Calhoun City Schools
Calhoun, Georgia

Our mission is to inspire all students to become life-long learners in the pursuit of excellence.

Three-Year Technology Plan
July 1, 2017– June 30, 2020

Superintendent
Dr. Michele Taylor
Section I. Vision for Technology Use

System Background Information.................................................................page 4
District Mission/Vision and Access.............................................................page 5

Section II. Current Reality

Current Status of CCS Facilities.................................................................page 6
District Data: CCRPI....................................................................................page 8
Comprehensive Needs Assessment Survey.................................................page 13
Continuous Improvement Plan....................................................................page 17
Present Goals, Benchmarks, and Evaluation..............................................page 19
Priorities and Areas of Need for Implementation.......................................page 22

Section III. Communication and Marketing

Communication............................................................................................page 23
Technology Devices.......................................................................................page 23
Tools................................................................................................................page 25
Assistive Technology......................................................................................page 29
Guide to Selecting Quality Instructional Materials.......................................page 30
Budget and Funding Considerations............................................................page 31
Selection of Materials....................................................................................page 31
Implementation...............................................................................................page 32
Effectiveness..................................................................................................page 32
Student Assessment.......................................................................................page 33
Student Privacy...............................................................................................page 34
Network Infrastructure..................................................................................page 35
Future Improvements....................................................................................page 38
COSN Recommendations............................................................................page 43

Section IV. Professional Development

Professional Development.............................................................................page 48

Section V. Appendices

Appendix: Required for E-Rate and Local School Board
A district-wide Technology Committee, composed of representatives from the schools and
district leadership, identified current and projected technology needs. Calhoun City Schools
is taking a proactive approach to utilizing technology to best meet the needs of students
and teachers in the rapidly changing digital learning environment. Thank you to those
members serving on the initial team to complete the current system manual and to
continue to work together to provide recommendations and a continuous improvement
process for the use of technology to improve student achievement.

Kelly Fuquea
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Casey Parker
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Jenny Vowell
System Background Information

Calhoun City Schools is a small independent school system comprised of only four schools. The primary and the elementary schools are separate, but are located in one facility referred to as the Complex. The middle and high school are in one facility referred to as the Campus, one Pre-School / Pre-Kindergarten program and an online learning academy. We currently serve 4,081 students. Calhoun High School’s graduation rate of 96.8% is one of the highest in the state. We realize the need to help our students perform at an even higher rate as we work to prepare them to become successful after high school graduation. Each day we come to work committed to fulfilling the mission of Calhoun City Schools. We must prepare all students to become life-long learners and leaders whether they choose to attend a technical school, college or enter the workforce. As we exercise the broad flexibility that our charter status affords us School Governance Teams and stakeholders are exploring and implementing academic and organizational innovations as we continue to strive to improve our levels of student achievement.

Calhoun City Schools is proud to be one of Georgia’s Charter School Systems and was named Charter System of the Year for 2016. Its mission of inspiring all students to become life-long learners in the pursuit of excellence is achieved daily. Interwoven into the tapestry of the historical lineage of Calhoun City Schools, is a commitment to excellence and community spirit that rests on the very pulse of its existence.

We open our schools to more than 4,000 students and we project our enrollment to be more than 4,750 students by the year 2020. Thirty-five percent of our students are Hispanic, 6% black, 52% white, and approximately 5% of our students are multiracial, Asian or Native American. Twenty-three percent of our students are non-resident students. This conveys the message that we are a school system of choice. Eleven percent of our students participate in special education programs and we are proud to share that our Exceptional Student Services (ESS) Department has been recognized by the Georgia Department of Education as a leader in the state for their outstanding efforts to improve the performance of students with disabilities.

The large influx of Hispanic immigrants to our area has naturally resulted in a large number of English Learners (EL) students. Ten percent of our students are ESOL services and while ESOL teachers are all exceptional, one was selected at Georgia’s ESOL Teacher of the Year. All of our parent involvement coordinators are bilingual and are able to offer invaluable support to our non-English speaking families. Ten percent of our students participate in EIP (Early Intervention Program) through mainly self-contained delivery methods of instruction. The percentage of students receiving free and/or reduced lunches
continues to increase with a system average of 62%.

One of the challenges school systems face today is the development of students that graduate with requisite 21st Century Skills that focus on literacy, technology, math and science knowledge, higher order thinking skills and problem solving in order to be successful in the workforce and the community. Although many initiatives for STEM Education exist, most US school districts do not offer STEM options, mainly due to the lack of qualified teachers and funding. Many studies have demonstrated that many novice teachers labor diligently to be effective teachers within their initial years teaching. Often these teachers become discouraged and leave the profession. It is imperative that as we move into the 21st Century that we find ways to support these teachers as they strive to implement rigorous and relevant curriculum to ensure effective teaching practices that lead to increased student achievement.

The Teacher Keys Effectiveness System (TKES) is a common evaluation system designed for building teacher effectiveness and ensuring consistency and comparability throughout the state. Professional development is essential for teachers to utilize technology for student information, data disaggregation, and instruction.

Georgia implemented the Leader Keys Effectiveness System (LKES), a common effectiveness system that will allow the state to ensure consistency and comparability across districts, based on a common definition of leader effectiveness. It is imperative that effective leaders are able to utilize data to identify weaknesses and to collaborate to seek solutions to improve student achievement.

**District Mission/Vision and Access**

Our mission is to create an environment that integrates technology as a natural part of the educational experience, and provides all learners with the skills to access knowledge that will build a foundation for their future. The Mission for technology use is to increase the availability of technology resources and to provide training to staff and students for data collection, curriculum, instruction, and assessment. The integration of technology use is an integral part of preparing students to be college and career ready. The system considers access, and the use of technology to be an essential resource to inspire all students to become lifelong learners in the pursuit of excellence.

Calhoun City Schools has a vision to create a robust and well supported learning environment. The District must continue to seek resources that will allow stakeholders to access tools at any time from any location.

The digital era is radically changing the way we create new ideas. The management and delivery of information has to adapt with these ever increasing changes. The ultimate goal is to use technology as a resource to deliver rigorous academic courses to improve achievement and meet the needs of students to become college and career ready. We will accomplish this vision by creating a dynamic technological environment that provides the
community of learners, equal access to interact and collaborate successfully. We believe that the use of technology as a part of the curriculum should focus on supporting higher-level learning, problem solving, critical thinking skills, and collaboration.

Current Status—Analysis of access to technology across the district. Identify data sources, address the following groups—instructional, administrative, parent/community, system readiness/system support—personnel/resources.

Junior Jacket Academy/Pre-K Facility

JJA and Pre-k are committed to incorporating technology into all academic areas of our curriculum. Currently, our classrooms are supplied with an ACTIVE Board or interactive TV. Teachers also have several ELMOs available to assist instruction using technology. We also use Bluetooth iPad keyboards to allow students to learn keyboarding skills. Each teacher at the JJA and Pre-K has an iMac desktop and access to MacBooks as needed. The administrator has an iMac desktop and a MacBook Pro laptop for remote access/use. The Book Hive, the schools lending library, utilizes an iPad and Bluetooth keyboard to catalog, and run checking in and out of books for students to share at home.

<table>
<thead>
<tr>
<th>February 2017</th>
<th>JJA (2 classes)</th>
<th>PreK (7 classes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>iPads</td>
<td>7</td>
<td>32</td>
</tr>
</tbody>
</table>

The Preschool ESS classroom teacher uses iPads to meet the needs of students with special needs. The classroom iPads are also taken out into the community to local day care/preschools to afford students with special needs that do not attend our school to develop much needed skills. The use of technology allows students with disabilities to demonstrate the mastery of skills.

Our school also uses iPads to promote parent involvement. Our Pre-K and 4 year-old JJA teachers use Work Sampling Online to document assessments and skill mastery. iPads are used during parent conferences to provided for parents a means to view their student’s WSO account and monitor progress.

CPS/CES Complex:

The Complex is striving to obtain the status of 1 student to 1 Google device in each classroom. Currently, the Complex is functioning with 2 students to 1 Google device.
with the 2016-17 purchase of Chromebooks. A Chromebook cart has been distributed to one teammate or suitemate to share with a partner teacher which provides optimal scheduling opportunities for the teachers. Every classroom at the Complex has an ACTIVE Board or interactive TV as well as an ELMO to assist instruction using technology. The Complex also has two Computer Labs that each student visits weekly for computer instruction. Each teacher and administrator at the Complex has access to iMac desktops; the administrative team also has Macbook laptops for remote access/use. An Assistant Principal at the Complex has been assigned the responsibility to inventory, distribute and coordinate technology devices for the entire Complex.

<table>
<thead>
<tr>
<th>February 2017</th>
<th>CPS</th>
<th>CES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chromebooks</td>
<td>344</td>
<td>380</td>
</tr>
<tr>
<td>iPads</td>
<td>280</td>
<td>187</td>
</tr>
</tbody>
</table>

The Complex strives to use technology to promote parent involvement. During March parent conferences, iPads are provided for parents to use to complete surveys used to make instructional decisions. The Parent Resource Center also provides parents the opportunity to access computers to monitor student progress through Parent Portal.

**CMS/CHS Campus:**
The Campus is working toward building a one-to-one ratio for technology access in our core content academic classrooms. This will become a reality by the end of the 2016-2017 school year. The Campus is expected to receive an additional 25 chromebook carts to ensure all core content classrooms will have access. The Instructional Coordinators at the Campus, work on the technology distribution plan and prioritize needs based on teacher requests. Requests are compiled and kept for reference when new technology is being implemented. The Campus currently has the following devices for student access (numbers are approximate and do not include program specific devices- CTAE, ESS, ESOL, etc.).

<table>
<thead>
<tr>
<th></th>
<th>CMS</th>
<th>CHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chromebook carts</td>
<td>20 (13 new carts Spring 17)</td>
<td>21 (12 new carts Spring 17)</td>
</tr>
</tbody>
</table>
The Campus also has technology access for our parents through our Parent Resource Center located in the front office areas of both schools with our Family Engagement Coordinators. The administrative team at the Campus has access to iMac desktops and Macbook laptops for remote access/use. The additional technology acquired enables us to test 100% online for ACCESS, Ga Milestones, ACCUPLACER, etc. The additional technology also allows our teachers to create a blended learning environment, where students can work on assignments from home and share work with their teacher for immediate feedback. The Campus offers technology access in a traditional lab setting with the availability of 2 computer labs at CMS and 7 computer labs at CHS (this includes our MOWR lab). Our Campus Media Center also offers technology access to students who have a need to research and/or work on assignments before, after and during the school day. There are 24 computers in the Media Center for this purpose.

**CCRPI Data** 2016  Numbers highlighted in red are more than 10 points below subgroup target. Numbers highlighted in green are at or above the subgroup target.

**School:** Calhoun Elementary 3,4,5

- Calhoun Elementary School’s **overall performance** is higher than 44% of schools in the state and is similar to its district.
- Its students’ **academic growth** is higher than 51% of schools in the state.
- 46.6% of its 3rd grade students are **reading at or above the grade level target**.

**College and Career Ready Performance**

**Index (CCRPI) 70.9**  **End of Grade Indicator**  
**Achievement 28.4**

<p>| iPads (This does not include the number for certified staff members having an iPad assigned) | 215 | 255 |</p>
<table>
<thead>
<tr>
<th></th>
<th>English/Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/Pacific Islander Performance</td>
<td>60</td>
<td>83.333</td>
<td>90</td>
<td>83.333</td>
</tr>
<tr>
<td>Asian/Pacific Islander Target</td>
<td>93.3</td>
<td>100</td>
<td>90.1</td>
<td>94</td>
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<tr>
<td>Black Student Performance</td>
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<td>38.889</td>
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<td>Multi-Racial Performance</td>
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<td>58</td>
<td>48</td>
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<tr>
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<td>79.1</td>
<td>75.2</td>
<td>75.3</td>
</tr>
<tr>
<td>Economically Disadvantaged Performance</td>
<td>39.567</td>
<td>50.197</td>
<td>48.32</td>
<td>52.564</td>
</tr>
<tr>
<td>Economically</td>
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<td>49.5</td>
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### Disadvantaged Target

<table>
<thead>
<tr>
<th>Subgroup</th>
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<tr>
<td>English Learners</td>
<td>26.119</td>
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<tr>
<td>Performance</td>
<td>40.347</td>
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<tr>
<td></td>
<td>37.129</td>
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<td></td>
<td>41.25</td>
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<tr>
<td>English Learners</td>
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</tr>
<tr>
<td>Target</td>
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<td></td>
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<tr>
<td></td>
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<td>Students With Disability</td>
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<td>Performance</td>
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</tr>
<tr>
<td>Target</td>
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<tr>
<td></td>
<td>41.5</td>
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<td></td>
<td>42.3</td>
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<tr>
<td>State Target for all</td>
<td>63.6</td>
</tr>
<tr>
<td>Students</td>
<td>66.8</td>
</tr>
<tr>
<td></td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>63.1</td>
</tr>
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</table>

### Calhoun Middle School  6-8

- Calhoun Middle School's **overall performance is higher than 32% of schools in the state** and is lower than its district.
- Its students' **academic growth is higher than 13% of schools in the state**.
- **71.3% of its 8th grade students are reading at or above the grade level target**.

### College and Career Ready Performance Index (CCRPI)  66.2

<table>
<thead>
<tr>
<th>Performance</th>
<th>2016</th>
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<tbody>
<tr>
<td>Subgroup</td>
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</tr>
<tr>
<td>End of Grade</td>
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</tr>
<tr>
<td>English/Language Arts</td>
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</tr>
<tr>
<td>Mathematics</td>
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<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
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<tr>
<td>Ethnicity</td>
<td>Performance</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>American Indian/Alaskan</td>
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<td>Target</td>
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<tr>
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<tr>
<td>Performance</td>
<td>93.3</td>
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<tr>
<td>Target</td>
<td>93.3</td>
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<tr>
<td>Black</td>
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<tr>
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<td>48.392</td>
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<td>Target</td>
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<tr>
<td>Multi-Racial</td>
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<td>75.1</td>
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<td>Disadvantaged</td>
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<tr>
<td>Performance</td>
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<tr>
<td>Economically Disadvantaged</td>
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<tr>
<td>Target</td>
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<tr>
<td>English Learners</td>
<td>15.079</td>
</tr>
<tr>
<td>Performance</td>
<td>41.6</td>
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<tr>
<td>Target</td>
<td>41.6</td>
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</table>
Students With Disability Performance

<table>
<thead>
<tr>
<th></th>
<th>29.605</th>
<th>34.783</th>
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Students With Disability Target

<table>
<thead>
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<th>37.3</th>
<th>42.2</th>
<th>41.5</th>
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</table>

State Target for all Students

<table>
<thead>
<tr>
<th></th>
<th>63.6</th>
<th>66.8</th>
<th>61</th>
<th>63.1</th>
</tr>
</thead>
</table>

Calhoun High School 9-12

- Calhoun High School's overall performance is higher than 72% of schools in the state and is higher than its district.
- Its students' academic growth is higher than 52% of schools in the state.
- Its four-year graduation rate is 96.8%, which is higher than 95% of high schools.
- 62.5% of graduates are college ready.

