if E-rate funds and/or other funds are available.

Purchase IP Telephone Sets for site(s) and offices as needed.

Purchase UPS's and/or UPS batteries as needed across the district.

Purchase computers to replace end of life computers.

Purchase laptops as needed to implement district one-to-one initiative.

Purchase and/or replace IP video security cameras for school sites as needed.

2012-2013

Upgrade Lab at Tupelo High School to include 26 multimedia workstations and a laser printer.

Add and/or Replace servers that host appropriate network operating systems, email, web services, DHCP, etc. and other servers as needed for other applications if E-rate funds and/or other funds are available.

Replacement parts on out of warranty equipment.

Purchase and install a core switch and/or router and/or other appropriate device, to be placed at school sites if E-rate funds and/or other funds are available.



Purchase switches and/or wireless or other appropriate devices, for wiring closets and connecting buildings and wireless devices as needed across the district.

Purchase and/or replace IP Telephony Server(s) and/or Voice Messaging Server(s) and/or other appropriate device, to be placed at district and school sites if E-rate funds and/or other funds are available.

Purchase IP Telephone Sets for site(s) and offices as needed.

Purchase UPS's and/or UPS batteries as needed across the district.

Purchase computers to replace end of life computers.

Purchase laptops as needed to implement district one-to-one initiative.

Purchase and/or replace IP video security cameras for school sites as needed.

Software

2010-2011

Purchase, upgrade and/or replace library, textbook, student management, GoSignMeUP On-Line Registration, and Transportation Software support for each site and/or district.

Purchase additional software/licenses and/or upgrades as needed for the district such as Microsoft Office, SQL, AntiVirus, Backup, Ghost, IP phone software and Voice Messaging.

Purchase new additional and/or renewal licenses for Email and all network operating systems.

Purchase/renew a CIPA compliant Internet Filter.

Purchase/renew email filter.

Purchase additional administrator license for Content Management and renew support for all Content Management products.

Purchase and/or upgrade SIF agents for all applications when available and Zone Integration server as needed.

2011-2012

Purchase, upgrade and/or replace library, textbook, student management, GoSignMeUP On-Line Registration, and Transportation Software support for each site and/or district.

Purchase additional software/licenses and/or upgrades as needed for the district such as Microsoft Office, SQL, AntiVirus, Backup, Ghost, IP phone software and Voice Messaging.

Purchase new additional and/or renewal licenses for Email and all network operating systems.



Purchase/renew a CIPA compliant Internet Filter.

Purchase/renew email filter.

Purchase additional administrator license for Content Management and renew support for all Content Management products.

Purchase and/or upgrade SIF agents for all applications when available and Zone Integration server as needed.

2012-2013

Purchase, upgrade and/or replace library, textbook, student management, GoSignMeUP On-Line Registration, and Transportation Software support for each site and/or district.

Purchase additional software/licenses and/or upgrades as needed for the district such as Microsoft Office, SQL, Antivirus, Backup, Ghost, IP phone software and Voice Messaging.

Purchase new additional and/or renewal licenses for Email and all network operating systems.

Purchase/renew a CIPA compliant Internet Filter.

Purchase/renew email filter.

Purchase additional administrator license for Content Management and renew support for all Content Management products.

Purchase and/or upgrade SIF agents for all applications when available and Zone Integration server as needed.

On-Line Resources

2010-2011

Purchase/renew Websurveyor and e-mails for online district-wide and site-based surveys.

Renew calendar service.

2011-2012

Purchase/renew Websurveyor and e-mails for online district-wide and site-based surveys.

Renew calendar service.

2012-2013

Purchase/renew Websurveyor and e-mails for online district-wide and site-based surveys.

Renew calendar service.



Professional Development

2010-2011

Expenditures for trainers, consultants, administrators/staff and cost associated with payment of “flex day” contract days for each licensed teacher for technology training and curriculum integration.
(This number is very conservative and is actually much higher.)

Cost associated for technical training for TPSD technology staff on devices such as IP phones, Cisco switches and/or wireless devices, Content Management, Internet and Email filtering, Network Operating systems, Apple, Microsoft, etc.

2011-2012

Expenditures for trainers, consultants, administrators/staff and cost associated with payment of “flex day” contract days for each licensed teacher for technology training and curriculum integration.
(This number is very conservative and is actually much higher.)

Cost associated for technical training for TPSD technology staff on devices such as IP phones, Cisco switches and/or wireless devices, Content Management, Internet and Email filtering, Network Operating systems, Apple, Microsoft, etc.

2012-2013

Expenditures for trainers, consultants, administrators/staff and cost associated with payment of “flex day” contract days for each licensed teacher for technology training and curriculum integration.
(This number is very conservative and is actually much higher.)

Cost associated for technical training for TPSD technology staff on devices such as IP phones, Cisco switches and/or wireless devices, Content Management, Internet and Email filtering, Network Operating systems, Apple, Microsoft, etc.

Environment and Infrastructure Supplies

2010-2011

Purchase patch cables, Panduit, flukes, etc. for additional network hookups and replacement.

Purchase of network cabling for additional wiring and replacement needs.

Purchase of fiber optic cable to connect wiring closets and sites as needed.

2011-2012

Purchase patch cables, Panduit, flukes, etc. for additional network hookups and replacement.

Purchase of network cabling for additional wiring and replacement needs.

Purchase of fiber optic cable to connect wiring closets and sites as needed.

2012-2013

Purchase patch cables, Panduit, flukes, etc. for additional network hookups and replacement.



Purchase of network cabling for additional wiring and replacement needs.

Purchase of fiber optic cable to connect wiring closets and sites as needed.

Telecommunication Services

2010-2011

Leasing of data circuits for all schools and/or district in the Tupelo Public School District.

Leasing of POTS lines for all schools and district offices and PRI's as needed.

Leasing of cellular mobile phones for district personnel.

Leasing of long distance services for all schools and district offices.

2011-2012

Leasing of data circuits for all schools and/or district in the Tupelo Public School District.

Leasing of POTS lines for all schools and district offices and PRI's as needed

Leasing of cellular mobile phones for district personnel.

Leasing of long distance services for all schools and district offices.

2012-2013

Leasing of data circuits for all schools and/or district in the Tupelo Public School District.

Leasing of POTS lines for all schools and district offices and PRI's as needed.

Leasing of cellular mobile phones for district personnel.

Leasing of long distance services for all schools and district offices.

Staffing

NOTE: This total does include technology staff salaries, as they are budgeted in a different area.

2010-2011

Cost of student workers to pull, terminate and punch down network cable and pull fiber at all district sites.

Cost of services for data entry.

Expenditures for in-district travel for technology staff.



2011-2012

Cost of student workers to pull, terminate and punch down network cable and pull fiber at all district sites.

Cost of services for data entry.

Expenditures for in-district travel for technology staff.

2012-2013

Cost of student workers to pull, terminate and punch down network cable and pull fiber at all district sites.

Cost of services for data entry.

Expenditures for In-district travel for technology staff.

Contractual

2010-2011

Expenditures for temp workers.

Cost of installation of fiber optic cable.

Renewal cost of Cisco Smartnet on selected Cisco devices.

Lease of copier for technology and curriculum.

2011-2012

Expenditures for temp workers.

Cost of installation of fiber optic cable.

Renewal cost of Cisco Smartnet on selected Cisco devices.

Lease of copier for technology and curriculum.

2012-2013

Expenditures for temp workers.

Cost of installation of fiber optic cable.

Renewal cost of Cisco Smartnet on selected Cisco devices.

Lease of copier for technology and curriculum.



Supplies and Materials

2010-2011

Purchase of office supplies such as paper, toner, etc.

Expenditures for postage and shipping.

2011-2012

Purchase of office supplies such as paper, toner, etc.

Expenditures for postage and shipping.

2012-2013

Purchase of office supplies such as paper, toner, etc.

Expenditures for postage and shipping.



A Description of the Utilization of the Mississippi Online Technology Evaluation for the Establishment of Baseline Data

The data collected on the annual Mississippi Online Technology Evaluation Survey provides the Tupelo Public School District a wealth of information for making comparisons with similar data from other sources. Because the data is compiled in the spring, staff time is available for review and analysis. Data from a compilation of selected items from Section 8 of the MOTE Survey is provided in an appendix to this plan as one example of how MOTE information is sometimes put together so that a specific area of focus can be reviewed and analyzed and compared with local needs assessment data.

Baseline data from the MOTE concerning numbers of computers, types of computers, etc. are sometimes compared with fixed assess data and local survey data to assist with decisions concerning equity, etc. These data along with other MOTE data provide district and community members with guidance in strategic planning, development of communication plans, and a focus for long range planning.



DISTRICT TECHNOLOGY STATEMENT OF ASSURANCES

School District Tupelo Public School District

The LEA, agency or consortium, in accordance with SB3350 and Mississippi Department of Education policies and procedures, submitting this local technology plan, hereby assures that:

1. The LEA is an equal opportunity employee and shall perform to all affirmative action and other applicable requirements; accordingly, the applicant does not discriminate nor permit discrimination in its operations or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, handicap or sex in any manner prohibited by law. Further, the applicant agrees to comply with the Civil Rights Acts of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and the Americans with Disabilities Act.
2. The LEA agrees that the Mississippi Department of Education, or any of its duly authorized representatives, at any time during the terms of this technology plan, shall have access to, and the right to audit examine any pertinent books, documents, papers, and records of grantee related to this plan.
3. The LEA certifies that they have not been barred from contracting or otherwise doing business with the State or Federal Governments.
4. This plan, and all matters or issues collateral to it, shall be governed by, and construed in accordance with, the laws of the State of Mississippi.
5. This plan has been reviewed and approved by the District Technology Committee and the District Superintendent.
6. The district has submitted E-rate Form 479/Children's Internet Protection Act (CIPA) and met all other E-rate requirements.

