

**Johnson County Schools
District Technology Plan
2007-2010**

For

Tennessee's Enhancing Education Through Technology Program

Systemwide Technology Leadership Team:

Morris Woodring, *Director of Schools*
Dr. David Timbs, *Supervisor of Instruction and Title II-D Director*
Robert Sutherland, *Technology Coordinator*
Russell Robinson, *E-Rate Coordinator*
Jewel Hamm, *Director of Adult Education*
Michael Edison, *System Technician*
Debra Wilcox, *Supervisor of Title I/Special Education*
Mischelle Simcox, *Supervisor of Student Services*
Emogene South, *Principal (Johnson County Middle School)*
Don Garrett, *Technology Coach (Johnson County High School)*
Melanie Shepherd, *Computer Education Teacher (Johnson County High School)*
Cheri Long, *Teacher/Site Technology Coordinator (Doe Elementary School)*
Julie Dunn, *Media Specialist /Site Technology Coordinator (Mountain City Elementary)*
Anne Timbs, *Media Specialist/Site Technology Coordinator (Roan Creek Elementary)*
Lonna Smith, *Counselor/Site Technology Coordinator (Johnson County Middle School)*

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Johnson County Schools
211 N. Church Street
Mountain City, TN 37683
<http://www.jocoed.k12tn.net>

1. Goals and Strategies

The following goals and strategies are currently being implemented for enhancing education through technology for Johnson County students, teachers, and stakeholders in the educational process. These goals and strategies are aligned with state academic and technology standards, including the ISTE standards. Effectiveness will be measured over a three year period using the annual TESS survey, parent and student surveys, and Teacher Technology Confidence surveys in an effort to increase student and teacher technology usage from its current levels, as determined from the 2003-2004 TESS surveys, to 100% by the end of the 2006-2007 school year.

A. Goals

1. All students will learn in a technology-rich environment that will support the individual and diverse needs of each learner academically while continuing to enhance operational technology skills. Teachers will plan and implement strategies to apply technology in addressing content standards as outlined in Title II-D of the No Child Left Behind Act.
2. Teachers will use a variety of technology methods in effectively assessing student learning. Johnson County teachers and students will work to understand the social, ethical, legal, and human issues surrounding the use of technology.
3. Johnson County Schools will strive to offer teachers and students access to the most current and up-to-date instructional technology available.

B. Strategies to Meet System Goals

ACTION PLAN # 1

Goal #1: All students will learn in a technology-infused environment that will support the individual and diverse needs of each learner academically while continuing to enhance operational technology skills.				
Action Steps:	Timeline	Persons Responsible	Required Resources	Funding Source(s)
A system survey will be conducted at each school to assess student, teacher, and parent technological knowledge.	The beginning of each school year (2007-2010)	Don Garrett Principals Teachers Site Tech Coordinators	System survey	Local funds
Each school will have access to technology in each individual classroom as well as in a stationary and/or mobile wireless lab. Each teacher will utilize that technology.	Each nine week period (2007-2010)	Classroom teachers Site Tech Coordinators Principals	Computers, Interactive White Boards, Wireless Slate, Probes, Projectors, Digital Cameras, iPods, Flash Drives. Software (MS Office, Electronic Gradebook, and others), United Streaming, Brain Pop, NetTrekker, TEL, Google Earth, Moodle, School Websites,	Local funds Federal funds

			Enchanted Learning, etc.	
Continual upgrade of software will be conducted at each school site to support state curriculum goals for enhancement of student achievement.	Monitored annually (2007-2010)	System Technology Department Instructional Supervisors Site Tech Coordinators Principals	Software Updates	Local funds
Teacher training in technology will be provided to broaden skills and operations. This training will take place throughout the year.	Faculty Meetings, Cluster Meetings, Common Planning Sessions, After School Sessions (2007-2010)	Principals Teachers, Site Tech Coordinators, JCHS Technology Coach	Survey results Computers Software Hardware Technology Resources	Local funds
Classroom teachers and the media specialists will provide at least one lesson in student technology training to broaden skills and operations as appropriate to the grade level standards.	Each nine week period (2007-2010)	Principals Teachers Site Tech Coordinators	Survey results Computers Software Hardware	Local funds
Parent involvement and training in technology will also continue to be provided by	Parent Conferences, School Open Houses 2007-2010	Adult Education Department	Computers Software	Local funds

the Adult Education Department.				
Schools will expose parents to various technology used in the classrooms during Open House and/or Parent Conferences.	Annually	Teachers Site Tech Coordinators Principals	Computers Hardware	Local funds

ACTION PLAN # 2

Goal #2: Teachers will use a variety of technology methods to: 1) address content standards as outlined in Title II-D of NCLB; 2) and, effectively assess student learning.

Action Steps:	Timeline	Persons Responsible	Required Resources	Funding Source(s)
Individual school improvement plans will identify how staff utilize research-based technology programs and their continued use.	Monitored annually	County-wide technology coordinator, building level principals and site-technology coordinators.	Research based programs such as the Renaissance family of products, Microsoft Office, EasyIEP, Kurzweil Educational	Title I, Title II-D, Title V, Local Funds
Staff will use available software programs aligned with content standards to enhance student learning and assessment.	Monitored annually	Individual teachers, paraprofessionals, and building level principals.	Systems, NetTrekker, StarFall, ThinkLink, BrainPop, United Streaming, and PLATO Gateway remediation software.	Title I, Title II-D, Title V, Local Funds
Development opportunities will be provided to enable staff to effectively utilize technology resources to enhance and assess student learning. Technology training will be implemented in grade level and cluster meetings.	Monitored annually	Instructional supervisor and building level principals.	Instructors, appropriately equipped classrooms.	Title I, Title II-D, Title V, Local Funds

EVALUATION PLAN #2

With ACTION PLAN # 2

<u>Action Steps</u> (from Action Plan)	<u>Data Source</u>	<u>Timeframe</u>	<u>Responsibility</u>
Individual school improvement plans will identify how staff utilize research-based programs and their continued use.	TSIP, IEPs, TVAAS, Tennessee Blueprint, TESS	Annually Building	principal and site technology coordinator
Staff will use available software programs aligning with content standards to enhance student learning.	TSIP, IEPs, TVAAS, Tennessee Blueprint, TESS	Annually Building	principal, site technology coordinator, individual teachers and paraprofessionals
Development opportunities will be provided to enable staff to effectively utilize technology resources to enhance and assess student learning and assessment. Technology training will be implemented in grade level and cluster meetings.	TSIP, IEPs, TVAAS, Tennessee Blueprint, TESS, Teacher In-Service Form, Agendas and sign-in sheets from training sessions.	Annually Building	principal and site technology coordinator

ACTION PLAN # 3

Goal #3: Johnson County Schools will strive to offer teachers and students access to the most current and up-to-date instructional technology available.

