

Anderson School District Two Technology Plan

2011-2016



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II. District Profile

Schools in the district – 7

Enrollment by School

Belton Honea Path High School	1060
Belton Middle School	51
Honea Path Middle School	436
Honea Path Elementary School	509
Belton Elementary School	472
Marshall Primary School	507
Wright Elementary	187

District Enrollment – 3682

Number of Free/Reduced Lunch - 1997

Dropout Rate - 3.5%

Graduation Rate - 74.4%

E-Rate Discount - 73%

III. Executive Summary

The Anderson School District Two technology plan provides a guideline for the improvement and updating of technology in the district over the **next 5 years**. Our plan calls for the replacement of the existing computer workstations as funds allow for the next five years as well as annual updates to the core infrastructure each year. The technology plan also includes a staff development plan which incorporates IC3 standards to help us meet the requirements of Proviso 1.6. Technology courses are offered at both the district and school levels throughout the year. The technology plan will be revised yearly in order to address the current technology needs of our faculty and students.

IV. District Needs Assessment

Anderson School District Two currently has approximately 1500 computers in instructional and administrative facilities. These computers vary in age and configuration. All units are running Windows XP operating system. Anderson School District Two makes every effort to keep the equipment as consistent as possible at each location.

Anderson School District Two currently employs three full time technology support staff members at the district level: a technology coordinator, a computer technician, and a SIS coordinator. Media Specialists, the Technology Points of Contact, act as intermediaries between the district and schools by providing assistance, troubleshooting, training, and disseminating information. Additional staffing could provide more school-based support which is currently being provided by media specialists.

V. Mission

Our Anderson School District Two mission, in partnership with the total community, is to develop the potential that exists in every student to meet the needs of a changing world.

Motto

Respecting the Past. . .

Embracing the Future. .

Opening the World. . .

Beliefs

We believe:

- student achievement, emotional well-being, and social development are our top priorities.
- excellence in education is a partnership bridging students, home, school, and community.
- instruction must be current, engaging, challenging, and equally accessible to all students.
- a rigorous standards-based curriculum and specialized programs are foundations for success.
- competence in technology is critical for equal access to communication, information, and enhancing instruction.
- all learners achieve their maximum potential in a safe, respectful, and supportive environment that recognizes, values, and accommodates unique abilities and interests.
- an effective educational system anticipates, plans, and acts in response to a changing world.

Strategies to Accomplish Mission

Technology Dimension One: Learners and Their Environment

A. Snapshot of Current Technology Use in District

Current technology use in the district includes both regular and scheduled use of technology as well as other varied usages. Examples of consistent, regular, scheduled use include the following:

- Kindergarten students utilize Waterford Early Learning curriculum software in both a lab and classroom setting.
- Elementary students are scheduled for 30 minutes daily computer lab sessions using SuccessMaker curriculum software.
- Middle school students are offered a keyboarding/software applications class.
- Middle school students are scheduled twice weekly for computer lab sessions using SuccessMaker and Study Island curriculum software.
- After-school programs utilize computer labs as a tool for student academic remediation..
- High school students are offered APEX and office application classes. APEX is also used as the secondary credit recovery program.
- High school students have the opportunity to enroll in SC Virtual High School courses.

These bullets describe varied technology use throughout Anderson School District Two.

- Media Centers at all schools are equipped with a minimum of 12 networked computers used by students for research, word processing, etc.
- Four schools equipped with AV equipment produce morning news shows and highlight a sense of school community.
- All schools are equipped with an electronic information board in or near office areas.
- Core curriculum and special education classrooms across the district have interactive whiteboards. ActiVotes and ActivExpressions (student handheld interactive devices) are available for each grade level/department. Interactive technology such as visual presenters and ActivSlates are used to promote best practices in all areas of the curriculum.
- Two elementary schools and the high school use of mobile laptop carts to provide instructional flexibility of working interactively with technology in small/large groups.
- Two elementary schools utilize iPod Learning Labs to differentiate instruction.
- All schools use Destiny Library Manager.
- Classroom use throughout the district of age/developmentally appropriate web-based applications such as Renaissance Learning, Study Island, Brain Pop, Capstone Interactive Library, Ignite Learning and curriculum-based resources.
- District-wide use of various multimedia software for classroom instruction such as PowerPoint, etc.
- District-wide use of DISCUS, etv StreamlineSC and One Place SC (a learning portal for various state supported resources).
- District Tandberg Distance Learning Lab incorporates twenty-eight networked workstations, an interactive whiteboard and various Tandberg equipment.