College and Career Ready Performance Index (CCRPI) 2016

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>9th Grade Literature</th>
<th>American Literature</th>
<th>Algebra</th>
<th>Geometry</th>
<th>Biology</th>
<th>Physical Science</th>
<th>U.S. History</th>
<th>Econor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/Pacific Islander</td>
<td>83.333</td>
<td>75</td>
<td>90</td>
<td>75</td>
<td>83.333</td>
<td>87.5</td>
<td>85</td>
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<td>Performance</td>
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<tr>
<td>Asian/Pacific Islander</td>
<td>87</td>
<td>83.8</td>
<td>93.6</td>
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<tr>
<td>Islander Target</td>
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<tr>
<td>Black Performance</td>
<td>41.176</td>
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<td>29.412</td>
<td>50</td>
<td>27.778</td>
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<td>Black Target</td>
<td>52.1</td>
<td>48.9</td>
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<td>42.4</td>
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<td>36.7</td>
<td>50.6</td>
<td>47.8</td>
</tr>
</tbody>
</table>

Calhoun City Schools • Three-Year Technology Plan
Page 12 of 91
<table>
<thead>
<tr>
<th>Category</th>
<th>Performance</th>
<th>Hispanic</th>
<th>Multi-Racial</th>
<th>White</th>
<th>Economically Disadvantaged</th>
<th>English Learners</th>
<th>Students With Disability</th>
<th>State Target for all Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic Performance</td>
<td>52.874</td>
<td>41.463</td>
<td>42.857</td>
<td>72.581</td>
<td>42.697</td>
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<td>38.3</td>
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<td>53.9</td>
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<td>75</td>
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<td>72.9</td>
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<td>66.6</td>
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<tr>
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<td>32.3</td>
</tr>
<tr>
<td>Students With Disability Performance</td>
<td>25</td>
<td>32.5</td>
<td>11.765</td>
<td>50</td>
<td>42.105</td>
<td>62.5</td>
<td>28.2</td>
<td>14</td>
</tr>
<tr>
<td>Students With Disability Target</td>
<td>28.6</td>
<td>33.5</td>
<td>27.8</td>
<td>32.4</td>
<td>33.3</td>
<td>27.9</td>
<td>41.9</td>
<td>31.1</td>
</tr>
<tr>
<td>State Target for all Students</td>
<td>64.7</td>
<td>62.4</td>
<td>60</td>
<td>59.3</td>
<td>60.2</td>
<td>54.3</td>
<td>64.8</td>
<td>61.8</td>
</tr>
</tbody>
</table>

**2016 Comprehensive Needs Assessment Survey**
Which THREE areas of professional learning for you would have the greatest positive impact on student achievement? (please select three priorities linked to the school or system)
improvement plan)
Identified data sources (such as annual technology inventory) are collected and cited to
determine system the current level of access to computer hardware, instructional software,
and the Internet. 39.7 listed instructional technology as 1<sup>st</sup> priority. 38.16 listed instructional
technology as a 2<sup>nd</sup> priority. 22.37 listed instructional technology as a 3<sup>rd</sup> priority.
(Survey of 182 teachers and paraprofessionals)

2016 Technology Needs Assessment
How would you rate your overall skill using educational technology?

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenged</td>
<td>2.60%</td>
</tr>
<tr>
<td>Basic</td>
<td>25.00%</td>
</tr>
<tr>
<td>Proficient</td>
<td>59.38%</td>
</tr>
<tr>
<td>Advanced</td>
<td>13.02%</td>
</tr>
<tr>
<td>Total</td>
<td>192</td>
</tr>
</tbody>
</table>

How often do you use educational social media? (Edmodo, Pinterest, Project Share,
Educhipper, etc.)

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 times per week.</td>
<td>29.84%</td>
</tr>
<tr>
<td>More than 3 times per week.</td>
<td>34.55%</td>
</tr>
<tr>
<td>1-2 times per month.</td>
<td>22.51%</td>
</tr>
<tr>
<td>Never</td>
<td>13.09%</td>
</tr>
<tr>
<td>Total</td>
<td>191</td>
</tr>
</tbody>
</table>
I can use digital media for a variety of instructional purposes

How often do you use computer technology resources to collect student data and monitor their progress?
Is the technology in your classroom meeting your students' needs?

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology is not adequately available for all students</td>
<td>52.08%</td>
</tr>
<tr>
<td>Technology is not adequately available for teacher</td>
<td>2.60%</td>
</tr>
<tr>
<td>I am happy with the technology in my classroom</td>
<td>45.31%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

What barriers have you encountered using technology in the classroom? Check all that apply.
Which of the following educational technologies would you be interested in learning more about?

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microsoft Word, Excel, and Power Point</td>
<td>20.93%</td>
</tr>
<tr>
<td>Social Networking (Facebook/Twitter)</td>
<td>8.72%</td>
</tr>
<tr>
<td>Google Apps</td>
<td>69.88%</td>
</tr>
<tr>
<td>Google Classroom</td>
<td>72.09%</td>
</tr>
<tr>
<td>Learn 360</td>
<td>27.33%</td>
</tr>
<tr>
<td>Google Earth, Maps</td>
<td>12.21%</td>
</tr>
<tr>
<td>Audio/Video podcasts</td>
<td>31.40%</td>
</tr>
<tr>
<td>Study Island</td>
<td>5.81%</td>
</tr>
<tr>
<td>Promethean Planet</td>
<td>15.70%</td>
</tr>
<tr>
<td>Canvas</td>
<td>42.44%</td>
</tr>
</tbody>
</table>

Total Respondents: 172

COMPREHENSIVE NEEDS ASSESSMENT SYSTEM GOAL BASED ON DATA COLLECTION
Improving availability and the productive use of technology in the classroom. Teachers should have direction in the types of technology available and the resources available to become more knowledgeable about resources and using those resources to enhance instruction.

Calhoun City Schools Continuous Improvement Plan 2015-2020 as it relates to technology

**Strategic Goal 1** – Provide a quality educational experience that enhances student achievement.
Objective 1: Increase achievement levels for all students to insure their international competitiveness and adaptability to an ever-changing technological society.
Develop Technology Action Plans

**Strategic Goal 2** – Employ highly qualified teachers, leaders and staffs in all positions. Provide professional learning opportunities to continuously improve instructional program.
Objective 2: Improve performance of students, staff, and the school system through professional learning opportunities that are standards-based, job embedded and collaborative.

Provide training for disaggregation and interpretation of data
Investigate technological components that would help us track academic performance.
- Infinite Campus
- AIMSWeb Plus
- Renaissance Learning - STAR Reading and STAR Math
- ACCESS
- Georgia Milestones
- SLDS
- Canvas
- IXL
- Google Classroom
- Odysseyware Curriculum Platform

Offer courses on the integration of technology and curriculum through school-wide training, community education program and RESA opportunities.
Provide technology competency training for teachers to comply with state requirements for all faculty and staff. / Infinite Campus Training for Administrator.

**Strategic Goal 3** – Develop Organizational Effectiveness: Improved organizational effectiveness = improved student learning. Establish support structures that enhance student’s physical and emotional well-being and help them achieve.
Objective 6: In collaboration with technical colleges, other institutions of higher learning and the local business community, insure that CTAE programs prepare students for a diverse and technologically rich society.

Optimize the networking infrastructure to support student learning and the school system’s technological needs.

Explore further training with Infinite Campus to help with teacher / student technology productivity and access

- Increase parent involvement by promoting and encouraging the benefits of parent portal.
  - Grades and attendance tracker
  - Schedule information
  - Announcements/letters
  - Update student information
  - Request transcripts
  - Submit online payments
  - Daily Breakfast/Lunch information

Increase integration of technology in daily instruction; continually evaluate and assess teacher training and student / teacher utilization

- Odysseyware
- Canvas

Student Needs
External Scan

Professional Development Opportunities will be provided to enhance technology integration into daily classroom instruction.
Continue regularly scheduled meetings of all technology support personnel to effectively communicate plans.

**Present Goals, Strategies, and Benchmarks based on all data sources**

I. Ensure that students and staff have robust access to technology
   A. Provide appropriate access to technologies
   B. Enhance and maintain a cost-effective, high-speed network

II. Recruit, develop and support technology-proficient staff
   A. Use multiple formats and models for professional learning that integrates technology with curricular content and pedagogy emphasizing student voice
   B. Increase technological skills and knowledge of all staff

III. Increase student learning through effective technology-enhanced teaching and learning, and engagement practices
   A. Improve curriculum and instruction using technology tools and resources
   B. Ensure that all learners are effective users of information and technology
C. Increase engagement of all stakeholders using technology tools and resources

IV. Maintain reliable and secure technology infrastructure and systems, and provide responsive support services
A. Provide integrated information systems to support data-driven decision-making and results-oriented programs and services
B. Provide essential technology support services to ensure that the technology remains operational and dependable for effective use
C. Protect district data and technology assets
D. Follow technology standards, policies and practices to ensure compatibility, cost-effectiveness and efficient support

V. Maintain communication from the technology team to all stakeholders and all stakeholders to the technology team.
   A. The technology team meets regularly to monitor progress of the plan and make revisions
   B. The team makes recommendations to the schools based on data collection
   C. The team disseminates information to all stakeholders and receives feedback to revise the plan

<table>
<thead>
<tr>
<th>b. Strategies</th>
<th>• Each goal is accompanied by process/task for meeting various components of the goal(s).</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. Benchmarks</td>
<td>• Each goal is accompanied by benchmarks that serve as tangible indicators of successful progress toward goal completion.</td>
</tr>
</tbody>
</table>
| d. Evaluation Method | • Data collection strategies to monitor progress for each technology goal/strategy/benchmark are provided.  
• Responsibility for collecting and analyzing data on each technology goals/strategy/benchmark is assigned and documented. (Titles are sufficient.).  
• Evaluation plan includes specific methods to determine how technology program successes affect (1) student achievement, (2) student technology literacy; and (3) the quality of students’ learning experiences. |
| e. Budget | • A budget figure and a funding source or a projected funding source is provided for each strategy.  
• When the purchase of technology is present in the budget, the “type” of technology is specified. |
| f. Responsibility List | • A list of persons responsible for the implementation of each strategy is included. (Titles are sufficient.) |

Goal #1 Ensure that students and staff have robust access to technology

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Benchmark</th>
<th>Evaluation Method</th>
<th>Funding Source/Amount</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Strategy</td>
<td>Provide appropriate access to technology</td>
<td>Needs Assessment Survey</td>
<td>State and Federal Budget</td>
<td>School and System Administrators</td>
</tr>
<tr>
<td>2nd Strategy</td>
<td>Enhance and maintain a cost-effective, high-speed network</td>
<td>Budget Needs Assessment Survey</td>
<td>Technology Budget</td>
<td>Technology Director Superintendent</td>
</tr>
</tbody>
</table>
## Goal #2: Recruit, develop, and support technology proficient staff

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Benchmark</th>
<th>Evaluation Method</th>
<th>Funding Source/Amount</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Strategy</td>
<td>Use multiple formats and models for professional learning that integrates technology with curricular content and pedagogy emphasizing student voice</td>
<td>Level of Technology Infusion (LoTI) Google Canvas</td>
<td>Fund 150</td>
<td>Technology Instructionalist Chief Academic Officer</td>
</tr>
<tr>
<td>2nd Strategy</td>
<td>Increase technological skills and knowledge of all staff</td>
<td>Professional Development TKES LKES</td>
<td>State/Federal Funds</td>
<td>Technology Instructionalist Chief Academic Officer</td>
</tr>
</tbody>
</table>

## Goal #3: Increase student learning through effective technology-enhanced teaching and learning and engagement practices

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Benchmark</th>
<th>Evaluation Method</th>
<th>Funding Source/Amount</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Strategy</td>
<td>Improve curriculum and instruction using technology tools and resources</td>
<td>TKES Lesson Plans Observations</td>
<td>State/Federal Budgets</td>
<td>School Administrators</td>
</tr>
<tr>
<td>2nd Strategy</td>
<td>Ensure that all learners are effective users of information and technology</td>
<td>formative and summative assessment Observation Student work</td>
<td>Local/State/Federal Funding</td>
<td>Administrators Teachers Students</td>
</tr>
<tr>
<td>3rd Strategy</td>
<td>Increase engagement of all stakeholders using technology tools and resources</td>
<td>Needs Assessment Survey</td>
<td>State/Federal Budgets</td>
<td>School and System Administrators</td>
</tr>
</tbody>
</table>

## Goal #4: Maintain reliable and secure technology infrastructure and systems, and provide responsive support services

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Benchmark</th>
<th>Evaluation Method</th>
<th>Funding Source/Amount</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Strategy</td>
<td>Provide integrated</td>
<td>Midyear and end</td>
<td>QBE funding</td>
<td>Information Technology</td>
</tr>
</tbody>
</table>
### Calhoun City Schools • Three-Year Technology Plan

Page 22 of 91

**2nd Strategy**

| Information Systems to Support Data-Driven Decision-Making and Results-Oriented Programs and Services |
| Yearly Evaluations, School Improvement Plans, Needs Assessment |
| Federal Consolidated Budget |
| System Technology Team, School Principals, Governance Teams, System Administrators |

**3rd Strategy**

| Provide Essential Technology Support Services to Ensure That the Technology Remains Operational and Dependable for Effective Use |
| Comprehensive Needs Assessment Surveys |
| State and Federal Budget |
| Information Technology Staff |

**4th Strategy**

| Follow Technology Standards, Policies and Practices to Ensure Compatibility, Cost-Effectiveness |
| Monthly Technology Reports |
| QBE |
| Information Technology Staff |

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**Goal #5: Maintain Communication from the Technology Team to All Stakeholders and All Stakeholders to the Technology Team.**

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Benchmark</th>
<th>Evaluation Method</th>
<th>Funding Source/Amount</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Strategy</td>
<td>The technology team meets regularly to monitor progress of the plan and make revisions</td>
<td>Agenda, Meeting Minutes, Plan Revisions</td>
<td>State/Federal Budgets</td>
<td>Technology Team Members, Chief Academic Officer</td>
</tr>
<tr>
<td>2nd Strategy</td>
<td>The team makes recommendations to the schools based on data collection</td>
<td>Recommendation Forms</td>
<td></td>
<td>Technology Team</td>
</tr>
<tr>
<td>3rd Strategy</td>
<td>The team disseminates information to all stakeholders and receives feedback to Website Newsletter, Governance Teams</td>
<td></td>
<td></td>
<td>Technology Team, Governance Teams, Technology Team</td>
</tr>
</tbody>
</table>
Priorities and areas of need for implementation and training:

**Structure**
- System Technology Team
- Technology Plan
- LoTi

**Hardware**
- Chromebooks 1 to 1 initiative
- Apple Macintosh Computers/Laptops
- Assistive Technology
- Apple iPad
- Thinclient
- Interactive TV

**Tools**
- Office 365
- SLDS
- Google Apps for Education
- Infinite Campus: Student Information System
- Canvas: learning Management System
- Buzz TV: Video Distribution
- Odysseyware Curriculum
- Data Recognition Corporation Online Assessment Platform
- Go-IEP

**Communication** Communicating the rationale, implementation and results of the plan is important. To that end, we have developed a general communication strategy for the plan. The District Technology Plan will be communicated by:

- Sharing key messages and talking points with the District Technology Committee for a consistent message from committee members regarding the plan and process
- Posting the full plan to the District web site, available to staff and the general public for transparent communication of plan and expenditures
- Presenting the plan and annual status reports to the school board for continuous implementation monitoring
- Sharing and presenting the detailed technology plan and key messages to all technology and media staff so that they understand their role in context of the plan and are ambassadors of it
- Summarizing the plan for principals in context with the school technology planning process so that school administrators understand how their school plans relate to the goals and strategies of the district plan
- Highlighting the plan through periodic updates in the direct line, website news articles and other district publications so that all stakeholders understand rationale, implementation and results of the 3-year plan

Committee members will solicit feedback and other data from stakeholders and share it with the team to determine if revisions may be necessary.

**Devices Information**

**Apple Macintosh Computers**

Fast, reliable, and secure operating system. Quite frankly, the best all-around computing device you can buy. We want to increase the utilization of the Mac platform as a conduit for productivity, which will minimize the role of VMWare View but not eliminate it.

<table>
<thead>
<tr>
<th>Apple Macintosh Computers and Microsoft Office 365</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advantages</strong></td>
</tr>
<tr>
<td>Accessibility: access files and applications from almost any device with internet connection or from any platform</td>
</tr>
<tr>
<td>Familiarity: seamless integration of tools that most users have been accustom to for many years</td>
</tr>
<tr>
<td>Collaboration: share files and work collectively with others simultaneously</td>
</tr>
<tr>
<td>Safety and security: data is protected from corruption or loss by Microsoft's data centers</td>
</tr>
<tr>
<td>Reliability: 99.9% financially-backed</td>
</tr>
</tbody>
</table>
Chromebooks
Based on Google Chrome OS, this is a low cost cloud based computer. We currently have more than 1500 devices in use in all of our schools. Due to the low cost to acquire these computers, the high school and middle school campus has been able to place a Chromebook cart in classrooms of each of the core subject areas.