Action Steps:	Timeline	Persons Responsible	Required Resources	Funding Source(s)
Individual school improvement plans will include an analysis of current technology in use and its effectiveness.	Monitored annually by TESS and the TSIP	Building level principals and site-technology coordinators.	Surveys, usage logs, TESS survey, SIP document	N/A
Building level administrators will conduct a yearly walk-thru with the supervisor of instruction and technology coordinator to determine needs as well as innovative technology initiatives that can be implemented (i.e. SmartBoards, etc.)	Monitored annually	Instructional supervisor, site-technology coordinator, and building level principals.	Funds for replacement of low capacity machines	Title I, Title II-A, Title II-D, Title V, Local Funds
Applications such as: United Streaming, NetTrekker, BrainPop, ThinkLink will be implemented to enhance student learning and provide data to evaluate student achievement.	Monitored throughout the year	Building level principals, classroom teachers, and site-technology coordinators.	ThinkLink scores, BrainPop Assessments	Niswonger Partnership, Local Funds, Title VI

EVALUATION PLAN #3
With ACTION PLAN # 3

<u>Action Steps</u> (from Action Plan)	<u>Data Source</u>	<u>Timeframe</u>	<u>Responsibility</u>
Individual school improvement plans will identify how technology is being implemented and integrated into the curriculum	TSIP, TESS	Annually	Building principal and site technology coordinator

C. Information and Technology Services Strategy

Johnson County Schools has a three-year goal to automate and connect all school media centers. This will be accomplished through implementation of the Follett Destiny system. This strategy will improve education by allowing teachers and students to access resources and information at their school as well as other schools in the system. This will maximize the benefit and use of our telecommunications network and enhance library services.

In addition, a web based student management system that will allow teacher and administrator access from any internet connected computer on the network has been implemented. Efforts will be made to implement an electronic gradebook (i.e Grade Keeper) that facilitates the use of STAR Grade Portal for teachers in grades 3-12. Training for appropriate staff members will be provided for this program. This will assist teachers and administrators in keeping more accurate attendance and discipline records.

D. Steps to Increase Accessibility

Wireless mobile labs have been installed in all schools utilizing Title I, Title VI, Niswonger, local funds, E-rate funds, and Title II-D funds. During the 2007-2008 school year, laptops will be updated at Shady Valley Elementary and an additional two wireless labs will be placed at Johnson County Middle School (Niswonger Partnership). During the 2008-2009 school year, it is anticipated that wireless labs will be updated at Laurel Elementary and Mountain City Elementary (E-rate funds). During the 2009-2010 school year, labs will be updated at JCHS, Doe Elementary, and Roan Creek Elementary (Title VI, E-rate funds, Title I funds).

During the 2007-2008 school year, an initiative to increase accessibility at JCHS and JCMS will result in full wireless connectivity on both campuses. Further efforts for wireless connectivity at the five elementary schools will occur as need arises in the coming years.

Niswonger funding will be used at JCMS to provide wireless laptops to each faculty meeting.

The Johnson County School system qualifies as a high poverty school district due to the low socio-economic level of students.

E. Innovative Delivery Strategies

The Johnson County School system will utilize a portion of EdTech funds to investigate strategies to provide professional development through the use of distance learning and other electronic networks. Students and teachers will eventually be able to use distance learning to access information from geographically isolated regions.

We have entered into a partnership with Bristol City Schools to offer web-based “Virtual High School” classes to our high school students. We have also explored partnering with the state in its new “E4Tn” program.

Delivery of professional development will be enhanced through technology, using Moodle technology. Specific topics such as software usage, curriculum development, etc. will be covered.

2. Telecommunications Assessment

Annually, the TESS survey results will be coupled with a walk-through assessment by the supervisor of instruction, technology coordinator, and building principal to determine technology needs in the areas of upgrade, replacement, and new equipment acquisition. Teacher surveys will be utilized as well as school improvement plans to help make informed decisions involving the purchase of hardware, software, and services.

Technical Overview

Elementary Schools: Johnson County’s five elementary schools have all classrooms connected to the Internet. Each classroom is equipped with at least one multimedia computer. All three schools have multiple Internet connections in each classroom as well as video distribution to each classroom. Two of the schools have a fully integrated communications system for video, data, and telephone. E-rate funding has provided a 26 computer lab for the new school and a grant award provided a 20 computer lab for one of the renovated schools. Federal funding was used to provide COWS (computers on wheels) labs for all elementary schools. Local funding was used to install a 14 computer applications lab at Roan Creek Elementary school. LJ Systems software is installed on each machine to teach various hands-on science applications. New application servers were purchased using E-Rate funds, and installed at Roan Creek Elementary, Mountain City Elementary, and Shady Valley Elementary Schools.

Interactive whiteboards (i.e. SmartBoards) have been installed in all five elementary schools. As of the end of the 2006-2007 school year, ___ boards have been installed.

All five schools have active websites. All schools are served by 100 MB fiber infrastructure with the exception of Shady Valley Elementary which is connected by a T1 line.

Secondary/Vocational: Johnson County has a vocational school, high school, middle school complex on one campus. The complex has all classrooms connected to the Internet and all classrooms are equipped with at least one multimedia computer. The vocational school has two 26 computer labs. These labs are networked and connected to the Internet. The middle school has two computer labs in the media center. Each has 26 machines fully networked and connected to the Internet. In addition, the middle school has a 25 machine networked keyboarding lab. An 8 machine science lab was purchased for the middle school with federal monies. The high school has a 7 machine science lab

equipped with digital projector and smart board. During the 2003-2004 school year, two application servers have been purchased using E-Rate funds, and installed at Johnson County Middle School and Johnson County High School.

JCHS is served additionally by two wireless laptop labs. JCMS is served by two wireless laptop labs as well. JCHS also has 19 permanent SmartBoards and one mobile. JCMS has four permanent SmartBoards and two mobile.

Connectivity Improvements: Starting with the library/Internet connection of one computer in each school, the System's network has evolved through 10Mb LANs/ ISDN WAN to 100Mb LANs/ T1 WAN. The 100Mb infrastructure was made possible by E-rate internal connection monies. Firewall services at the county egress point have been implemented. 100 Mb fiber optic cable has been installed between all schools and the Central Office providing a hub-based infrastructure.

New Projects in Curriculum and Technology: Plans are in place during the 2004-2005 school year to install two wireless mobile labs, one at Johnson County Middle School and the second at Doe Elementary School, using Title I and Title VI funds. Plans are in place for installation of firewall services at the county egress point beginning with the 2004-2005 school year. The technology department has applied for \$34,500 for year seven (2004-2005) E-rate funding. The monies will be used to replace low capacity computers. Johnson County Schools has a three-year goal to automate and connect all school media centers. This will be accomplished using the Follett Circulation Plus media program. This strategy will improve education by allowing teachers and students to access resources and information at their school as well as other schools in the system. This will maximize the benefit and use of our telecommunications network and enhance library services. The high school currently has an intercom system serving every classroom with a wall mounted speaker-telephone. An analysis is being made of the costs to add a module that will provide outside telephone service to each room via the intercom system.