- District and school level administration, guidance counselors and teachers use TestView to access student information including: state test scores, quarterly benchmark scores, District Achievement scores, report card scores, transcript information and various reports.
- District use of GIFT software is utilized to manage the gifted and talented student score information and the generating of reports.
- District and school level administration, guidance counselors and teachers use of EXCENT to assess and serve the needs of the special education population.

B. Overall Goal for Technology Dimension One:

Maximize the availability and use of technology as a teaching tool to improve student academic achievement in Anderson School District Two.

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

- **Objective 1a:** Continue to implement technology replacement cycle to ensure accessibility and availability of up-to-date technology resources.
- **Objective 1b:** Explore alternative funding sources to address need for additional technology resources in the district.
- **Objective 1c:** Explore various software and internet-based curricula options for use in the district.
- **Objective 1d:** Continue to offer before and after school enrichment and remediation options in order to improve student academic achievement district-wide.

D. Implementation Action Steps for Districts and Schools

- **Objective 1a:** Continue to implement technology replacement cycle to ensure accessibility and availability of up-to-date technology resources.
Action Steps:
 - a. Seek recommendations from Technology Coordinator
 - b. Request funding in annual budget
 - c. Seek board approval for funding
 - d. Provide manpower for completion of annual replacement
- **Objective 1b:** Explore alternative funding sources to address need for additional technology resources in the district.
Action Steps:
 - a. Identify needs for which funding will be sought
 - b. Conduct searches for additional funds
 - c. Prepare and submit requests for funding
- **Objective 1c:** Explore various software and internet-based curricula options for use in the district.
Action Steps:
 - a. Identify needs for which curricula options will be considered

- b. Identify resources available
 - c. Schedule meetings to explore options including funding sources, software implementation, and training
- **Objective 1d:** Continue to offer before and after school enrichment and remediation options in order to improve student academic achievement district-wide.
 - Action Steps:
 - a. Identify and schedule staff for program
 - b. Identify and recruit students for participation
 - c. Provide services according to established plan
 - d. Evaluate progress

E. Funding Consideration for District and Schools

- Funding consideration for **Objective 1a:** Continue to implement technology replacement cycle to ensure accessibility and availability of up-to-date technology resources as funding allows.
- Funding consideration for **Objective 1b:** Explore alternative funding sources to address need for additional technology resources in the district. The district will continue to explore grant funds and other sources to address identified, projected needs.
- Funding consideration for **Objective 1c:** Explore various software and internet-based curricula options for use in the district. Costs include staff time and vendor time to locate and consider various options.
- Funding consideration for **Objective 1d:** Continue to offer before and after school enrichment options in order to improve student academic achievement district-wide. The district will continue to explore grant funds and other sources to address identified, projected needs.

F. Evaluation of Objectives (including baseline data sources and ongoing data sources)

- **Objective 1a:** Continue to implement **technology replacement cycle** to ensure accessibility and availability of up-to-date technology resources. Objective will be evaluated annually via report to the Superintendent.
- **Objective 1b:** Explore alternative funding sources to address need for additional technology resources in the district. Evaluation of this objective will include listing of awarded alternative funding sources used to support technology.
- **Objective 1c:** Explore various software and internet-based curricula options for use in the district. Notes from curriculum and media specialists meetings, and correspondence with vendors will serve as data sources for evaluation of this objective.
- **Objective 1d:** Continue to offer before and after school enrichment and remediation options in order to improve student academic achievement district-wide.

State mandated tests, DIBELS, and District Achievement score data analysis will provide details as to the impact of enrichment and remediation on student academic achievement. Additionally, a comprehensive formal evaluation of after school programs is completed annually per 21st Century Community Learning Center guidelines.

G. Current Best Practices in District

The following are best practices that are currently in use in Anderson School District Two:

- **Individualized Computer-Based Instruction** - Anderson School District Two is providing research-based instruction daily through interactive software that tailors instruction to each student's unique needs. (i.e. Waterford, SuccessMaker, Study Island, APEX, Virtual High School)
- **Ongoing Assessment and Data Usage** - Individualized computer-based programs provide teachers with assessment data which is used to inform instructional decisions. Administrators and teachers are supported by training in the use of data to direct instruction at every level.
- **Integrating Technology into Classroom Instruction** - Teachers are using various technology resources to increase student achievement in Anderson School District Two. The positive effects of this technology use in the classrooms are student engagement, motivation, and formative assessment for understanding of content material. As teachers use a student-centered approach and access technology-based resources in the context of standards-based instruction, students are more likely to show increased achievement. (i.e. Promethean Boards, Visual Presenters, laptops, iPods, Ignite Learning, ActiVotes, and ActivExpressions).
- **Ongoing Professional Development** - Anderson School District Two provides ongoing professional development and technology support through district and school level workshops and trainings. Online professional development opportunities are shared with staff members.