<table>
<thead>
<tr>
<th>Chromebooks and Google Apps for Education</th>
<th>Advantages</th>
<th>Limitations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Free mobile app downloads</td>
<td>Can only use web based apps</td>
</tr>
<tr>
<td></td>
<td>Unlimited cloud storage</td>
<td>Limited to Chrome browser</td>
</tr>
<tr>
<td></td>
<td>Low cost machines</td>
<td>Frequently, durability is low</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Does not have a hard drive</td>
</tr>
</tbody>
</table>

Tools
Microsoft Office 365- This is a suite of cloud based productivity applications such as Word, PowerPoint, Excel, etc. The Office 365 Suite is more of a staff/admin set of productivity applications. We chose Office 365 because of its many advantages which include:

- Accessibility: access files and applications from almost any device with internet connection or from any platform
- Familiarity: seamless integration of tools that most users have been accustomed to for many years
- Collaboration: share files and work collectively with others simultaneously
- Simple: easy to use and learn, because of a simplified and clean user interface
- Safety and security: data is protected from corruption or loss by Microsoft’s data centers
- Reliability: 99.9% financially-backed uptime guarantee

We have implemented Office 365 at the CPES Complex already and plan to extend this across the rest of the district within the next 6 to 8 months. This will require communication and assistance from several key individuals within administration at each school as well as system level leadership. As with the CPES Complex, we will provide screencasts to assist with the transition along with training sessions for groups
Google Apps for Education (GAFE)

GAFE is a suite of cloud-based productivity applications (Docs, Sheets, Slides, etc.). We envision teachers using GAFE closely with students due to the prevalence of Chromebooks. Each student is assigned their own GAFE account to facilitate communication between student and teacher. Since GAFE is web-based, students are able to access any of the items from the course that have been shared with them. They are also able to collaborate asynchronously with other students to complete group projects in real time. Teachers can offer immediate feedback and guide the students as they develop the project. Using GAFE fosters positive conversations, aids students in organization (as they have one place to easily access learning materials) and mimics a 21st century work environment. As with all digital tools, there are advantages and limitations, some of those are listed below.

Student Information System (SIS)—INFINITE CAMPUS

Moving forward, we will continue to utilize Infinite Campus as our Student Information System. Infinite Campus continues to be a great tool for managing our student information from an administrative level and it offers the type of web-based access and security we look for from our major web-based tools. Infinite Campus is a resource for students, teachers, administrators, and parents. It is a full-featured, completely secure web-based application that allows users to track and monitor student information.

❖ Parents benefit from Infinite Campus with the parent portal feature. Parent portal provides updated information on student grades, attendance, and the student’s profile (address, guardian, telephone number, etc.). Parents can receive notifications shared by administration and/or teachers by telephone, email or text regarding events that are happening at their child’s school through Infinite Campus’ Shoutpoint Messenger feature. IC is also linked to the Georgia Department of Education’s State Longitudinal Data System which houses all information about the student since student enrollment in any school in the state of Georgia they have attended.

❖ Students benefit from Infinite Campus as well. Students can access their portal account to view their course information in real time. Grades, attendance, schedule, and profile information are displayed for the student to view.

❖ Teachers and administrators use Infinite Campus to manage student information. Teachers use it as a gradebook, course planner, and attendance tracker. Infinite Campus provides management tools necessary to manage and report all information regarding students in Calhoun City Schools.

Not only does Infinite Campus house all student and staff scheduling, enrollment, and grade information, it is also the tool used to generate file extracts needed for the three reporting cycles required by the Georgian Department of Education. Infinite Campus generates files for Full Time Equivalent (FTE), Student Class (SC), Certified Personnel Inventory, and Student Record which is uploaded to the GaDOE Fall, Spring, and Summer each year for analysis.

Odysseyware Curriculum Platform
Odysseyware is a curriculum and Learning Management System that provides flexibility and customization options for teachers and students. It is a fully loaded curriculum platform with grades 3-12 level courses aligned to Georgia Performance Standards. It contains multiple personalization levels, including prescriptive learning pathways, course customization, and a Teacher Authoring Tool. Odysseyware is used in the Calhoun Online Learning Academy as well as throughout Calhoun City Schools as a blended learning option for teachers. It gives teachers the ability to create individualized learning experiences for students. The software is web-based and can run on any browser which makes it a tool that can be utilized at all levels as well as at home. Odysseyware has allowed Calhoun City Schools the flexibility our students need to be successful College and Career ready learners.

**Canvas: Learning Management System (LMS)**

One of the leading Learning Managements Systems in the education sector. It is a comprehensive cloud-native software package designed for the specific needs of elementary and secondary schools. The LMS enrolls parents with their students to provide greater visibility into their children's learning experience and provides actionable analytics to teachers and administrators. Canvas allows teachers to structure/design a course that enhances direct instruction in the classroom with digital instruction. Canvas allows the teacher to individualize learning by offering immediate remediation and enrichment.

At the district level, we now deliver our professional development through this site. It is called Jacket University. Currently, 17 courses are offered with more being planned in the future. The online format allows teachers to access professional learning at any time and at any place that there is an internet connection, just as it does for our K-12 students.

**Go IEP**

Georgia Online IEP (GO-IEP) combines data submitted to DOE in various reports to present student data to special education personnel accurately and securely
- GO-IEP is an extension of and is accessed through the Statewide Longitudinal Data System, or SLDS
- GO-IEP provides an electronic permanent record for each of your students. Transfer student data is available the morning after the student’s GTID is claimed. Demographics and educational information, such as historical assessment scores are available in GO-IEP

**SLDS**

Applications are available to Georgia teachers, administrators and support staff through the Statewide Longitudinal Data System (SLDS). It is a single integrated set of data that all systems and reports will use. The Statewide Longitudinal Data System (SLDS) is designed to help districts, schools, and teachers make informed, data-driven decisions to improve student learning. SLDS is a free application that is accessed via a link in the district’s Student Information System (SIS). It provides districts, schools, and teachers with access to historical data, including Assessments, Attendance, Enrollment, Courses, and Grades beginning with the 2006-2007 school year. **Using Georgia’s SLDS helps educators:**
- Make more informed (data-driven) decisions designed to improve student learning.
- Identify students' academic strengths and weaknesses.
- Increase student achievement and close achievement gaps.
- Identify and address potential recurring impediments to student learning, e.g., problems with attendance or difficulty in mastering prerequisite knowledge or skills, before they negatively affect student success.
- Quickly create targeted differentiation groups and cohorts.

**Virtualization for Desktops & Servers**
The world's leading virtualization solution provider. We will continue to have a need to deliver Windows based applications if there is absolutely no other alternative.

**Networking Equipment: Switches & Routers**
World leader in networking equipment. Currently our network is built-out utilizing all Cisco equipment and given our vision we would need to increase our network capacity to accommodate the increasing volume of devices on the network. This increase in network capacity would come in the form of additional switches and routers to support the higher volume.

**CISCO Wireless Access Controllers (WAC)**
Recent merger with a startup company that spawned from a few brains from MIT. Similar to Cisco switches and routers, we will need to expand our wireless capabilities to support a high density environment of mobile devices. Currently, the Campus is running on wireless N access points and we will need to refresh those access points with devices capable of 802.11 AC.

**Bradford Networks**  **Network Access Control (NAC)**
With the Network Access Control appliance from Bradford Networks the IT staff can prevent unauthorized access to our network from foreign devices which greatly compromise the security and reliability for our users. The Bradford NAC appliance offers the IT staff the ability to see our network from each endpoint or physical connection to our switches and gives control to terminate or provide access based on needs.

**Solar Winds**  **Network Performance Monitoring (NPM)**
The Network Performance Monitoring application from Solar winds give the IT staff the ability to quickly pinpoint network performance issues as well as notifies staff via email 24-7 when issues affect the network equipment we use to deliver connectivity and end-user applications. This tool helps us improve response time to significant network level events and identifies potential issues that can be proactively prevented.
BuzzTV: Video One of CCS's newest additions is the video distribution software delivered via the BuzzTV platform. This software runs natively in the browser utilizing HTML 5 and provides live video/audio streams to all Connected Devices.

This dynamic application provides many benefits:
- Live Streaming: Morning announcements, sporting events, etc.
- On-Demand: Content centrally stored and accessible when needed
- Screencasts: User created content delivered to devices to provide instruction
- Analytics: Statistics on user participation with regards to mandatory videos and content
- Cable TV: Encoded cable television channels delivered to the classrooms
We have barely begun to utilize this powerful tool for delivering high quality information and we are excited about the potential impact it can have on our classrooms.

**AT&T Internet Bandwidth**

A good way to describe Internet Bandwidth is the amount of data that can be passed across a given medium over a certain amount of time. In simpler terms, the more bandwidth you have the more data you can transmit or receive over a given amount of time. The problem with this is as you add more devices you slowly take away from your overall bandwidth availability. When we envision a one-to-one environment an increase in Internet Bandwidth goes hand-in-hand with that initiative. A rough estimate would be for our Internet Bandwidth to more than double over the next few years as the number of devices on our network continues to grow.

**Assistive Technology (AT)** - Is defined as any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability.

A Broad definition gives IEP teams the flexibility to provide a range of assistive technology solutions from low technology to high technology. An assistive technology device may include modifications, accommodations, and instructional technology required by the student. Devices may also include tools and strategies that are components of universal design for learning (UDL). The ESS Department has specific information regarding AT consideration.

**Guide to Quality Instructional Materials**

**Essential Question:** How do schools and districts choose quality instructional materials?

There’s a growing body of research finding that instructional materials can have as large an impact on student outcomes as teacher quality or reduced class size. Because of this, it is important to help provide guidance to state, district, and school level leaders in the selection of quality instructional materials that are aligned to standards, address education goals and are accessible for all students. **Quality instructional materials are content-rich materials aligned to standards that are fully accessible and free from bias. They support sound pedagogy and balanced assessment to help teachers understand and interpret student performance.** – The State Educational Technology Directors Association (SETDA) is the principal non-profit membership association representing U.S. state and territorial educational technology leaders. Their mission is to build and increase the capacity of state and national leaders to improve education through technology policy and practice. For more information, please visit: setda.org.

**Planning**

- Districts/schools should evaluate, adapt and develop quality course content and instructional materials aligned to standards on a regular basis. Effective planning is
essential when selecting quality instructional materials aligned to standards, whether your state, district or school is selecting full course (core) materials or supplemental materials. Planning also helps to ensure teachers and administrators are moving Beyond the Search Engine. Teachers often use search engines to select supplemental instructional materials, such as videos and other interactive content, instead of relying on vetted, adopted or approved instructional materials. Education leaders should encourage teachers to access vetted instructional materials, whether they are reviewed by the state, district, school, or an external organization.

- **Key Questions**
  - What is the catalyst to select and adopt new instructional materials?
  - Are you planning to select a new core full course curriculum for a specific content area?
  - Are you considering implementing supplemental materials to support current core materials?
  - Are you implementing digital instructional materials?
  - Beyond alignment to learning standards, what other quality criteria will you use?

- **Action Steps**
  - Review state and district policies
  - Identify stakeholders
  - Understand educational goals
  - Review quality criteria
  - Consider
    - Budget
    - Technology
    - Accessibility
    - Acquisition
    - Student privacy

- **Budget & Funding Considerations**

Many states and districts are utilizing Total Cost of Ownership (TCO), a financial estimate that includes metrics and processes to determine the total cost of acquiring and maintaining instructional materials. Shifting to digital materials requires critical consideration regarding both access to the instructional materials and maintaining the technology tools and services to support the content. Understanding the overall cost for selecting and implementing instructional materials helps determine your return on investment.
• Key Considerations
  ○ purchases of instructional materials
  ○ print costs of downloaded materials,
  ○ licensing fees for programs or apps;
  ○ purchase of devices;
  ○ increasing internet bandwidth;
  ○ implementing wireless spots;
  ○ a new or updated content delivery platform;
  ○ technology maintenance and updates;
  ○ curation of the materials;
  ○ professional development and training.

Selection of Materials
• Developing a process for the selection and implementation of quality instructional materials is more important than ever with the growing number of available resources for both core courses and supplemental materials. This section provides guidance and best practices for selecting quality instructional materials, aligned to standards for both core curriculum and supplemental materials.

• Key Considerations
  ○ Assemble a review team
  ○ Review existing course content
  ○ Select materials
  ○ Curate materials
  ○ Additional considerations
    ■ Budget & Funding
    ■ Technology
    ■ Accessibility
    ■ OER
    ■ Student Privacy

Implementation
• After selecting core and/or supplemental materials, educators need to implement those materials in the classroom to support student learning goals. Professional learning strategies are an essential component for successful implementation and this section identifies best practices and guidance for selecting supplemental materials and implementing core materials in a digital environment. Additionally, you can learn about
student experiences in action.

- Professional Learning Strategies – How do you provide educator support/professional development to promote successful implementation?
- Beyond the Search Engine – How will teachers choose supplemental materials?
- Student Learning Experiences – Learn about student experiences through videos and highlights in the classroom

Effectiveness

- **Educational Goals**
  
  When evaluating the effectiveness of instructional materials, you should consider your educational goals — student learning and professional learning goals.

- **Key Questions: Student Success**
  
  - Did the instructional material adequately meet the state learning standard for that content area?
  - Did the instructional material meet the level of quality required in your district/school?
  - Did the instructional material support the learning behaviors your district has defined as important:
    - Deeper learning?
    - Personalized learning?
    - Self-directed learning?
  - Did the materials support student learning for all demographics?
    - English language learners
    - Students with disabilities
  - Did the instructional material add value to student learning?
  - Did the students customize the materials to enhance their own learning?
  - Were the students more engaged?

- **Key Questions: Professional Learning**
  
  - Did you provide professional learning strategies for implementation of high quality materials, aligned to standards?
  - How easy was it for teachers to access and use the materials?
  - Did teachers report a reduced workload?
  - Did the instructional materials support teachers’ abilities to support:
    - Deeper learning?
    - Personalize learning?
    - Self-directed learning?
  - Did teachers customize materials that are OER?
Did teachers understand the copyright and licensing requirements for using OER?

**Action Steps**
- Assess student success
- Evaluate teacher effectiveness

**Student Assessment**

The Georgia Milestones Assessment System is designed to provide information about how well students are mastering the state-adopted content standards in the core content areas of English Language Arts, mathematics, science, and social studies.

Students in grades 3 through 8 take an end-of-grade assessment in English Language Arts and mathematics while students in grades 5 and 8 are also assessed in science and social studies. High school students take an end-of-course assessment for each of the ten courses designated by the State Board of Education.

Students at the high school level will take an end-of-course assessment in the following ten courses:

- **English Language Arts**
  - Ninth Grade Literature and Composition
  - American Literature and Composition
- **Mathematics**
  - Algebra I or Coordinate Algebra
  - Geometry or Analytic Geometry
- **Science**
  - Biology
  - Physical Science
- **Social Studies**
  - United States History
  - Economics/Business/Free Enterprise

The end-of-course (EOC) measures are administered at the completion of the course, regardless of the grade level. These measures serve as the final exam for the course, and contribute 20% to the student’s final course grade.

Calhoun City Schools is committed to the GaDOE’s goal to transition to online administration over time, with online administration considered the primary mode of administration and paper-pencil as back-up until the transition is complete.

State assessments for the 2015-16 school year were delivered 100% online throughout the DRC platform.

**Student Privacy**

- As the collection and shared access to data increases, it is essential that states, districts, and schools have an understanding of data privacy, confidentiality, and
security practices related to uses of student data. The Privacy Technical Assistance Center (PTAC), created by the US Department of Education, developed a best practice resources toolkit to help states, districts, and localities understand student data. Resources are organized by topic area and updated regularly. In 2014, PTAC released the Protecting Student Privacy while Using Online Educational Services report, which included recommendations to schools and districts with respect to privacy, security, and transparency when using online educational services, including software, mobile applications, and web-based tools. Federal laws that serve as the basis for state and local policies on student data include:

- **Family Educational Rights and Privacy Act (FERPA)**—protects the privacy of student education records
- **Children’s Online Privacy Protection Act (COPPA)**—Protects children’s privacy and puts parents in control
- **Children’s Internet Protection Act (CIPA)**—Addresses concerns about children’s access to obscene or harmful content over the internet

### Network Infrastructure

The Calhoun City Schools Technology Department has made numerous infrastructure improvements since the previous Technology Plan was established. The continual need to provide more and more access for students and staff has been met with significant increases in both volume of devices and network availability. The increase in available technology and the growing need for online resources has presented unique challenges for both the Technology Department's staff and Instructional staff to not only provide this access, but to assure that our users are well supported technically and from an instructional standpoint.

With regards to accessibility and availability, the Technology Department has implemented several key components to foster this growth. Better networking equipment to provide greater network reliability, improved network mediums to speed up the flow of data to users, increasing the number of wireless access points with high density capability to allow for more connections, and the doubling of available internet bandwidth to facilitate the rising trend toward online resource utilization.

As we continue to push forward with our technology related initiatives we are continually searching for new and innovative ways to provide the most robust learning environment possible. Plans are already in the works to achieve these goals as we progress into the future.

