

# Marion School District Two Technology Plan 2012-2017



Marion School District Two  
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## II. District Profile

**Marion School District Two is located in Mullins, South Carolina**

- Total number of Schools: 4
- Total student population: 1809 students
- Percent eligible Free and Reduced Lunch: 83.3%
- Total ESL students: 16
- Drop-out rate: 6.4%
- Graduation rate: 86.18%
- District E-rate discount: 90%

## III. Executive Summary:

*It is important to note that this Technology Plan Upgrade is intended to serve as a guideline for the design and implementation of technology. It is not, nor is it intended to be, comprehensive detailed specifications. For this reason, a qualified communications designer/consultant should be retained for each project to prepare the detailed design and technical specifications applicable at that time.*

Marion School District Two continues to view technology as an essential tool in delivering educational content to its students. Marion District Two strives to make available to the educational community technology that is current and in a condition that is reliable, easy, and convenient to use. Accountability in education has never been more important than it is today. New guidelines and regulations have been imposed on schools such as No Child Left Behind, IDEA and School Report cards. The need to ensure that the academic success of all students remains the focus of everything we do in the educational arena is of top priority.

The information superhighway has emerged on the scene over the past 20 years. With it has also come an explosion of technology in every arena. In the global economy that we now live in computers will continue to play an even more integral role in everything that we do. In order to ensure that our students are able to meet this challenge access to computers in K-12 education is essential.

This plan communicates the technical needs and wishes of the staff of Marion School District Two in Mullins, South Carolina. Technological literacy is an essential component of job readiness, citizenry, and life skills. Students must not only become competent in the use of technology and associated applications; they also must be able to apply their skills to practical situations. We must use technology as a tool both to enhance the teaching/learning environment and to prepare graduates for the computer-based technologies they will encounter as they enter the workforce. In addition, we must use technology to improve management at all levels.

This plan has been developed to provide a flexible guide for the integration of technology into all aspects of operations in Marion School District Two. The language is broad to avoid limiting access to future improvements and innovations in this area where new developments are constantly evolving.

The Strategic Plan has provided direction in the development of this plan through its emphasis on the need for more equipment and for appropriate and ongoing staff training, its call for a district-wide network, the suggested technology training structure, and the emphasis on appropriate integration into the curriculum.

We have outlined equipment needs based on a network capable of connecting multiple computer workstations, printers, and peripherals within each school setting. When the plan reaches full implementation, each classroom will be equipped with workstations which are networked both to the media center for curriculum-related software and to the school office for administrative purposes as appropriate. The school-based networks will then be networked to each other and to the district office. Therefore, this plan approaches the district's technology needs from four perspectives:

- each classroom
- each media center
- each administrative office area
- each lab environment

This technology plan will address The Technology Dimensions as defined by the SC Educational Technology Plan:

### **Technology Dimension 1: Learners and Their Environment**

The district and schools will use research-proven strategies to provide home, school, and community environments conducive to our students achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement in South Carolina.

### **Technology Dimension 2: Professional Capacity**

Marion School District Two will provide professional development opportunities for all staff in an effort to increase the technology competencies of district employees. The effective integration of instructional technologies in the design of engaging work for students will be the focus of all professional development activities designed for certified staff.

### **Technology Dimension 3: Instructional Capacity**

The district and schools will use current and emerging technologies to create learner-centered instructional environments that enhance academic achievement.

### **Technology Dimension 4: Community Connections**

The district and schools will strive to increase student achievement through the use of technology by maximizing community involvement and community partnerships.

### **Technology Dimension 5: Support Capacity**

The district and schools will expand and support technology resources to assist educators and learners in meeting state academic standards.

Provided at the end of the document is a cumulative list of benchmarks that are crafted to enable the technology planning committee to validate progress on an annual basis. Ensuring accountability, increasing access, and funding strategies are addressed at the end of the plan

### **Long Term Goals**

- Enhance existing physical and communications network infrastructure to support district and state requirements of curricular and instructional processes, and classroom and administrative management.
- Provide a local area network communications infrastructure within each district building necessary to support voice, data, and video transmissions to all desktop, media center and administrative office and meeting room locations as appropriate.
- Seamlessly integrate technology into classroom instruction in an effort to ensure teacher and student understanding and usage.