3. Promotion of Curricular and Teaching Strategies that Integrate Technology

A. Standards and Strategies Based on Review of Relevant Research

In response to Title II-Part D of "No Child Left Behind" the following standards for K-12 are to be integrated throughout all curriculum areas in Johnson County Schools using the Tennessee Instructional Technology Standards. These standards and performance indicators have been based on international standards (ISTE) and are research-based. As this plan progresses, relevant research from educational literature such as *Educational Leadership*, *Scholastic Administrator*, *Technology and Learning*, and *District Administration: K-12 Education Leadership, Curriculum, Technology, and Trends* will be continually reviewed and discussed. We also plan to continue regular meetings of our site technology coordinators and adjust our plan

according to individual school needs. New innovations presented at the annual state technology conference will also be discussed and implemented as they fit into our plan. The accompanying performance indicators were selected from the Tennessee Instructional Technology Standards and have been modified to fit the current needs of Johnson County Schools and will be implemented in a K-12 systemic approach throughout the district. Again, these will be modified as our plan unfolds and changes over the three-year cycle. The **highlighted standards** are the focused goals and objectives of the three-year plan. Non-highlighted standards are included in our long-range goals. These are provided below.

B. and C. Alignment of Standards and Emphasis on Student Achievement

The implementation of the Tennessee Instructional Technology Standards into Johnson County Schools' core educational curriculum will be emphasized with special focus student achievement in areas linked to assessments in the Tennessee Comprehensive Assessment Program including TCAP Achievement, TCAP Writing Assessment, and the Gateway program. Alignment of the current core curriculum is ongoing and the technology standards will be integrated where appropriate and as designated by the performance indicators.

D. Timeline for Improvements

During the summer of 2004, a checklist of specific student performance indicators will be developed by the Johnson County Schools' technology team to distribute to teachers at the school level in fall 2004. This will be funded through extended contract.

During Fall 2004 and within grade level cluster meetings, teachers at each school in Johnson County will analyze the expectations and performance indicators, determining where in the curriculum to integrate the required elements, needed staff development, and timelines for completion. By the end of each cluster grouping, it is anticipated that all students will complete with satisfactory results all required performance indicators on the checklist. As these clusters are arranged in three-year groups (except for 9-12), it is anticipated that all students will master the objective and performance indicators on each checklist with a three-year time period. The time line for completion of the first checklist will be the end of the 2006-2007 school year. Realistically, we expect 10% of our classroom teachers to be integrating technology into their daily instruction by the end of the 2004-2005 school year. We fully expect our training plan and standards implementation to increase this by 10% each year over the next three years. Further timelines are included below within each grade cluster.

**Johnson County School
Technology Curricula and Strategies (Grades K-12)**

Computer Technology: Literacy and Usage

Grades K-2

Timeline: All Johnson County students in grades K-2 will increase in mastery of the highlighted standards by 10% as measured annually by teacher confidence surveys, TESS, standardized assessments, and informal observations. A grade cluster checklist will be maintained by teachers to determine success of learning and effectiveness of teaching.

Standard

1. Not Applicable

Standard

2. The student will analyze the social impact and explore ethical issues of technology usage.

Learning Expectations

The student will

1. Identify the ways technologies are used in our lives at home, school, play, and work.

Performance Indicators: Evidence Standard Is Met

The student is able to

- list/discuss ways technology is used and the ways technology has helped and/or harmed society. (1)

Sample Performance Task

Students will contribute pictures to a class bulletin board depicting different ways computers are used in our lives. The students will then explain their choices of pictures.

Integration/Linkages

Cross Curriculum, National Educational Technology Standards for Students (NETS) (2), Design A CURriculum (DACUM) Research Chart for Computer Science Cluster, Tennessee Instructional Technology Plan

Standard

3. The student will develop a vocabulary to effectively communicate in a technological society.

Learning Expectations

The student will

1. Identify and define the basic parts of a computer.

Performance Indicators: Evidence Standard Is Met

The student is able to

- Communicate about technology through developmentally appropriate and accurate vocabulary as well as identify and define the basic parts of a computer.(1)

Sample Performance Task

Using pictures of the various parts of a computer (e.g. disk drive, CPU, monitor, keyboard, mouse, etc.) and word cards, students match the words with the pictures and tell what each part does. Using a checklist to evaluate this task, proficiency would include student application of this knowledge to components of a real computer.

Integration/Linkages

Cross Curriculum, National Educational Technology Standards for Students (NETS) (1), Design A CURriculum (DACUM) Research Chart for Computer Science Cluster, Tennessee Instructional Technology Plan

Standard

4. The student will demonstrate proficiency in the care and use of computer based technology.

Learning Expectations

The student will

1. Identify and effectively use input and output devices.
2. Demonstrate the proper sequence of turning on/off the equipment.
3. Accurately use the keyboard and mouse
4. Demonstrate proper care of computer equipment.
5. Choose the proper steps and order for the solution of a simple task.
6. Follow the ordered steps and give the correct output for a simple task.
7. Recognize that a computer requires instructions in order to operate.

Performance Indicators: Evidence Standard Is Met

The student is able to

- manipulate input (keyboards, mouse, remote, etc.) and output (printer and monitor) devices to successfully operate technological components with regard to proper care of technological equipment. (1,2,4,5)
- use developmentally appropriate software to follow sequential directions and proper steps to solve a problem in a given simple task. (3,6,7)
- recognize that the computer requires instructions in order to be used in our lives at home, school and work. (7)

Sample Performance Task

Using a checklist, students will demonstrate how to turn on the computer, open a designated program, exit that program, and shut down the computer with teacher supervision. Proficiency of this task is met when all items on the list are completed.

Integration/Linkages

Cross Curriculum, National Educational Technology Standards for Students (NETS) (1,6), Design A CURriculum (DACUM) Research Chart for Computer Science Cluster, Tennessee Instructional Technology Plan

Standard

5. The student will use a variety of technologies to improve classroom learning, increase productivity, and support creativity.

Learning Expectations

The student will

1. Interact with different computer software.
2. Maneuver using the mouse and the keyboard when working with applications.
3. Follow the directions in a menu-driven program.
4. Increase general knowledge in all subject areas through the use of age appropriate software.
5. Utilize the proper key strokes in using the keyboard to input information.
6. Demonstrate how software is necessary to computer operation.

