Laurens School District 55

Technology Plan

July 1, 2015 – June 30, 2018

Original Plan ☒ Draft Plan ☐

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District Profile

With an ever-increasing level of achievement, a commitment to improving facilities, an emphasis on literacy, and a focus on improved health, Laurens County School District No. 55 positively impacts the lives of students and the surrounding community. Students, parents, school leaders, teachers, and support staff work together daily to reach higher levels.

With free and reduced lunch counts of 72.03% and being considered a rural district, we have an E-rate discount of 80% for 2015-16. The dropout rate is 4.1% according to the school report card computations. ESOL counts have increased to 578 students which is 9.5% of our student population.

District profile	Grades Served	Enrollment	Poverty
Sanders Middle	6 - 8	327.18	77.94%
Ford Elem.	PreK - 5	492.33	96.48%
Gray Court-Owings Elem./Middle	PreK - 8	748.82	76.79%
E. B. Morse Elem.	PreK - 5	545.08	77.05%
Waterloo Elem	PreK - 5	255.48	72.41%
Laurens Elem.	PreK - 5	627.63	73.45%
Hickory Tavern Elem./Middle	PreK - 8	679.66	63.86%
Laurens Middle	6 - 8	455.68	70.66%
Laurens District High	9 - 12	1654.44	62.92%
District		6059	72.03%

The district obtains valuable, up-to-date information on student achievement through an online assessment tool known as MAP (Measures of Academic Progress). All schools have instructional coaches on staff to improve standards-based instruction. The

Montessori program is the largest in the state and one of the largest in the nation, serving over 1,000 students in grades pre-K through eight.

The 2014 graduating class of Laurens District 55 High School (LDHS) were offered in excess of $3.2 million in scholarships. The district had a 79.7% On-Time Graduation Rate, which is slightly below other districts like ours (80.3%).

S.C. PASS "Met or Above" results show that district students score 2.2-4.0 percentage points higher than students in districts like ours; however, Laurens 55 scored below the state average in all areas.

Results of the 2014 High School Assessment Program (HSAP) show that 72.0% of students passed both sections of the test on the first attempt. Results show that of the students participating in the End of Course Test for Algebra I/Math for the Technologies II, 86.2% scored 70 or above, compared to 82.3% of students in other districts scoring at the same level. District 55 students taking English I, 74.3% scored 70 or above, while 70.6% was the average of other districts.

Executive Summary

This three-year district technology plan is designed to guide the implementation of technology in the district. Students will be provided opportunities to utilize a variety of technology as part of their learning, and will increase their level of technological competency. There will be a significant concentration on assuring updated equipment and providing teachers with laptops, projectors, interactive whiteboards, and other instructional technology. Students will be allowed to use their own and district mobile devices, and will participate in one-to-one initiative in grades 9-12. The wireless infrastructure and upgraded switches will be purchased and installed to support these uses. In order to integrate this technology into instruction, professional development will be offered and a comprehensive system will be used to promote technology competency. Web sites and other innovative electronic means will be used to improve community and parental communications. Two district technology coaches will rotate between schools and a stipend-based coach will be selected in each school. A comprehensive information technology department will provide technical support to operational and instructional programs. The district will also maintain robust networks and internet connectivity, as well as an extensive range of security systems and processes to protect resources and confidential data. Administration, operations, and other supporting services will be provided required resources, upgrades, and

communication systems to effectively and efficiently meet their assigned mission.

The Technology Plan will be evaluated yearly and modified as needed.

District Needs Assessment

Current Technology Equipment in the District as of February, 2015

Instructional and Operational Use		Infrastructure	
Desktop Computers	1,746	Chromebooks	1010
Notebook Computers	831	Main Switches	133
iPad Tablets	241	Wireless Access Points	221
Promethean Whiteboards	183	Servers	38
Digital Projectors	365	Storage Area Network arrays	3
Document Cameras	110	Uninterruptible Power Systems	46
Printers (not including copiers)	346	Firewall	2
Document Scanners	67	Content Filter/Spam Filter	1

District Needs Assessment

1. Provide and upgrade desktops, notebooks, and tablets and other technology for instructional and operational use.
2. Add access to additional instructional software.
3. Improve staff's technology skills and abilities through staff development.
4. Provide wireless overlay throughout the entire district and upgrade as changes in technology dictate.
5. Upgrade Internet circuit bandwidth and network infrastructure.
6. Add additional technical support personnel to improve response time.
7. Expand virtual cluster and replace servers.
8. Maintain and upgrade infrastructure to support BYOD.
9. Expand and support one-to-one project at high school.
10. Add cloud based devices in mobile carts at all elementary and middle school locations.
11. Increase testing capable devices

District Vision and Mission Statements

Laurens School District 55
Mission Statement

The mission of Laurens School District 55 is to create a community of learners who are responsible and productive citizens.