Signature of Superintendent	Date
Chairperson, District Technology Committee	Date

District Technology Coordinator/Contact:

Name:	Telephone #: 662 840-6122
School District: Tupelo Public School District	Fax #: 662 841-5609
Address: 903 Fillmore Drive Tupelo MS 38801	E-mail: blmeriweather@tupeloschools.com



UNIVERSAL SERVICE (E-RATE) CRITERIA CHECKLIST

The Mississippi Department of Education, Office of Educational Technology is certified by the Schools and Libraries Division to approve technology plans for participation in the Schools and Libraries Universal Service Program. Please use the checklist to determine if your plan has met the criteria outlined below.

Successful technology plans align the overall education or library service improvement objectives with the following five criteria. To qualify as an approved Technology Plan for a Universal Service Program discount, the plan must meet these criteria. It is critical that technology planning not be viewed or treated as a separate exercise dealing primarily with hardware and telecommunications infrastructure. There must be strong connections between the proposed physical infrastructure of the information technology and the plan for professional development, curriculum reform, and library service improvements.

CRITERIA CHECKLIST

_____ The plan includes an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education.

_____ The plan establishes clear goals and a realistic strategy for using telecommunications and information technology to improve education.

_____ The plan has a professional development strategy to ensure that the staff knows how to use the new technologies to improve education.

_____ The plan provides for a sufficient budget to acquire and maintain the hardware, software, professional development, and other services that will be needed to implement the strategy for improved education.

_____ The plan includes an evaluation process that enables the school to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

Technology Coordinator

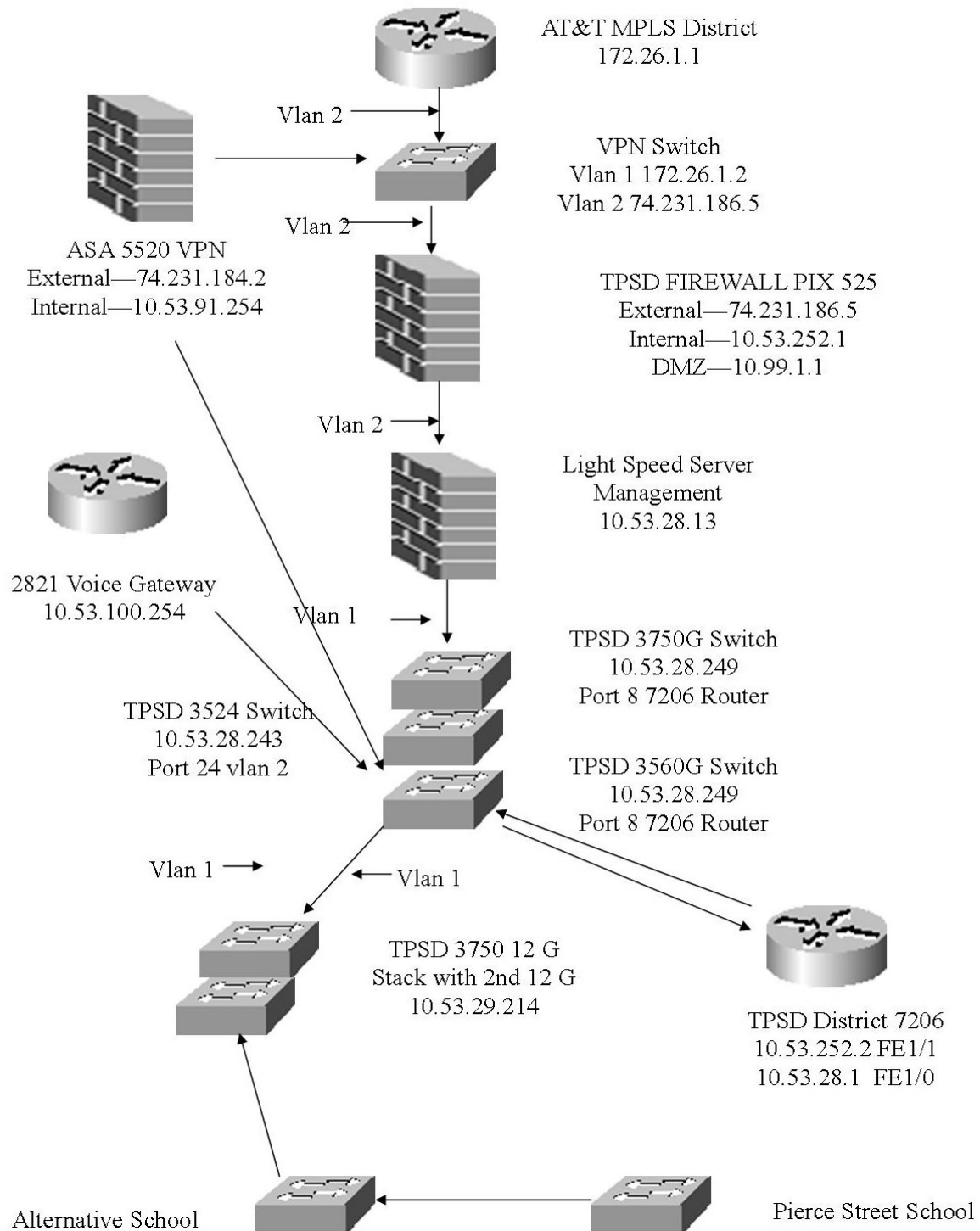
Date

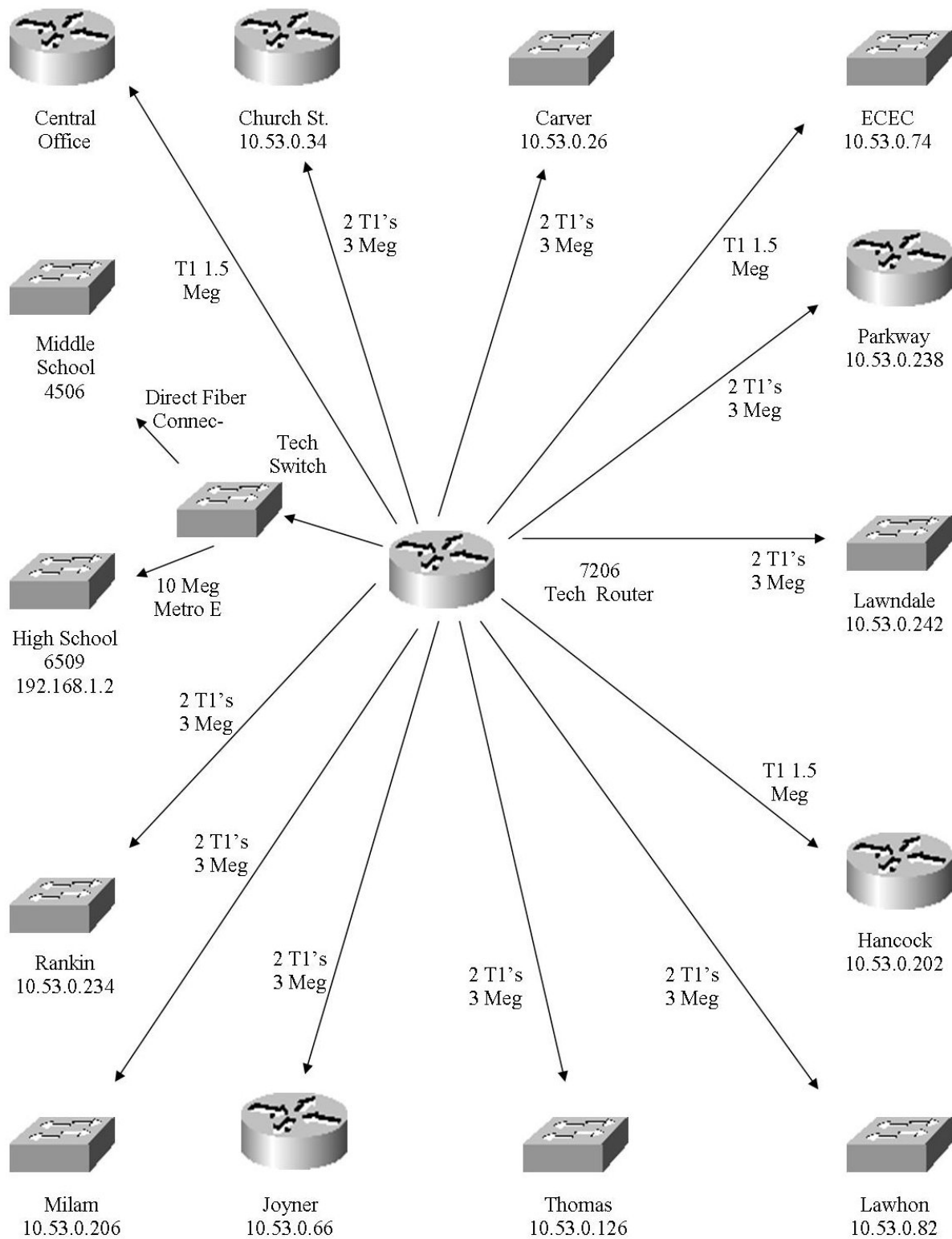
District Superintendent

Date



WAN Diagrams







Appendix I

TPSD MOTE Data Utilization
TPSD Professional Development Needs Assessment

**MOTE TECHNOLOGY SURVEY TUPELO PUBLIC SCHOOLS****PROFILE****1.1 Total Students, Classrooms, Teachers , Computer Labs**

	Students	Classrooms	Teachers	stationary Computer Labs	mobile Computer Labs
TUPELO PUBLIC SCHOOL DIST	7,737	566	579	6	20
CARVER ELEMENTARY SCHOOL	340	24	24	0	0
CHURCH STREET ELEMENTARY SCHOOL	283	24	24	0	2
EARLY CHILDHOOD EDUCATION CENTER	188	12	16	0	0
JOYNER ELEMENTARY SCHOOL	356	30	28	1	0
LAWHON ELEMENTARY SCHOOL	390	39	38	0	0
LAWNDALE ELEMENTARY SCHOOL	630	38	40	0	2
MILAM ELEMENTARY SCHOOL	659	48	48	1	0
PARKWAY ELEMENTARY SCHOOL	396	30	29	0	0
PIERCE STREET ELEMENTARY SCHOOL	302	29	29	0	2
RANKIN ELEMENTARY SCHOOL	307	27	27	0	3
THOMAS STREET ELEMENTARY SCHOOL	376	33	31	0	1
TUPELO ALTERNATIVE SCHOOL	112	13	13	1	0
TUPELO HIGH SCHOOL	1,852	129	140	1	1
TUPELO LEE CO VOC TECH SCHOOL	396	12	12	0	0
TUPELO MIDDLE SCHOOL	1,150	78	80	2	9