### Current Status Overview

Currently, the District is spread to 3 different geographic locations with 3 Main Distribution Frames (MDFs) connecting multiple Intermediate Distribution Frames (IDFs), all of which have fiber providing...
connections back to Calhoun High School's MDF. The fiber connections for the WAN which connect each of our locations is single-mode fiber (SMF), but all of our IDFs at each location are connected using multi-mode fiber (MMF). All fiber connections are operating at 10 Gbps speeds. This is a hub and spoke architecture using fiber provided by Cal-Net for our WAN. The District provides data, video, and voice from the CHS MDF to each of the separate locations.

At the time of the previous Technology Plan our network looked similar to how it does today, but some important improvements have been made. These improvements made in our infrastructure show a concerted effort to both make our network faster and increase the level of access we provide our users. We have converted our WAN connection to all buildings from 1Gb connections to 10Gb connections. This has greatly increased performance for users at our locations outside of the main Data Hub at the CHS MDF. The 1Gb connections no longer present a potential bottleneck during peak usage times.

The increase in our WAN connectivity also mandated a change in the networking equipment we used for routing and switching at the Complex location. Prior to the upgrade we used a Cisco Catalyst 4900M Fiber Switch for our main source of connectivity back over to the main Data Hub at the CHS MDF. To accommodate 10Gb multi-mode fiber runs to each IDF at the Complex location we had to move to a Cisco Catalyst 4503-e Switch that would accommodate the extra fiber connections. The fiber home runs to each IDF were also installed at this time allowing us to fully utilize the 10Gb connection to each of our IDFs.

As of now, our network utilizes all Cisco network gear, which provides the industry standard in reliable quality networking equipment. Cisco provides excellent support for their products through Cisco's Smart Net Total Care. Cisco also maintains one of the industry's best End-of-Life policies to support even their aging products longer, which results in a lower total cost of ownership. All of these benefits have served our district well in the past by helping provide a very high up-time percentage for our network infrastructure.

Another area that we improved the infrastructure was by replacing some faulty patch panel equipment that
was using a bad batch of plastic that would crumble when working on network drops. This was done during this past summer and required the replacement and rewiring of all the network patch panels in each IDF and the MDF at the Complex location. All patch panels now use a Panduit modular style panel for all network jacks that can be easily replaced or re-terminated without hardware failures due to poor quality equipment.

Our connectivity to our end-point devices is provided by CAT6 Ethernet cabling in the majority of our schools. The only location we still have some CAT5e cabling is our Pre-K/Central Office building. The majority of that cabling has been replaced at this point, but some older CAT5e drops still remain.

The current switch configurations utilize Cisco's proprietary protocol VTP (VLAN Trunking Protocol) to propagate VLAN information to all switches on the network. This provides for quicker switch configuration in the event of an addition or replacement. VTP offers several advantages including:

- Better Network Management
- Maintains Consistency
- Effective Management of Cisco Switches

VTP has been instrumental in reducing the overhead of managing our individual edge switches and reducing downtime related to configuration updates or changes.

Calhoun City Schools also provides an all Cisco Wireless LAN for our users and mobile end-point devices. This is available at all buildings currently, but only partial coverage at the Pre-K/Central Office location. We are still making improvements to our WLAN to help facilitate the increased push to provide a One-to-One computing environment across the entire district. These improvements have included a move to high density APs that utilize the latest in wireless standards to provide faster data to even more users than ever before.

The Calhoun Primary/Elementary (Complex) location received a major upgrade in wireless capabilities recently. Last year we began rolling out high density access points at our Complex location, which are utilizing the wireless AC networking standard. Previously, we were using Cisco Aironet Access Points that only provided wireless N standard connectivity, so this move has greatly impacted the wireless connection speeds we are able to provide to our wireless devices. All Cisco Aironet APs at the Complex have now been replaced with Cisco's Meraki MR32 and MR34 high density Access Points. The Meraki APs improved our density per AP from approximately 30 clients to a range of 40-60 clients depending on bandwidth utilization per client.

The new wireless equipment at the Complex location is still Cisco, but it is Cisco's Meraki Cloud Networking Architecture solution and it provides a web-based Wireless LAN Controller (WLC). The Cisco Meraki Access Points allow us the flexibility to control them via the web interface using the Meraki Cloud-based Wireless LAN Controller, which is much more user friendly than the on premise WLC (Cisco 5500) that we are still currently using for our CMS, CHS, and BOE/Pre-K locations.

Watchguard Firewalls offer visibility tools that track and expose threats and identify malicious user behavior. Currently we employ a Watchguard Firewall with enterprise grade security that provides the
best-in-class security services. Watchguard was one of the best products on the market to deliver all of the features we required across all of our sites, without straining the budget. The performance of the Watchguard Firewall provides the fastest Unified Threat Management (UTM) across all price points. WatchGuard gives us complete visibility across the entire network by integrating world class visualization services.

Our bandwidth utilization has increased drastically over the last five years. We have doubled our internet connection the last three years to accommodate the continuous increase in traffic. The traffic increases are directly attributed to the monumental increase in the volume of devices. Back in 2014-2015 our internet capacity was 200 Mbps provided by DOE. In 2015-2016 we doubled the internet capacity to 400 Mbps, which was provided by the State Board of Regents. During this current school year (2016-2017), we have doubled our internet capacity once again to 800 Mbps. Based on the Board of Regents Internet Utilization Report for 2015-2016, Calhoun City Schools ranked number one statewide in internet utilization.

Calhoun City Schools uses VMWare for its core virtualization environment and Microsoft Windows servers for its enterprise platform. We moved from individual standalone servers to virtualized servers running on a Cisco Unified Computing System (UCS). The Cisco UCS now runs the core of our main data center at the CMS/CHS Campus location. We still utilize some non-virtualized standalone servers for security cameras, VBrick IPTV Distribution System (BuzzTV), and our Bradford Network Access Controls.

Overall our network infrastructure has operated at a very high level, which is evident by the high availability and up-time percentage. The Technology Department has also contracted outside consulting firms to perform network audits as well as wireless surveys that support this opinion.

**Future Improvements**

The CCS Technology Team is always looking for new ways to improve our network to provide the best user experience possible. This starts with providing the fastest and most reliable connection speeds.
possible to keep up with the ever increasing demands of our users. To build an even faster network we are looking to address some of our aging network equipment, review our switch configuration methods, and continue wireless access improvements. We plan to provide security improvements with larger, more robust firewalls that support greater internet bandwidth capacity. Finally, this will also require upgrades to our server infrastructure to remain current and better utilize the faster network hardware as it is implemented.

Our organization's internal WAN connectivity is currently at 10 Gbps to all locations, and based on our plans for future growth this should be more than adequate for years to come. We are going to add a STEM/COLA Lab, which will require us to add another node to our WAN. We will work with Cal-Net to provide the fiber connectivity for this new location. The STEM/COLA Lab will also be utilizing a 10 Gbps fiber connection to match the other nodes on our network.

As identified, the switch infrastructure at CMS/CHS will need to be upgraded to keep up with modern demands. As the requirements for connected devices, such as high density access points, security cameras, VoIP Phones, and intercoms, become more prevalent in our infrastructure we are forced to accommodate this new equipment by providing better network manageability, performance, and power over Ethernet (PoE) for this connected equipment. After reviewing several options for networking equipment and consulting with other IT professionals, Cisco Meraki equipment will be the best solution for our environment. Meraki offers a robust web based interface and manageability that's well suited for a K12 environment.

The goal is to get to 100% wireless coverage in all areas and improve device density/capacity at CMS/CHS. We will utilize wireless surveys to guarantee coverage and facilitate live streaming. The plan is to integrate 802.11ac wave 2 access points in an effort to be on the cutting edge of wireless standards. As we build toward a One-to-One computing environment we will be looking to further improve our network infrastructure. Part of this plan includes implementing the high density Cisco Meraki Access Points at the remaining locations across our district, which include the CMHS Campus and Pre-K/BOE.

CCS is striving to meet SETDA and ConnectED recommendations with regards to bandwidth capacity by increasing our internet connection to 4 Gbps. There are many reasons why we need to upgrade our internet connection speeds. Some examples are EOC/EOG online testing, student to device ratios that
exceed a one-to-one model, and web based productivity tools. To achieve these goals, a very robust firewall will be needed. CCS will recommend a fault tolerant Watchguard Firewall that incorporates two chassis in a failover redundant model.

CCS looks to continue virtualization of the rest of our server infrastructure with more Cisco UCS resources, and make use of hosted resources as much as possible to reduce internal server infrastructure. Another option we will look to explore is the virtualization of the Digital Media Encoders (DMEs) to utilize the VBrick Hybrid Cloud environment. Condense the number of physical servers used for our security camera system by virtualizing those servers as well, or look at options for cloud based security cameras. We will need to upgrade our current UCS hardware as part of the end of life refresh for this core piece of equipment.

These continued improvements in our network infrastructure should help us achieve our future goals and greatly increase network availability for our users. The upgrades that have been outlined will provide 100% wireless coverage for our district as well as improved speeds per user device. This enhanced wireless network will be well supported by the underlying infrastructure upgrades we are planning, and will put our district on the forefront of educational technology.

Asset Management
The most important reason for a complete and accurate inventory is planning. It is impossible to develop any technology initiative without this information.

- Equipment replacement cycles cannot be established without knowing the age of the equipment. Inventory data provides this.
- Student-to-device ratios cannot be determined without inventory data.
- Maintaining hardware standards is difficult without knowing what equipment is found across the
In the summer of 2015 Calhoun City Schools began implementing a web-based asset management inventory tool named Samanage IT Asset Management. Samanage uses an agent that once installed, reports to a database. This allows the Technology department to track software and hardware deployed across the district.

Calhoun City Schools will continue to use Samanage IT Asset Management. Each school has a designated staff member with Service Agent permissions to adjust inventory. Federal Funds inventory will also be tracked using this system with a representative from that department. The Technology Department will continue to work closely with each school and department to ensure the inventory is accurate and up to date.

As we continue to advance our One-to-One initiative the importance of an accurate inventory will grow with it.

**Current One-to-One**
All locations across the district should be at a One-to-One ratio by the end of Summer 2017, but the current ratios are listed below:

- Calhoun Primary School is 72.55%
- Calhoun Elementary School is 69.77%
- Calhoun Middle School is 97.72%
- Calhoun High School is at a One-to-One ratio
Across the district we currently deploy over 5700 devices to serve the entire system with an expected number of over 7000 by the end of the current school year.

Technical Support Staff
The structure of the Information Technology Department has not changed much over the past few years. The Information Technology Department did consist of four employees approximately three years ago, but now there are three total employees in the department. There is one Technology Support Specialist, one Technology Coordinator, and a Director of Information Technology. The graphic below shows the department in relation to the number of staff, students, and devices that are supported. Moving forward the number of Technology Department Staff members should grow at a rate proportional to the growth in the number of devices on the network to be able to provide adequate support.

![Diagram of CCS Technology Department]

Future Projects

New COLA/STEM Center

New Calhoun STEM Works/Online Learning Academy Project began December 2017

Calhoun City Schools is very excited about the future home of the Calhoun Online Learning Academy (COLA) and the NEW Calhoun Science, Technology, Engineering and Mathematics (STEM) Works program. Both programs will be moving to a new building Fall 2017. The building will be located on Spur 53 next to Phil Reeve Stadium (known to many as the ‘Chang Property’). Demolition of the ‘Chang Building’ is scheduled to begin December, 2017. It is anticipated that construction of the new structure will be completed in the fall of 2017. The building will be a unique ‘Maker Space’ structure that can be used for events as well as provide a home for Calhoun STEM Works and COLA.

This project is an innovative opportunity that K-12 students in Calhoun City Schools will be able to utilize. The building will house the New Stem Works program that was initiated in the summer of 2016 as well as the Calhoun Online Learning Academy which opened its doors in 2013-14.

The Calhoun Online Learning Academy for Calhoun City Schools, implemented in August of 2013, is presently housed at Calhoun City Schools’ Central Office on Barrett Road. Enrollment has grown from an average of 60 students per year to well over 150 full time students and approximately 1000+ students
using online learning in a blended classroom capacity. Students appreciate being able to customize or ‘blend’ computer designed curriculum with regular classroom instruction. Calhoun City is very fortunate to be able to offer our students flexible learning opportunities. With the new building will come state of the art technology for the students enrolled. Plans include 15.5” MacBook Pros for student use and Mac Minis with double monitors for staff. The COLA wing will also have a mobile interactive screen that can be utilized anywhere in the building. The Building will also include a hospitality area with a kitchen area, pantry, high top cafe style seating, etc.

Calhoun City Schools’ K-12 STEM Program began creating and delivering STEM curriculum to students in grades K-12 through the Calhoun Community Education Program during the summer of 2016. The STEM program’s curriculum is designed for all grade levels and will be utilized throughout the school system. Students from Calhoun Elementary, Calhoun Primary and Calhoun Pre-K as well as those at Calhoun High and Middle Schools will all benefit and utilize the program. Meaningful activities and projects will be implemented that integrate science, technology, engineering, and mathematics experiences for students in their early years of education as well as those that have reached the high school level.

Calhoun City Schools is very excited to provide these two innovative programs for students and are looking to the future as we continue to strive for excellence in the arts, athletics and academics.

The Georgia Department of Education is working to create a Data Warehouse to be a one stop area to display data for school use. The increasing availability of current data will help stakeholders to make more informed decisions in the education process. We look forward in seeing what the future has in store for the use of technology as an educational resource.

**Technology Team**

The next area of focus for the Technology Team will be to look at the COSN recommendations.

**Recommended Action**

1. Develop a comprehensive technology plan with stakeholder input that aligns with the district vision in both instruction and operational areas. The plan would align the mission, vision and goals of the school system and meet the needs of students, staff and community. The plan should also identify future related projects, timelines, and funds necessary to successfully implement and maintain projects and operations.

2. Create systems and processes to collaborate with stakeholders and find agreement on technology standards for hardware and software systems. This collaboration should be ongoing with progress monitored and reviewed at least annually.
3. Clearly define the purpose of the IT leadership team and processes to provide governance and stewardship over technology related projects and critical operations and their priorities.

4. The district needs to prioritize the buildout of network infrastructure standards that at a minimum meet DRC requirements for online assessments.

5. Create an in-depth review of testing readiness between DRC and the school system. This should help identify where problems lie with the testing environment.

6. Define processes for collaboration between instruction and technical support when testing takes place to provide support mechanisms.

7. Online assessments should be administered in the same environment with the same technology in which students' learning activities take place.

8. The district should establish a curriculum and security committee whose purpose is to define security standards, seek stakeholder input, review current practices, and create efficient process to use technology balancing access and security concerns.

9. The committee will need to strike a balance between access, security restrictions, and the resources needed to successfully support the environment.

10. The committee should address a process to quickly review and approve appropriate apps and software.

11. The committee should identify appropriate levels of device management.

12. The committee should create resources to inform and train staff, students, and community on Internet safety, responsible use, data and network threats and media literacy.

13. Proper security is a responsibility of the entire district and is facilitated by proper network tools, professional development and informed users. Network security should NOT be a barrier to good instructional practice and must be achieved through a balance between needed access and secure environments.

14. The committee should establish a cross-functional team to identify functionality required by each department to track financial transactions, personnel information and improve operational and instructional efficiency and effectiveness.
15. The committee should develop a plan for integrating financial and human resources modules as appropriate to the needs of the organization.

16. Recognize that IT support will need to grow as additional Chromebooks and other devices are added to inventory.

17. Review IT staffing levels for similar size school districts in the region.

18. Consider a cabinet level position for technology strategic leadership. This position would help in providing vision, communication and confidence to both IT administration and instruction. This position would be critical in plan development, integration of systems and supports, and help to prepare the district's shift to digital.

19. In future software adoption, stakeholder groups should be formed to identify all impacts from a conversion to new software platforms. Understanding these impacts will allow for advance planning to address data issues before they become an issue.

20. Decisions to align to one unified platform should be made collaboratively with users impacted by the decision. Implementation strategies should include performance data updates, migration timelines, and frequent update on progress with all stakeholders. Reducing the number of platforms will also reduce the time and resources required by IT staff to support these multiple platforms.

21. Provide continued training to all staff on the functionality and features available to them in each platform.

22. Create Service Level Agreements on ticket resolution and publish data on performance.

23. Assure that all tickets and resolutions are recorded in the ticketing system.

24. Customer service provided by the IT staff should be transparent to all users. If there are reasons for differences in service levels, these differences should be clearly identified in written service level agreements.

25. Cross functional teams should be more proactive to help each other solve problems by opening lines of communications.

26. To provide transparency with staff, the IT department should send out communications to affected staff when large-scale problems have been identified. This will help staff understand why there is a problem and help gain trust in
knowing the problem is solved.