Performance Indicators: Evidence the Standard Is Met

The student is able to:

- increase general knowledge in all subject areas through the supervised use of a variety of technology resources (audio, video, CD, DVD, software, etc.) and Internet exploration and information access. (1,3,5,6)
- navigate technologies using a variety of input devices (mouse, track pad, keyboard, remote, etc.) (2,4)
- develop original presentations, stories and illustrations using a variety of publishing formats and on-line resources. (e.g. word processing, graphics, etc.)(1,3,5,6)

Sample Performance Task

Using a word-processing and drawing program, students write statements, use computer drawing tools to illustrate their statements, and print them out for presentation to the class. Using a rubric to evaluate this task, proficiency will show accurate use of word-processing, drawing and printing.

Integration/Linkages

Cross Curriculum, National Educational Technology Standards for Students (NETS) (3,4,5,6), DACUM Research Chart for Computer Science Cluster, Tennessee Instructional Technology Plan

Standard

6. The student will use technology as a tool to conduct and evaluate research and to communicate effectively information and ideas.

Learning Expectations

The student will

1. Demonstrate how software is necessary to computer operation.
2. Demonstrate supervised use of the Internet to access information.
3. Use age appropriate technology to collaborate, publish and interact with others.
4. Demonstrate supervised use of the Internet to access information.

Performance Indicators: Evidence the Standard Is Met

The student is able to

- work cooperatively and collaboratively with peers, family and others when using technology in the classroom.
- develop original presentations, stories and illustrations using a variety of publishing formats and on-line resources. (e.g. word processing, graphics, etc.)(1)

Sample Performance Task

Given a question or a topic related to any content area, the student will use developmentally appropriate technology to respond to the question or collect information on the topic. Proficiency will be determined using a rubric developed by the teacher

Integration/Linkage

Cross Curriculum, National Educational Technology Standards for Students (NETS) (3,4,5,6), Tennessee Instructional Technology Plan

Standard

7. The student will use technology resources to develop problem solving strategies, improve decision-making, and support real world applications.

Learning Expectations

The student will

1. Demonstrate a step-by-step process for solving a specific problem or task.
2. Use appropriate technology to represent collected data graphically.

Performance Indicator: Evidence Standard Is Met

The student is able to

- demonstrate a step-by-step process for solving a specific problem together with appropriate software for making graphs, charts, and tables (1,2)

Sample Performance Task

Following teacher instruction on entering data and making a chart using a spreadsheet, students will use this program to make a graph depicting the number of seeds in various apples. Students will enter data for seeds in red, green, and yellow apples brought in by the class and make a bar graph using this data. This activity will be evaluated through a teacher observation checklist with proficiency shown by the printed bar graph.

Integration/Linkages

Cross Curriculum, National Educational Technology Standards for Students (NETS) (3,4,5,6), Design A CURriculuM (DACUM) Research Chart for Computer Science Cluster, Tennessee Instructional Technology Plan

Computer Technology: Literacy & Usage Grades 3-5

Timeline: All Johnson County students in grades 3-5 will increase in mastery of the highlighted standards by 10% as measured annually by teacher confidence surveys, TESS, standardized assessments, and informal observations.

Standard

1. The student will explore the history of technology in our society.

Learning Expectations

The student will:

1. Identify historical aspects of technology and modern technology.
2. Forecast the future relating to computer development.

Performance Indicator: Evidence Standard is Met

The students is able to

- gather and organize information to create a database of historical events in technology development. (1,2)
- use the database information to predict future aspects of technology and computer related jobs (1,2).

Sample Performance Task

Using paper and pencil and a standard ruler, the students construct a timeline depicting the major computer developments, as well as describe the early and modern methods of computing. Using a rubric to evaluate this task, proficiency would be designated by the given dates to be addressed and content area that is covered on the timeline.

Integration/Linkages

Cross Curriculum, National Educational Technology Standards for Students (NETS) (2,5,6) Design A CURriculum (DACUM) Research Chart for Computer Science Cluster, Tennessee Instructional Technology Plan

Standard

2. The student will analyze the social impact and explore ethical issues of technology usage.

Learning Expectations

The student will:

1. Identify the positive and negative aspects of computer usage.
2. Recognize that copyright laws exist and have penalties when violated.
3. Exhibit ethical behavior in the use of computer technology.

Performance Indicators: Evidence Standard Is Met

The student is able to

- describe the positive and negative impact of technology. (1,2,3)
- discuss basic issues related to responsible use of technology. (2,3)
- describe personal consequences for the inappropriate or unethical use of technology.(2,3)

Sample Performance Task

Using pencil and paper the students will create a web depicting how computers are used in various settings. The web clearly shows how the computer can be used in each area of the student's life. The activity evaluation will be through teacher observation and whole group collaboration.

Integration/Linkages

Cross Curriculum, National Educational Technology Standards for Students (NETS) (2,6), Design A CURriculum (DACUM) Research Chart for Computer Science Cluster, Tennessee Instructional Technology Plan

Standard

3. The student will develop a vocabulary to communicate effectively in a technological society.

Learning Expectations

The student will:

1. Review, learn and use the terms appropriate to the technology introduced

Performance Indicator: Evidence Standard Is Met

- The student is able to communicate about technology through developmentally appropriate and accurately maintained vocabulary.(1)

Sample Performance Task

Using word cards students label parts of a computer and describe what each part does. This is evaluated by using a checklist to determine the basic comprehension of each student.

Integration/Linkages

Cross Curriculum, National Educational Technology Standards for Students (NETS) (4), Design A CURriculum (DACUM) Research Chart for Computer Science Cluster, Tennessee Instructional Technology Plan

Standard

4. The student will demonstrate proficiency in the care and use of computer based technology.

Learning Expectations

The student will:

1. Maintain the following learning expectations:
 1. Identify and effectively use input and output devices.
 2. Demonstrate the proper sequence of turning on/off the equipment.
 3. Follow the directions in a menu-driven program.
 4. Accurately use the keyboard and special keys on a microcomputer.
 5. List the rules for the proper care of computer hardware and software.
 6. Demonstrate proper care of computer equipment.
 7. Choose the proper steps and order for the solution of a problem.
 8. Follow the ordered steps and give the correct output for a simple task.
 9. Recognize that a computer requires instructions in order to operate.
2. Identify and effectively use input/output devices and peripherals.
3. Develop proper keyboarding techniques for keying all letters.

Performance Indicators: Evidence Standard Is Met

The student is able to:

- manipulate input (keyboards, mouse, remote, etc.) and output (printer and monitor) devices to successfully operate components with regard to proper care of technical equipment. (1,2,3)

Sample Performance Task

Students demonstrate the proper use of a keyboard, such as home row keys, proper hand positioning, etc. Proficiency can be determined using teacher observation, as well as the use of keyboarding software for individual and computer assessment.