EQUIPMENT**1.2 Student-To-Computer Ratio**

Internet Ready Computers - computers are in each location in your school building

All Computers (Internet/Non Internet) - computers are in each location in your school building

	Internet Ready Computers	All Computers (Internet/Non Internet)
TUPELO PUBLIC SCHOOL DIST	3:1	3:1
CARVER ELEMENTARY SCHOOL	6.8:1	6.8:1
CHURCH STREET ELEMENTARY SCHOOL	2:1	2:1
EARLY CHILDHOOD EDUCATION CENTER	6.3:1	6.3:1
JOYNER ELEMENTARY SCHOOL	3.6:1	3.6:1
LAWHON ELEMENTARY SCHOOL	3.5:1	3.5:1
LAWNDALE ELEMENTARY SCHOOL	5.4:1	5.4:1
MILAM ELEMENTARY SCHOOL	4.5:1	4.5:1
PARKWAY ELEMENTARY SCHOOL	3.5:1	3.5:1
PIERCE STREET ELEMENTARY SCHOOL	3:1	3:1
RANKIN ELEMENTARY SCHOOL	3.3:1	3.3:1
THOMAS STREET ELEMENTARY SCHOOL	2.6:1	2.6:1
TUPELO ALTERNATIVE SCHOOL	2.1:1	2.1:1
TUPELO HIGH SCHOOL	2.6:1	2.6:1
TUPELO LEE CO VOC TECH SCHOOL	5.2:1	5.2:1
TUPELO MIDDLE SCHOOL	1.9:1	1.9:1

2.1 Computer Count By Location - Totals

Internet Ready: A computer when placed on a student or teacher's desk has the capability to display Web pages, including images when connected to the Internet.

Non Internet Ready: A computer when placed on a student or teacher's desk does not have the capability to display Web pages, including images when connected to the Internet.

	Total Internet Ready Computers TUPELO PUBLIC SCHOOL DIST	Total Non Internet Ready Computers TUPELO PUBLIC SCHOOL DIST
Offices	107	0
Classrooms	1,619	0
Stationary Computer Labs	464	0
Mobile Computer Labs	220	0



Libraries	158	0
All Locations	2,568	0
CARVER ELEMENTARY SCHOOL	50	0
CHURCH STREET ELEMENTARY SCHOOL	139	0
EARLY CHILDHOOD EDUCATION CENTER	30	0
JOYNER ELEMENTARY SCHOOL	100	0
LAWHON ELEMENTARY SCHOOL	110	0
LAWNDALE ELEMENTARY SCHOOL	117	0
MILAM ELEMENTARY SCHOOL	145	0
PARKWAY ELEMENTARY SCHOOL	113	0
PIERCE STREET ELEMENTARY SCHOOL	101	0
RANKIN ELEMENTARY SCHOOL	92	0
THOMAS STREET ELEMENTARY SCHOOL	144	0
TUPELO ALTERNATIVE SCHOOL	54	0
TUPELO HIGH SCHOOL	707	0
TUPELO LEE CO VOC TECH SCHOOL	76	0
TUPELO MIDDLE SCHOOL	590	0

2.1 Computer Count By Location - Percentages

Internet Ready: A computer when placed on a student or teacher's desk has the capability to display Web pages, including images when connected to the Internet.

Non Internet Ready: A computer when placed on a student or teacher's desk does not have the capability to display Web pages, including images when connected to the Internet.

	Internet Ready Computers TUPELO PUBLIC SCHOOL DIST	Internet Ready Computers Statewide	Non Internet Ready Computers TUPELO PUBLIC SCHOOL DIST	Non Internet Ready Computers Statewide
Offices	4.2%	5.3%	0%	0.9%
Classrooms	63%	61.8%	0%	39.1%
Stationary Computer Labs	18.1%	20.9%	0%	7.6%
Mobile Computer Labs	8.6%	6.3%	0%	2.1%
Libraries	6.2%	5.7%	0%	50.3%

2.2 PDA Usage Numbers - Totals

PDA - small computerized devices that are designed for mobile computing (e.g. Palm Pilot, Ipaq, Handspring), running the Palm, Microsoft CE or Microsoft Pocket PC operating systems.

# of PDA Used by	TUPELO PUBLIC SCHOOL DIST			
Teachers and other staff	9			
Administration	2			
Students	30			
All	41			
School	Teachers and other staff	Administration	Students	All
CARVER ELEMENTARY SCHOOL	0	0	0	0
CHURCH STREET ELEMENTARY SCHOOL	0	0	0	0
EARLY CHILDHOOD EDUCATION CENTER	0	0	0	0
JOYNER ELEMENTARY SCHOOL	1	0	0	1
LAWHON ELEMENTARY SCHOOL	1	0	0	1
LAWNDALE ELEMENTARY SCHOOL	0	0	0	0
MILAM ELEMENTARY SCHOOL	0	0	0	0
PARKWAY ELEMENTARY SCHOOL	1	0	0	1
PIERCE STREET ELEMENTARY SCHOOL	1	0	0	1
RANKIN ELEMENTARY SCHOOL	0	0	0	0
THOMAS STREET ELEMENTARY SCHOOL	1	0	0	1
TUPELO ALTERNATIVE SCHOOL	1	0	0	1
TUPELO HIGH SCHOOL	2	2	0	4
TUPELO LEE CO VOC TECH SCHOOL	1	0	0	1
TUPELO MIDDLE SCHOOL	0	0	30	30

**2.2 PDA Usage Numbers - Percentages**

PDA - small computerized devices that are designed for mobile computing (e.g. Palm Pilot, Ipaq, Handspring), running the Palm, Microsoft CE or Microsoft Pocket PC operating systems.

TUPELO PUBLIC SCHOOL DIST			
PDA Usage by			
Teachers and other staff	22%		
Administration	4.9%		
Students	73.2%		
School	Teachers and other staff	Administration	Students
CARVER ELEMENTARY SCHOOL	0%	0%	0%
CHURCH STREET ELEMENTARY SCHOOL	0%	0%	0%
EARLY CHILDHOOD EDUCATION CENTER	0%	0%	0%
JOYNER ELEMENTARY SCHOOL	100%	0%	0%
LAWHON ELEMENTARY SCHOOL	100%	0%	0%
LAWNDALE ELEMENTARY SCHOOL	0%	0%	0%
MILAM ELEMENTARY SCHOOL	0%	0%	0%
PARKWAY ELEMENTARY SCHOOL	100%	0%	0%
PIERCE STREET ELEMENTARY SCHOOL	100%	0%	0%
RANKIN ELEMENTARY SCHOOL	0%	0%	0%
THOMAS STREET ELEMENTARY SCHOOL	100%	0%	0%
TUPELO ALTERNATIVE SCHOOL	100%	0%	0%
TUPELO HIGH SCHOOL	50%	50%	0%
TUPELO LEE CO VOC TECH SCHOOL	100%	0%	0%
TUPELO MIDDLE SCHOOL	0%	0%	100%

2.3 Classrooms with Internet Connected Computers

The percent of classrooms with Internet capable and connected computers...

	At least one computer available for student use	At least one computer available for teacher use	At least five (5) computers available for student use
TUPELO PUBLIC SCHOOL DIST Totals	100%	100%	8.7%
CARVER ELEMENTARY SCHOOL	100%	100%	0%
CHURCH STREET ELEMENTARY SCHOOL	100%	100%	50%
EARLY CHILDHOOD EDUCATION CENTER	100%	100%	0%
JOYNER ELEMENTARY SCHOOL	100%	100%	3.3%
LAWHON ELEMENTARY SCHOOL	100%	100%	5.1%
LAWNDALE ELEMENTARY SCHOOL	100%	100%	2.6%
MILAM ELEMENTARY SCHOOL	100%	100%	2.1%
PARKWAY ELEMENTARY SCHOOL	100%	100%	3.3%
PIERCE STREET ELEMENTARY SCHOOL	100%	100%	3.4%
RANKIN ELEMENTARY SCHOOL	100%	100%	7.4%
THOMAS STREET ELEMENTARY SCHOOL	100%	100%	3%
TUPELO ALTERNATIVE SCHOOL	100%	100%	7.7%
TUPELO HIGH SCHOOL	100%	100%	9.3%
TUPELO LEE CO VOC TECH SCHOOL	100%	100%	50%
TUPELO MIDDLE SCHOOL	100%	100%	10.3%

2.4 Computer Projection Devices

How many classrooms have either, (1) a computer projection device (or LCD Panel), or (2) a TV of sufficient size for classroom viewing connected to an online computer?