27. Create a master plan with active involvement of instruction, technology, finance, and human resources that creates a clearer picture of the future (3-5 years forward).

28. Provide better involvement and communication to end users. This will help reduce the lack of understanding of technical constraints.

29. Technology decisions should be perceived as transparent. Establish more transparency around decisions made by IT staff and others. Additional education efforts may be required to assure users of the necessity of technology decisions that restrict access to the network.

30. The need for a balance between network security and access should be shared with end users in the form of training.

31. Develop a Professional Development plan that provide continuous training on applications users require to perform their job.

32. Evaluate the need for additional instructional support staff and resources.

33. Identify and train teacher leaders in the schools to assist with training efforts.

34. Create professional development plans for IT department staff. Provide time away from work to complete training.

35. Review ADA requirements, with legal counsel if necessary, to ensure that the appropriate accommodations are being met.

36. Review the use or consider using software solutions that are able to track use of Applications by device. This will provide reassurance that information is not lost as devices are re-imaged.

37. Develop a whitelist for all applications authorized for use on iPads as well as a process for quick approval of new applications requested.

38. Establish a cross-functional team to identify functionality required by each department. A cross-functional team will promote greater input from stakeholders while increasing process transparency around technology decision making.
39. Communication from sources outside the school district should also be emphasized. Sharing solutions from other school districts and professional organizations will help peers in other departments seek solutions to district challenges.

40. Develop diagrams for Network Infrastructure that would include all wiring closets, server rooms, network equipment and how they all connect.

41. Design a network infrastructure plan that assures both coverage and density for a one-to-one educational environment. Use national guidelines to inform decision-making.

42. Perform a gap analysis between existing state and future state network environments, prioritizing instructional areas of the network that are lacking sufficient density and coverage.

43. Consider outsourcing WiFi services to a vendor with service level agreements guaranteeing the appropriate bandwidth and full seamless coverage on all campuses.

44. Create a guest network separate from staff and student networks to allow visitors wireless access. The guest network would be segmented not to allow visitors access to internal district resources keeping it secured. A typical Access Control List makes this possible.

45. Evaluate printing processes and how these processes might be streamlined to provide appropriate printer access to stakeholder groups.

46. Utilize Cloud based tools that can be used to assist in the reduction of printing demands.

47. Align bandwidth with SETDA recommendations of 1 Gbps per 1,000 students and staff to ensure connectivity for a full 1:1 initiative.

48. Develop a cross-functional working group to ensure that Chromebooks will work with Maker-Space Equipment and meet the requirements of a STEM curriculum. The group should include appropriate stakeholders from the STEM building with knowledge of the requirements.

49. Use the IT Leadership Team to shape transparent IT Department priorities. The team should be made aware of technologies available and used to evaluate the
impact on different departments. The team should be made aware of all implementation timelines as well as potential service changes that will be impacted as a result of a new software implementation. Ideally the team would be able to assist in communications of this information to other departments.

The team will study the recommendations and provide input to the leadership team for continued progress with technology access and use.

**Professional Development**

In order to develop personalized professional development, implementation of the LoTI (Levels of Teaching Innovation) Digital Age Survey will commence in Spring of 2017 for all faculty members of Calhoun City Schools.

LoTI measures innovative teaching using digital tools and resources or, put simply, digital learning. LoTI provides common ground among competing metrics with its emphasis on high level thinking processes, engaged learning, authentic connections, and effective technology use. Its role as a valid gauge to assess progress with digital learning as defined by the ISTE Standards, the National Education Technology Plan, and the Future Ready Schools Framework has been qualified through content, construct, and criterion validation as well as through its ongoing use as the data collection instrument for doctoral dissertations and research studies worldwide. The chart below compares the LoTi Framework with popular measures used to assess teaching practices, student cognitive processing, and/or technology use in the schools.

<table>
<thead>
<tr>
<th>LoTI</th>
<th>Daggett’s Rigor &amp; Relevance Framework</th>
<th>SAM-R Framework</th>
<th>InTASC Model Core Teaching Standards</th>
<th>Webb’s Depth of Knowledge</th>
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<tbody>
<tr>
<td>Level 0: Non Use</td>
<td>N/A</td>
<td>N/A</td>
<td>Un satisfactory</td>
<td>N/A</td>
</tr>
<tr>
<td>Level 1: Awareness</td>
<td>Quadrant A: Acquisition</td>
<td>Substitution</td>
<td>Needs improvement</td>
<td>Recall &amp; Reproduction</td>
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<tr>
<td>Level 2:</td>
<td>Quadrant A: Augmentation</td>
<td></td>
<td>Needs</td>
<td>Working with</td>
</tr>
</tbody>
</table>
The LoTI Digital Age Survey will provide Calhoun City Schools with informative data that explores how the LoTI elements impact innovative teaching using digital tools and resources. Understanding these factors will allow school and district leaders to direct professional learning funds to the areas of most need.

**Timeline:**
- February 2017 – Deploy LoTI Survey to K-12 Faculty
- March 2017 – System Results/result received,
  - Formulate the professional learning opportunities in collaboration with district level directors, principals and instructional coordinators.
  - School System Leadership team will incorporate LoTI information into school system improvement plans, for example CLIP, State Systemic Improvement Plan
  - Teachers will develop a TKES performance goal based on the individual results from the LoTI Digital Age Assessment

- May 2017 & continuing – Launch technology professional development sessions

Add all the attributes from LoTI
II. Appendix - Required for E-Rate and Local School Board Policies
   a. Acceptable Usage Policy
   b. CIPA Policy (attach)
   c. Digital Citizenship
   d. LoTi Framework
   e. Using Creative Commons
   f. CoolCat Teacher
   g. Media Center Resources
   h. Digital Teacher Resources
   i. Assistive Technology Home Use Agreement
   j. Macbook Pro Care, Use, and Safety

   a. Acceptable Usage Policy
      Acceptable Use of CCS Electronic Communication Network

      (See Policy IFBG) Violations of the Acceptable Use Rules and Regulations may cause a student's access privileges to be revoked, disciplinary action, financial obligations, and/or appropriate legal action may be taken. Access to the Calhoun City Schools computer systems, including the Internet, is available to students and employees exclusively for instructional and administrative purposes and in accordance with this document. Technology shall be used for educational purposes. Other utilization is not acceptable. Users shall not access through computers visual depictions that are: (i) Obscene, (ii) Child pornography, or (iii) Harmful to minors, as those terms are defined in Section 1703(b)(1) and (2) of the Children's Internet Protection Act of 2000. Access to Calhoun City computer systems is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of this Acceptable Use Rules and Regulations governing use of the computer systems and shall agree in writing to comply with such regulations and guidelines. Noncompliance with applicable regulations will result in disciplinary action consistent with Calhoun City Schools Board of Education policies and regulations (See Student/Parent Handbook or Personnel Handbook). Violations of law may result in criminal prosecutions as well as disciplinary action by Calhoun City Schools Board of Education.

Google Apps for Education- Calhoun City Schools provides students and teachers with Google Apps for Education, a free web-based program for word processing, spreadsheet and presentation tools. Google Apps for Education also includes a password-protected e-mail account for internal school use only. The use of Google
Apps eliminates costs for commercial software and licensing fees and is provided at no cost to students, faculty or staff. Google Apps runs on an Internet domain purchased and owned by the Calhoun City Schools and is intended for educational use only. Responsibilities of the school, students and parents using this on the school domain must be in accordance with school district policies IFBG and JCDAF and responsibilities. Parents have the right to refuse to allow their child/student permission to use Google Apps for Education. If you wish to exercise this right, you must notify the principal of the school at which the student is enrolled in writing within 5 days after officially enrolling in school or within 5 days of the date of the release of this notice.

**Monitored Use**- Electronic mail transmissions and other use of the electronic communication systems by users shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use. The Internet filtering system as a technology protection measure shall be used to filter sites not appropriate for minors. However a filter may be excellent yet still may be fallible. Responsibility of appropriate and acceptable use rests with the user. Any inappropriate material that escapes filtering must be reported to the teacher or administrator in charge.

**Privacy**  The school district reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and all information transmitted or received in connection with such usage. All such information filed shall be and remain the property of the school district and no usage shall have any expectation of privacy regarding such materials.

**User Guidelines:**
- System users may not use another person’s ID or password.
- System users shall maintain electronic information in accordance with established guidelines.
- System users may not install programs on the computer systems without appropriate authorization.
- System users may not bring prohibited electronic materials onto a Calhoun City School’s campus.
- System users may not access educationally inappropriate materials or show others how to do so.
- System users must respect the right of others to the privacy of the files they
store on a computer or a disk and may not view, alter, or damage those files.
● System users must respect and uphold copyright laws.
● System users may not access proxies or anonymous user names.
● System users may not attach routers or access points without administrative permission
● System users may not circumvent network filters.
● Students are only allowed to utilize the computers and network to retrieve information and run specific software applications as directed by their teacher. Students are not permitted to explore the configuration of the computer, operating system or network, run programs not on the menu, or attempt to do anything they are not specifically authorized to do.
● Students are responsible for ensuring that any computers or computing devices, diskettes, CDs, memory sticks, USB flash drives, or other forms of storage media that they bring in from outside the school are virus free and do not contain any unauthorized or inappropriate files.
● Students are permitted to connect to the district network via the secure wireless connection provided by the school system, but all access must be in accordance with the Acceptable Use Rules and Regulations. Students are NOT permitted to use their own computing devices to access the Internet via personal Wi-Fi accounts or by any manner other than connecting through the secure wireless connection provided by the school system.

**Vandalism**- Any malicious attempt to harm or destroy Calhoun City School’s computer equipment or materials, data of another user of the school system, or any of the agencies of or other networks that are connected to the Internet is prohibited. Deliberate attempts to compromise, degrade, or disrupt system performance may be viewed as violations of the Acceptable Use Policy and, possibly, as criminal activity under applicable state and federal laws. This includes, but is not limited to, the uploading or creating of computer viruses. Replacement and/or damage expenses can be charged to students as a result of vandalism, neglect, and/or misuse.

**b. Children’s Internet Protection Act (CIPA)**
The Children’s Internet Protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children’s access to obscene or harmful content over the Internet. CIPA imposes certain requirements on schools or libraries that receive discounts for Internet access or internal connections through the E-rate program – a program that makes certain communications services and products more affordable.
for eligible schools and libraries. In early 2001, the FCC issued rules implementing CIPA and provided updates to those rules in 2011.

What CIPA requires

Schools and libraries subject to CIPA may not receive the discounts offered by the E-rate program unless they certify that they have an Internet safety policy that includes technology protection measures. The protection measures must block or filter Internet access to pictures that are: (a) obscene; (b) child pornography; or (c) harmful to minors (for computers that are accessed by minors). Before adopting this Internet safety policy, schools and libraries must provide reasonable notice and hold at least one public hearing or meeting to address the proposal.

Schools subject to CIPA have two additional certification requirements: 1) their Internet safety policies must include monitoring the online activities of minors; and 2) as required by the Protecting Children in the 21st Century Act, they must provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

Schools and libraries subject to CIPA are required to adopt and implement an Internet safety policy addressing:

Access by minors to inappropriate matter on the Internet;

The safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications;

Unauthorized access, including so-called “hacking,” and other unlawful activities by minors online;

Unauthorized disclosure, use, and dissemination of personal information regarding minors; and

Measures restricting minors’ access to materials harmful to them.

Schools and libraries must certify they are in compliance with CIPA before they can receive E-rate funding.

CIPA does not apply to schools and libraries receiving discounts only for telecommunications service only;

An authorized person may disable the blocking or filtering measure during use by an adult to enable access for bona fide research or other lawful purposes.

CIPA does not require the tracking of Internet use by minors or adults.

You can find out more about CIPA or apply for E-rate funding by contacting the Universal Service Administrative Company’s (USAC) Schools and Libraries Division (SLD) at www.sl.universalservice.org. SLD also operates a client service bureau to answer questions at
Kids and teens today are using the immense power of digital media to explore, connect, create, and learn in ways never before imagined. With this power, young people have extraordinary opportunities, and yet they face potential pitfalls, too. Meanwhile, schools are dealing with the associated ramifications — like cyberbullying, digital cheating, and safety and security concerns. These issues underscore the need for students to learn — and for teachers to teach — digital literacy and citizenship skills.

Common Sense Education’s FREE Digital Citizenship Curriculum empowers students to think critically, behave safely, and participate responsibly in our digital world. These 21st-century skills are essential for students to harness the full potential of technology for learning.

GRADES K - 2

TEACH LESSONS: UNIT 1
1 - GOING PLACES SAFELY How do you go places safely on the computer? 
2 - A-B-C SEARCHING How can you use the alphabet to find things online? 
3 - KEEP IT PRIVATE What kinds of information should you keep to yourself when you use the Internet? 
4 - MY CREATIVE WORK How can you give credit to your own creative work? 
5 - SENDING EMAIL How do you connect with others through email? 

ASSESSMENT*

TEACH LESSONS: UNIT 2
1 - STAYING SAFE ONLINE How do you stay safe when you visit a website? 
2 - FOLLOW THE DIGITAL TRAIL What information is OK to have in your digital footprint? 
3 - SCREEN OUT THE MEAN What can you do when someone is mean to you online? 
4 - USING KEYWORDS Which keywords will give you the best search results? 
5 - SITES I LIKE What makes a website the right site for you?
TEACH LESSONS: UNIT 3
1 - POWERFUL PASSWORDS How do you create a secure password?
2 - MY ONLINE COMMUNITY How does the Internet connect you to others?
3 - THINGS FOR SALE How do some websites try to get you to buy things?
4 - SHOW RESPECT ONLINE How can you make sure your emails are clear and respectful?
5 - WRITING GOOD EMAILS How is writing an email similar to or different from writing a letter?

ASSESSMENT: Assess your students’ learning of lesson objectives and gauge their understanding and attitudes through Interactive Unit-Level Assessments.

ENGAGE FAMILIES: Invite parents into the conversation with the Connecting Families program and resources.

GRADES 3 - 5

ONBOARD STUDENTS: Introduce students to Digital Passport, an award-winning suite of games that help onboard students to the foundational skills of digital citizenship and internet safety.

TEACH LESSONS: UNIT 1
1 - RINGS OF RESPONSIBILITY: What kinds of responsibilities does a good digital citizen have?
2 - PRIVATE AND PERSONAL INFORMATION: How can you protect yourself from online identity theft?
3 - THE POWER OF WORDS: What should you do when someone uses mean or scary language on the Internet?
4 - THE KEY TO KEYWORDS: Which keywords will give you the best search results?
5 - WHOSE IS IT, ANYWAY?: How can you show respect for other people’s work?

ASSESSMENT*

TEACH LESSONS: UNIT 2
1 - STRONG PASSWORDS: How can a secure password help you protect your private information?
2 - DIGITAL CITIZENSHIP PLEDGE: How do you create a positive online community?
3 - YOU'VE WON A PRIZE!: What is spam, and what can you do about it?
4 - HOW TO CITE A SITE: How do you cite different types of online sources?
5 - PICTURE PERFECT: How can photos be changed on the computer, and how can that affect your feelings about the way you look?

GIVE ASSESSMENT*

TEACH LESSONS: UNIT 3
1 - TALKING SAFELY ONLINE: What’s the difference between Internet friends and in-person friends?
2 - SUPER DIGITAL CITIZEN: How can people help others be good digital citizens?
3 - PRIVACY RULES: How do you know if a website protects your private information?
4 - WHAT'S CYBERBULLYING?: What is cyberbullying, and how do you deal with it?
5 - SELLING STEREOTYPES: How do we learn stereotypes of boys and girls from media messages?

ASSESSMENT: Assess your students’ learning of lesson objectives and gauge their understanding and attitudes through Interactive Unit-Level Assessments.

ENGAGE FAMILIES: Invite parents into the conversation with our Connecting Families program and resources

GRADES 6 - 8
ONBOARD STUDENTS: Introduce students to Digital Compass, an award-winning suite of games that help onboard students to the foundational skills of digital citizenship and internet safety.

TEACH LESSONS: UNIT 1
1 - DIGITAL LIFE 101: What is the place of digital media in our lives?
2 - STRATEGIC SEARCHING: What steps can help you find what you're looking for when you search online?
3 - SCAMS AND SCHEMES: What is identity theft, and how can protect yourself from it?
4 - CYBERBULLYING: BE UPSTANDING: How do you judge the intentions and impact of people's words and actions online?
5 - A CREATOR'S RIGHTS: What rights do you have as a creator?