Integration/Linkages

Cross Curriculum, National Educational Technology Standards for Students (NETS) (1,3), Design A CURriculum (DACUM) Research Chart for Computer Science Cluster, Tennessee Instructional Technology Plan

Standard

5. The student will use a variety of technologies to improve classroom learning, increase productivity, and support creativity.

Learning Expectations

The student will:

1. Access information storage and retrieval capabilities of a computer.
2. Develop a strategy for performing a given task.
3. Determine when a computer should be used and be able to identify certain models for specific applications such as:
 1. Word processing
 2. Database
 3. Spreadsheet
 4. Graphics
4. Use multimedia and desktop publishing to develop and present computer-generated projects.

Performance Indicators: Evidence Standard Is Met

- The student is able to use technology tools (word processing, database, spreadsheet, supervised e-mail, graphics, multimedia, web tools) for individual and collaborative writing, publishing and communications activities. (1, 2,3,4)

Sample Performance Task

Given a problem or task related to curriculum content, the student will choose the appropriate technologies to solve the problem or task. Proficiency will be based on a joint scoring rubric developed by the content area teacher and/or computer technology teacher.

Integration/Linkages

Cross Curriculum, National Educational Technology Standards for Students (NETS) (3,4,6), Design A CURriculum (DACUM) Research Chart for Computer Science Cluster, Tennessee Instructional Technology Plan

Standard

6. The student will use technology as a tool to conduct and evaluate research and to communicate effectively information and ideas.

Learning Expectations

The student will:

1. Use a variety of computer technologies to access, analyze, interpret, synthesize, apply and communicate information.
2. Explain how the computer functions as an aid in the effective management of information such as:
 - a. Internet
 - b. E-mail
 - c. Multimedia presentation
 - d. Interactive software

Performance Indicators: Evidence Standard Is Met

The student is able to:

- evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources (CD, DVD, laser disc, interactive encyclopedia, Internet, etc.) to create individual and collaborative computer generated projects to be presented to a variety of audiences. (1, 2)

Sample Performance Task

Using multimedia software the student will create a research based multimedia project demonstrating how the student analyzes and interprets data and manipulate that data to construct a multimedia presentation. This activity is evaluated by using a rubric defining the areas covered by the instructor.

Integration/Linkages

Cross Curriculum, National Educational Technology Standards for Students (NETS) (3,4,5,6), Design A CURriculum (DACUM) Research Chart for Computer Science Cluster, Tennessee Instructional Technology Plan

Standard

7. The student will use technology resources to develop problem solving strategies, improve decision-making, and support real world applications.

Learning Expectations

The student will:

1. Develop and organize strategies to solve a given task.
2. Analyze and identify the appropriate resources to accomplish the task.
3. Recognize that a computer requires instructions in order to operate.
4. Recognize that computers may use several different formats to perform the same tasks.
5. Use simulation software to build group interaction and problem solving skills.

Performance Indicators: Evidence Standard Is Met

The student is able to:

- develop, organize and analyze strategies and information to solve a given problem, using appropriate resources to accomplish the task.(1,2,3)
- use simulation software to build group interaction and problem solving skills and demonstrate the ability to save and access information using various storage and retrieval methods. (4,5)

Sample Performance Task

Using the Internet and/or other resource software (encyclopedia, atlas, almanac, etc.), the students will research information to complete a short research project which addresses a problem determined by the teacher. The students will demonstrate the ability to solve the problem which requires locating needed information from several sources. This will be evaluated by a rubric depicting evidence of diverse sources.

Integration/Linkages

Cross Curriculum, National Educational Technology Standards for Students (NETS) (1,5,6), Design A CUrriculuM (DACUM) Research Chart for Computer Science Cluster, Tennessee Instructional Technology Plan

Computer Technology: Literacy and Usage Grades 6-8

Timeline: All Johnson County students in grades 6-8 will increase in mastery of the highlighted standards by 10% as measured annually by teacher confidence surveys, TESS, standardized assessments, and informal observations.

Standards

1. The student will explore the history of technology in our society.

Learning Expectations

The student will

1. Identify historical aspects of technology.
2. Describe the early and modern methods of computing.
3. List the major computing devices and the timeline of their development.
4. Project the future in relation to the use of computer based technology.
5. Compare the various generations of computers.
6. Identify various people involved in computing.

Performance Indicators: Evidence Standard Is Met

The student is able to

- organize a database of historical events in technology and project future aspects of technology. (1,2,)
- compare the various generations of computers and the people involved in developing those generations of computers. (5,6)
- utilize this information to project future trends in computer based technology. (3,4,5)

Sample Performance Task

Using library and/or Internet resources students will construct a timeline (varied format) listing historical aspects of computing. The timeline describes early and modern methods of computing and identifies people

involved in computing. Students compare and contrast generations of computers and project future technology trends.

Integration/Linkages

Cross Curriculum, National Educational Technology Standards for Students (NETS) (1,2), Design A CURriculum (DACUM) Research Chart for Computer Science Cluster, Tennessee Instructional Technology Plan

Standard

2. The student will analyze the social impact and explore ethical issues of technology usage.

Learning Expectations

The student will

1. Discuss how and why computers are used in the following areas:
 - a. homes and recreation
 - b. business and industry
 - c. medicine and law enforcement
 - d. engineering
 - e. transportation
 - f. military defense
 - g. weather prediction
 - h. research and education
 - i. libraries and information
2. Identify the availability of computer related jobs in new areas within the next five years.
3. Identify jobs available in the immediate community directly associated with computers.
4. Discuss the ethical and legal problems associated with computer technology.
5. Identify consequences of unethical computer usage.

Performance Indicators: Evidence Standard Is Met

The student is able to:

- discuss how and why computers are used in the following areas: homes and recreation, business and industry, medicine and law enforcement, engineering, transportation, military defense, weather prediction, research and education, and libraries and information as the availability of computer related jobs become available in the immediate community. (1,2,3)

- recognize the responsibilities as they relate to copyrighted software, shareware, freeware, and acceptable use of Internet resources. (3,4,5)
- debate the various ethical and social implications of technology both present and future. (4,5)

Sample Performance Task

During appropriate curricular activities students will verbally describe when and how technology is used in everyday life and occupations. Using observation, teachers will develop a rubric evaluating the behavior of the students as they use technology in content area lessons.

Integration/Linkages

Cross Curriculum, National Educational Technology Standards for Students (NETS) (2), Design A CURriculuM (DACUM) Research Chart for Computer Science Cluster, Tennessee Instructional Technology Plan

Standard

3. The student will develop a vocabulary to communicate effectively in a technological society.

Learning Expectation

The student will

1. Review and effectively use the terms appropriate to the lessons introduced.

Performance Indicators: Evidence Standard is Met

The students is able to

- Use the terms appropriate to the lessons the instructor has introduced. (1)

Sample Performance Task

The student will use technology terms when referring to technology related tasks.