Technology
Vision Statement

All students, teachers, and administrators will be equipped with the tools, training, and support necessary to utilize technology to enhance learning, increase productivity, access information, and communicate with others. Students will be productive citizens in a society increasingly intertwined with technology through proficient use of technology. Staff will be empowered with technological tools and skills that enable them to provide relevant educational opportunities.

District Technology Budget (Estimate of Yearly Budget)

The district's estimated budget and expected expenditures from the budget based on the 2014-2015 school year budget. This does not include various curriculum and other funding available that may be used to purchase additional computers, programs, and related equipment. Maintenance and operations provided needed electrical connections and upgrades.

Salaries:	294,722
Insurance:	25,448
Retirement:	54,616
FICA	26,277
Maintenance (Contractual)	63,975
Travel:	7,450
Supplies (and Equipment)	116,101
Data Communications	74,000
School Technology Initiative	128,221
Bond funds – infrastructure	100,000
Bond funds – upgraded Technology	400,000
Telecommunications Budget	125,637
State Technology Initiative	277,718

Salaries included the following positions:
Director of Technology, five Computer Systems Engineers, one Technician and one Technician Assistant

Maintenance covered Network Software licenses, antivirus contracts, contracted cabling and technical support, licenses and subscriptions. This also pays for support of existing and new or upgraded systems and services.

Supplies and equipment account included funds for repair parts, server replacements and virtualization, back-up systems, replacement of switches, printers and other equipment. This also pays for new systems and initiatives.

Data Communication covers the additional cost of districts share of internet connectivity and WAN connections above the connections provided by the state. It also assists in expenses related to administrative cell phone costs and related programs and systems for smart-phones and tablets that are used by principals and administrators and will assist in paying for the data plans for email connectivity. These funds are also being used for the firewall and upgraded switches and network equipment.

Bond Funds are used to replace and upgrade technology equipment assets including installations of interactive whiteboards, interactive displays, replace desktop and laptop computers, purchase tablets and cloud based devices, and provide wireless and switched

infrastructure, and purchase other instructional technology. Projectors for interactive whiteboards are continuously being replaced.

Telecommunications Budget covers Voip phone system and district cell phone/data plan.

State Technology Initiative are funds provided to school districts in the state of South Carolina to help build and upgrade infrastructures to support wireless communications and to aid in the purchase of devices for instructional use by students.

Technology Dimension 1: Learners and their Environment

A. Snapshot of Current Technology Use in District

Laurens District 55 schools have 99% of the instructional areas wired with one or more computers available for student and/or teacher use. Students have many opportunities to access technology and the complexity of their interaction increases with their grade levels. The structure for this is provided primarily through each school. Computer labs are available to students in each elementary and middle schools with an assistant for curriculum work and half have a second lab/laptop cart for teachers to schedule the entire class to use. The high school has 11 labs and a wireless cart, with several being open for teachers to schedule.

B. Overall Goal for This Dimension

Students in Laurens School District 55 will be technologically literate by the end of the eighth grade and will use real life applications in grades 9 – 12.

C. Objectives, Strategies, and Action List to Reach Goal

Objectives	Strategies
1.1 All grade levels of students will have technology skills that will be acquired and demonstrated. These skills will be based on skills required for Common Core and ISTE technology standards.	1) Elementary students will have time in the computer labs and in classrooms to work on technology skills. 2) Technology skills will be integrated in to the expectations of all content areas. 3) Teachers/lab instructors will have resources at their fingertips to teach technology concepts and "how-to" skills. 4) Ensure the programs support keyboarding proficiency by the eighth grade. 5) Assistive technology will be in the schools to aid special needs with use of technology.
1.2 Students in grades 9-12 will demonstrate real life use of technology skills. These skills will be based on skills required for Common Core and ISTE technology standards.	1) Provide cloud based devices to all students in grades 9-12. 2) High school curriculum realigned so that keyboarding can be assumed at the high school level. 3) Higher level technology skill classes available in Laurens high school. 4) Assistive technology will be in the schools to aid special needs students with use of technology.

	5) High school students will have the option of recovering credits through online technologies. 6) Include virtual school curriculum as an option for middle and high school students.
1.3 All students will participate in a training session providing electronic and Internet safety training	1) Each school will have an Internet Safety Coordinator who will coordinate the training. NetSmartz training materials will continue to be used.