#### **IV. District Needs Assessment:**

##### **Current Technology Needs**

- Increase instructional equipment (i.e. Interactive White Boards, projectors, laptops, etc.) for every classrooms
- Upgrade servers
- Expand instructional support staff for technology
- Sufficient furniture for all equipment
- Sufficient electrical power for all equipment
- Appropriate Assistive technology to ensure accessibility to all students
- Increase laptop wireless computers with carts and printers
- Establish and maintain a base of technology equipment for each administrative/guidance area including but not limited to: Handheld PDA's or multimedia cell phones, scanners, printers, copiers, desktops and/or laptops, etc.
- Expand flexible, comprehensive technology training program to support instructional and administrative training needs.

##### **Current Technology Inventory**

- 544 Desktop Computers
- 269 Laptops
- 6 projectors
- 62 Document cameras
- 77 Interactive White boards

##### **Current Technology Support Strategies**

- Centralized district Help desk
- One district Network Technician
- One district computer technician
- One technology Coach
- One instructional technology support staff centrally located
- School-level technology support person
- eStorage hosted by District
- Technology website with application, informational articles, How-to videos, frequently asked questions, etc.

##### **Snapshot of Current Technology Use**

Marion School District Two's current technology use for learners and their environment include:

- Internet access for all classrooms
- Well-equipped computer labs in all schools
- Wireless internet access in all schools

- WAN access to network instructional software via 100 Mb connections in all schools which includes:
  - InfoCenter
  - Accelerated Reader
  - Compass Learning
  - READ 180
  - Virtual High School
  - Distance Learning
  - Powerschool Premier
  - Streaming Video SC\_ETV

### **Future Goals:**

1. To establish and maintain a base of technology equipment in each classroom including (but not limited to):
  - One teacher networked multimedia workstation and/or laptop
  - Minimum of four student networked multimedia workstations
  - One color printer/copier/scanner or laser printer
  - One interactive white board system
  - DVD/player
  - Sufficient furniture for all equipment
  - Sufficient electrical power for all equipment
  - Voice Over IP Telephone
2. To establish and maintain a base of technology equipment for each media center including (but not limited to):
  - All items listed above for classroom
  - Additional computers for student and teacher use
  - 30 laptop wireless computer cart with printer (K-12)
  - Color laser printer
  - Appropriate assistive technology to ensure accessibility to all students
3. To establish and maintain a base of technology equipment for each administrative/guidance area including (but not limited to):
  - Printer/scanner/copier
  - Desktop and/or laptop computer(s)
  - Sufficient furniture for all equipment
  - Handheld PDA
4. To add equipment and/or upgrade computer labs to accommodate class sizes
5. To implement a flexible, comprehensive technology training program to support instructional and administrative training needs.

- The results from a yearly district-wide survey of technology competency for teachers, along with survey results from SDE ePortfolio system will be used to develop workshops to remedy problem areas identified.
  - A District Technology Coach will assist each school-level technology team in determining training needs and plan training sessions for the faculty and staff.
  - All training materials will be placed on the technology webpage located on the district's website.
  - Each school-level technology team will be trained with the training material and will in turn provide training school-wide, with the assistance of the District Technology Coach.
  - Professional development training opportunities will be made available to the District Technology Coach.
  - Teachers who complete training will become technology mentors for their peers.
  - Additional professional development will be conducted by the District Technology Coach, vendors from whom equipment and/or software are purchased or by independent consultants who are proficient in its use.
  - The training program will be constantly evaluated to determine its effectiveness and to ensure that all needs are being met. Necessary changes will be made expeditiously.
  - Media specialists in each school will provide training in the use of DISCUS, Destiny, IP streaming video and other online resources.
6. To establish/maintain necessary technical support agreements
  7. To define, implement, and ensure a district-wide standard for hardware, software, connectivity, and data transmission
  8. To establish a hardware pool in order to decrease down time
  9. To continually assess district-wide technology needs and revise technology plan annually
  10. To provide appropriate software necessary for instruction, productivity, utility, maintenance and administration.