Technology Dimension Two: Professional Capacity

A. Snapshot of Current Technology Use in District

- Anderson School District Two offers annual professional development through a variety of technology courses and/or workshops in the following areas: Integrating Technology into the Curriculum, Promethean software, and other computer applications.
- All teachers in Anderson School District Two are provided professional development on the use of PowerTeacher, a component of PowerSchool. Refresher workshops are offered annually.
- The media specialists are the Technology Point of Contact (TPC) at each school site. They provide technical assistance to teachers and staff in the building to which they are assigned and provide local technology workshops to meet the staff development needs of teachers.
- The district has established a computerized assessment to determine technology proficiency for all teachers.

B. Overall Goal for Technology Dimension Two

Ensure technology proficiency of all staff in accordance with Proviso 1.6.

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

- **Objective 2a:** Identify, train and utilize TPCs as technology resources in each school.
- **Objective 2b:** Continue to convene Technology Professional Development Committee to assess needs, make recommendations, and establish priorities for technology related professional development in Anderson School District Two.
- **Objective 2c:** Implement a schedule of courses, workshops and conferences to address the technology proficiency needs of all staff in Anderson School District Two.
- **Objective 2d:** Employ creative methods to raise awareness and access to technology resources.
- **Objective 2e:** Ensure that the district maintains technology literate highly qualified personnel.

D. Implementation Action Steps for Districts and Schools

- **Objective 2a:** Identify, train and utilize TPCs as technology resources in each school.
Action Steps:
 - a. Provide ongoing and specialized training to Technology Points of Contact
 - b. Conduct monthly/yearly review of Technology Points of Contact and program
 - c. Continue providing a yearly stipend for the appointed Technology Points of Contact
- **Objective 2b:** Continue to convene Technology Professional Development Committee to assess needs, make recommendations, and establish priorities for technology professional development in Anderson School District Two.

Action Steps:

- a. Conduct **regular** technology integration planning and coordination meetings to monitor initiatives and progress.
- b. Annually review and revise district technology plan as appropriate.

- **Objective 2c:** Implement a schedule of courses/workshops and conferences to address the technology proficiency needs of all staff in Anderson School District Two.

Action Steps:

- a. Conduct annual assessment of **technology proficiency** of staff.
- b. Determine training priorities and needs identified through yearly surveys and/or collaborative meetings with stakeholders at the District and school levels.
- c. Budget for professional development needs within established means.
- d. Explore alternative funding sources to offer technology professional development.

- **Objective 2d:** Employ creative methods to raise awareness and access to technology resources.

Action Steps:

- a. Maintain a district state-of-the-art Tandberg Distance Learning Lab to include a variety of technology use and integration resources.
- b. Provide a central location for teachers to share resources district-wide.
- c. Create and maintain webpages through eChalk web-hosting portal.
- d. Provide school level staff development opportunities.
- e. Identify grant writing opportunities to increase technology resources within the schools (WebbCraft Family Foundation, Gateway to Technology).

- **Objective 2e:** Ensure that the district maintains technology literate highly qualified personnel.

Action Steps:

- a. Offer courses, workshops, conferences and online staff development to increase technology proficiency of all staff.
- b. Recruit technology literate highly qualified personnel to fill vacancies in the district.
- c. Conduct annual assessment of technology proficiency of staff.

E. Funding Consideration for District and Schools

- Funding considerations for **Objective 2a:** Identify, train and utilize TPCs as technology resources in each school.
- Funding considerations for **Objective 2b:** Continue to convene Technology Professional Development Committee to assess needs, make recommendations, and establish priorities for technology professional development in Anderson School District Two. No additional budgeted costs.

- Funding considerations for **Objective 2c**: Implement a schedule of courses, workshops and/or conferences to address technology proficiency needs of all staff in Anderson School District Two. Costs vary but are annually covered through Technology Professional Development, PDSI, Title I, and E2T2.
- Funding considerations for **Objective 2d**: Employ creative methods to raise awareness and access to technology resources. No additional costs are needed to provide a central location for teachers to share resources. Costs to maintain Tandberg Distance Learning Lab are funded through district based-budget.
- Funding considerations for **Objective 2e**: Ensure that the district maintains technology literate highly qualified personnel. All activities are available to district staff at no additional cost.