D. Implementation Action Steps for Districts and Schools

1. Have staff development so staff understand the student technology standards.
2. Work with elementary and middle administrators to ensure that schedules allow for adequate time in computer labs taught by certified teachers.
3. Work within the vertical team structure to ensure technology components are addressed in each content area and each grade level.
4. Review all options available in keyboarding curriculum and develop a district standard keyboard proficiency test for 8th grade.

E. Funding Considerations for District and Schools

1. Lesson Plan materials for the computer labs – existing funding
2. Skill development materials for the classroom – existing funding
3. Technology refresh funding so all equipment is up to the requirements $350,000 yearly in local, federal, and state funding.
4. Teacher training for technology and teacher professional development - new funding account

F. Evaluation of Objectives

Strategies	**Possible baseline data and data sources for evaluation.**
Elementary students will have time in the computer labs and in classrooms to work on technology skills. The district will use the state provided assessment when available.	District technology coach will coordinate development of assessment based on common core skills required and ISTE standards.
Technology skills will be integrated in to the expectations of all content areas.	Survey of teachers/Common Core implementation
Teachers/lab instructors will have resources at their fingertips to teach technology concepts and “how-to” skills.	District coach will meet with lab instructors monthly

Ensure the programs support keyboarding proficiency by the eighth grade.	End of course test for all eighth graders. All elementary schools will be provided typing software.
Assistive technology will be in the K-8 schools to aid special needs with use of technology.	Special Services will provide based on IEP and/or needs assessment. Invoices for equipment purchased.
Provide cloud based devices to all students in grades 9-12.	
High School curriculum realigned so that keyboarding can be assumed at the high school level.	All plans and materials in place by the end of school year 17-18. Master Schedule
Higher level technology skill classes available in Laurens high school.	All plans, materials in place by the end of school year 17-18 according to master schedule.
Assistive technology will be in grades 9-12 to aid special needs students with use of technology.	
High school students will have the option of recovering credits through online technologies.	Evaluate credit recovery statistics (online versus classroom).
Include virtual school curriculum as an option for middle and high school students.	
Each school will have an Internet Safety Coordinator who will coordinate the training. NetSmartz training materials will continue to be used.	

Evaluation of Dimension 1: Learners and Their Environment

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Action List items achieved)	
			May 2016	May 2018
1.1 All grade levels of students will have technology skills that will be acquired and demonstrated. These skills will be based on skills required for Common Core and ISTE technology standards.				
1.2 Students in grades 9-12 will demonstrate real life use of technology skills. These skills will be based on skills required for Common Core and ISTE technology standards.				
1.3 All students will participate in a training session providing electronic and Internet safety training.				

Technology Dimension 2: Professional Capacity

A. Snapshot of Current Technology Use in District

Teachers in the district currently have a widely varying range of technology expertise both in basic computer skills as well in their ability to integrate the technology into their day-to-day instruction.

At the beginning of each school year, a technology competency assessment is administered to the following groups of teachers:

- Teachers who have just been hired
- Teachers who have just received a new certificate as of July 1
- Teachers who scored lower than an 80 on last year's assessment

Title: 2014-15 Technology Assessment-1-Results

Number of Questions: 40

Number of Teachers who took the Exam: 191

High Score: 98 %

Results from this assessment drives professional development throughout the year. Various forms of professional development include, but is not limited to:

- Technology training during early release day
- Technology training on professional development days
- "Mini-courses" offered after school
- Teachers meetings
- Graduate courses offered within the district

B. Overall Goal for This Dimension

Laurens School District 55 will provide on-going staff development to increase the technology proficiency of all staff so that all staff members can use instructional technology in the schools.

C. Objectives and Strategies

Objectives	Strategies
2.1. All District teachers will demonstrate technology proficiency based on District Skills derived from the common core technology skills, ISTE skills, and other district required skills.	1) In each certification cycle, teachers will take the District Technology Assessment each year until they indicate proficiency. 2) Based on their individual needs, the supervisor shall write technology goals into the GBE. 3) The GBE will include technology training as needed each year. 4) The GBE will be reviewed with the supervisor and additional goals will be listed.
2.2 An Instructional Technology Coach will be supported for the district and each school to assist teachers in learning and implementing technology.	1) Continue one technology coach to each school and pay this person a stipend. 2) Allow Coaches to attend SC EdTech and participate in other training as needed.