## **V. District Vision and Mission Statements**

It is our vision that all Marion School District Two's students and teachers have access to the latest technology and are proficient in the use of technology to increase knowledge, create a strong and healthy community, and promote lifelong learning. No longer are classrooms confined by time and space. Our students are truly connected learners who share, explore, and evaluate information through many forms of interactive technology. Teachers are able to use the latest techniques for total integration, encouraging the use of technology by all students. All teachers and students collaborate on standards-based projects and keep a record of their technology journey in education. We are developing community and business partnerships that assist in providing all students equal access to technology and promote priority funding for equipment. No child is left behind as our community crosses the digital divide together, with support in prioritized funding in integrating technology and creating learner-centered environments. The result will be a generation of adults who successfully live, work, and participate in our rapidly changing information-based society.

The technology mission of Marion School District Two, a small, rural community, is to provide resources that will allow our educational community opportunities to be fully prepared, life-long learners and successful contributors in an expanding job market in the 21<sup>st</sup> century.

## **VI. Plans for the Five Individual Technology Dimensions**

# TECHNOLOGY DIMENSION 1

## LEARNERS AND THEIR ENVIRONMENT

### GOAL

Marion School District Two will use research-proven strategies to provide home, school, and community environments conducive to our students achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement in Marion School District Two.

### SNAPSHOT OF CURRENT TECHNOLOGY USE

Marion School District Two has reached many milestones in its journey toward making technology a reality in all of our schools. Technology resources are now widely available in Marion School District Two's schools, and the district has elected to follow the state's recommendation to adopt the International Society for Technology in Education's National Educational Technology Standards for Students (ISTE NETS-S). Our continued goal is to use portfolios and other performance-based methods to conduct needs assessments and to measure students' technological proficiency. The SDE has developed the ePortfolio system which will be our primary tool. Marion School District Two continues to partner with private business and higher education to offer technology training and resources to educators and students. In addition, the SDE has established an agreement with Atomic Learning at <http://www.atomiclearning.com>, which serves as a unique one-stop resource enabling teachers to have access to tutorials, workshops, and project-based lessons designed for each grade level and aligned with state curriculum and ISTE NETS-S standards.

Heavy emphasis has been and continues to be placed on helping students master the state academic standards, and technology is the key to this effort. Integrating technology into the core curriculum is a major focus of technology initiatives in the district. This district continues to work to ensure that technology is integrated throughout the curriculum rather than being isolated as a stand-alone tool. We have taken our commitment one step further by incorporating a Technology Scope and Sequence (ISTE-S) at every grade-level. Our hope is that this will assist teachers with incorporating technology into their curriculum. (See Appendix Z)

Although tremendous strides have been made in the use of technology to create interactive learning environments that enhance student achievement, many steps in the process still remain. Equity of access and accountability must be addressed. One purpose of this plan is to provide a level playing field for the students of Marion School District Two. The operational plan that follows should ensure that Marion School District Two reaches its goal of providing home, school, and community environments conducive to assisting students in using technology to communicate effectively, achieve high academic standards, and achieve technological literacy by the end of the eighth grade.

# OPERATIONAL PLAN

## I. OBJECTIVES AND STRATEGIES

**GOAL:** Marion School District Two will use research-proven strategies to provide home, school, and community environments conducive to our students' achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement.

### OBJECTIVES

### STRATEGIES

**1.1** Students will use technology to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with state standards across the curriculum and will thereby increase their level of academic achievement.