F. Evaluation of Objectives (including baseline data sources and ongoing data sources)

- **Objective 2a**: Identify, train, and utilize TPCs as technology resources in each school. Feedback from principals and Technology Coordinator will be used to determine progress of this objective.
- **Objective 2b**: Continue to convene Technology Professional Development Committee to assess needs, make recommendations, and establish priorities for technology professional development in Anderson School District Two. Meetings and annual technology plan will serve to evaluate this objective.
- **Objective 2c**: Implement a schedule of courses, workshops, and/or conferences to address technology proficiency needs of staff in Anderson School District Two. Attendance sheets will serve as a record of trainings offered. Results of technology proficiency assessment will serve as an indicator of progress made.
- **Objective 2d**: Monitor use of online lesson plans and Tandberg Distance Learning Lab through annual review by Technology Professional Development Committee, building administration, and district administration.
- **Objective 2e**: Ensure that the district maintains technology literate highly qualified personnel. District results of technology proficiency assessment will serve as an indicator of progress toward this objective.

G. Current Best Practices in District

Currently the district employs the following best practices for increasing professional capacity as noted in the National Staff Development Council's Standards for Staff Development, 2001:

- Requires and fosters a norm of continuous improvement.
- Aligns with the School Renewal Plans and the District Strategic Plan and is funded by a line item in the budget.
- Uses a variety of staff development approaches including continuous collaboration to accomplish the goals of improving instruction and student success.

Technology Dimension Three: Instructional Capacity

A. Snapshot of Current Technology Use in District

- All teachers in Anderson School District Two currently use PowerTeacher as a primary method of maintaining student grading information.
- Renaissance Place is currently used in grades K-8 as a method of identifying struggling readers, encouraging student reading, and assessing reading comprehension.
- ViaTest is currently used in all schools for benchmark scoring purposes.
- Enrich/TestView is used to analyze test data and assist teachers in targeting student remedial needs and shaping instruction.

B. Overall Goal for Technology Dimension Three:

Increase the use of technology to maximize instructional capacity throughout the district.

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

- **Objective 3a:** Continue to use PowerTeacher as a primary method of maintaining student grading information.
- **Objective 3b:** Revise benchmark testing district-wide to improve student academic achievement.
- **Objective 3c:** Expand use of Renaissance Place to assess and foster reading comprehension.
- **Objective 3d:** Encourage expansion and use of technology as a teaching tool in the district.

D. Implementation Action Steps for Districts and Schools

- **Objective 3a:** Continue to use PowerTeacher as a primary method of maintaining student grading information.

Action Steps:

- a. Provide annual training for new employees.
- b. Provide refresher workshops for returning employees.
- c. Monitor and evaluate use.

- **Objective 3b:** Revise benchmark testing district-wide to improve student academic achievement.

Action Steps:

- a. Form **district grade- level teams** to assist in item revisions.
- b. Under the leadership of the Office of Instruction, examine items from question banks for validity, reliability, and PASS- like assessment.
- c. Work with content area specialists to create assessments which meet standard-level expectations of the state.
- d. Complete benchmark testing, analyze results, and discuss instructional implications quarterly to shape instruction and provide remediation/ enrichment.
- e. Access imported quarterly benchmark assessment results through Enrich/TestView to note areas of instructional strengths and weaknesses.

- **Objective 3c:** Expand use of Renaissance Place to assess and foster reading comprehension.
Action Steps:
 - a. Work with Parent/Teacher Organizations and school staff to implement a reward system for student progress.
 - b. Evaluate progress annually.

- **Objective 3d:** Encourage expansion and use of technology as a teaching tool in the district.
Action Steps:
 - a. Maintain a district Tandberg Distance Learning Lab to incorporate a variety of technology use and integration resources.
 - b. Conduct annual assessment of technology proficiency of staff.
 - c. Implement a schedule of courses and/or workshops offered annually.
 - d. Explore various software and internet-based curricula options for use in the district.
 - e. Recruit technology literate highly qualified personnel to fill vacancies in the district.
 - f. Encourage technology usage through lesson plan and observation feedback to teachers.

E. Funding Consideration for District and Schools

- Funding Considerations for **Objective 3a:** Continue to use PowerTeacher as a primary method of maintaining student grading information. Service provided at no cost to the district by the State Department of Education.