D. Implementation Action Steps and Funding Considerations

1) Hire a stipend paid technology coach at every school. (District budget: $19,200)
2) Each principal will include technology goals/training on the GBE (none).
3) Provide training opportunities for staff (technology & curriculum: $8,000)

E. Evaluation of Objectives

GBE's will be written with teachers by principals and the will provide an individual goal, training, and evaluation of the goal during the review.

Evaluation of Dimension 2: Professional Capacity

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Action List items achieved)	
			May 2016	May 2018
2.1. All District teachers will demonstrate technology proficiency based on District Skills derived from the common core technology skills, ISTE skills, and other district required skills.				
2.2 An Instructional Technology Coach will be supported for the district and each school to assist teachers in learning and implementing technology.				

Technology Dimension 3: Instructional Capacity

A. Snapshot of Current Technology Use in District

See technology listed in the Needs Assessment portion of this document on page 6.

B. Overall Goal for This Dimension

District will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

C. Objectives, Strategies, and Action List to Reach Goal

Objectives	Strategies & Implementation
3.1 Each elementary and middle school will have additional cloud based device carts	1) Purchase cloud based device carts for schools 2) Replace old laptops with cloud based devices using local funds as grants and other funding is available
3.2 Each classroom computer will be replaced with an up-to-date computer and other instructional technology will be purchased depending on the specific needs of the school.	3) The oldest computers will be replaced and additional equipment will be added as funds are made available through state provided funds and/or through other various funds when available to the district as principals deem necessary.
3.3 Provide necessary infrastructure to support above	4) Increase Internet speed from 600 Mbps to 1 GB. Evaluate WAN links to see if dark fiber needs to be lit at faster than 1 GB dedicated from each school to the district office. 5) Install Layer 3 switches and/or POE switches in each location. 6) Install matrixed Wireless Access Points with centralized management to cover BYOD and eventually a one to one program.
3.4 Support Managed VoIP system for district which was installed in 2013	7) Evaluate and upgrade infrastructure equipment per #8 above.

3.5 Provide wireless telecommunications for school and district leadership (cellular smartphones and tablets with data plans)	8) Evaluate needs yearly and submit E-rate application for data and cellular services.

D. Implementation Action Steps and Funding Considerations

1) Purchase new cloud based device carts ($10,000 state, federal, or local).
2) Replace computers on a regular basis ($200,000).
3) Upgrade and maintain instructional equipment: whiteboards, tablets, document cameras, etc. Work toward a one to one program at middle schools. (Bond funds, other funds as available)
4) Allocation of yearly Bond funds to schools through technology department.
5) Work with the CIO's office to increase bandwidth. Pay for costs through money reimbursed from E-rate.
6) Evaluate needs yearly and replace/upgrade switches toward Layer 3 POE. (Local funds, bond money, E-rate)
7) Schools will add wireless capability as they finish providing teachers with whiteboards. Emphasis will be based on completing the high school and middle schools weighing other needs for use of the bond funds provided each school.
8) Same as #8
9) Write E-rate applications yearly and evaluate the needs. (Local funds, district funds, bond funds)

E. Evaluation of Objectives

Each of these objectives can be measured by the actual installation of services and equipment indicated in the Action Steps based on invoice documentation.

Evaluation of Dimension 3: Instructional Capacity

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Action List items achieved)	
			May 2016	May 2018
3.1 Each elementary and middle school will have additional cloud based device carts				
3.2 Each classroom computer will be replaced with an up-to-date computer				

and other instructional technology will be purchased depending on the specific needs of the school.				
3.3 Provide necessary infrastructure to support above				
3.4 Support Managed VoIP system for district which was installed in 2013				
3.5 Provide wireless telecommunications for school and district leadership (cellular smartphones and tablets with data plans)				

Technology Dimension 4: Community Connections

A. Snapshot of Current Technology Use in District

The district has a web site and provides one for each school. Training is provided to teachers on how to use this editing software and policy has recommendations for teachers to provide information for parents. A Parent Portal is used to allow parents to access up-to-date information about their children including grades and attendance. The district has also installed a parent notification system that can call, text or email parents emergency and informative messages.

B. Overall Goal for This Dimension

District 55 schools will use technology to create more partnerships with the community and parents to help increase student achievement.