- A. Provide opportunities and resources to Marion School District Two schools to facilitate the development and implementation of effective communication and collaboration skills using technology in the core content areas
- B. Conduct student projects that will yield sustained, engaged learning and collaboration in the core content areas
- C. Have students present their collaborative projects to identified audiences
- D. Recognize and promote best practices that successfully integrate technology, including assistive technology, into the curriculum
- E. Provide appropriate accommodations for students with special needs when conducting tests, including standardized tests, using technology

**1.2** Students will engage in authentic learning activities that are aligned with state standards and that integrate technology, including assistive technology, into the core content.

- A. Develop technology-enhanced learning activities aligned with state standards, which will be documented in curriculum maps in core content areas
- B. Create and maintain student technology portfolios documenting grade-level-appropriate technology competencies
- C. Appoint a district wide Technology Coach to offer guidance to schools, educate teachers, and help ensure that lesson plans and activities incorporate a variety of technologies, including those appropriate for students with special needs

## I. OBJECTIVES AND STRATEGIES

**GOAL:** Marion School District Two will use research-proven strategies to provide home, school, and community environments conducive to our students' achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement.

### OBJECTIVES

### STRATEGIES

**1.3** Students will select the appropriate tools to complete authentic, real-life multidisciplinary tasks and will demonstrate technology competence by the end of the eighth grade.

- A. Create and use lesson activities in which students employ a variety of technology tools, including assistive technology, to complete authentic multidisciplinary tasks
- B. Measure student technology proficiency by using surveys and performance-based assessments
- C. Provide all students, including those with special needs, access to a range of high and low technology solutions, including software, peripherals, and other tools to increase student communication, participation, and collaboration

**1.4** Marion School District Two will provide students with an enhanced learning environment through technological tools, including assistive technology, that are designed to promote high academic achievement.

- A. Establish school and community learning environments that enable students to use technology for real-world problem solving and research
- B. Adopt grade-level-appropriate technology standards and integrate them into the curriculum to enable students to fully participate in today's information-rich global society

## II. ACTION LIST

- Marion School District Two will coordinate access to an on-line database of technology-infused lesson plans and classroom examples across the core content areas in alignment with the state academic standards, through Atomic Learning and various digital resources.
- Marion School District Two will provide access to effective, research-based assistive technologies—including software, peripherals, and other tools to increase student communication, collaboration, and engagement—that will support inclusion of students with disabilities in the core content courses at all grade levels.
- Marion School District Two will develop strategies to ensure that school improvement plans address the use of technology, including assistive technology, to support a shared learning environment that includes educators, parents, and community members.
- Marion School District Two will adhere to the SDE established grade-level-appropriate technology standards and competencies based on the ISTE NETS-S.
- Marion School District Two schools will ensure improved student achievement test scores in the core content areas and increased student access to technology as shown by the SDE Technology Counts on-line survey
- Marion School District Two schools will establish minimum requirements for student portfolios that document student progress by including technology collaborative scoring rubrics and checklists, videos and pictures of student activities, samples of individual and collaborative problem-solving and research projects, samples of student products created using a variety of technology tools, and samples of other student work.
- Student portfolios and checklists in all grades as well as a performance-based technology applications evaluation at the completion of the fifth and eighth grades will be used to assess student technology proficiency as well as to assess the effectiveness of the assistive technology tools used by students with special needs.
- Students themselves will be given opportunities to assess the effectiveness of technology tools, including the range of assistive technology, being used for classroom activities.
- Marion School District Two will complete initial and ongoing assessments to measure increased availability of technology opportunities and resources.
- Educators and parents will complete initial and follow-up assessments to ensure that the use of technology, including the range of assistive technology tools, is effective in enhancing student learning.
- Marion School District Two Schools will develop methods of recognizing student technology achievement

### III. IMPLEMENTATION ACTION STEPS

#### **Marion School District Two**

- Assign district technology coach to offer guidance to schools
- Educate teachers in assistive technology resources and help ensure that lesson plans and activities incorporate a variety of technologies in ways that make them accessible to individual's special needs
- Offer professional development courses using innovative delivery strategies
- Begin working with teachers in the classroom to create lesson plans that incorporate a variety of technologies into authentic multidisciplinary tasks
- Recognize exemplary technology teachers and students
- Encourage home and community involvement in the public school system by electronic communications and other media