ASSESSMENT*

TEACH LESSONS: UNIT 2
1 - MY MEDIA: What are your personal media habits, and how much time do you spend with different forms of media?
2 - A CREATOR'S RESPONSIBILITIES: What responsibilities do you have to respect others’ creative work?
3 - SAFE ONLINE TALK: How should you handle inappropriate online talk?
4 - WHICH ME SHOULD I BE?: What are the outcomes of presenting yourself in different ways online?
5 - GENDER STEREOTYPES ONLINE: What are gender stereotypes, and can they shape our experiences online?

ASSESSMENT*

TEACH LESSONS: UNIT 3

1 - TRILLION-DOLLAR FOOTPRINT: What is a digital footprint, and what does yours convey?
2 - IDENTIFYING HIGH-QUALITY SITES: When can you trust what you find on the Internet?
3 - THE REALITY OF DIGITAL DRAMA: Does the way we think about digital drama have anything to do with gender?
4 - CYBERBULLYING: CROSSING THE LINE: When does inappropriate online behavior cross the line into cyberbullying, and what can you do about it?
5 - REWORK, REUSE, REMIX: What rights do you have as a creator?

EXTEND LEARNING: Challenge teens to take a real-world look at digital citizenship through student-directed, media-rich activities in Digital Bytes.

ASSESSMENT: Assess your students’ learning of lesson objectives and gauge their understanding and attitudes through Interactive Unit-Level Assessments.

ENGAGE FAMILIES: Invite parents into the conversation with our Connecting Families program and resources.

GRADERS 9 - 12

ONBOARD STUDENTS: Invite students to explore digital dilemmas and practice decision-making — all without risking their real-world reputations — in the stories and mini-games of award winning Digital Compass.

TEACH LESSONS: UNIT 1

1 - DIGITAL LIFE 102: What is the place of digital media in our lives?
2 - OOPS! I BROADCAST IT ON THE INTERNET: What are the consequences of oversharing online?
3 - COPYRIGHTS AND WRONGS: How can I make responsible choices when I use other people’s creative work?
4 - FEELING ON DISPLAY: Are girls and guys judged differently when they post photos online?
5 - TURN DOWN THE DIAL ON CYBERBULLYING AND ONLINE CRUELTY: Which factors intensify cyberbullying and online cruelty, and what can you do to lessen them?

ASSESSMENT*

TEACH LESSONS: UNIT 2
1 - MY ONLINE CODE: What does it mean to do the right thing online?
2 - WHO ARE YOU ONLINE?: How do you present yourself to the world online and offline?
3 - BUILDING COMMUNITY ONLINE: How can websites foster community online?
4 - OVEREXPOSED: SEXTING AND RELATIONSHIPS: What are the risks and responsibilities when you share online in a relationship?
5 - RISKY ONLINE RELATIONSHIPS: How can you tell when an online relationship is risky?

ASSESSMENT*

TEACH LESSONS: UNIT 3
1 - RIGHTS, REMIXES, AND RESPECT: What should you consider when you use other people’s creative work?
2 - TAKING PERSPECTIVES ON CYBERBULLYING: How does online cruelty affect the people involved?
3 - WHAT’S THE BIG DEAL ABOUT INTERNET PRIVACY?: How do websites collect your personal information, and what can you do about it?
4 - BECOMING A WEB CELEB: What does it mean to become an Internet celebrity?
5 - COLLEGE BOUND: How can information you post on the Internet affect your future opportunities?

ASSESSMENT*

TEACH LESSONS: UNIT 4
1 - PRIVATE TODAY, PUBLIC TOMORROW: How can you respect the privacy of others online?
2 - DOES IT MATTER WHO HAS YOUR DATA?: What are the upsides and downsides of companies collecting your data online?
3 - BREAKING DOWN HATE SPEECH: How can you create a community culture in
which hate speech is unacceptable, both online and offline?
4 - RETOUCHING REALITY: What are the creative and ethical aspects of digital-photo manipulation?
5 - COLLECTIVE INTELLIGENCE: What are the benefits and drawbacks of people working together to create information online?
ASSESSMENT*
EXTEND LEARNING: Challenge teens to take a real-world look at digital citizenship through student-directed, media-rich activities in Digital Bytes.
ASSESSMENT: Assess your students’ learning of lesson objectives and gauge their understanding and attitudes through Interactive Unit-Level Assessments.
ENGAGE FAMILIES: Invite parents into the conversation with our Connecting Families program and resources.

d. LoTi Digital--Age Framework
Levels of Teaching Innovation (LoTi)
LoTi as Levels of Teaching Innovation represents the transformation from didactic teaching practices and student compliant learning to Digital Age teaching and learning characterized by the use of digital tools and resources to promote higher order cognitive processing, engaged student learning, and authentic, real-world problem solving.
The acronym, LoTi, is similar to other research-based frameworks to improve student achievement and classroom pedagogy, but differs in its fundamental approach that uses Digital Age literacy (e.g., learning-centered instruction, real world problem-solving, collaborative learning environments) to achieve targeted outcomes impacting student success in the classroom.

LoTi Level 0: Non-use
At a Level 0 (Non--Use), the instructional focus can range anywhere from a traditional direct instruction approach to a collaborative student--centered learning environment. The use of research-- based best practices may or may not be evident, but those practices do not involve the use of digital tools and resources. The use of digital tools and resources in the classroom is non--existent due to (1) competing priorities (e.g., high stakes testing, highly--structured and rigid curriculum programs), (2) lack of access, or (3) a perception that their use is
inappropriate for the instructional setting or student readiness levels. The use of instructional materials is predominately text-based (e.g., student handouts, worksheets).

**LoTi Level 1: Awareness**
At a Level 1 (Awareness), the instructional focus emphasizes information dissemination to students (e.g., lectures, teacher-created multimedia presentations) and supports the lecture/discussion approach to teaching. Teacher questioning and/or student learning typically focuses on lower cognitive skill development (e.g., knowledge, comprehension). Digital tools and resources are either (1) used by the classroom teacher for classroom and/or curriculum management tasks (e.g., taking attendance, using grade book programs, accessing email, retrieving lesson plans from a curriculum management system or the Internet), (2) used by the classroom teacher to embellish or enhance teacher lectures or presentations (e.g., multimedia presentations), and/or (3) used by students (usually unrelated to classroom instructional priorities) as a reward for prior work completed in class.

**LoTi Level 2: Exploration**
At a Level 2 (Exploration) the instructional focus emphasizes content understanding and supports mastery learning and direct instruction. Teacher questioning and/or student learning focuses on lower levels of student cognitive processing (e.g., knowledge, comprehension). Digital tools and resources are used by students for extension activities, enrichment exercises, or information gathering assignments that generally reinforce lower cognitive skill development relating to the content under investigation. There is a pervasive use of student multimedia products, allowing students to present their content understanding in a digital format that may or may not reach beyond the classroom.

**LoTi Level 3: Infusion**
At a Level 3 (Infusion), the instructional focus emphasizes student higher order thinking (i.e., application, analysis, synthesis, evaluation) and engaged learning. Though specific learning activities may or may not be perceived as authentic by the student, instructional emphasis is, nonetheless, placed on higher levels of cognitive processing and in-depth treatment of the content using a variety of thinking skill strategies (e.g., problem-solving, decision-making, reflective thinking, experimentation, scientific inquiry). Teacher-centered strategies including the
concept attainment, inductive thinking, and scientific inquiry models of teaching are
the norm and guide the types of products generated by students.

Digital tools and resources are used by students to carry out teacher--directed tasks
that emphasize higher levels of student cognitive processing relating to the content
under investigation.

**LoTi Level 4a: Integration (Mechanical)**
At a Level 4a (Integration: Mechanical) students are engaged in exploring
real--world issues and solving authentic problems using digital tools and resources;
however, the teacher may experience classroom management (e.g., disciplinary
problems, internet delays) or school climate issues (lack of support from colleagues)
that restrict full--scale integration. Heavy reliance is placed on prepackaged
materials and/or outside resources (e.g., assistance from other colleagues), and/or
interventions (e.g., professional development workshops) that aid the teacher in
sustaining engaged student problem--solving. Emphasis is placed on applied
learning and the constructivist, problem--based models of teaching that require
higher levels of student cognitive processing and in--depth examination of the
content.

Students use of digital tools and resources is inherent and motivated by the drive to
answer student-- generated questions that dictate the content, process, and products
embedded in the learning experience.

**LoTi Level 4b: Integration (Routine)**
At a Level 4b (Integration: Routine) students are fully engaged in exploring
real--world issues and solving authentic problems using digital tools and resources.
The teacher is within his/her comfort level with promoting an inquiry--based model
of teaching that involves students applying their learning to the real world. Emphasis
is placed on learner--centered strategies that promote personal goal setting and
self--monitoring, student action, and issues resolution that require higher levels of
student cognitive processing and in--depth examination of the content.

Students use of digital tools and resources is inherent and motivated by the drive to
answer student-- generated questions that dictate the content, process, and products
embedded in the learning experience.
LoTi Level 5: Expansion
At a Level 5 (Expansion), collaborations extending beyond the classroom are employed for authentic student problem-solving and issues resolution. Emphasis is placed on learner-centered strategies that promote personal goal setting and self-monitoring, student action, and collaborations with other diverse groups (e.g., another school, different cultures, business establishments, governmental agencies).

Students use of digital tools and resources is inherent and motivated by the drive to answer student-generated questions that dictate the content, process, and products embedded in the learning experience. The complexity and sophistication of the digital resources and collaboration tools used in the learning environment are now commensurate with (1) the diversity, inventiveness, and spontaneity of the teacher's experiential-based approach to teaching and learning and (2) the students' level of complex thinking (e.g., analysis, synthesis, evaluation) and in-depth understanding of the content experienced in the classroom.

LoTi Level 6: Refinement
At a Level 6 (Refinement), collaborations extending beyond the classroom that promote authentic student problem-solving and issues resolution are the norm. The instructional curriculum is entirely learner-based. The content emerges based on the needs of the learner according to his/her interests, needs, and/or aspirations and is supported by unlimited access to the most current digital applications and infrastructure available.

At this level, there is no longer a division between instruction and digital tools/resources in the learning environment. The pervasive use of and access to advanced digital tools and resources provides a seamless medium for information queries, creative problem-solving, student reflection, and/or product development. Students have ready access to and a complete understanding of a vast array of collaboration tools and related resources to accomplish any particular task.

LoTi Digital Age Survey
Calhoun City Schools will conduct a digital age profile to ascertain each participant's current level of teaching innovation using the LoTi Digital Age Survey. This instrument measures a broad range of metrics pivotal to digital age literacy and innovative teaching practices.

The LoTi Digital Age Survey focused on teacher behaviors, perceptions, and
instructional practices using digital tools and resources which collectively have the greatest impact on student achievement and success in the classroom. Such information will enable the school system to target funding sources and provide differentiated professional development opportunities directed at moving participants to a higher level of teaching innovation in the classroom, and in doing so, better prepare students for the challenges facing them in a highly competitive, digital age society.

e. Using Creative Commons- avoid copyright infringement

About Creative Commons

The idea of universal access to research, education and culture is made possible by the Internet, but our legal and social systems don’t always allow that idea to be realized. Copyright was created long before the emergence of the Internet, and can make it hard to legally perform actions we take for granted on the network: copy, paste, edit source and post to the Web. The default setting of copyright law requires all of these actions to have explicit permission, granted in advance, whether you’re an artist, teacher, scientist, librarian, policy-maker or just a regular user. To achieve the vision of universal access, someone needed to provide a free, public and standardized infrastructure that creates a balance between the reality of the Internet and the reality of copyright laws. That someone is Creative Commons

What Creative Commons Provides

The infrastructure consists of a set of copyright licenses and tools that create a balance inside the traditional “all rights reserved” setting that copyright law creates. The tools give everyone from individual creators to large companies and institutions a simple, standardized way to keep their copyright while allowing certain uses of their work – a “some rights reserved” approach to copyright – which makes their creative, educational and scientific content instantly more compatible with the full potential of the internet. The combination of our tools and our users is a vast and growing digital commons, a pool of content that can be copied, distributed, edited, remixed and built upon, all within the boundaries of copyright law. We’ve worked with copyright experts around the world to make sure our licenses are legally solid, globally applicable, and responsive to our users’ needs. For those creators wishing to opt out of copyright altogether, and to maximize the interoperability of data, Creative Commons also provides tools that allow work to be placed as squarely as possible in the public domain.
The Creative Commons Licenses

**Attribution CC BY** This license lets others distribute, remix, tweak and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licenses offered. Recommended for maximum dissemination and use of licensed materials.

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**Attribution-NonCommercial-NoDerivs CC BY-NC-ND** This license is the most restrictive of our six main licenses, only allowing others to download your works and share them with others as long as they credit you, but they can’t change them in any way or use them commercially.

**Public Domain**
Creative Commons also provide tools that work in the “all rights granted” space of
the public domain. Our CC tool allows licensors to waive all rights and place a work in the public domain, and our Public Domain Mark allows any Web user to “mark” a work as being in the public domain.

**CC0 Public Domain Dedication CC!** enables owners of copyright-protected content to waive copyright interests in their works and thereby place them as completely as possible in the public domain, so that others may freely build upon, enhance and reuse the works for any purposes without restriction under copyright. In contrast to Creative Commons licenses that allow copyright holders to choose from a range of permissions while retaining their copyright, CC! empowers yet another choice altogether — the choice to opt out of copyright and the exclusive rights it automatically grants creators.

**Public Domain Mark (PDM)** is a tool that allows works already in the public domain to be marked and tagged in a way that clearly communicates the work’s public domain status, and allows it to be easily discoverable. The PDM is not a legal instrument like CC! or the CC licenses — it can only be used to label a work with information about its public domain status, not change a work’s current status under copyright. However, just like CC! and CC licenses, PDM has a metadata-supported deed and is machine-readable, allowing works tagged with PDM to be identified on the Internet.

Do you know how to search, find, and use images that do not violate a copyright?

**How to Get to Creative Commons**

Go to [www.creativecommons.org](http://www.creativecommons.org)

Click the orange **SEARCH THE COMMONS** button at the top of the screen

Enter what you are searching for (i.e.> pumpkin, basketball)

Choose what you want to search (i.e.> Google, Flicker)

Download the item(s) you wish to use.
For more information about Using Creative Commons Licenses please go to [http://thepowerofopen.org/](http://thepowerofopen.org/)

**f. Cool Cat Teacher Hand-outs**

200+ Fantastic Tools for Schools Super hand out


Am I missing something? Email anything I've missed to vicki@coolcatteacher.com.

Let's connect on Twitter [@coolcatteacher](https://twitter.com/coolcatteacher)

**5 Popular eBook Readers**

1. Kindle
2. iBook
3. Nook
4. Kobo – a cool independent bookstore with an ereader
5. Google Play Books

6. My favorite ebook reader? I use the Kindle Paperwhite but if you're going to use an iPad, make sure you turn it on night shift so it doesn't wake you up.

**Resources**

- How to save your Kindle notes and Highlights into Evernote (or any word processor)
- How to save your iBook notes and Highlights into Evernote (or any word processor)

- 21 Awesome Things you can do with Your Kindle (I love how they make a book cover out of an old book)
- 10 iBook hacks and tricks (some very cool things here)
  - [https://snapguide.com/supplies/ibooks/](https://snapguide.com/supplies/ibooks/)

Kobo's store has lots of free and discounted education books at


10 Places to Find, Download, and Read Free or Inexpensive Books

7. Project Gutenberg
8. Free Booksy
9. Bookish
10. Goodreads – the social media network for people who love books
11. eReaderIQ
12. BookBub
13. HundredZeroes
14. What Should I Read Next?
15. Calibre – the "swiss army knife" for ebooks – converts all types of formats
16. Which Book
17. Open Culture's 800 Free Ebooks (includes lots of classics)

Resources
Get a description of these tools: http://www.coolcatteacher.com/epic-ebook-guide/

7 Easy Ways to Publish eBooks
18. Draft – This tool gives you version control and lets writers write together that uses markdown (something authors like).
19. iBooks Author – lets you create beautiful textbooks or books to be used on iBooks.
20. Leanpub – This tool lets you publish books as you write them and after you write them. Think of writing a textbook for your class that syncs with their ebooks as you write them. Cool idea.
21. PowerPoint
22. Keynote
23. Scrivener (my favorite class is Learn Scrivener Fast)
24. Book Creator (free to try) – kids can collaborate and publish together. Great tool!
25. Scribble Press – Another app for the iPad that comes preloaded with images and cartoons. For younger kids.