C. Objectives and Strategies

Objectives	Strategies
1.1 Improve teacher communication with students and parents	1) The district will provide a system for teachers to easily post information on an individual teacher web page 2) Teachers will be trained on how to use the system and ways to maximize the instruction impact of a web system. 3) Mobile pages will be added for parents that want to access this through smartphones and tablets.
1.2 Allow parents and students access to computers and internet after hours and during summer vacation	4) Keep school libraries open with computers available 30 minutes each day and two half-day periods during the summers.
1.3 Provide a method for schools to be able to contact parents and students	5) Support Parent Notification System Use text, calls, and email to inform parents of announcements or emergencies.
1.4 Provide a full featured web page for each school and the district to inform parents of news, schedules, menus,	6) Maintain server with web sites and update pages on a regular basis. 7) Appoint a webmaster at each school.

and other programmatic and athletic activities.	

D. Implementation Action Steps and Funding Considerations

1) Procure and contract with a company to provide web hosting and content management of the district and each school's website which includes the ability for teachers to create a full-functioned multi-page web site. (Existing funding)
2) Provide ongoing training to teachers on web page design, how to use the software, and provide information on how to maximize parental/community connection and collaboration. (Existing funding)
3) Open the libraries two half-day a week during the summer and 30 minutes before or after school during the rest of the year. (Existing funding)
4) Continue Parent Notification System and have ongoing training for essential staff on using the software and best use for communications.
5) Provide 'webmasters' at each school to maintain school core web pages.

E. Evaluation of Objectives

Possible baseline data and/or data sources are: teacher and parent surveys, content management system reports which show the number of teachers with web pages, actual invoices, and/or equipment inventories.

Evaluation of Dimension 4: Community Connections

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Action List items achieved)	
			May 2016	May 2018
1.1 Improve teacher communication with students and parents				
1.2 Allow parents and students access to computers and internet after hours and during summer vacation				
1.3 Provide a method for schools to be able to				

contact parents and students				
1.4 Provide a full featured web page for each school and the district to inform parents of news, schedules, menus, and other programmatic and athletic activities.				

Technology Dimension 5: Support Capacity

A. Snapshot of Current Technology Use in District

See technology listed in the Needs Assessment portion of this document on page 6. The district currently has dark fiber between each school providing 1 Gb speed. The state provides 600 Mb Internet access.

B. Overall Goal for This Dimension

The district will support technology users, provide and maintain hardware and software support which allow the effective and efficient use of technology in administration, teaching, learning, and support activities.

C. Objectives, Strategies, and Action List to Reach Goal

Objectives	Strategies
1.1 Maintain systems, upgrades, and provide user technical support	1) Provide district technical support personnel necessary to install and maintain technology
1.2 Evaluate/upgrade network infrastructure as needed to provide faster network connections, better functionality, and more efficient management of workstations	2) Replace/upgrade hardware and network software. 3) Evaluate and implement new software and network enhancements to provide for security, efficiency, performance, and/or redundancy.
1.3 Provide efficient and effective telecommunication capability	4) Support new VoIP managed phone system. Manage telephone systems to increase communication functionality.
1.4 Protect district data and assets	5) Manage antivirus and network security to all systems and data. 6) Manage a robust backup strategy to protect the district's information resources and for disaster recovery
1.5 Provide and maintain a high-speed WAN and fast connection to the Internet.	7) Evaluate dark fiber speed for needed adjustments. Upgrade as needed. 8) Request bandwidth upgrade from 600 MB and request upgrades as needed. Immediate need is to upgrade to 1 Gb.

	9) Upgrade equipment to support the additional bandwidth increases as needed.
1.6 Assure adequate bandwidth by analyzing that traffic is appropriate for educational use.	10) Evaluate traffic using monitoring tools. Make firewall and content filter adjustments as needed.

D. Implementation Action Steps and Funding Considerations

Note: E-rate funds will be used where available to assist in purchasing any of the services or equipment.

1) Continue to employ a technology department staff (District funds, as needed)
   A. Director of Technology
   B. Five System Engineers
   C. One Technician I
   D. One Technician Assistant
   E. Evaluate need for additional staff as additional equipment and programs are added.