	How many classrooms have either, (1) a computer projection device (or LCD Panel), or (2) a TV of sufficient size for classroom viewing connected to an online computer?
TUPELO PUBLIC SCHOOL DIST Totals	15%
CARVER ELEMENTARY SCHOOL	0%
CHURCH STREET ELEMENTARY SCHOOL	12.5%
EARLY CHILDHOOD EDUCATION CENTER	8.3%
JOYNER ELEMENTARY SCHOOL	3.3%



LAWHON ELEMENTARY SCHOOL	0%
LAWNDALE ELEMENTARY SCHOOL	2.6%
MILAM ELEMENTARY SCHOOL	2.1%
PARKWAY ELEMENTARY SCHOOL	6.7%
PIERCE STREET ELEMENTARY SCHOOL	17.2%
RANKIN ELEMENTARY SCHOOL	0%
THOMAS STREET ELEMENTARY SCHOOL	84.8%
TUPELO ALTERNATIVE SCHOOL	0%
TUPELO HIGH SCHOOL	17.1%
TUPELO LEE CO VOC TECH SCHOOL	25%
TUPELO MIDDLE SCHOOL	23.1%

NETWORK ACCESS

3.1.1 Network Access – Offices

Do your offices have network access
(infrastructure in place for an Internet
connected computer)

TUPELO PUBLIC SCHOOL DIST Totals	100%
CARVER ELEMENTARY SCHOOL	Yes
CHURCH STREET ELEMENTARY SCHOOL	Yes
EARLY CHILDHOOD EDUCATION CENTER	Yes
JOYNER ELEMENTARY SCHOOL	Yes
LAWHON ELEMENTARY SCHOOL	Yes
LAWNDALE ELEMENTARY SCHOOL	Yes
MILAM ELEMENTARY SCHOOL	Yes
PARKWAY ELEMENTARY SCHOOL	Yes
PIERCE STREET ELEMENTARY SCHOOL	Yes
RANKIN ELEMENTARY SCHOOL	Yes
THOMAS STREET ELEMENTARY SCHOOL	Yes
TUPELO ALTERNATIVE SCHOOL	Yes
TUPELO HIGH SCHOOL	Yes
TUPELO LEE CO VOC TECH SCHOOL	Yes
TUPELO MIDDLE SCHOOL	Yes

3.1.2 Network Access – Library/Media Center

Does your Library/Media Center have
network access (infrastructure in place for an
Internet connected computer)?

TUPELO PUBLIC SCHOOL DIST Totals	100%
CARVER ELEMENTARY SCHOOL	Yes
CHURCH STREET ELEMENTARY SCHOOL	Yes
EARLY CHILDHOOD EDUCATION CENTER	Yes
JOYNER ELEMENTARY SCHOOL	Yes
LAWHON ELEMENTARY SCHOOL	Yes
LAWNDALE ELEMENTARY SCHOOL	Yes
MILAM ELEMENTARY SCHOOL	Yes
PARKWAY ELEMENTARY SCHOOL	Yes
PIERCE STREET ELEMENTARY SCHOOL	Yes
RANKIN ELEMENTARY SCHOOL	Yes
THOMAS STREET ELEMENTARY SCHOOL	Yes
TUPELO ALTERNATIVE SCHOOL	Yes
TUPELO HIGH SCHOOL	Yes
TUPELO LEE CO VOC TECH SCHOOL	Yes
TUPELO MIDDLE SCHOOL	Yes

**3.1.3 TV/Video Reception & Telephone Access – Classrooms**

	Total # of Classrooms with TV/Video reception	% of Classrooms with TV/Video reception	Total # of Classrooms with Telephone Access	% of Classrooms with Telephone Access
TUPELO PUBLIC SCHOOL DIST Totals	219	38.7%	50	8.8%
CARVER ELEMENTARY SCHOOL	0	0%	4	16.7%
CHURCH STREET ELEMENTARY SCHOOL	21	87.5%	1	4.2%
EARLY CHILDHOOD EDUCATION CENTER	0	0%	0	0%
JOYNER ELEMENTARY SCHOOL	30	100%	2	6.7%
LAWHON ELEMENTARY SCHOOL	39	100%	7	17.9%
LAWNDALE ELEMENTARY SCHOOL	38	100%	2	5.3%
MILAM ELEMENTARY SCHOOL	1	2.1%	0	0%
PARKWAY ELEMENTARY SCHOOL	27	90%	3	10%
PIERCE STREET ELEMENTARY SCHOOL	10	34.5%	3	10.3%
RANKIN ELEMENTARY SCHOOL	20	74.1%	3	11.1%
THOMAS STREET ELEMENTARY SCHOOL	33	100%	1	3%
TUPELO ALTERNATIVE SCHOOL	0	0%	0	0%
TUPELO HIGH SCHOOL	0	0%	7	5.4%
TUPELO LEE CO VOC TECH SCHOOL	0	0%	12	100%
TUPELO MIDDLE SCHOOL	0	0%	5	6.4%

3.1.4 TV/Video Reception & Telephone Access – Computer Labs

	% of Computer Labs with TV/Video reception	Total # of Computer Labs with Telephone Access	% of Computer Labs with Telephone Access	
Total # of Computer Labs with TV/Video reception				
TUPELO PUBLIC SCHOOL DIST Totals	1	0.3%	1	0.3%
CARVER ELEMENTARY SCHOOL	0	0%	0	0%
CHURCH STREET ELEMENTARY SCHOOL	0	0%	0	0%
EARLY CHILDHOOD EDUCATION CENTER	0	0%	0	0%
JOYNER ELEMENTARY SCHOOL	1	50%	0	0%
LAWHON ELEMENTARY SCHOOL	0	0%	0	0%
LAWNDALE ELEMENTARY SCHOOL	0	0%	0	0%
MILAM ELEMENTARY SCHOOL	0	0%	0	0%
PARKWAY ELEMENTARY SCHOOL	0	0%	0	0%
PIERCE STREET ELEMENTARY SCHOOL	0	0%	0	0%
RANKIN ELEMENTARY SCHOOL	0	0%	0	0%
THOMAS STREET ELEMENTARY SCHOOL	0	0%	0	0%
TUPELO ALTERNATIVE SCHOOL	0	0%	0	0%
TUPELO HIGH SCHOOL	0	0%	1	1.4%
TUPELO LEE CO VOC TECH SCHOOL	0	0%	0	0%
TUPELO MIDDLE SCHOOL	0	0%	0	0%

3.2 Type of Internet Connectivity

The percentages below represent the primary type of Internet connectivity.

Low Capacity: Examples - Dial-up modem, ISDN, 56K Frame Relay

Medium Capacity: Examples - T-1, DSL, Wireless (less than 11 mbs)

High Capacity: Examples - Multiple T-1, T-3, Cable Modem, Wireless (11 mbs or better)

	Low	Medium	High
TUPELO PUBLIC SCHOOL DIST Totals	0%	73.3%	26.7%
CARVER ELEMENTARY SCHOOL		X	
CHURCH STREET ELEMENTARY SCHOOL		X	
EARLY CHILDHOOD EDUCATION CENTER		X	
JOYNER ELEMENTARY SCHOOL		X	
LAWHON ELEMENTARY SCHOOL		X	
LAWNDALE ELEMENTARY SCHOOL		X	
MILAM ELEMENTARY SCHOOL		X	
PARKWAY ELEMENTARY SCHOOL		X	



PIERCE STREET ELEMENTARY SCHOOL	X	
RANKIN ELEMENTARY SCHOOL	X	
THOMAS STREET ELEMENTARY SCHOOL	X	
TUPELO ALTERNATIVE SCHOOL		X
TUPELO HIGH SCHOOL		X
TUPELO LEE CO VOC TECH SCHOOL		X
TUPELO MIDDLE SCHOOL		X

3.3 TV/Video Reception

The percentages below represent the various types of TV/video reception available.

	Cable TV	School Closed Circuit	Satellite Dish	MIVN	Ednet	Channel One	Other	None
TUPELO PUBLIC SCHOOL DIST	66.7%	0%	0%	0%	0%	0%	0%	33.30%
CARVER ELEMENTARY SCHOOL	No	No	No	No	No	No	No	Yes
CHURCH STREET ELEMENTARY SCHOOL	Yes	No	No	No	No	No	No	No
EARLY CHILDHOOD EDUCATION CENTER	No	No	No	No	No	No	No	Yes
JOYNER ELEMENTARY SCHOOL	Yes	No	No	No	No	No	No	No
LAWHON ELEMENTARY SCHOOL	Yes	No	No	No	No	No	No	No
LAWNDALE ELEMENTARY SCHOOL	Yes	No	No	No	No	No	No	No
MILAM ELEMENTARY SCHOOL	Yes	No	No	No	No	No	No	No
PARKWAY ELEMENTARY SCHOOL	Yes	No	No	No	No	No	No	No
PIERCE STREET ELEMENTARY SCHOOL	Yes	No	No	No	No	No	No	No
RANKIN ELEMENTARY SCHOOL	Yes	No	No	No	No	No	No	No
THOMAS STREET ELEMENTARY SCHOOL	Yes	No	No	No	No	No	No	No
TUPELO ALTERNATIVE SCHOOL	No	No	No	No	No	No	No	Yes
TUPELO HIGH SCHOOL	Yes	No	No	No	No	No	No	No
TUPELO LEE CO VOC TECH SCHOOL	No	No	No	No	No	No	No	Yes
TUPELO MIDDLE SCHOOL	No	No	No	No	No	No	No	Yes

3.4 Home/School Communication

The percentages below represent the various types of TV/video reception available

	Homework HotLine	Voice Bulletins/Voice Mail	Website	Email	Web- Based Teacher/ Parent Communi- cation System	Other	None
TUPELO PUBLIC SCHOOL DIST Totals	0%	16.7%	38.9%	41.7%	2.8%	0%	0
CARVER ELEMENTARY SCHOOL	No	No	Yes	Yes	No	No	No
CHURCH STREET ELEMENTARY SCHOOL	No	No	Yes	Yes	No	No	No
EARLY CHILDHOOD EDUCATION CENTER	No	Yes	Yes	Yes	No	No	No
JOYNER ELEMENTARY SCHOOL	No	No	Yes	Yes	No	No	No
LAWHON ELEMENTARY SCHOOL	No	No	Yes	Yes	No	No	No
LAWNDALE ELEMENTARY SCHOOL	No	Yes	Yes	Yes	No	No	No
MILAM ELEMENTARY SCHOOL	No	Yes	Yes	Yes	No	No	No
PARKWAY ELEMENTARY SCHOOL	No	No	Yes	Yes	No	No	No
PIERCE STREET ELEMENTARY SCHOOL	No	No	Yes	Yes	No	No	No
RANKIN ELEMENTARY SCHOOL	No	No	Yes	Yes	No	No	No
THOMAS STREET ELEMENTARY SCHOOL	No	Yes	Yes	Yes	No	No	No
TUPELO ALTERNATIVE SCHOOL	No	Yes	Yes	Yes	No	No	No
TUPELO HIGH SCHOOL	No	Yes	Yes	Yes	No	No	No
TUPELO LEE CO VOC TECH SCHOOL	No	No	No	Yes	Yes	No	No
TUPELO MIDDLE SCHOOL	No	No	Yes	Yes	No	No	No