- Funding Considerations for **Objective 3b:** Continue benchmark testing district-wide to improve student academic achievement. Costs incurred are covered through current district budget.

- Funding Considerations for **Objective 3c:** Expand use of Renaissance Place to assess and foster reading comprehension. Maintenance costs associated with program are funded through Formative Assessment state funds.

- Funding Considerations for **Objective 3d:** Encourage expansion and use of technology as a teaching tool in the district. Professional development costs are varied and are covered through Technology Professional Development, PDSI, Title I and E2T2. The cost of Technology Proficiency Assessment system is at no cost to the district. The assessment to satisfy the state proficiency proviso for teachers is funded by the district. Time is the only additional cost in determining technology professional development needs in the district, exploring various software and internet-based curricula options, and recruiting technology literate highly qualified personnel to fill vacancies in the district.

F. Evaluation of Objectives (including baseline data sources and ongoing data sources)

- **Objective 3a:** Continue to use PowerTeacher as a primary method of maintaining student grading information. Evaluation of this objective will include review of data maintained by principals and District Technology Coordinator.

- **Objective 3b:** Continue benchmark testing district-wide to improve student academic achievement. Progress will be monitored by the Office of Instruction and principals.
- **Objective 3c:** Expand use of Renaissance Place to assess and foster reading comprehension. School media specialists and classroom teachers will be responsible for gauging progress through comparison of data maintained on the Renaissance Place system.
- **Objective 3d:** Encourage expansion and use of technology as a teaching tool in the district. Sign-in sheets for workshops will serve as a record of attendees. Results of technology proficiency assessment will serve as an indicator of progress made.

G. Current Best Practices in District

Accelerated Reader and other programs included in Renaissance Place are recognized as a best practice with Renaissance solutions having been accepted into the prestigious Catalog of School Reform Models.

Benchmark testing, conducting formative assessments, is noted as a best practice in a variety of sources. Achievement can be increased by using student performance data to inform instruction through identifying student strengths and weaknesses and developing educational goals and remediation activities (DuFour, Marzano, Reeves, 2007).

A teacher's ability to use assessment data for the purpose of informing instruction is essential throughout the year. (Marzano, 2006). Only through effective, informed instruction and curriculum development can student achievement continue to improve. Finally, the overarching goal of teaching teachers how to use data to inform instruction is primary as the literature suggests that teachers are challenged with assessing students effectively (DuFour, Marzano, Reeves, 2007). In the book, Ahead of the Curve, the authors examine many perspectives of effective assessment design and implementation. The purpose of assessment is to provide meaningful feedback that leads to improved student performance.

In providing staff development, the district employed the following best practices for increasing professional capacity as noted in the National Staff Development Council's Standards for Staff Development, 2001:

- Requires and fosters a norm of continuous improvement.
- Is aligned with the School Renewal Plans and the District Strategic Plan and is funded by a line item in the budget.
- Uses a variety of staff development approaches including continuous collaboration to accomplish the goals of improving instruction and student success.

Technology Dimension Four: Community Connections

A. Snapshot of Current Technology Use in District

Use of technology for community connections includes the following:

- Websites are available for the entire district and each school containing basic information as well as information on current events. These websites are all accessible locally as well as with links to various other sources.
- PowerSchool Parent Portal is used as a regular vehicle of communication from schools to parents.
- All employees in the district have access to email and regularly use this as a method of communication internally and externally with staff, parents, other schools, etc.
- The district utilizes technology for various personnel reasons to include job postings and accepting applications.
- School Messenger, a computerized voice messaging system, is used as a regular vehicle of communication from schools to parents and other groups.

B. Overall Goal for Technology Dimension Four

To utilize available technology as a tool to increase awareness of and access to information about Anderson School District Two for the community as a whole.

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

- **Objective 4a:** Update district website to increase ease of use for the general public in locating relevant information.
- **Objective 4b:** Expand use of PowerSchool Parent Portal to increase communication between school and home.
- **Objective 4c:** Continue use of email as a method of communication between school and home; between teachers and parent/guardians.
- **Objective 4d:** Continue use of technology for recruitment of staff to the district.
- **Objective 4e:** Continue to provide access to technology for community members through Family Literacy Programs.
- **Objective 4f:** Expand use of School Messenger to increase communication between school and the home environment.