Resources
See a full description of some of these tools http://www.coolcatteacher.com/publishebooks-free/
MarkDown Tutorial – If you get serious about writing, markdown can save time. Here’s a quick markdown tutorial. http://www.markdowntutorial.com/
How to get started with iBooks author 2016 video tutorial - https://www.youtube.com/watch?v=FS2cs-Whm1c
My favorite author for helping with self-publishing is Joanna Penn of The Creative Penn Podcast. Her resources are simple and teachers can use them for their classroom - http://www.thecreativepenn.com/how-to-self-publish-an-ebook/
If you want to use PowerPoint for a book or printables (like those sold on Teachers Pay Teachers) – the best guide is an older one but it works!
4 Popular Notebook Services
26. Evernote – I recommend for individuals
27. OneNote – I recommend for schools and group notetaking. OneNote and those using Microsoft Products heavily
28. Google Keep – Though less powerful, if you’re using Google Apps for Education (GAFE), this handy tool may be good for you.
29. Paper (check out Bullet Journals)

Resources
My Favorite Evernote Class on Productivity: The Secret Weapon
- http://www.thesecretweapon.org/

Evernote and GSuite (used to be Google Drive) Work together – here’s how -
https://evernote.com/google-drive/ If you use these two services, use them together.
Check out OneNote Class Notebook and One Note for teachers Interactive guides.

Google Keep Tutorial
If you like the idea of bullet journaling and want to make your own planner like I do, check out my handy ebook.

POWER TIP: Link Evernote and Your Task App
30. This tip is made possible by Task Clone. Task Clone links Evernote and your task manager. While you don’t have to write on paper, this makes it possible to link everything together for me.
   a) Write it on paper
   b) Take a snapshot into Evernote
   c) Add a to-do item or two in your Evernote note and tag it with your task clone tag
   d) Let Task clone send it to your task manager
   e) You now have a task with a picture of your notes (Wunderlist, ToDo, Omnifocus & More)

Awesome Tools for Writing and Proofreading
32. Grammarly Chrome Add In (sign up in Chrome and start using it free) -
33. Grammarly Tool: https://app.grammarly.com/
34. Pro Writing Aid has a web tool, a Google Doc Add in and a tool for Microsoft Word
35. Kaizena https://kaizena.com/ - lets you give verbal feedback on student work.
36. Kaizena Google Doc Add in
37. Kaizena also works on your iphone
38. Write the World – a free site for ages 13-18 with private and public writing competitions
39. Read Write for Google Chrome (It is free.)

**Resources**

Video Tutorials on Using these Tools with students: [www.coolcatteacher.com/4-writing-tips-for-students](http://www.coolcatteacher.com/4-writing-tips-for-students). A webinar I did on my favorite writing tools

**POWER TIPS: Editing Your Writing**

Use the Grammarly Chrome extension with the Hemingway app to pack a double punch in editing. Hemingway will show the long sentences and Grammarly will underline the typos. Use Pro Writing aid to calculate the percentage of transitions you have. Shoot for 25% for good reading.

You can add Pro Writing Aid to Google Docs Get rid of “sticky sentences” to improve readability. These sentences are comprised of the most used words in English and slow down reading speed. This is very important for online blog posts, etc.


Some Awesome Google Chrome Extensions and Hacks

40. Extensity (only run extensions you need)
41. Search inside a web page (no extension required)
42. Use LinkClump to Open Multiple Links at Once (makes grading a snap)
43. Make mail links open to gmail – click this link [cctea.ch/gmail-open](http://cctea.ch/gmail-open)
44. Google Chrome running slowly on your PC? Try the Google Chrome cleanup tool. [https://www.google.com/chrome/cleanup-tool](https://www.google.com/chrome/cleanup-tool)
45. Google Voice Typing (must be in Chrome using Google Docs)
46. Lesson Plan Tool for Docs
47. Read and Write for Google Chrome – free for teachers
48. Chrome Remote Desktop – lets you access other computers through Chrome. You can also see student computers or show them on your projector with this tool.
49. Share to Classroom lets you push out a link to everyone set up in your Google Classroom.

**Resources**

See the full list and tutorial here of 30 extensions: [http://cctea.ch/chrome-better](http://cctea.ch/chrome-better)

See a tutorial of my favorite extensions for Google Chrome. If you fill out this form, Texthelp, the company I did the tutorial for (on lots of tools) will send you a link to the video: [https://goo.gl/Cn1ujk](https://goo.gl/Cn1ujk)

Read and Write for Google Chrome is so awesome – here’s a tutorial to teach you more - [https://www.youtube.com/watch?v=jhUXXBrXW0c](https://www.youtube.com/watch?v=jhUXXBrXW0c) Tutorial to set up Chrome Remote

Calhoun City Schools • Three-Year Technology Plan
Page 69 of 91
Google App Helpers
50. Doctopus
51. Flubaroo
52. Goobric – rubrics inside Google Docs
53. Google classroom symbaloo for beginners – Share this screen with your beginning Google Apps teachers
54. Organize your bookmark bar

Resources
See my full list of resources here. I keep it updated. 100 + Google Classroom Resources

Some great choices for Start Pages
55. Start.me – free and personal pages and a class start page.
56. Netvibes has portals too
57. Momentum is a Google Chrome add in with a simple list and time
58. Limitless is an inspirational Google Chrome Start Page
59. Symbaloo is a favorite for many people who like an icon-based start page
60. Newsmap is a killer and fast way to read the news & a must use for current events!

Textbook Mashup and OER Textbooks
61. Shelfit by EdTech Software lets you remix commercially available textbooks
62. CK12 – Lets you start with standards aligned textbooks that you can customized. OER textbooks can save you lots of money.
63. College Open Textbooks – OER textbooks for colleges organized by subject
64. MIT Open Courseware Online Textbooks – many highly technical OER textbooks reside here.
65. See Edutopia's OER Resource Collection

Fast Formative Assessment Tools
66. Socrative – open ended, quizzes, make it like a game!
67. Kahoot – fun review!
68. Zaption – add questions to videos
Backchannel Chat Tools:
69. Chatzy,
70. Today's Meet Formative Assessment if You Only Have a Smartphone
71. Plickers – for verbal questions
Quick Quizzes You can scan with your smartphone:
72. QuickKey
73. Zipgrade
74. Gradecam

Resources
Description of these tools: http://www.edutopia.org/blog/5-fast-formative-assessment-tools-vicki-davis

Classtools.net – an awesome free site made by Russell Tarr, a teacher in France
75. Fakebook - http://www.classtools.net/FB/home-page
76. Twister - http://www.classtools.net/twister/
77. Breaking News Generator - http://www.classtools.net/breakingnews
79. Pacman Test Maker (turn test into Pacman game) - http://www.classtools.net/pac/
80. QR treasure hunt generator - http://www.classtools.net/QR/
82. Venn Diagram - http://www.classtools.net/education-games-php/venn_intro
84. Timeline Generator - http://www.classtools.net/education-games-php/timeline
And more!!!

Resources
My Interview with Russell about his vision for the website
Video Game Programming Tools
85. Gamestar Mechanic http://gamestarmechanic.com/
86. Gamemaker https://www.yoyogames.com/studio
87. Kodable (ipad – age 5 and up)
88. Hopscotch on Ipad for 4th grade and up
89. Scratch - https://scratch.mit.edu/
90. Tynker https://www.tynker.com/

Resources
15+ Ways to Teach Students Coding Even Without a Computer: http://j.mp/15-code

My Favorite Wiki Tools
91. Wikispaces – I use this for all of my wikis.
92. PB Wiki
93. Install Media Wiki
Resources
2016 Tutorial Explaining Wikis to My Students
Wikis in the classroom – an overview I made some time ago that gives you an overview of how wikis are used in classrooms today.

Ways to Make a Personal Website (or an ePortfolio)
94. Weebly
95. Wix
96. Webs
97. Google Sites

Resources
Here are my 2016 Student efolios. Students picked the website building tool of their choice.

Other Ways to Create ePortfolios
98. Seesaw – excellent tool that also lets parents be involved
99. Wikispaces – some students like to make their own wiki page
100. Wordpress – it can have a blog or just make a full website
101. Voicethread – upload photos and audio. Even very young students can do this.
102. burn dvd - for those who don’t want to go online, students can take all of their work and burn a DVD of the year.

Resources
Here are my 2016 Student efolios. Students picked the website building tool of their choice.

3 ways to connect with parents
103. Bloomz
104. Remind
105. Celly

Resources
Listen to Anne Henderson talk about “Is Your School Culture Welcoming to Parents?”
Read Beyond the Bake Sale by Anne Henderson. Great book on parent involvement.
Generating Citations in Research Papers
106. Son of citation machine
107. Noodlebib
108. Easybib
109. Citation generator in Microsoft Word

A Math Teacher's Best Friend
Use the search tool. Type in a math problem and get step by step solutions
Wolfram Alpha Pro is a Math teacher's best friend (Get a free trial.)
111. (G)Math – will chart and map formulas. Use the gmath tutorial here -
http://www.gmath.guru/
112. Geogebra – an online graphic calculator
113. Math Playground – lots of math ideas by Topic
114. National Library of Virtual Math Manipulatives – lots of tools you can use to teach math
115. Matific – Awesome site with virtual math manipulatives. It will also give manipulatives to students in their own language.

Simple Tools Anyone Can Use
116. Padlet – a great tool for sharing, writing and more. You can type, record your voice, add hyperlinks, add photos, and add documents.
117. SeeSaw – simple portfolios (and parents can be involved)

Resources
See Saw tutorials
Sketchnoting Tools
118. Paper by 53 – I started with them.
119. Procreate - my friend Sylvia Duckworth swears by this tool.

Resources
Karen Bosch’s List - http://cctea.ch/bosch-sketchnote
Sylvia Duckworth's Sketchnoting for Beginners Presentation
Epic Sketchnoting Resources - http://www.coolcatteacher.com/sketchnoting-resources/
Kathy Schrock’s Guide to Sketchnoting
Notetaking Skills for 21st Century Students – the videos and methods I use to teach notetaking

Diigo Social Bookmarking
120. https://www.diigo.com/ - a powerful social bookmarking tool.
Resources
5 Minute Power Diigo Tutorial
How to use the new Diigo bookmarking outliner tool

Screencasting (Recording Your Screen)
121. Screenflow: Record on your Mac, iPhone, and iPad (get a free trial)
122. Screencastomatic – simple, free tool that runs in a web browser.
123. PowerPoint – you can record screencasts inside Powerpoint! (see office mix)

Resources
Check out Dean Haycox’s free tutorial

Some great uses for PowerPoint
124. Free and paid clipart and graphics. Make beautiful handouts. Check the clipart, etc. sign up on Teachers Pay Teachers and search for clip art, borders, frames, and fonts. (Check out my free kindness reminders to see how this looks.)
125. Office Mix will help you. make easy tutorials (if you have to change just one screen of your movie, fix it and re-make the video. The easiest flipped classroom tool you’ll find!) You can also use office mix to make easy animated movies.

My Favorite Social Media Tools
126. Buffer – my favorite tool for scheduling
127. Hootsuite – a great tool for reading
128. Wordpress – my tool of choice for blogging

Resources
10 Habits of Bloggers that Win: Free ebook where I share all my free tools.

Grab Bag of Other Awesome Tools
129. Mindmeister – Mind Maps
130. Alfred: productivity tool for automating your Mac
131. GO-LAB – Global Online Science Labs http://www.go-lab-project.eu/online-labs
133. Want a tutorial on just about anything – check out my YouTube channel – http://www.youtube.com/coolcatteacher
134. Arab-Israeli Conflict Simulation by University of Michigan - Teaching the Middle East Conflict - http://aic.conflix.org
135. Malwarebytes: Kill Malware
136. Vocabulary and Spelling City
137. Fun Brain – lots of fun learning games (used this to teach my kids math facts)
138. Visuwords – visual thesaurus great for brainstorming and such
139. Google Forms – awesome survey tool
140. Wordle – a word cloud generator
141. Wikisource – a website with the text of great speeches in it.
142. Tagxedo.com – a word cloud generator that will put the words into shapes.
143. Edmodo – awesome blogging and connecting tool.
144. Trello – a collaborative task management tool built on Kanban and Agile Software development
145. Mentor Mob (See Theresa allen’s page.) – a great way to share resources.
146. List.ly – a cool way to share lists (and people can vote on them)
(just bought by Powerschool and is now called “powerschool learning”
149. Slack: Communication
150. Zoom Room – My favorite video conference tool
151. Mover.io – Move files between different types of services.
152. Zamzar: convert files to any format
153. Quadblogging – get paired up with other classrooms for commenting and sharing.
154. feedly: replacement for google reader
155. netvibes OR Pageflakes: for building classroom monitoring portals
156. Personal newspaper: Flipboard
157. Editor.flipboard.com: can co-curate magazines too
158. iCatcher: podcast player
159. Couch to 5k app – get in shape.
160. Weight Watchers app
161. 30/30 app
162. rubistar.4teachers.org – rubrics of all kinds
163. Smugmug – make money off the photos for your annual staff or event.
164. Get Paint- free painting software
165. Audacity – free audio editing software
166. Stellarium – a cool planetarium software.
167. Microsoft worldwide telescope – an incredibly accurate tool for exploring space.
168. Build your own planetarium – Use microsoft worldwide telescope and a projector. DIY.
169. Google nGram viewer – see the occurrence of words across all printed books of a time.
170. Wunderlist – simple, free list management software
171. Omnifocus – if you want to
172. Task clone
173. Snagit
174. LastPass
175. Telegami – www.tellagami.com
176. Thinglink www.thinglink.com
177. Tiny Tap www.tinytap.it
178. livebinders – an easy way to put web pages together for others to use them.
179. IFTTT – If This Then That has all kinds of automation to help you by connecting various accounts. (Discovery Education made a great tutorial about how to use IFTTT - http://blog.discoveryeducation.com/blog/2016/06/01/iftt/)
180. Nearpod is a very cool tool for 1:1 classrooms of all kinds that helps you share lessons and keep kids on the same page. You can also use many of their lessons as well.
181. Google Maps – a must use for Geography teachers
182. Google Lit Trips Takes Google Maps and adds literature adventures on top of them.
183. Pic4Carto – A cool tool to let you find pictures at street-level all around the world (Don’t say street view, that is a google thing.)
184. Google Earth – This awesome site is great also for Geography just because you can see the earth in so many ways.
185. Real World Math – is a website with downloads to use with Google Earth and Sketchup to teach math. These activities are fantastic.
186. How to create a narrated tour using Google earth is a tutorial from Richard Byrne that will open your mind to some incredible possibilities.
187. Google Expeditions lets you take kids on virtual reality field trips almost anywhere using a VR viewer like Google Cardboard or any of them.
188. Google World Wonders has Fantastic Field Trips and exciting tours of many of the world’s cultural sites and unique artifacts.
189. Storyboard That! Is my favorite tool for storyboarding and cartooning.
Apple Keynote Presentation Software
190. Learn to use Magic Move – the coolest transition in Keynote
191. Giphy – make animated gifs from movie clips (and use in presentation)
Mobile App Programming
192. Crescerance: Mobile App Development

_resources_
See MAD about Mattering Tutorials -

Game-Based Learning
193. Classcraft: Turn Your Classroom into a Game
194. Gameon Wordpress Plugin - http://maclab.guhsd.net/game-on/

Resources
See: A Guide to Game-Based Learning - http://edut.to/1YvqqZt
8 Great Ways to Level Up Game Based Learning in the Classroom - http://www.coolcatteacher.com/game-based-learning-in-the-classroom/
Cool Graphics
195. Canva to create compelling graphics.
196. Adobe Spark – a new tool from Adobe that is free and much like canva. (More free pics than Canva.)

Resources
7 Ways to Use Canva to Create Compelling Graphics:
http://www.coolcatteacher.com/canva-how-to/
6 free lesson plans using Canva (I wrote these.):

- Writing Letters
- Teaching Fables
- Famous Historical Events
- Literary Devices
- Periodic Table of the Elements
- Historical Figure Fanpage

Find apps on iPad/iPod to find new tools
197. App Advice
198. Apps Gone Free

Setting Appointments
199. timebridge
200. doodle

Ipad and iPhone Collection
201. How to Turn off Blue Light on Your iPad and iPhone
202. How to Set Up Your Ipad Home Screen

Wow! You made it this far! If you got into this list, you'll want to join my newsletter
Follow me on Teachers Pay Teachers -
https://www.teacherspayteachers.com/Store/Cool-Cat-Teacher
Or Check out my personal store http://store.coolcatteacher.com/

Calhoun City Schools Media Center Resources

CES Handy Dandy Login Information Sheet – Teacher Edition
2016-2017

If you have a problem logging into any of the programs, see Mrs. Ross.