**3.5.1 After Hours Technology Resources - Part A**

	Online (Internet) resources	Interactive Video courses	Teacher Led courses	MOLLI (MS Online Learning Institute)	Teacher-ine	Other	No other resources available
TUPELO PUBLIC SCHOOL DIST Totals	13.3%	0%	33.3%	0%	0%	6.7%	46.7%
CARVER ELEMENTARY SCHOOL			X				
CHURCH STREET ELEMENTARY SCHOOL							X
EARLY CHILDHOOD EDUCATION CENTER			X				
JOYNER ELEMENTARY SCHOOL							X
LAWHON ELEMENTARY SCHOOL							X
LAWNDALE ELEMENTARY SCHOOL			X				
MILAM ELEMENTARY SCHOOL			X				
PARKWAY ELEMENTARY SCHOOL							X
PIERCE STREET ELEMENTARY SCHOOL							X
RANKIN ELEMENTARY SCHOOL							X
THOMAS STREET ELEMENTARY SCHOOL	X						
TUPELO ALTERNATIVE SCHOOL							X
TUPELO HIGH SCHOOL						X	
TUPELO LEE CO VOC TECH SCHOOL	X						
TUPELO MIDDLE SCHOOL			X				

3.5.2 After Hours Technology Resources - Part B

The percentages below represent other delivery resources available to students and the community after school hours.

	Computer Lab	Library/Media Center	Classrooms	Interactive Video Classrooms (MIVN)	Other
TUPELO PUBLIC SCHOOL DIST Totals	23.1%	38.5%	38.5%	0%	0%
CARVER ELEMENTARY SCHOOL	No	Yes	Yes	No	No
CHURCH STREET ELEMENTARY SCHOOL	No	No	No	No	No
EARLY CHILDHOOD EDUCATION CENTER	No	No	No	No	No
JOYNER ELEMENTARY SCHOOL	No	No	No	No	No
LAWHON ELEMENTARY SCHOOL	No	No	No	No	No
LAWNDALE ELEMENTARY SCHOOL	No	Yes	Yes	No	No
MILAM ELEMENTARY SCHOOL	Yes	Yes	Yes	No	No
PARKWAY ELEMENTARY SCHOOL	No	No	No	No	No
PIERCE STREET ELEMENTARY SCHOOL	No	No	No	No	No
RANKIN ELEMENTARY SCHOOL	No	No	No	No	No
THOMAS STREET ELEMENTARY SCHOOL	No	No	No	No	No
TUPELO ALTERNATIVE SCHOOL	No	No	No	No	No
TUPELO HIGH SCHOOL	Yes	Yes	Yes	No	No
TUPELO LEE CO VOC TECH SCHOOL	No	No	Yes	No	No
TUPELO MIDDLE SCHOOL	Yes	Yes	No	No	No

ASSISTIVE TECHNOLOGIES**4.1 Assistive Technologies**

Is assistive technology (e.g. portable word processors and brailers, electronic communication aids for speech, or computers with adaptive devices) used by students with disabilities or students with learning difficulties?

Legend:

A: Yes, for both students with disabilities who have an Individualized Education Plan or a 504 Plan and for students who experience difficulties learning but don't receive special education services or support through a 504 Plan.

B: Yes, Primarily for students with disabilities who have an Individualized Education Plan or a 504 Plan.

C: No, most teachers are not aware of these options

D: No, most teachers are aware of these options but have not been trained on how to support students who use the technology.

E: No, there is not clear process in place in our school for obtaining assistive technology

F: Other

	A	B	C	D	E	F
TUPELO PUBLIC SCHOOL DIST Totals	0%	100%	0%	0%	0%	0%
CARVER ELEMENTARY SCHOOL		X				



CHURCH STREET ELEMENTARY SCHOOL	X
EARLY CHILDHOOD EDUCATION CENTER	X
JOYNER ELEMENTARY SCHOOL	X
LAWHON ELEMENTARY SCHOOL	X
LAWNDALE ELEMENTARY SCHOOL	X
MILAM ELEMENTARY SCHOOL	X
PARKWAY ELEMENTARY SCHOOL	X
PIERCE STREET ELEMENTARY SCHOOL	X
RANKIN ELEMENTARY SCHOOL	X
THOMAS STREET ELEMENTARY SCHOOL	X
TUPELO ALTERNATIVE SCHOOL	X
TUPELO HIGH SCHOOL	X
TUPELO LEE CO VOC TECH SCHOOL	X
TUPELO MIDDLE SCHOOL	X

SUPPORT**5.1.1a Support of Equipment and Network - School Based**

The following school-based employees provide the primary technical support (e.g. network administration, troubleshooting, and maintenance) for the equipment and network.

	Full Time TC	Part Time TC	Library Media Specialist	Volunteer	No Support Available
TUPELO PUBLIC SCHOOL DIST	0%	40%	40%	20%	0%
CARVER ELEMENTARY SCHOOL				X	
CHURCH STREET ELEMENTARY SCHOOL			X		
EARLY CHILDHOOD EDUCATION CENTER		X			
JOYNER ELEMENTARY SCHOOL			X		
LAWHON ELEMENTARY SCHOOL			X		
LAWNDALE ELEMENTARY SCHOOL		X			
MILAM ELEMENTARY SCHOOL		X			
PARKWAY ELEMENTARY SCHOOL			X		
PIERCE STREET ELEMENTARY SCHOOL			X		
RANKIN ELEMENTARY SCHOOL			X		
THOMAS STREET ELEMENTARY SCHOOL		X			
TUPELO ALTERNATIVE SCHOOL				X	
TUPELO HIGH SCHOOL		X			
TUPELO LEE CO VOC TECH SCHOOL				X	
TUPELO MIDDLE SCHOOL		X			

5.1.1b Support of Equipment and Network - Other Support

The following support is available (e.g. network administration, troubleshooting, and maintenance) for the equipment and network.

	Tech Coord	Vendor	Students	Parents/Volunteer	Other	No support available
TUPELO PUBLIC SCHOOL DIST Totals	100%	0%	0%	0%	0%	0%
CARVER ELEMENTARY SCHOOL	X					
CHURCH STREET ELEMENTARY SCHOOL	X					
EARLY CHILDHOOD EDUCATION CENTER	X					
JOYNER ELEMENTARY SCHOOL	X					
LAWHON ELEMENTARY SCHOOL	X					
LAWNDALE ELEMENTARY SCHOOL	X					
MILAM ELEMENTARY SCHOOL	X					
PARKWAY ELEMENTARY SCHOOL	X					
PIERCE STREET ELEMENTARY SCHOOL	X					
RANKIN ELEMENTARY SCHOOL	X					
THOMAS STREET ELEMENTARY SCHOOL	X					
TUPELO ALTERNATIVE SCHOOL	X					
TUPELO HIGH SCHOOL	X					
TUPELO LEE CO VOC TECH SCHOOL	X					
TUPELO MIDDLE SCHOOL	X					

**5.2.1a Professional Development - School Based**

The following school-based employees provide the primary instructional support (e.g. professional development and lesson planning) for the use of technology to teachers.

	Full Time TC	Part Time TC	Library Media Specialist	Volunteer	No Support Available
TUPELO PUBLIC SCHOOL DIST Totals	6.7%	0%	33.3%	46.7%	13.3%
CARVER ELEMENTARY SCHOOL				X	
CHURCH STREET ELEMENTARY SCHOOL			X		
EARLY CHILDHOOD EDUCATION CENTER					X
JOYNER ELEMENTARY SCHOOL				X	
LAWHON ELEMENTARY SCHOOL			X		
LAWNDALE ELEMENTARY SCHOOL				X	
MILAM ELEMENTARY SCHOOL				X	
PARKWAY ELEMENTARY SCHOOL			X		
PIERCE STREET ELEMENTARY SCHOOL			X		
RANKIN ELEMENTARY SCHOOL			X		
THOMAS STREET ELEMENTARY SCHOOL	X				
TUPELO ALTERNATIVE SCHOOL				X	
TUPELO HIGH SCHOOL				X	
TUPELO LEE CO VOC TECH SCHOOL				X	
TUPELO MIDDLE SCHOOL					X

5.2.1b Professional Development - Non-School Based

Instructional support (e.g. professional development and lesson planning) is provided to teachers by the following individuals for the use of technology.