Integration/Linkages

Cross Curriculum, National Educational Technology Standards for Students (NETS) (1), Design A CURriculum (DACUM) Research Chart for Computer Science Cluster, Tennessee Instructional Technology Plan

Standard

4. The student will demonstrate proficiency in the care and use of computer based technology.

Learning Expectations

The student will

1. Explain how software is necessary to computer operation by being able to:
 - a. Recognize that software refers to computer programs and includes operating systems, and user programs "applications."
 - b. Recognize that computer programs are sets of sequential instructions which enable the computer to print, sort, calculate, and perform other functions.
 - c. Identify the need for data to be organized, or ordered, if it is to be useful.
2. Identify an operating system as software that performs the file managing tasks of a computer such as loading programs and copying files.
 - a. Recognize that various brands of computers require specific operating systems and software to operate.
3. Recognize the uses of different types of networking to receive information from internal/external sources.

Performance Indicators: Evidence Standard Is Met

The student is able to

- recognize that software (operating systems and applications) refers to sets of specific instructions (languages) that operate computer programs on desktop units or networks. (1)
- identify an operating system as belonging to a specifically formatted computer.(1,2)
- identify the need for data to be organized if it is to be useful.(1)
- demonstrate an understanding of concepts underlying hardware, software and connectivity, and practical applications to learning and problem solving. (1,3)

Sample Performance Task

Using a selected piece of software student will demonstrate that a computer needs instructions from system software to operate applications. Students model a teacher demonstration of sequential instructions to print, sort, calculate and perform other functions. Proficiency is determined by student utilization of software specific to the computer and the successful completion of assigned tasks as observed by the teacher.

Integration/Linkages

Cross Curriculum, National Educational Technology Standards for Students (NETS) (1,6), Design A CURriculuM (DACUM) Research Chart for Computer Science Cluster, Tennessee Instructional Technology Plan

Standard

5. The student will use a variety of technologies to improve classroom learning, increase productivity, and support creativity.

Learning Expectations

The student will

1. Use a variety of computer technologies to collaborate with peers and experts, present, access, analyze, interpret, synthesize, apply and communicate information in content areas.
2. Use appropriate software applications to assist in the preparation of other course work including basic troubleshooting of user errors.
3. Apply multimedia tools in personal productivity and learning throughout content areas.
4. Develop solutions or products for a classroom audience.

Performance Indicators: Evidence Standard is Met

The student is able to

- apply a variety of computer technologies to access, analyze, interpret, present, synthesize, and problem solve with software/applications to assist in the completion of projects in content areas including basic software troubleshooting. (1, 2, 3)
- recognize the responsibilities as they relate to copyrighted software, shareware, freeware, and acceptable use of Internet resources. (3,4)

Sample Performance Task

Using a related curriculum topic, students will create collaboratively a multimedia (sound, pictures, and text) project utilizing library and classroom resources to access, analyze, interpret and synthesize information. During the time frame of project development students will take responsibility for copyrights of software and Internet resources. The teacher will use rubrics to evaluate this task including evidence of a variety of resources used to create original presentations concerning real-world problems.

Integration/Linkages

Cross Curriculum, National Educational Technology Standards for Students (NETS) (3,4,5,6), Design A CURriculuM (DACUM) Research Chart for Computer Science Cluster, Tennessee Instructional Technology Plan

Standard

6. The student will use technology as a tool to conduct and evaluate research and to communicate effectively information and ideas.

Learning Expectations

The student will

1. Use a variety of computer technologies to collaborate with peers and experts, present, access, analyze, interpret, synthesize, apply and communicate information in content areas.
2. Use the Internet as a tool for research.
3. Recognize the responsibilities as they relate to copyrighted software, shareware, freeware and telecommunications.
4. Design, develop, publish and present products (e.g. web pages and video tapes) individually and collaboratively to demonstrate investigation of curriculum related problems, issues and information.
5. Develop solutions or products for audiences inside and outside the classroom.

Performance Indicators: Evidence Standard Is Met

The student is able to

- research and evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources concerning real-world problems. (1,2,3)
- use electronic information and computer tools to research a problem and present the results in a multimedia format. (4,5)

Sample Performance Task

Using multimedia software the students create a research based multimedia project demonstrating how the students analyze and interpret data and manipulate that data to construct a multimedia presentation. This activity is evaluated by using a rubric defining the areas covered by the instructor.

Integration/Linkages

Cross Curriculum, National Educational Technology Standards for Students (NETS) (2,3,4,5,6), Design A CURriculuM (DACUM) Research Chart for Computer Science Cluster, Tennessee Instructional Technology Plan

Standard

7. The student will use technology resources to develop problem solving strategies, improve decision-making, and support real world applications.

Learning Expectations

The student will

1. Develop a strategy for performing a task.
2. Use a graphic organizer (flowchart) to visualize and organize the steps in solving a problem.
3. Analyze tasks to determine appropriateness of use of computers for problem solving such as:
 - a. searching
 - b. sorting
 - c. calculating
 - d. printing

Performance Indicators: Evidence Standard Is Met

The students will be able to:

- develop a strategy for analyzing and performing a task to determine appropriateness of use of computers for problem solving such as: searching, sorting, calculating, and printing.(1,4)

Sample Performance Task

The student will develop a storyboard to establish a sequence for analyzing and performing a task. The teacher will use a rubric to evaluate flow chart construction and accuracy in relation to the storyboard.

Integration/Linkages

Cross Curriculum, National Educational Technology Standards for Students (NETS) (1,6), Design A CURriculuM (DACUM) Research Chart for Computer Science Cluster, Tennessee Instructional Technology Plan

Computer Technology: Literacy and Usage

Grades 9-12

Timeline: All Johnson County students in grades 9-12 will increase in mastery of the highlighted standards by 10% as measured annually by teacher confidence surveys, TESS, standardized assessments, and informal observations.

Standard

The student will demonstrate proficiency in the care and use of computer based technology.

Learning Expectations

The student will

Discuss the history of computers and programming languages.

Identify the major components of a computer system.

Demonstrate the proper care and operations of the components of a computer system.

Demonstrate the use of peripherals.

Demonstrate the use of operating systems for the purpose of file management.

Demonstrate proper keyboarding techniques.

Identify the components of local (LAN) and wide (WAN) area networks (including the Internet).

Performance Indicators: Evidence Standard Is Met

The student is able to

demonstrate the ability to operate the computer and its various components.

demonstrate proper keyboarding techniques using the touch system.

discuss the components and uses of LAN and WAN networks (including the Internet).