D. Implementation Action Steps for Districts and Schools

- **Objective 4a:** Update district website to increase ease of use for the general public.
Action Steps:
 - a. Continue to work with vendor on creation of new design.
 - b. Offer feedback on preliminary site.
 - c. Maintain current information regarding district activities and events.
 - d. Monitor usage to determine effectiveness.

- **Objective 4b:** Expand use of PowerSchool Parent Portal to increase communication between school and home.
Action Steps:
 - a. Provide staff development as needed for new hires.
 - b. Encourage use of PowerSchool Parent Portal as a communication tool.
 - c. Monitor usage to determine effectiveness.

- **Objective 4c:** Continue use of email as a method of communication between school and home; teachers and parents/guardians.
Action Steps:
 - a. Provide staff development as needed for new hires and other identified staff.
 - b. Discuss parent communication with teachers during quarterly conferences.

- **Objective 4d:** Continue use of technology for recruitment of staff to the district.
Action Steps:
 - a. Consistently update current postings on district website.
 - b. Access CERRA from South Carolina Online Application System.

- **Objective 4e:** Continue to provide access to technology for community members through partnerships with Family Literacy Programs.
Action Steps:
 - a. Provide access to technology for use in implementing Family Literacy Programs.
 - b. Assist in recruitment for program participation through distribution of materials, collaboration/communication, and other means.

- **Objective 4f:** Expand use of school messenger to increase communication between school and the home environment.
Action Steps:
 - d. Provide staff development as needed for new hires.
 - e. Encourage use of School Messenger as a communication tool.
 - f. Monitor usage to determine effectiveness.

E. Funding Consideration for District and Schools

- Funding Considerations for **Objective 4a:** Update district website to increase ease of use for the general public. An annual cost web-hosting is covered by the district budget.

- Funding Considerations for **Objective 4b:** Expand use of PowerSchool Parent Portal to increase communication between school and home. No additional costs; Parent Portal is funded through the state.

- Funding Considerations for **Objective 4c:** Continue use of email as a method of communication between schools and parents/guardians. Costs are included in annual licensing agreement budgeted in general funds.

- Funding Considerations for **Objective 4d:** Continue use of technology for recruitment of staff to the district. This service is provided free of charge through the South Carolina Department of Education.

- Funding Considerations for **Objective 4e**: Continue to provide access to technology for community members through Family Literacy Programs. Access to existing technology is provided at no additionally incurred costs.
- Funding Considerations for **Objective 4f**: Expand use of School Messenger to increase communication between school and the home environment. Cost for this service is covered by general funds.

F. Evaluation of Objectives (including baseline data sources and ongoing data sources)

- Update district website to increase ease of use for the general public. The number of hits on the existing website will serve as evaluation tools for this objective.
- Expand use of PowerSchool Parent Portal to increase communication between school and home. Results of parent responses to the annual school survey will serve as an indicator of progress toward achievement of this objective.
- Continue use of email as a method of communication between school and home. Results of parent responses to the annual school survey will serve as an indicator of progress toward achievement of this objective.
- Continue use of technology for recruitment of staff to the district.
- Continue to provide access to technology for community members through Family Literacy Programs.
- Expand use of School Messenger to increase communication between school and the home environment. Results of parent responses to the annual school survey will serve as an indicator of progress toward achievement of this objective.

G. Current Best Practices in District

Telecommunications technologies are helping a growing number of parents become more involved in their children's education. Parents report that the improved access to their children's teachers has made it much easier to keep track of homework assignments and other matters. New technologies can help parents and teachers overcome obstacles related to work schedules and parent availability. (<http://www.benton.org/publibrary/schools/four.html#parents>), 2005.

Technology Dimension 5: Support Capacity

Currently, the Office of Technology has three full-time staff members. As technology components and programs are added to the existing structure, the need for additional support personnel is evident. We are currently using the media specialist in each school as the Technology Point of Contact (TPC). Realizing the current state budgeting crisis, additional staffing possibilities are not appropriate at this time. However, if funding were available a full-time technology staff development position would provide the support needed for the Anderson School District Two. An increase in the Internet bandwidth capacity would ensure a consistent and timely delivery of online resources.

Cumulative Targets and Benchmarks

Note: The following targets and benchmarks will be monitored and adjusted annually for each of the years within the technology plan.

2011 – 2016

Learners and Their Environment

- Sixty percent of Anderson School District Two students will have created a technology document through the use of a variety of technology tools to complete authentic tasks.
- Sixty percent of Anderson School District Two students will possess effective communication skills and technology literacy as evidenced by teacher and student technology presentations.