	District TC	District Staff Dev Coor	University/Comm College Staff	MS Dept of Ed, Technology Office	Vendor	Students	Parents/Volunteers	Consultant
TUPELO PUBLIC SCHOOL DIST Totals	0%	100%	0%	0%	0%	0%	0%	0%
CARVER ELEMENTARY SCHOOL		X						
CHURCH STREET ELEMENTARY SCHOOL		X						
EARLY CHILDHOOD EDUCATION CENTER		X						
JOYNER ELEMENTARY SCHOOL		X						
LAWHON ELEMENTARY SCHOOL		X						
LAWNDALE ELEMENTARY SCHOOL		X						
MILAM ELEMENTARY SCHOOL		X						
PARKWAY ELEMENTARY SCHOOL		X						
PIERCE STREET ELEMENTARY SCHOOL		X						
RANKIN ELEMENTARY SCHOOL		X						
THOMAS STREET ELEMENTARY SCHOOL		X						
TUPELO ALTERNATIVE SCHOOL		X						
TUPELO HIGH SCHOOL		X						
TUPELO LEE CO VOC TECH SCHOOL		X						
TUPELO MIDDLE SCHOOL		X						

5.3.1 Delivery and Format of Professional Development 1

	MS Dept of Ed, Technology Office	In-House/In-District	Online Courses	University Courses/ Training	Other	None Available
TUPELO PUBLIC SCHOOL DIST Totals	0%	100%	0%	0%	0%	0%
CARVER ELEMENTARY SCHOOL		X				
CHURCH STREET ELEMENTARY SCHOOL		X				
EARLY CHILDHOOD EDUCATION CENTER		X				



JOYNER ELEMENTARY SCHOOL	X
LAWHON ELEMENTARY SCHOOL	X
LAWNDALE ELEMENTARY SCHOOL	X
MILAM ELEMENTARY SCHOOL	X
PARKWAY ELEMENTARY SCHOOL	X
PIERCE STREET ELEMENTARY SCHOOL	X
RANKIN ELEMENTARY SCHOOL	X
THOMAS STREET ELEMENTARY SCHOOL	X
TUPELO ALTERNATIVE SCHOOL	X
TUPELO HIGH SCHOOL	X
TUPELO LEE CO VOC TECH SCHOOL	X
TUPELO MIDDLE SCHOOL	X

5.3.2 Delivery and Format of Professional Development 2

CARVER ELEMENTARY SCHOOL			X
CHURCH STREET ELEMENTARY SCHOOL		X	
EARLY CHILDHOOD EDUCATION CENTER	X		
JOYNER ELEMENTARY SCHOOL	X		
LAWHON ELEMENTARY SCHOOL	X		
LAWNDALE ELEMENTARY SCHOOL		X	
MILAM ELEMENTARY SCHOOL	X		
PARKWAY ELEMENTARY SCHOOL	X		
PIERCE STREET ELEMENTARY SCHOOL	X		
RANKIN ELEMENTARY SCHOOL	X		
THOMAS STREET ELEMENTARY SCHOOL	X		
TUPELO ALTERNATIVE SCHOOL			X
TUPELO HIGH SCHOOL	X		
TUPELO LEE CO VOC TECH SCHOOL	X		
TUPELO MIDDLE SCHOOL	X		

5.3.3 Delivery and Format of Professional Development 3

	Face-to-Face	Online	
TUPELO PUBLIC SCHOOL DIST Totals	100%		0%
CARVER ELEMENTARY SCHOOL	X		
CHURCH STREET ELEMENTARY SCHOOL	X		
EARLY CHILDHOOD EDUCATION CENTER	X		
JOYNER ELEMENTARY SCHOOL	X		
LAWHON ELEMENTARY SCHOOL	X		
LAWNDALE ELEMENTARY SCHOOL	X		
MILAM ELEMENTARY SCHOOL	X		
PARKWAY ELEMENTARY SCHOOL	X		
PIERCE STREET ELEMENTARY SCHOOL	X		
RANKIN ELEMENTARY SCHOOL	X		
THOMAS STREET ELEMENTARY SCHOOL	X		
TUPELO ALTERNATIVE SCHOOL	X		
TUPELO HIGH SCHOOL	X		
TUPELO LEE CO VOC TECH SCHOOL	X		
TUPELO MIDDLE SCHOOL	X		

5.3.4 Delivery and Format of Professional Development 4

	Instructor Led Online Course	Self-Paced Online Course
TUPELO PUBLIC SCHOOL DIST Totals	0%	0%
CARVER ELEMENTARY SCHOOL		
CHURCH STREET ELEMENTARY SCHOOL		
EARLY CHILDHOOD EDUCATION CENTER		
JOYNER ELEMENTARY SCHOOL		
LAWHON ELEMENTARY SCHOOL		
LAWNDALE ELEMENTARY SCHOOL		
MILAM ELEMENTARY SCHOOL		



PARKWAY ELEMENTARY SCHOOL
 PIERCE STREET ELEMENTARY SCHOOL
 RANKIN ELEMENTARY SCHOOL
 THOMAS STREET ELEMENTARY SCHOOL
 TUPELO ALTERNATIVE SCHOOL
 TUPELO HIGH SCHOOL
 TUPELO LEE CO VOC TECH SCHOOL
 TUPELO MIDDLE SCHOOL

Student Technology Usage

6.1.1 Gather information/data from a variety of sources (e.g. via Internet, Online services, CD-ROM-based reference software, PDAs)

The percentages below on student use of technology in the school are based on four types of use: Daily, Once or Twice a Week, A Few Times a Year, Not at All

Legend:

6.1.1 Gather information/data from a variety of sources (e.g. via Internet, Online services, CD-ROM-based reference software, PDAs)

6.1.2 Organize and store information (e.g. creating databases, PDAs or spreadsheet files)

6.1.3 Perform measurements and collect data in investigations or lab experiments (e.g. using probes and sensors or PDAs)

6.1.4 Manipulate/analyze/interpret information or data to discover relationships, generate questions, and/or reach conclusions (e.g. sorting databases or spreadsheet files, using electronic graphic organizers)

6.1.5 Communicate/report information, conclusions, or results of investigations (e.g. in word processing documents, e-mail, online discussion areas, multimedia presentations, or on a web site)

6.1.6 Create and display graphics or visuals (diagrams, pictures, figures, charts, maps, etc.)

6.1.7 Communicate/interact with others in the classroom/school/outside of school (e.g. using e-mail, bulletin boards, discussion areas)

6.1.8 Plan, draft, proofread, revise and publish written text

6.1.9 Plan, refine, produce multimedia presentations

6.1.10 Generate original pieces of visual art and/or musical composition

6.1.11 Perform calculations (e.g. graphing calculators or spreadsheets or PDAs)

6.1.12 Design and produce a product (Computer-aided manufacturing)

6.1.13 Control other devices (robotics)

	Daily	Once or Twice a Week	A Few Times a Year	Not at All
TUPELO PUBLIC SCHOOL DIST	54.6%	41.1%	3.1%	1.20%
CARVER ELEMENTARY SCHOOL	50%	50%	0%	0%
CHURCH STREET ELEMENTARY SCHOOL	0%	100%	0%	0%
EARLY CHILDHOOD EDUCATION CENTER	0%	100%	0%	0%
JOYNER ELEMENTARY SCHOOL	80%	20%	0%	0%
LAWHON ELEMENTARY SCHOOL	0%	100%	0%	0%
LAWNDALE ELEMENTARY SCHOOL	70%	25%	5%	0%
MILAM ELEMENTARY SCHOOL	0%	100%	0%	0%
PARKWAY ELEMENTARY SCHOOL	100%	0%	0%	0%
PIERCE STREET ELEMENTARY SCHOOL	100%	0%	0%	0%
RANKIN ELEMENTARY SCHOOL	100%	0%	0%	0%
THOMAS STREET ELEMENTARY SCHOOL	85%	15%	0%	0%
TUPELO ALTERNATIVE SCHOOL	30%	50%	20%	0%
TUPELO HIGH SCHOOL	25%	60%	10%	5%
TUPELO LEE CO VOC TECH SCHOOL	90%	10%	0%	0%
TUPELO MIDDLE SCHOOL	100%	0%	0%	0%

ADMINISTRATOR TECHNOLOGY USAGE

7.1.1 Seek input from stakeholders in shaping a shared vision of the role of technology

The percentages below on administrator use of technology in the school are based on four types of use: Always, Frequently, Rarely, Never

Legend:

Administrator Support of Technology Integration

7.1.1 Seek input from stakeholders in shaping a shared vision of the role of technology

7.1.2 Provide leadership for development of a long-range plan involving all appropriate stakeholders

7.1.3 Designate funds and resources to accomplish goals and objectives of the plan



- 7.1.4 Focus training opportunities on identified needs
- 7.1.5 Provide opportunities for professional development follow-up
- 7.1.6 Monitor the effectiveness of professional development experiences toward attaining the desired outcomes
- 7.1.7 Keep abreast of current research and emerging technologies
- 7.1.8 Encourage staff to seek new and innovative ways to integrate technology into curriculum and instruction
- 7.1.9 Acknowledge and reward exemplary and/or innovative integration practices
- 7.1.10 Provide resources to support the use of technology
- 7.1.11 Encourage collaboration among colleagues
- 7.1.12 Assure the equity in the availability and accessibility of technology
- 7.1.13 Integrate technology plan components into the curriculum and programs
- 7.1.14 Monitor classroom instructional practices for infusion of technology
- 7.1.15 Monitor progress towards defined goals
- 7.1.16 Provide for periodic review and revision by stakeholders
- 7.1.17 Provide appropriate professional development activities in alignment with shared vision
- 7.1.18 Provide necessary resources (times, funds, critical information) to support professional development
- 7.1.19 Ensure that technical support is in place
- 7.1.20 Set expectations for a technologically rich learning environment
- 7.1.21 Establish ongoing dialogue with business/industry and/or higher education regarding technology skills needed
- 7.1.22 Implement approved curriculum to meet technological skill requirements
- 7.1.23 Align curriculum with district, state, and national technology standards
- 7.1.24 Adhere to current copyright laws, rights, and responsibilities concerning technology-based resources
- 7.1.25 Initiate policies and procedures that ensure compliance with legal, ethical, and security issues related to technology
- 7.1.26 Implement policies and procedures that ensure compliance with legal, ethical, and security issues related to technology
- 7.1.27 Monitor policies and procedures that ensure compliance with legal, ethical, and security issues related to technology

Administrator Use of Technology Integration

- 7.2.1 Monitor progress towards defined goals
- 7.2.2 Keep abreast of current research and emerging technologies
- 7.2.3 Communicate effectively with stakeholders via electronic mail (email, video conferencing, electronic newsletters, presentation software, etc.)
- 7.2.4 Adhere to current copyright laws, rights, and responsibilities concerning technology-based resources
- 7.2.5 Maintain electronic records for planning, budgeting, reporting, and monitoring academic purposes
- 7.2.6 Maintain electronic records for planning, budgeting, reporting, and monitoring for administrative purposes