Atlanta Journal-Constitution Online:
http://nieonline.com/ajc
User name: calhoun
Password: jackets
Brain Pop:
http://www.brainpop.com
User name: calhouncomplex  Password: jackets

Destiny Discover/FollettShelf (ebooks):
https://wbb49993.follettshelf.com  There is a link from the CPES media center page.
Contact Deidra Ross to have account created.
***Download the Destiny Discover app for Apple App Store, Google Play Store, Kindle, and Nook.

Discover Education Streaming:
http://streaming.discoveryeducation.com/
Generic user name: calhounps  Password: primary

Even though there is a generic user name, I would encourage you to create an account so that you could customize your experience. In order to setup an account you need a “passcode” that identifies you as a member of Calhoun Elementary School. The CES passcode is 84F1-B74A. At the Discover Education Streaming main page, click the “passcode/create new user” link at the top of the page to enter the pass code and create a new account.

Enchanted Learning:
http://www.enchantedlearning.com
User name: calhouncomplex  Password: jackets

Galileo Resources:
http://www.galileo.usg.edu
No password is required when accessing from school. When accessing from home you will need a password. The password changes every few months. See media center for current password.

PebbleGo:
http://www.pebblego.com
Generic user name: calhounps  Password: school

RBDigital/One Click Digital (Audiobooks):
http://cepsga.oneclickdigital.com
You will need to create an account the first time you access the site. Use the access code “calhoun” when creating your account.
***Download the One Click Digital app for your mobile device.***
Super Teacher Worksheets:
http://www.superteacherworksheets.com
User name: calhouncomplex Password: jackets

Tumblebooks:
Tumblebooks can be accessed through the Destiny Discover/FollettShelf ebook site. After logging in, click "Digital Resource Links" at the top and select TumbleBook Library.
https://wbb49993.follettshelf.com
If you need a login for Destiny Discover/FollettShelf, contact Deidra Ross.

CPS Handy Dandy Login Information Sheet – Teacher Edition
2016-2017
If you have a problem logging into any of the programs, see Mrs. Ross.

Atlanta Journal-Constitution Online:
http://nieonline.com/ajc
User name: calhoun Password: jackets

Brain Pop:
http://www.brainpop.com
User name: calhouncomplex Password: jackets

Destiny Discover/FollettShelf Ebooks:
https://wbb49993.follettshelf.com
There is a link from the CPES media center page.
Contact Deidra Ross to have account created.
**Download the Destiny Discover app for Apple App Store, Google Play Store, Kindle, and Nook.

Discover Education Streaming:
http://streaming.discoveryeducation.com/
Generic user name: calhounps Password: primary

Even though there is a generic user name, I would encourage you to create an account so that you could customize your experience. In order to setup an account you need a “passcode” that identifies you as a member of Calhoun Primary School. The CPS passcode is F2DB-E69A. At the Discover Education Streaming main page, click the "passcode/create new user” link at the top of the page to enter the pass code and create a new account.
Enchanted Learning:
http://www.enchantedlearning.com
User name: calhouncomplex  Password: jackets

Galileo Resources:
http://www.galileo.usg.edu
No password is required when accessing from school. When accessing from home you will need a password. The password changes every few months. See media center for current password.

PebbleGo:
http://www.pebblego.com
Generic user name: calhounps  Password: school

RBDigital/One Click Digital (Audiobooks):
http://cepsga.oneclickdigital.com
You will need to create an account the first time you access the site. Use the access code "calhoun" when creating your account.
***Download the One Click Digital app for your mobile device.***

Super Teacher Worksheets:
http://www.superteacherworksheets.com
User name: calhouncomplex  Password: jackets

Tumblebooks:
Tumblebooks can be accessed through the Destiny Discover/FollettShelf ebook site. After logging in, click "Digital Resource Links" at the top and select TumbleBook Library.
https://wbb49993.follettshelf.com
If you need a login for Destiny Discover/FollettShelf, contact Deidra Ross.

CMS Handy Dandy Login Information Sheet – Teacher Edition
2016-2017
If you have a problem logging into any of the programs, see Mrs. Ross.

Atlanta Journal-Constitution Online:
http://nieonline.com/ajc
User name: calhoun  Password: jackets

CultureGrams:
http://online.culturegrams.com
Discover Education Streaming:
http://streaming.discoveryeducation.com/
Generic user name: calhounmiddle  Password: jackets

However, I would encourage you to create an account so that you could customize your experience. In order to setup an account you need a “passcode” that identifies you as a member of Calhoun Middle School. The CMS passcode is 22D6-12C6. At the Discover Education Streaming main page, click the “passcode/new user” tab to enter the pass code and create a new account.

Destiny Discovery / FollettShelf (ebooks):
http://wbb01364.follettshelf.com
There is a link from the CMS media center page and resources, general.
Generic user: calhoun  Password: jackets
***Download the Destiny Discover app for Apple App Store, Google Play Store, Kindle, and Nook.

Enchanted Learning:
http://www.enchantedlearning.com
User name: calhounmiddle  Password: jackets

Galileo Resources:
www.galileo.usg.edu
No password is required when accessing from school. When accessing from home you will need a password. The password changes every few months. See media center for current password.

RBDigital/One Click Digital (Audiobooks):
http://cmhsge.oneclickdigital.com
You will need to create an account the first time you access the site. Use the access code “calhoun” when creating your account.
***Download the One Click Digital app for your mobile device.***

Super Teacher Worksheets:
www.superteacherworksheets.com
User name: calhounmiddle  Password: jackets
If you have a problem logging into any of the programs, see Mrs. Ross.

**Atlanta Journal-Constitution Online:**
http://nieonline.com/ajc
User name: calhoun Password: jackets

**Bloom's Literary Reference Online:**
http://www.fofweb.com/Lit/default.asp
User name: calhhs Password: jackets

**CultureGrams:**
http://online.culturegrams.com
User name: calhouncity Password: jackets

**Destiny Discover/FollettShelf (ebooks):**
http://wbb01364.follettshelf.com There is a link from the CMS media center page and resources, general.
Generic user: calhoun Password: jackets
***Download the Destiny Discover app for Apple App Store, Google Play Store, Kindle, and Nook.

**Discover Education Streaming:**
http://streaming.discoveryeducation.com/
Generic user name: calhounhighschool Password: jackets
However, I would encourage you to create an account so that you could customize your experience. In order to setup an account you need a “passcode” that identifies you as a member of Calhoun High School. The CHS passcode is C997-27DB. At the Discover Education Streaming main page, click the “passcode/new user” tab to enter the pass code and create a new account.

**Gale Student Resouces in Context:**
http://ic.galegroup.com/ic/suic/?p=SUIC&u=calh89169
No password is required when accessing from school. When accessing from home you will need a password.
Password: jackets

**Gale Virtual Reference Library:**
No password is required when accessing from school. When accessing from home you will need a password.
Password: jackets
Galileo Resources:
www.galileo.usg.edu
No password is required when accessing from school. When accessing from home you will need a password. The password changes every few months. See media center for current password.

Issues and Controversies:
http://icof.infobaselearning.com/index.aspx
User name: calhhs  Password: jackets

RBDigital/One Click Digital (Audiobooks):
http://cmhsga.oneclickdigital.com
You will need to create an account the first time you access the site. Use the access code “calhoun” when creating your account.
***Download the One Click Digital app for your mobile device.***

Digital Teacher Resources from the Georgia Department of Education

The Teacher Resource Link (TRL) is an application that delivers vetted and aligned digital resources to Georgia’s teachers. TRL is accessible via the GaDOE "tunnel" in conjunction with SLDS using the single sign-on process. The content is aligned to the Georgia Standards of Excellence (GSE) and National Education Technology Standards (NETS) and pushed to teachers based on course schedule. The web address is http://www.gadoe.org/Technology-Services/SLDS/Pages/Teacher-Resource-Link.aspx

In October 2015, US Department of Education launched a new initiative endorsing the adoption of education materials that are provided in an open licensing format often called OER-Open Educational Resources. You can access these resources at http://www.gadoe.org/Technology-Services/SLDS/Pages/Open-Educational-Resources.aspx

Other Digital Resources for Faculty and Staff

A wide variety of digital resources are easily accessed from the internet. Below is a list of suggested website for further information on educational technology.

SETDA
Consortium of School Networks
LoTI Connection

Faculty members are encouraged to download free apps to iPads and to Chromebooks.
Please contact Deidre Ross if you need access to the Apple ID and password. If you need to purchase apps, please contact your supervisor and the Technology Team. The supervisor will need to approve the purchase and the Technology Team will need to download any paid apps.

Calhoun City Schools
Assistive Technology Home Use Agreement

**Student Information:**

<table>
<thead>
<tr>
<th>Student:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Number:</td>
<td>Grade:</td>
</tr>
<tr>
<td>Parent(s):</td>
<td>Telephone:</td>
</tr>
</tbody>
</table>

**Address:**

____________________________________________________________________________

**Device Information:**

<table>
<thead>
<tr>
<th>Device:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Serial Number:</th>
<th>Inventory Number:</th>
</tr>
</thead>
</table>

**Accessories or Additional Components (Include inventory numbers if appropriate):**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Inventory Number:</th>
</tr>
</thead>
</table>

|                                          |
|                                          |
Purpose of Device (How will it be used by the student?)

_____________________________________

_____________________________________

_____________________________________

Device Training:

Date Student Trained in Use and Care of Device:

_____________________________________

Parent Agreement and Signature:

Please read and initial each statement below:

____ I/we accept responsibility for the assistive technology device listed above. I/we agree to be responsible for the repair of or replacement of the device for damage or loss due to neglect or misuse.

____ I/we agree to inform the school system of any damage done to the device or to inform them when the device is in need of repair.

____ I/we understand the purpose of the device and agree not to use it for any other purposes.

____ I/we agree to return the device to the school system if and when my child's IEP team determines that the device is no longer educationally necessary in the home environment.

____ I/we understand that devices that have internet access and are used at home do not have internet filtering capability. It is the Parent’s responsibility to monitor content accessed when off school campus.

_______________________________________

_______________________________________

Parent(s) Signature                                      Date
Carrying Your MacBook Pro
If you carry your MacBook Pro in a bag or briefcase, remove any small, loose items (such as paper clips, staples, or coins) that could accidentally get inside your computer through an opening, such as the optical drive slot, or get stuck inside a port.

Important: The MacBook Pro power adapter port contains a magnet that can erase data on your credit card, iPod, or other device. To preserve your data, keep magnetically sensitive items away from the power adapter port.

Cleaning Your MacBook Pro
Follow these general rules when cleaning the outside of your computer and its components:
- Shut down your MacBook Pro, detach the power adapter, and remove the battery.
- Use a damp, soft, lint-free cloth to

Cleaning Your MacBook Pro Display
Follow these general rules when cleaning the screen.
- Shut down your MacBook Pro, detach the power adapter, and remove the battery.
- Dampen a clean, soft, lint-free cloth or paper with water only and wipe the screen. Do not spray liquid directly on the screen.

Storing Your MacBook Pro
If you are going to store your MacBook Pro for an extended period of time, keep it in a cool location (ideally, 22° C or about 71° F) and do one of the following to preserve your MacBook Pro battery life:
- Discharge the battery 50 percent before storing
clean the computer’s exterior. Avoid getting moisture in any openings. Do not spray any type of liquid directly on the computer.

- Don’t use aerosol sprays, solvents, or abrasives.

- When storing your computer for longer than five months, discharge the battery to approximately 50 percent and then remove it from the MacBook Pro. If you are storing your computer for an extended period, recharge your battery to 50 percent every six months or so.

Safety Instructions for Setting Up and Using Your MacBook Pro

Important: Do not place your MacBook Pro on a pillow or other soft material when it’s powered on, as the material can block the airflow vents (in particular, the rear vents) and cause the computer to overheat. Never place anything over your keyboard when operating in closed-lid mode. This can cause your computer to cycle on and off, which might create excessive heat and drain your battery. Never turn on your computer unless all of its internal and external parts are in place. Operating the computer when it’s open or missing parts can be dangerous and can damage your computer.

Using the Power Adapter

Always leave space around your power adapter. Do not use your MacBook Pro in a location where airflow around the power adapter or computer is confined. Always disconnect the power adapter and remove the battery before opening up the

Using Your MacBook Pro

When you’re using your MacBook Pro or charging the battery, it’s normal for the bottom of the case to get warm. For prolonged use, place your MacBook Pro on a flat, stable
computer to perform tasks such as installing new memory. The AC cord provides a grounded connection.

Important: Use only the power adapter that came with your MacBook Pro computer. Adapters for other electronic devices (including other portable computers) may look similar, but they may affect your computer's performance or damage it. For best results, always use the power adapter and connect it to a grounded power outlet when one is available. When the adapter is connected properly, you will see an indicator light on the end of the cable that connects to your MacBook Pro.

General Safety Instructions

Read and follow all instructions marked on the product and in the manual before operating your MacBook Pro. Be sure to keep the instructions handy for your reference and for others.

- Set your MacBook Pro on a stable work surface.
- Keep your computer away from sources of liquids, such as drinks, sinks, bathtubs, shower stalls, and so on.
- Protect your computer from dampness or wet weather, such as rain, snow, and fog.
- The MacBook Pro power adapter port contains a magnet. Do not place magnetically sensitive material or devices within 1 inch (25 mm) of this port.
- Never push objects of any kind into the MacBook Pro ventilation surface. Do not place your MacBook Pro on your lap or other body surface for extended periods of time. Prolonged body contact can cause discomfort and potentially a burn. The bottom of the MacBook Pro case functions as a cooling surface that transfers heat from inside the computer to the cooler air outside. The bottom of the case is raised slightly to allow airflow, which keeps the unit within normal operating temperatures. In addition, warm air is vented from the slots in the back of the case.
For your own safety and that of your equipment, always take the following precautions. Disconnect the power plug (by pulling the plug, not the cord), remove the battery, and disconnect your Ethernet cable and any other connected devices if any of the following conditions exist:

- You want to install memory.
- You want to remove any parts.
- The power cable or plug becomes frayed or damaged.
- You spill something into the case.
- Your computer is exposed to rain or any other excess moisture.
- Your computer has been dropped or the case has been damaged.
- You suspect that your computer needs service or repair.
- You want to clean the case (use only the recommended procedure described above).

Important: The only way to disconnect power from your computer completely is to disconnect the power adapter and phone cord, and remove the battery. Make sure that at least one end of the power adapter is within easy reach so that you can detach it when necessary.

Important: Electrical equipment may be hazardous if misused. Operation of this product, or similar products, must always be supervised by an adult. Do not allow children access to the interior of any electrical product and do not permit them to handle any cables.

Avoid Hearing Damage

Important: Permanent hearing loss may occur if you use earbuds or headphones at high volume. Over time, your ears may adapt to a higher volume of sound, which

Laser Information

Important: Making adjustments or performing procedures other than those specified in your equipment’s manual may result
may sound normal, but can be damaging to your hearing. Set your MacBook Pro volume to a safe level before that happens. If you experience ringing in your ears, reduce the volume or discontinue using your earbuds or headphones with your MacBook Pro.

Battery

Important: There is a risk of explosion if you replace the battery with an incorrect type. Dispose of used batteries according to your local environmental guidelines. Do not puncture, drop, or incinerate the battery.

Connectors and Ports

Never force a connector into a port. If the connector and port don’t join with reasonable ease, they probably don’t match. Make sure that the connector matches the port and that you have positioned the connector correctly in relation to the port.

High-Risk Activities Warning

This computer system is not intended for in hazardous radiation exposure.

Do not attempt to disassemble the cabinet containing the laser. The laser beam used in this product is harmful to the eyes. The use of optical instruments, such as magnifying lenses, with this product increases the potential hazard to your eyes. For your safety, have this equipment serviced only by an Apple-authorized service provider.

Because of the optical disc drive in your computer, your computer is a Class 1 laser product. The Class 1 label, located in a user-accessible area, indicates that the drive meets minimum safety requirements. A service warning label is located in a service-accessible area. The labels on your product may differ slightly from the ones shown here.

Apple and the Environment
use in the operation of nuclear facilities, aircraft navigation or communications systems, or air traffic control machines, or for any other uses where the failure of the computer system could lead to death, personal injury, or severe environmental damage.

Apple Computer recognizes its responsibility to minimize the environmental impacts of its operations and products.

For more information about Apple’s environmental and recycling initiatives, go to [www.apple.com/environment](http://www.apple.com/environment).