2) Use provided GoBond funds to replace old technology equipment and computers, upgrade infrastructure, add additional computers, laptops, tablets and other instructional equipment such as Promethean Interactive whiteboards and document cameras. Replace printers and projectors as needed. Existing funds including superintendent provided funds, budgeted technology local funds, state funds, erate reimbursements, federal funds, GoBond funds and curriculum funding. Continue to upgrade and expand the server virtualization process.
3) Evaluate need for software and hardware and provide needed resources (existing funding as in item 2)
   A. Maintain Content filter (LightSpeed Rocket)
   B. Replace Firewall as the district upgrades Internet bandwidth
   C. Add/maintain all core switches
   D. Develop a full archival/disaster recovery plan.
   E. Provide enough phones/lines to meet the needs of District Office and schools.
4) Maintain continuing protection of district resources using software, hardware, and data using security devices and administrative procedures. (Existing funding)
5) Develop a comprehensive backup plan. Support the Backup Appliance daily (Unitrends). (Existing funding)

6) Upgrade systems as described. Upgrade circuits as needed. (State, Local, and e-rate reimbursement)
7) Monitor internet usage to stop inappropriate traffic using LightSpeed, Sonicwall, SC CIO state provided "sensor" and other resources. (Existing funding)
8) Connect classrooms: Connect one portable at Laurens District High School, the portables at Sanders Middle.

E. Evaluation of Objectives

Objectives may be evaluated based on equipment inventories, technology assessments, ad hoc surveys, Internet usage reports, and invoices.

Evaluation of Dimension 5: Support Capacity

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Action List items achieved)	
			May 2016	May 2018
1.1 Maintain systems, upgrades, and provide user technical support.				
1.2 Evaluate/upgrade network infrastructure as needed to provide faster network connections, better functionality, and more efficient management of workstations.				
1.3 Provide efficient and effective telecommunication capability.				
1.4 Protect district data and assets.				
1.5 Provide and maintain a high-speed WAN and fast connection to the Internet.				
1.6 Assure adequate bandwidth by analyzing that traffic is appropriate for educational use.				

Acknowledgements

Appreciation is given to the following individuals who have contributed to the planning process of this plan with recommendations, comments, and/or participation in meetings.

	Teacher or Instruction	Parent	Administrator	Media Specialist	Technology Staff	Technology Coach	Community Member
Bagley, Gary	X					X	X
Dean, Phillip		X	X			X	X
Dean, Tara	X	X	X				X
Finley, Bill		X			X		X
Fortune, Mary	X		X				X
Hardy, Ami						X	X
Howard, Barbara					X		X
Iacuone, Jim					X		X
Meggs, Wally			X		X		X
Penland, Jody	X	X					X
Sherer, Robert	X					X	X
Sherer, Sherri				X		X	X
Strickland, Billy		X	X				X
Tribble, Wilma		X		X		X	X
Rodney Smith			X				X
Patrice Tinsley		X			X		X
Armstrong, Michael		X			X		X
May, Tim					X		X
Garrett, Pam					X		X
Hoefer, Lynn		X			X		X
Cann, Jonathan					X		X
Wessell, Linda						X	X

Cumulative Benchmarks: Year 1	
Summer 2015	1. Upgrade content filter hardware 2. Remove Windows XP from desktops and laptops 3. Replace T104 and T107 at high school 4. Purchase and process new Chromebooks for 9th grade 5. Purchase and process Chromebooks and carts for elementary and middle schools 6. Renew Gaggle, Level Data and antivirus software contract 7. Finalize transfer from old web page host to new web site host 8. Request upgrade to Internet bandwidth 9. Begin Wifi installation at elementary and middle schools 10. Begin switch upgrade 11. Begin cache box install
August 2015	1. Teachers take ePortfolio assessment 2. Technology Coaches assigned and begin 3. Provide principals with GoBond funds 4. Begin ordering whiteboards, computers, tablets, etc. 5. Begin Providing Internet Safety Training for all students
September 2015	1. Principals begin to meet with teachers on their GBE which includes technology goals and training.
October 2015	1. Send tech. coaches and Technology staff to S.C. EdTech conference as funds are available. 2. Begin installing equipment ordered with school technology funds.
November 2015	1. Complete school technology funds orders for school year.
December 2015	1. Issue RFP's for upgraded systems/services for E-rate
January 2016	1. Award contracts/write erate applications
February 2016	1. Report on 8th Grade competencies
April 2016	1. Renew Destiny Library Software Contract
May 2016	1. Send PowerSchool coordinators, secretaries and attendance clerks to PowerSchool Users Group Conference
June 2016	1. Access old equipment status and secure contract with a recycling company 2. EOY process in PowerSchool

Appendix 1: No Child Left Behind Action Plan

Provide narratives for each of the twelve items in part C of the "Guidelines for District Technology Plans" section of the South Carolina State Technology Plan 2003–08: "C. The No Child Left Behind Act (NCLBA), the reauthorization of the Elementary and Secondary Education Act that was enacted in January 2001, sets forth new requirements for state and school district technology plans. In addition to mandating that each district have a current and approved technology plan that meets all state and federal requirements, the NCLBA (Title II, Part D: Enhancing Education through Technology, Section 2414, Local Applications) requires that in order for a school district to apply for competitive and formula grants under the Act, that district's technology plan must contain the following specific narratives:

1. A description of how your district will use federal funds including Enhancing Education through Technology (E2T2) competitive and/or formula funds to improve the academic achievement, including the technology literacy, of all students attending the schools served and to improve the capacity of all teachers teaching in these schools to integrate technology effectively into curricula and instruction.