	Always	Frequently	Rarely	Never	
TUPELO PUBLIC SCHOOL DIST Totals	93.3%	6.7%	0%		0
CARVER ELEMENTARY SCHOOL		X			
CHURCH STREET ELEMENTARY SCHOOL	X				
EARLY CHILDHOOD EDUCATION CENTER	X				
JOYNER ELEMENTARY SCHOOL	X				
LAWHON ELEMENTARY SCHOOL	X				
LAWNDALE ELEMENTARY SCHOOL	X				
MILAM ELEMENTARY SCHOOL	X				
PARKWAY ELEMENTARY SCHOOL	X				
PIERCE STREET ELEMENTARY SCHOOL	X				
RANKIN ELEMENTARY SCHOOL	X				
THOMAS STREET ELEMENTARY SCHOOL	X				
TUPELO ALTERNATIVE SCHOOL	X				
TUPELO HIGH SCHOOL	X				
TUPELO LEE CO VOC TECH SCHOOL	X				
TUPELO MIDDLE SCHOOL	X				

TEACHER TECHNOLOGY USAGE

- 8.1.1 Perform tasks such as word processing, spreadsheet applications, file management and printing

The percentages below on teacher use of technology in the school are based on four types of use: Daily, Once or Twice a Week, A Few Times a Year, Not at All

Legend:

- 8.1.1 Perform tasks such as word processing, spreadsheet applications, file management and printing
- 8.1.2 Utilize the Internet to enhance instruction
- 8.1.3 Select the technology sources appropriate to the academic and/or grade level of the student



- 8.1.4 Copy and distribute material in compliance with the current copyright and fair use standards
- 8.1.5 Ensure that students are aware of and practice appropriate use of technology according to district acceptable use policy
- 8.1.6 Ensure that all students, regardless of race, gender, religion and social-economic status, have equitable access to technologies on school premises
- 8.1.7 Allow for differences in access to technology outside of school premises when making class assignments
- 8.1.8 Monitor student use of the Internet to prevent exposure to pornographic, hate and illegal materials
- 8.1.9 Protect the privacy of student information
- 8.1.10 Utilize multimedia, hypermedia, telecommunications and other technology to: ■ Access resources for planning instructions (MAGNOLIA, Internet) ■ Develop lesson plans ■ Develop/refine curriculum ■ Conduct research ■ Prepare lesson presentations
- 8.1.11 Apply software to collect data, manage student information, create correspondence, newsletters, etc. and develop classroom schedules
- 8.1.12 Access information through collegial communications via email, videoconferencing and/or distance education technology (professional development/college course work)
- 8.1.13 Remain current on educational issues and trends via: ■ Listservs ■ Web browsers ■ MDE Web site, TeacherExchange Web site, MAGNOLIA, MarcoPolo Discovers MS Web site, etc.
- 8.1.14 Design and deliver instructional practices which foster: ■ Student-centered activities ■ Critical thinking skills ■ Problem Solving ■ Creative exploration and productivity
- 8.1.15 Facilitate the integration of technologies across the curriculum
- 8.1.16 Assist learning in individual, small and large groups with technologies
- 8.1.17 Support individualized learning or tutoring (e.g. using computer or Web-based modules or courses)
- 8.1.18 Remediate basic skills in math and reading

	Daily	Once or Twice a Week	A Few Times a Year	Not at All
TUPELO PUBLIC SCHOOL DIST Totals	98.1%	1.9%	0%	0%
CARVER ELEMENTARY SCHOOL	100%	0%	0%	0%
CHURCH STREET ELEMENTARY SCHOOL	100%	0%	0%	0%
EARLY CHILDHOOD EDUCATION CENTER	100%	0%	0%	0%
JOYNER ELEMENTARY SCHOOL	60%	40%	0%	0%
LAWHON ELEMENTARY SCHOOL	100%	0%	0%	0%
LAWNDALE ELEMENTARY SCHOOL	100%	0%	0%	0%
MILAM ELEMENTARY SCHOOL	100%	0%	0%	0%
PARKWAY ELEMENTARY SCHOOL	100%	0%	0%	0%
PIERCE STREET ELEMENTARY SCHOOL	100%	0%	0%	0%
RANKIN ELEMENTARY SCHOOL	100%	0%	0%	0%
THOMAS STREET ELEMENTARY SCHOOL	100%	0%	0%	0%
TUPELO ALTERNATIVE SCHOOL	100%	%	%	%
TUPELO HIGH SCHOOL	100%	0%	0%	0%
TUPELO LEE CO VOC TECH SCHOOL	100%	0%	0%	0%
TUPELO MIDDLE SCHOOL	100%	0%	0%	0%

DISTANCE LEARNING

9.1 Percent of Students with Home Access to the Internet

What percent of the students in your school have access to the Internet in their homes?

	What percent of students in your school have access to the Internet in their homes?
TUPELO PUBLIC SCHOOL DIST Totals	58.5%
CARVER ELEMENTARY SCHOOL	55%
CHURCH STREET ELEMENTARY SCHOOL	50%
EARLY CHILDHOOD EDUCATION CENTER	40%
JOYNER ELEMENTARY SCHOOL	65%
LAWHON ELEMENTARY SCHOOL	60%
LAWNDALE ELEMENTARY SCHOOL	54%
MILAM ELEMENTARY SCHOOL	50%
PARKWAY ELEMENTARY SCHOOL	30%
PIERCE STREET ELEMENTARY SCHOOL	50%
RANKIN ELEMENTARY SCHOOL	30%
THOMAS STREET ELEMENTARY SCHOOL	70%
TUPELO ALTERNATIVE SCHOOL	25%
TUPELO HIGH SCHOOL	70%
TUPELO LEE CO VOC TECH SCHOOL	45%



TUPELO MIDDLE SCHOOL

75%

9.2 Process of Gathering Student Access Percentages

The percentages below represent how the percentage of students with home access to the Internet was calculated.

	Estimation	Survey of Teachers and Students	Survey of Parents/ Guardians	Other
TUPELO PUBLIC SCHOOL DIST Totals	93.3%	6.7%	0%	0%
CARVER ELEMENTARY SCHOOL	X			
CHURCH STREET ELEMENTARY SCHOOL	X			
EARLY CHILDHOOD EDUCATION CENTER	X			
JOYNER ELEMENTARY SCHOOL	X			
LAWHON ELEMENTARY SCHOOL	X			
LAWNDALE ELEMENTARY SCHOOL	X			
MILAM ELEMENTARY SCHOOL	X			
PARKWAY ELEMENTARY SCHOOL	X			
PIERCE STREET ELEMENTARY SCHOOL		X		
RANKIN ELEMENTARY SCHOOL	X			
THOMAS STREET ELEMENTARY SCHOOL	X			
TUPELO ALTERNATIVE SCHOOL	X			
TUPELO HIGH SCHOOL	X			
TUPELO LEE CO VOC TECH SCHOOL	X			
TUPELO MIDDLE SCHOOL	X			

9.3 Percent of Teachers with Home Access to the Internet

What percent of the teachers/staff in your school have access to the Internet in their homes?

	What percent of teachers/staff in your school have access to the Internet in their homes?
TUPELO PUBLIC SCHOOL DIST Totals	95.9%
CARVER ELEMENTARY SCHOOL	100%
CHURCH STREET ELEMENTARY SCHOOL	100%
EARLY CHILDHOOD EDUCATION CENTER	100%
JOYNER ELEMENTARY SCHOOL	90%
LAWHON ELEMENTARY SCHOOL	85%
LAWNDALE ELEMENTARY SCHOOL	100%
MILAM ELEMENTARY SCHOOL	100%
PARKWAY ELEMENTARY SCHOOL	75%
PIERCE STREET ELEMENTARY SCHOOL	90%
RANKIN ELEMENTARY SCHOOL	90%
THOMAS STREET ELEMENTARY SCHOOL	100%
TUPELO ALTERNATIVE SCHOOL	90%
TUPELO HIGH SCHOOL	100%
TUPELO LEE CO VOC TECH SCHOOL	90%
TUPELO MIDDLE SCHOOL	100%

9.4 Process of Gathering Teachers Access Percentages

The percentages below represent how the percentage of teachers with home access to the Internet was calculated.

	Estimation	Survey of Teachers	Other
TUPELO PUBLIC SCHOOL DIST Totals	100%	0%	0
CARVER ELEMENTARY SCHOOL	X		
CHURCH STREET ELEMENTARY SCHOOL	X		
EARLY CHILDHOOD EDUCATION CENTER	X		
JOYNER ELEMENTARY SCHOOL	X		
LAWHON ELEMENTARY SCHOOL	X		
LAWNDALE ELEMENTARY SCHOOL	X		
MILAM ELEMENTARY SCHOOL	X		
PARKWAY ELEMENTARY SCHOOL	X		
PIERCE STREET ELEMENTARY SCHOOL	X		



RANKIN ELEMENTARY SCHOOL	X
THOMAS STREET ELEMENTARY SCHOOL	X
TUPELO ALTERNATIVE SCHOOL	X
TUPELO HIGH SCHOOL	X
TUPELO LEE CO VOC TECH SCHOOL	X
TUPELO MIDDLE SCHOOL	X

9.5 Internet Use for Instructional Purposes

The percentages below represent the percent of teachers with home access to the Internet that use their their home Internet for instructional purposes (lesson planning, research, etc.)?