Integration/Linkages

All subject areas, SCANS, National Standards for Business Education, Policy Commission for Business and Economic Education, Work Keys, National Science Education Standards, National Math Standards, National Language Arts Skills Standards, International Society for Technology in Education, National Education Technology Standards for Students (NETS) (1), Data Processing Management Association, and Professional Secretaries International, Tennessee Instructional Technology Plan

Standard

The student will develop skills using a variety of computer resources to increase productivity, support creativity, conduct and evaluate research, and improve communications.

Learning Expectations

The student will:

Demonstrate basic concepts of word processing, database management and spreadsheet software.

Utilize telecommunication software (browsers) for data research.

Explain and demonstrate the visualization of data using computer graphics.

Performance Indicators: Evidence Standard Is Met

The student is able to

demonstrate proficiency with examples of appropriate usage of computer applications.

develop an electronic portfolio of completed projects.

Sample Performance Task

Students develop a portfolio using word processing, database, and spreadsheet with graphic and other software application samples.

Integration/Linkages

All subject areas, SCANS, National Standards for Business Education, Policy Commission for Business and Economic Education, Work Keys, National Science Education Standards, National Math Standards, National Language Arts Skills Standards, National Educational Technology Standards for Students (NETS) (3,4,5,6), Data Processing Management Association, and Professional Secretaries International, Tennessee Instructional Technology Plan

Standard

The student will use technology resources to improve problem solving and decision making skills and apply these skills to real world situations.

Learning Expectations

The student will

Explain and use a strategy to perform a task.

Choose appropriate method and software to perform a task.

Performance Indicators: Evidence Standard Is Met

The student is able to

solve a task or problem using an appropriate computer solution.

collaborate with peers, experts, and others to contribute to content-related knowledge base by using technology to compile, synthesize, provide, and disseminate information, models, and other creative or scientific works

Integration/Linkages

All subject areas, SCANS, National Standards for Business Education, Policy Commission for Business and Economic Education, Work Keys, National Science Education Standards, National Math Standards, National Language Arts Skills Standards, National Educational Technology Standards for Students (NETS) (6), Data Processing Management Association, and Professional Secretaries International, Tennessee Instructional Technology Plan

Standard

The student will analyze the social impact and explore the ethical issues of technology usage.

Learning Expectations

The student will

Discuss the development of computer technology.

Explain why computers are best suited for tasks requiring speed, accuracy and repetition.

Describe the impact of computers on vocations.

Summarize the advantages and disadvantages of computer technology on consumers.

Discuss the ethical and legal problems associated with computer technology.

Research and identify emerging trends in computer technology.

Performance Indicators: Evidence Standard Is Met

The student is able to

debate the various ethical and social implications of technology both present and future.

demonstrate the use of legal, ethical and social implications of technology.

Integration/Linkages

All subject areas, SCANS, National Standards for Business Education, Policy Commission for Business and Economic Education, Work Keys, National Science Education Standards, National Math Standards, National Language Arts Skills Standards, National Educational Technology Standards for Students (NETS) (1,2), Data Processing Management Association, and Professional Secretaries International, Tennessee Instructional Technology Plan.

Professional Development

Upon the completion of school improvement plans, which are due annually in December, each school will have a professional development plan including a technology component. This plan will identify specific technology goals relating to the staffs' indicated needs and the goals and strategies previously identified in Component 1. All goals will be linked to measurable student achievement outcomes through such assessment methods as mandated testing, system benchmarking, generated computer reports and teacher observations. Supported with EdTech and local staff development funds, each school site technology coordinator will collaborate with the principal, instructional supervisors, and system technology coordinator to provide the appropriate training. Such funds will be utilized for multi-session technology training, software and hardware purchases, and teacher stipends. Ongoing, sustained, and research-based professional development in the area of technology is currently being offered or planned utilizing the following methods:

1. Instruction for use of Tennessee TVAAS web site
2. Integration of technology into core subjects at all schools
3. Formation and use of classroom web-based pages created with Microsoft Front Page or other software at all schools and all grade levels
4. Implementation of early childhood reading intervention programs such as the WINGS program, LightSpan, Essential Skills Software, Accelerated Reader, and Starfall (an internet based program)
5. Implementation of math and language arts programs for at-risk students such as Accelerated Reader, Accelerated Math, Kid Keys, Jumpstart Type, Type to Learn, PLATO, content area programs and Leap Pads. This implementation includes staff training concerning use and assessment of effectiveness.
6. Ongoing opportunities for staff to enhance and maintain their technological capabilities.

Technology type and costs

E-rate discounts as well as Title I, Title VI, and General Purpose monies will be used to purchase high capacity computers and software for all six schools. Additional funding from grants will be used to purchase electronic whiteboards and projectors. A Technology Resource Center will be implemented to provide teachers with training materials. An informational website will also be maintained. Ed Tech funding will be used for professional development activities. Innovative hardware, such as interactive whiteboards and wireless systems will also be acquired.

Ed Tech funds and E-rate discounts will be used to replace low capacity computers with high capacity computers during the first and second year. Medium capacity computers will be replaced with high capacity computers during the second and third years. The approximate cost for year one will be \$34,500 from E-rate. To ensure interoperability with

existing technologies, all computers will be equipped with Pentium IV processors and Microsoft Office software.

The system will provide training videos and CDs for Microsoft operating systems and applications that teachers may access from the planned Technology Resource Center. The system maintains a web site at <http://www.jocoed.k12tn.net> that includes, but is not limited to, opportunities for staff development, school calendars, departmental information, parent resources, and No Child Left Behind implementation guidelines.

Specific proposed educational technology budget information can be found in attached files, one per year.

6. Evaluation and Accountability

A. Description of the Evaluation Process

As discussed in Component 3 (Promotion of Curricula and Teaching Strategies), the development of a system wide technology integration checklist will become a key component of the core academic curriculum. Student progress on these lists will be monitored during monthly grade level cluster meetings and departmental meetings at our schools. Such meetings will allow schools to make corrections on a monthly basis.

From the system level, training sessions with school site technology coordinators, the system technology coordinator, and the supervisor of instruction will allow for planning and modification of the Technology Plan's implementation. Any proposed modifications to our plan will be based on relevant research and review, as specified in Section 3, Part A. In addition, school improvement planning meeting will provide further focus on the Technology Plan as all schools are now required to identify, based on needs assessments and the TESS survey, a school improvement goal related to technology integration and included as part of the Tennessee School Improvement Plan (TSIP). Related student expectations and staff development needs will be developed as part of each schools' action plan to address this improvement goal. Staff development opportunities which arise throughout the school year will be disseminated to the school level through the site technology coordinators and through the staff development opportunities portion of the Johnson County Schools system website.

B. Description of the Process for Monitoring Progress

For all technology integration programs ongoing in Johnson County Schools, an equipment request form and a staff development request form was developed, which asks that employees link all requested supplies/staff development to ongoing and sustained activities at the school or district level to school improvement goals. A follow-up and assessment process is detailed on each form

before funding is granted. This system will continue to be used as we implement the new Technology Plan.