If and when E2T2 funds are available again, the district will provide specific programs and implement the use of high tech. equipment to provide improved instruction. This will include labs, tablets, laptop carts, projectors, whiteboards, visual presenters, and instructional programs. All of these enhancements have been shown to have a positive impact on student achievement.

2. A description of your school district's specific goals for using advanced technology to improve student academic achievement aligned with challenging state academic content and student academic achievement standards. This explanation should include a description of the curriculum and teaching strategies that integrate technology effectively into curricula and instruction, based on an intensive review of relevant research.

The methods and equipment outlined in question one have been shown to improve engagement and student achievement. The district uses the NWEA MAP tests two times during the year to provide teachers detailed feedback on how their class and individual students are performing in each instructional area. Training is provided on how to use these results to adjust instruction to improve learning.

3. A description of the steps your district will take to ensure that all students and teachers in schools served by the local education agency have increased access to educational technology.

Funds are distributed to schools on an equitable basis except where specific funding is directed toward specific targeted populations. Training is made available to all staff, and

individual guidance is provided by the supervisor during the Goals Based Evaluation Plan (GBE)

4. A description of how your district will use the E2T2 competitive and/or formula funds (including the combining of these funds with monies from other federal, state, and/or local sources) to help ensure that students in high-poverty and high-needs schools have access to technology and to ensure that teachers are prepared to integrate technology effectively into curricula and instruction.

When and if these funds are available again, the district will utilize these funds according to the regulations and procedures and will assure the equitable distribution of funds to address the high-poverty and high needs population to improve student performance.

5. A description of how your district will provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the local education agency, to further the effective use of technology in the classroom or library media center, including, if applicable, a list of the entities that will be partners with the local education agency involved in providing the ongoing, sustained professional development.

Since the S.C. department of Education discontinued providing the valuable ePortfolio system to the districts, Laurens 55 has developed an alternative system. All District teachers will acquire and demonstrate technology proficiency based on District Skills derived from the common core technology skills, ISTE skills, and other district required skills. In each certification cycle, all teachers will take the Laurens 55 District Technology Assessment each year until they demonstrate proficiency. Based on their individual needs, the supervisor shall write technology goals into the teacher's GBE. The GBE will include technology training as needed each year. The GBE will be reviewed with the supervisor at the end of the year and additional goals will be listed.

6. A description of the type and costs of technologies to be acquired for your technology program through the use of E2T2 competitive and/or formula funds, including supporting sources such as services, software, and digital curricula. Your explanation should include specific provisions for interoperability among the components of such technologies.

No funds are available.

7. A description of how your district will integrate technology (including software and other electronically delivered learning materials) into curricula and instruction to support standards-based learning and provide a timeline for such integration.

Teachers will use a variety of modalities and technologies as tools to enhance student learning. Whiteboards, tablets and apps, software, Internet sources will all be used to engage students. Common Core and state required skills, knowledge, and competencies will be an integral part of the use of technology.

8. A description of how your district will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources.

Virtual learning is used in the district. All of the district's schools have the same technologies, Internet Bandwidth, and similar equipment to enable all students access the resources available. Teachers are all given individual goals and training in order to improve their ability to utilize the technologies with their specific population.

9. A description of how your district will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education. Explain how these strategies will allow parents to reinforce at home the instruction their child receives at school.

This is described under Dimension 4: Community Connections.

10. A description of how programs in your district will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology.

Laurens High School and Adult Education staff continue to work closely to develop these collaborations and plan the use of technology together.

11. A description of the process and accountability measures that your district will use to evaluate the extent to which the activities in your technology plan, including those activities funded under the E2T2 program, are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging state academic content and student academic achievement standards.

The district monitors the student performance of students using the MAP (NWEA) testing through three administrations yearly. These results are monitored by student, classroom, grade level, grade, and school. Any special programs implemented can also be monitored using this level of student achievement. Electronic web-forms and surveys can also used to obtain survey responses through the district's web site. Periodic Needs Assessments are performed, the GBE system provides individual guidance, and school based technology decisions are an integral part of the district's allocation of resources.