Professional Capacity

- Ninety-five percent of Anderson School District Two teachers will possess technology proficiency as evidenced by teacher technology proficiency assurance forms.
- Every school in Anderson School District Two will have a Technology Point of Contact (TPC) who conducts technology professional development and helps teachers integrate technology into the curriculum.

Instructional Capacity

- One hundred percent of Anderson School District Two teachers will integrate technology and information literacy skills into their teaching of the South Carolina academic standards as evidenced by weekly/unit lesson plans and observation feedback.
- Eighty percent of Anderson School District Two students will meet the information literacy and technology skills for their grade level as found on the State Department of Education's performance matrix for information literacy and technology education.

Community Connections

- One hundred percent of Anderson School District Two Technology Point of Contacts will provide professional development training in how to access and use available community resources.

Support Capacity

- The district will include in its technology plan an assessment of its current technology needs and its current technology support strategies.

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Anderson School District Two Superintendent, Mr. Thomas T. Chapman
Students of Anderson School District Two
Employees of Anderson School District Two
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Anderson School District Two Instructional Leadership Team
Anderson School District Two Technology Department
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Required Appendixes

Appendix 1: No Child Left Behind Action Plan

The plan for addressing NCLB, including all district local, state, and federal funds, is included in the recently completed district strategic plan. This plan is filed at Anderson School District Two Office. In addition to the district's strategic plan, additional information is listed below:

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.

Response:

The district's teachers will continue to integrate technology into all aspects of the K12 curriculum. Students will utilize technology systems as learning tools.

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.

Response:

Through the use of technology in the classroom, students will strive to achieve higher state academic standards, resulting in improved test achievement. Teachers and students will also demonstrate technology proficiency using various tools. The use of technology will create an engaged learning environment. The district provides numerous staff development opportunities available to all staff. The Technology Point of Contact at each school develops a yearly technology professional development plan focused on enhancing technology skills that will engage and motivate learners.

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.

Response:

Each year, technology components are tracked and inventoried to ensure that the needs are addressed in every area. This process will ensure access to technology resources for students and teachers.

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.

Response:

All students in every school will have increased access to technology. This access could be in the form of student desktops, lab computers, iPods, or mobile laptop carts. As mentioned in item 3, each year technology needs are evaluated and components are added according to needs.

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.

Response:

The district currently utilizes a variety of professional development materials and courses available to all staff. Specific training are scheduled and conducted according to staff needs (Promethean, ActivExpressions, SuccessMaker, Microsoft Office 2010, CLC GIST software, PowerTeacher). In addition, resources such as Teacher Learning Community (Simple K12) are also available. On-site training is provided by the Technology Point of Contact for each school.

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.

Response:

In addition to the various sections listed in this document, the district has utilized these funds for the following projects:

Upgraded SuccessMaker Enterprise to SuccessMaker 4 and provided training.

Conducted CLC GIST software and training for use with the Content Literacy Continuum Initiative.

Addressed various technology needs throughout the district.

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.

Response:

The district has outlined teacher and administrative expectations for technology integration to support standards-based learning in all curriculum areas. Technology integration is noted in weekly lesson plans and also in administrative observation feedback for each teacher. The Technology Point of Contact for each school provides continuous technology training for all teachers based on current needs.

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.

Response:

The district has utilized a variety of online course delivery including APEX (virtual high school), and the SDE Virtual High School Program. School and district-level personnel participate in a variety of webinars throughout the school year. We will continue to explore other opportunities and methods of course delivery.

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.

Response:

The district provides a customized parent portal to provide access to student information. This portal allows communication between parents, teachers, and students. Schools, as well as teachers, maintain web pages which detail pertinent information regarding school programs and classroom expectations. The district recently implemented School Messenger which is an automated calling service detailing students absences and other important school information.

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.

Response:

Anderson School District Two partners with One-Stop to provide job fairs and technology training sessions for adults and parents within our district zone. Trainings are held for technology advancement for these adults as well as working with electronic resumes to help in the search for employment. After school personnel, Career Development Facilitators, and business lab teachers offer these technology training sessions. Access to technology is provided through school computer labs.

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.

Response:

Please refer to the Evaluation section (F.) for each dimension listed in this document.

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.

Response:

Please refer to the District Needs Assessment section of this document. Anderson School District Two utilizes the following software/electronically learning materials: Waterford Early Learning, SuccessMaker4, APEX, Ignite Learning, BrainPop, Study Island, Virtual High Schools, CLC GIST, DISCUS, ETV StreamlineSC, Promethean Planet.