In addition, further evaluation procedures specific to the integration of technology into the core curriculum will be developed as described in Components 3 and 4. These procedures will link the increasing effectiveness of teachers (Performance Indicators checklist, Technology Confidence Survey, TESS survey) to enabling students to reach challenging state standards.

7. Parent Involvement

Technology is used to promote parent involvement and increase communication with parents at all levels in the Johnson County School System.

The Johnson County Schools Website located at <http://www.jocoed.k12tn.net> provides a variety of useful information for parents including information about school board members, central office staff and faculty and staff at individual schools. A monthly calendar is updated daily to reflect news such as holidays, schedule changes due to inclement weather and scheduled activities. The mission statement, beliefs and goals of the system are also available on the website along with the code of conduct and the Johnson County Parent Involvement Policy. It should be noted that the Johnson County 2007-2010 Educational Technology Plan is available on the website.

Individual schools also maintain websites designed to increase parent involvement through the use of technology. A variety of information is maintained on the individual school websites including information about school faculty and staff, school wide projects, clubs, individual students projects and honors, calendars of events and lunch menus. Support from community organizations and businesses are also highlighted on school websites. Individual class or grade pages also give specific information about homework, class events and celebrations of student success. Links are given to resources for parent to encourage the use of technology at home to support instruction.

Information about the system and school websites is shared with parents and community through school handbooks and newsletters.

Parents are informed of the use of technology in the schools through school handbooks, school and class newsletters, brochures, system and school newsletters and local media. Parents are also made aware of the use of technology to support instruction through federal projects annual meetings and through the school improvement planning process.

The Tennessee Department of Labor and Workforce Development Division of Adult Education (AE) has a computer lab located at the Extended Services Center. The lab is available to parents from 8:00 a.m. to 3:00 p.m., Monday through Thursday during the school year. Parents will also be invited to use the computer lab on Tuesdays and Thursdays from 5:00 p.m. until 8:00 p.m.

Additionally, the Adult Education program supports parent involvement through the use of technology by supporting the increase in technology skills for parents and community members in Johnson County. The school computer labs will be utilized to enhance learning for students in Head Start through third grade. Curriculum will include activities for these students and their parents so that parents will have a better understanding of the students' needs in academic and technology education. These activities will be ongoing and will be evaluated annually for effectiveness. Activities will include topic discussions, research via the Internet, educational games, and tutoring which will enhance traditional learning, promote parental involvement, and encourage lifelong learning.

A program called "School-Home Connections Computers for Students" is an essay contest for fifth graders to provide students with a computer and one year of free Internet connection. Students and their families are provided training in basic computer operations and educational activities when they receive their computer. This occurs in November each year.

As demonstrated by the activities listed above, there is a strong emphasis in Johnson County to increase parent involvement and communication with parents through the use of technology. By providing information and training to parents concerning technology, Johnson County Schools continue to promote the use of technology to support instruction and to increase communication between school, home and the community.

Collaboration with adult literacy service providers.

The Tennessee Department of Labor and Workforce Development Office of Adult Education (AE) will provide after school programs in the five elementary schools located in the Johnson County School System. The school computer labs will be utilized to enhance learning for students in Head Start through third grade. Curriculum will include activities for these students and their parents so that parents will have a better understanding of the students' needs in academic and technology education. These activities will be ongoing and will be evaluated annually for effectiveness. Activities will include topic discussions, research via the Internet, educational games, and tutoring which will enhance traditional learning, promote parental involvement, and encourage lifelong learning.

In addition, distance learning will continue to be offered through the AE program. Adults will be communicated with via Internet, telephone, and office visits, which occur monthly or as needed. The effectiveness of this program will be evaluated annually to determine feasibility of continuity.

Additionally, the AE program has a computer lab located at the Extended Services Center that is available to parents from 8:00 a.m. to 3:00 p.m., Monday through Friday during the school year. Parents will also be invited to use the computer lab on

Tuesdays and Thursdays from 5:00 p.m. until 8:00 p.m. The lab is available from 8:00 a.m. through 12:00 noon during the summer.

The Johnson County Board of Education technology department will continue to maintain, troubleshoot, and install software for the AE program. Connectivity to the Internet will continue to be provided by the Johnson County School System.

Funding is currently being requested to purchase General Equivalency Diploma (GED) Official Practice Test software that will provide computerized testing and provide analysis for student performance. Adults who never received a diploma, as well as the K-12 funded GED+2 students at Johnson County High School, will benefit from this software. In addition, the Rosetta Stone software has been implemented as part of the outreach program to limited-English speaking adults.

Computer technology classes will be provided to the general adult population. Classes will be ongoing during evenings and summers. Classes include basic Microsoft Windows, Word, Internet, e-mail, and general maintenance. These offerings will be determined via a needs assessment survey. Secondary technology teachers will provide this training at the school system's vocational center. Feedback following each session determines the curricular needs for future sessions.

Parents and adults in the community will be notified of available opportunities through the Adult Education program by advertisements in school flyers, newsletters, newspapers, radio announcements, brochures, and the Adult Education website located at <http://www.jocoed.k12tn.net>.

Children's Internet Protection Act (CIPA) Compliance

Technology Protection Measure

The Johnson County School System uses Internet connectivity provided by Education Networks of America (ENA). Filtering is provided through ENA by N2H2 thereby preventing access to inappropriate material as defined by CIPA requirements. The local system policy does not allow the filter to be disabled or bypassed. Teachers can request that a site be reviewed for appropriate content should the need arise. Teachers are required to monitor online activities of students as required by Board policy #4.406. All students and parents must sign an acceptable use policy at the beginning of each school year.

Internet Safety Policy

Filtering and monitoring for Internet connections is provided at the state level through ENA. This limits access by minors to inappropriate matter on the Internet and World Wide Web.

Teachers are required to monitor student usage of chat rooms, instant messages, and e-mail to ensure that students are in a safe environment.

The Technology Department monitors the wide area network (WAN) for evidence of “hacking” or other unauthorized activities. If file sharing programs are detected, they are removed and the source is investigated. Since “open file shares” are vulnerable to viruses as well as used to transfer unauthorized data, they are examined and closed.

In compliance with state and federal guidelines, there is no unauthorized disclosure, use, or dissemination of personal information regarding students. Access to EIS data (HORIZON) is limited to administrators. There must be district approval of all web pages before publishing. (Board policy #4.407)

Filtering and monitoring for Internet connections is provided at the state level through ENA. The Technology Department monitors the WAN for evidence of proxy addresses which seek to bypass the filter. These are investigated and removed.

Public Notice and Hearing

The Board shall provide reasonable public notice of at least one (1) public hearing or meeting to address and communicate, its Internet safety measures. (Board Policy #4.406)