	%	
TUPELO PUBLIC SCHOOL DIST Totals		85.90%
CARVER ELEMENTARY SCHOOL	90%	
CHURCH STREET ELEMENTARY SCHOOL	100%	
EARLY CHILDHOOD EDUCATION CENTER	100%	
JOYNER ELEMENTARY SCHOOL	100%	
LAWHON ELEMENTARY SCHOOL	100%	
LAWNDALE ELEMENTARY SCHOOL	100%	
MILAM ELEMENTARY SCHOOL	100%	
PARKWAY ELEMENTARY SCHOOL	50%	
PIERCE STREET ELEMENTARY SCHOOL	90%	
RANKIN ELEMENTARY SCHOOL	90%	
THOMAS STREET ELEMENTARY SCHOOL	100%	
TUPELO ALTERNATIVE SCHOOL	90%	
TUPELO HIGH SCHOOL	60%	
TUPELO LEE CO VOC TECH SCHOOL	75%	
TUPELO MIDDLE SCHOOL	100%	

9.6 Process of Gathering Percentages - Internet Use for Instructional Purposes

	Estimation	Survey of Teachers	Other
TUPELO PUBLIC SCHOOL DIST Totals	100%	0%	0%
CARVER ELEMENTARY SCHOOL	X		
CHURCH STREET ELEMENTARY SCHOOL	X		
EARLY CHILDHOOD EDUCATION CENTER	X		
JOYNER ELEMENTARY SCHOOL	X		
LAWHON ELEMENTARY SCHOOL	X		
LAWNDALE ELEMENTARY SCHOOL	X		
MILAM ELEMENTARY SCHOOL	X		
PARKWAY ELEMENTARY SCHOOL	X		
PIERCE STREET ELEMENTARY SCHOOL	X		
RANKIN ELEMENTARY SCHOOL	X		
THOMAS STREET ELEMENTARY SCHOOL	X		
TUPELO ALTERNATIVE SCHOOL	X		
TUPELO HIGH SCHOOL	X		
TUPELO LEE CO VOC TECH SCHOOL	X		
TUPELO MIDDLE SCHOOL	X		



TPSD PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT 2008-2009

I would rate my knowledge of Developing and Implementing Academic Interventions as:

Response	Percent
Developing	19.3%
Basic	48.4%
Proficient	32.3%

Would you like training in this area?

Response	Percent
Yes	66.1%
No	33.9%

I would rate my knowledge of Analyzing Student Data/Applying to Lesson Design as:

Response	Percent
Developing	18.8%
Basic	42.7%
Proficient	38.5%

Would you like training in this area?

Response	Percent
Yes	55.0%
No	45.0%

I would rate my knowledge of Analyzing Student Work and Using the Work to Guide Instruction as:

Response	Percent
Developing	13.0%
Basic	29.7%
Proficient	57.3%

Would you like training in this area?

Response	Percent
Yes	45.0%
No	55.0%

I would rate my knowledge of Developing and Implementing Behavior Interventions as:

Response	Percent
Developing	23.0%
Basic	46.6%
Proficient	30.4%

Would you like training in this area?

Response	Percent
Yes	74.5%
No	25.5%

I would rate my knowledge of CPR/First Aid as:

Response	Percent
Developing	21.2%
Basic	58.5%
Proficient	20.2%

Would you like training in this area?

Response	Percent
Yes	66.5%
No	33.5%

I would rate my knowledge of Developing Depth of Knowledge Assessments as:

Response	Percent
Developing	38.7%
Basic	46.6%
Proficient	14.7%

Would you like training in this area?

Response	Percent
Yes	69.3%
No	30.7%



I would rate my knowledge of Differentiating Instruction as:

Response	Percent
Developing	22.4%
Basic	36.5%
Proficient	41.1%

Would you like training in this area?

Response	Percent
Yes	57.8%
No	42.2%

I would rate my knowledge of Discipline as:

Response	Percent
Developing	12.0%
Basic	30.4%
Proficient	57.6%

Would you like training in this area?

Response	Percent
Yes	50.8%
No	49.2%

I would rate my knowledge of Teaching Students with Symptoms of Dyslexia as:

Response	Percent
Developing	44.0%
Basic	44.6%
Proficient	11.4%

Would you like training in this area?

Response	Percent
Yes	72.9%
No	27.1%

I would rate my knowledge of Teaching English Language Learners as:

Response	Percent
Developing	42.9%
Basic	45.5%
Proficient	11.5%

Would you like training in this area?

Response	Percent
Yes	60.0%
No	40.0%



I would rate my knowledge of EPSF as:

Response	Percent
Developing	48.9%
Basic	33.5%
Proficient	17.6%

Would you like training in this area?

Response	Percent
Yes	52.4%
No	47.6%

I would rate my knowledge of Teaching Gifted Students in General Classes as:

Response	Percent
Developing	28.3%
Basic	37.7%
Proficient	34.0%

Would you like training in this area?

Response	Percent
Yes	42.7%
No	57.3%

I would rate my knowledge of Guided Reading 3-5 as:

Response	Percent
Developing	38.5%
Basic	40.7%
Proficient	20.9%

Would you like training in this area?

Response	Percent
Yes	25.1%
No	74.9%

I would rate my knowledge of Guided Reading K-2 as:

Response	Percent
Developing	35.5%
Basic	36.6%
Proficient	27.9%

Would you like training in this area?

Response	Percent
Yes	25.1%
No	74.9%

I would rate my knowledge of Health/Physical Education as:

Response	Percent
Developing	25.4%
Basic	55.7%
Proficient	18.9%

Would you like training in this area?

Response	Percent
Yes	33.3%
No	66.7%



I would rate my knowledge of Integrating Subject Areas in Lessons as:

Response	Percent
Developing	16.3%
Basic	38.4%
Proficient	45.3%

Would you like training in this area?

Response	Percent
Yes	48.2%
No	51.8%

I would rate my knowledge of Integrating the Arts in Instruction as:

Response	Percent
Developing	22.1%
Basic	46.8%
Proficient	31.1%

Would you like training in this area?

Response	Percent
Yes	50.5%
No	49.5%

I would rate my knowledge of Teaching Mathematics as:

Response	Percent
Developing	23.7%
Basic	40.9%
Proficient	35.5%

Would you like training in this area?

Response	Percent
Yes	35.3%
No	64.7%

I would rate my knowledge of Multisensory Instruction as:

Response	Percent
Developing	28.2%
Basic	46.3%
Proficient	25.5%

Would you like training in this area?

Response	Percent
Yes	58.3%
No	41.7%

I would rate my knowledge of Teaching Positive Behavior as:

Response	Percent
Developing	18.3%
Basic	35.6%
Proficient	46.1%

Would you like training in this area?

Response	Percent
Yes	57.6%
No	42.4%



I would rate my knowledge of Administering Reading Assessments as:

Response	Percent
Developing	28.6%
Basic	40.0%
Proficient	31.4%

Would you like training in this area?

Response	Percent
Yes	32.3%
No	67.7%

I would rate my knowledge of Teaching Reading to Learn Strategies as:

Response	Percent
Developing	30.1%
Basic	43.5%
Proficient	26.3%

Would you like training in this area?

Response	Percent
Yes	50.5%
No	49.5%

I would rate my knowledge of Teaching the Research Process as:

Response	Percent
Developing	33.0%
Basic	45.2%
Proficient	21.8%

Would you like training in this area?

Response	Percent
Yes	41.3%
No	58.7%

I would rate my knowledge of Rigor and Relevance Strategies as:

Response	Percent
Developing	46.6%
Basic	41.3%
Proficient	12.2%

Would you like training in this area?

Response	Percent
Yes	55.9%
No	44.1%

I would rate my knowledge of Teaching and Assessing Science as:

Response	Percent
Developing	35.3%
Basic	46.7%
Proficient	17.9%

Would you like training in this area?

Response	Percent
Yes	37.1%
No	62.9%



I would rate my knowledge of Teaching Social Studies as:

Response	Percent
Developing	32.6%
Basic	42.5%
Proficient	24.9%

Would you like training in this area?

Response	Percent
Yes	30.3%
No	69.7%

I would rate my knowledge of Teaching Special Education in General Classes as:

Response	Percent
Developing	31.4%
Basic	47.0%
Proficient	21.6%

Would you like training in this area?

Response	Percent
Yes	46.8%
No	53.2%

I would rate my knowledge of SPMS as:

Response	Percent
Developing	65.6%
Basic	28.3%
Proficient	6.1%

Would you like training in this area?

Response	Percent
Yes	51.1%
No	48.9%

I would rate my knowledge of Orchard as:

Response	Percent
Developing	37.6%
Basic	42.3%
Proficient	20.1%

Would you like training in this area?

Response	Percent
Yes	44.7%
No	55.3%

I would rate my knowledge of Teaching Vocabulary as:

Response	Percent
Developing	18.1%
Basic	33.5%
Proficient	48.4%

Would you like training in this area?

Response	Percent
Yes	38.1%
No	61.9%

I would rate my knowledge of Integrating Technology in Instruction as:

Response	Percent
Developing	22.0%
Basic	46.6%
Proficient	31.4%

Would you like training in this area?

Response	Percent
Yes	53.7%
No	46.3%



I would rate my knowledge of Understanding Poverty as:

Response	Percent
Developing	14.2%
Basic	46.8%
Proficient	38.9%

Would you like training in this area?

Response	Percent
Yes	46.8%
No	53.2%

I would rate my knowledge of Teaching the Writing Process as:

Response	Percent
Developing	23.1%
Basic	44.1%
Proficient	32.8%

Would you like training in this area?

Response	Percent
Yes	39.0%
No	61.0%

I would rate my knowledge of Adapting Curriculum for Struggling Readers as:

Response	Percent
Developing	32.6%
Basic	45.1%
Proficient	22.3%

Would you like training in this area?

Response	Percent
Yes	59.7%
No	40.3%

I would rate my knowledge of Parallel Curriculum and Unit Design as:

Response	Percent
Developing	39.2%
Basic	42.0%
Proficient	18.8%

Would you like training in this area?

Response	Percent
Yes	50.8%
No	49.2%

I would rate my knowledge of Customer Service as:

Response	Percent
Developing	10.1%
Basic	24.3%
Proficient	65.6%

Would you like training in this area?

Response	Percent
Yes	26.5%
No	73.5%

I would rate my knowledge of QUEST Problem Solving Process as:

Response	Percent
Developing	61.1%
Basic	35.0%
Proficient	3.9%

Would you like training in this area?

Response	Percent
Yes	61.5%
No	38.5%

I would rate my knowledge of Three Tier Process/Teacher Support Team as:

Response	Percent
Developing	29.3%
Basic	46.8%
Proficient	23.9%

Would you like training in this area?

Response	Percent
Yes	54.0%
No	46.0%