Appendix 2: Teacher Technology Proficiency Proviso Professional Development Plan

Anderson School District Two Teacher Technology Proficiency Plan can be found on the district's website at the following URL:

http://www.anderson2.org/www/ud00/9/9834ed751a7c4dba93d85293df026280/Personal_Documents/Teacher%20Technology%20Proficiency%20Proviso.htm

Appendix 3: Acceptable Use Policy

Anderson School District Two Acceptable Use Policy can be found at the following URL: <http://www.anderson2.org/userpolicy>

Appendix 4: How E-Rate Areas Have Been Addressed

The plan for addressing E-Rate areas is included in previous sections and appendixes of this document.

Appendix 5: Report on Last Year's Progress Toward Goals, Objectives, Strategies, Benchmarks, Actions, and Outcomes

Please refer to the district's previous technology plan, which includes goals, objectives, and status updates at the following URL:

http://www.anderson2.org/site_res_view_template.aspx?id=f10f5e7b-188e-4901-9487-b07c44460ae7

DISTRICT TECHNOLOGY PLAN CHECKLIST

Please complete the shaded box on page 3 of this checklist form and return *all three sheets* as the *cover pages* of the completed technology plan.

Cover Page

This page must contain the following:

- district name,
- name and signature of district superintendent,
- name and signature of technology coordinator,
- mailing address, phone and fax numbers, and e-mail address of district technology coordinator,
- district home page URL, and
- effective dates covered by the plan or the year covered by the annual update.

District Profile

This section must include the following:

- number of schools in the district,
- number of students enrolled in district schools,
- percentage of students eligible for free and reduced lunches,
- number of English as a Second Language (ESL) students,
- number of dropouts,
- graduation rate, and
- district E-rate discount.

Executive Summary

This section must be a concise description of the entire technology plan.

District Needs Assessment

This section must describe the district's current technology needs, current technology inventory, and current technology support strategies. All goals should specifically address your district's needs.

District Vision and Mission Statements

These overarching statements should address the district's needs, including assistive technology needs, and should be aligned with the 2003–08 state technology plan as well as the No Child Left Behind legislation.

Plans for the Five Individual Technology Dimensions

The narrative of the district's plans for the individual Technology Dimensions *must* be organized on the basis of the following five sections, which *must be labeled and ordered as shown here*:

- Technology Dimension 1: Learners and Their Environment
- Technology Dimension 2: Professional Capacity
- Technology Dimension 3: Instructional Capacity
- Technology Dimension 4: Community Connections
- Technology Dimension 5: Support Capacity

In each of the above sections, the narrative for the technology dimension *must* be organized on the basis of the following seven sections, which *must be titled and lettered as shown here*:

- A. Snapshot of Current Technology Use in District**
- B. Overall Goal for This Dimension**
- C. Objectives, Strategies, and Action List to Reach Goal**
- D. Implementation Action Steps for Districts and Schools**
- E. Funding Considerations for District and Schools**
- F. Evaluation of Objectives** (including baseline data sources and ongoing data sources)
- G. Current Best Practices in District** (if applicable)

Cumulative Benchmarks

This section must contain a list of benchmarks expected to be met during the year. Include a timeline and method for assessing benchmarks periodically.

Acknowledgements

This section must contain a list stakeholders that shows a wide diversity of school and community members who contributed to the planning process.

Bibliography

This section should provide full publication information and specific page references for all secondary sources utilized.

Required Appendixes

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*.

Appendix 2: Teacher Technology Proficiency Proviso Professional Development Plan

Guidelines for district professional development plans can be found at <http://www.myscschools.com/offices/technology/announce/proviso140.htm>.

Appendix 3: Acceptable Use Policy

Appendix 4: How E-Rate Areas Have Been Addressed

See part B of the “Guidelines for District Technology Plans” section of the *South Carolina State Technology Plan 2003–08* for the five E- rate areas.

Appendix 5: Report on Last Year’s Progress toward Goals, Objectives, Strategies, Benchmarks, Actions, and Outcomes

Other Vital Appendixes

I verify that all above components for the **Anderson School District Two** technology plan have been addressed.

Please print.

Technology coordinator's name: **Susan As. Shirley** _____
Please print.

Technology coordinator's signature: *Susan A. Shirley* _____

10-5-11
Date signed

Superintendent's name: **Thomas T. Chapman** _____
Please print.

Superintendent's signature: *T. Chapman* _____

10-5-11
Date signed