12. A description of the supporting resources (such as services, software, other electronically delivered learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology.

The district has adopted a budget which allows for a robust infrastructure throughout the WAN and connectivity to the Internet, and has almost 2500 computers, funds for replacing, upgrading, and adding new technologies. All networking software and gateway equipment and services are updated as needed.

Appendix 2: Teacher Technology Proficiency Proviso

Professional Development Plan

The district has adopted an alternative to the scraped ePortfolio system that was provided by the S. C. Department of Education.

Since the S.C. department of Education discontinued providing the valuable ePortfolio system to the districts, Laurens 55 has developed an alternative system.

- All District teachers will acquire and demonstrate technology proficiency based on District Skills derived from the common core technology skills, ISTE skills, and other district required skills.
- In each certification cycle, all teachers will take the Laurens 55 District Technology Assessment each year until they demonstrate proficiency.
- Based on their individual needs, the supervisor shall write technology goals into the teacher's Goals Based Evaluation System (GBE).
- The GBE will include needed technology training each year. The district will provide a variety of pertinent training sessions throughout the school year and during the summer.
- The GBE will be reviewed with the supervisor at the end of the year and an additional goal and training will be listed.

Appendix 3: Acceptable Use Policy

The district's acceptable use policy is available on-line in the policy manual at the following addresses:

IFBG Use of Technology in Instruction (Safety policy)
http://policy.microscribepub.com/cgi-bin/om_isapi.dll?clientID=324597442&clientid=208870832&depth=2&infobase=laurens_55.nfo&record={1681}&softpage=PL_frame

Policy IFBGA Technology Resources
http://policy.microscribepub.com/cgi-bin/om_isapi.dll?clientID=324597442&clientid=208870832&depth=2&infobase=laurens_55.nfo&record={169E}&softpage=PL_frame

AR IFBGA-R(1) Technology Resources (Internet)
http://policy.microscribepub.com/cgi-bin/om_isapi.dll?clientID=324597442&clientid=208870832&depth=2&infobase=laurens_55.nfo&record={16BA}&softpage=PL_frame

AR IFBGA-R(2) Technology Resources (Email)
http://policy.microscribepub.com/cgi-bin/om_isapi.dll?clientID=324597442&clientid=208870832&depth=2&infobase=laurens_55.nfo&record={16E2}&softpage=PL_frame

AR IFBGA-R(3) Technology Resources (Network And Computers)
http://policy.microscribepub.com/cgi-bin/om_isapi.dll?clientID=324597442&clientid=208870832&depth=2&infobase=laurens_55.nfo&softpage=PL_tocframe

AR IFBGA-R(4) Technology Resources (Web Pages)
http://policy.microscribepub.com/cgi-bin/om_isapi.dll?clientID=324597442&clientid=208870832&depth=2&infobase=laurens_55.nfo&record={1738}&softpage=PL_frame

Appendix 4: How E-Rate Areas Have Been Addressed

Part B of the "Guidelines for District Technology Plans" section of the South Carolina State Technology Plan 2003–08 includes the following five E- rate areas. The Telecommunications Act of 1996 stipulates the following:

1. The district technology plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education and library services.

The plan does identify goals and realistic strategies under each Dimension.

2. The district technology plan must have a professional development strategy to ensure that staff members know how to use the new technologies to improve education.

One of the strengths of the district's technology plan is that it does include a strong professional development component. See "Dimension 3: professional Capacity."

3. The district technology plan must include an assessment of the telecommunications services, hardware, software, and other services that will be needed to improve education.

These items are listed throughout the plan.

4. The district technology plan must provide for a sufficient budget to acquire and maintain the hardware, software, professional development, and other services that will be needed to implement the strategy for improved education. Specifically, how does the district intend to fund those items of equipment, software, services, and training *not* covered by the E-rate discount? It is recommended that a plan for hardware refreshment be built into all district technology plans.

The technology budget does cover the items listed in the plan including additional services needed to implement the strategies and action steps. Some of the funding is based on expected revenue from state and other sources and funding for those steps are not within the control of the district. ALL e-rate applications and the funds to successfully implement those projects are based on funding that is available e to the district.

5. The district technology plan must include an evaluation process that enables the district and its schools to monitor progress toward the specified goals and make midcourse corrections in response to new developments and opportunities as they arise.

There is an evaluation process at the end of each Dimension. This will be used to evaluate the progress and will guide adjustment to the plan as it is reviewed on a yearly basis.