#### **Marion School District Two Schools**

- Implement an on-line system for displaying student work such as e-mail projects, on-line projects, and so forth
- Recognize exemplary student technology projects
- Hold "technology nights" that showcase exemplary student technology projects and technology teachers to the community
- Provide access to technology resources, including assistive technology, during nontraditional school hours
- Include goals and strategies for technology and assistive technology development in school improvement plans
- Encourage home and community involvement in the public school system through the use of electronic communications and other media

## IV. FUNDING CONSIDERATIONS

### **Marion School District Two**

- Technology professional development
- Technology course development
- Technology staff
- Recognition programs
- Teacher and student portfolio materials
- Technology resources to support standards-based learning across the curriculum

### **Marion School District Two Schools**

- Technology professional development
- Technology course development
- Technology staff
- Recognition programs
- Teacher and student portfolio materials
- Technology resources to support standards-based learning across the curriculum

## V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JAN. 2012	JAN. 2013	JAN. 2014	JAN 2015	JAN 2016
<p><b>1.1</b> Students will use technology to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with state standards across the curriculum and will thereby increase their level of academic achievement.</p>	<ul style="list-style-type: none"> <li>• Statewide achievement test scores</li> <li>• District report cards</li> <li>• Technology surveys</li> <li>• Student portfolios</li> <li>• School technology and improvement plans</li> <li>• District, school, and community surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Statewide achievement test scores</li> <li>• District report cards</li> <li>• Technology surveys</li> <li>• Student portfolios</li> <li>• Observations and interviews</li> <li>• Anecdotal records</li> <li>• Documented access to on-line resources</li> <li>• Listing of recognition programs</li> </ul>					
<p><b>1.2</b> Students will engage in authentic learning activities that are aligned with state standards and that integrate technology, including assistive technology, into the core content.</p>							
<p><b>1.3</b> Students will select the appropriate tools to complete authentic, real-life multidisciplinary tasks and will demonstrate technology competence by the end of the eighth grade.</p>							
<p><b>1.4</b> Marion School District Two will provide students with an extended learning environment through technological tools, including assistive technology, that are designed to promote high academic achievement.</p>							

## TECHNOLOGY DIMENSION 2

### PROFESSIONAL CAPACITY

#### GOAL

Marion School District Two will provide curriculum development and professional development to increase the competency of all Marion School District Two educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

### SNAPSHOT OF CURRENT TECHNOLOGY USE

Meaningful, sustained professional development is the key to ensuring that Marion School District Two's educators are well-trained in using research-proven technology integration strategies across the curriculum to improve student achievement. The district continues its commitment to professional development by supplying resources, training, and support to enable the district's educators to use technology effectively.

Marion School District Two is participating in the state sponsored ePortfolio technology proficiency initiative. In the 2005-2006 school year one school participated as part of the E2T2 grant. Beginning with the 2006 school year the initiative was rolled out district wide with teachers in most schools participating. In the 2008-2009 school year all teachers and administrators participated in the ePortfolio system. In the 2009-2010 school year all teachers and administrators participated in the ePortfolio system. In addition, the district received E2T2 grant funding for Palmetto Middle School's laptop initiative. In the 2010-2011 school year all teachers and administrators participated in the ePortfolio system. The district received E2T2 competitive grant funding for McCormick Elementary and North Mullins Primary and will participate as part of the E2T2 grant. Workshops and graduate courses are offered for certified staff each year to encourage their progress with technology proficiency

Technology staff and teachers are encouraged to attend EdTech, which is the largest educational technology conference in the state and a valuable professional development opportunity for educators. The State Department of Education also provides professional development opportunities to South Carolina teachers and Technology coach. We will continue to take advantage of those offerings. The 2010-2011 school year has provided us with an opportunity to send our Technology coach to a train-the-trainer session for the Intel® Teach Program Essentials Course. Once trained the Technology coach will provide this training to our teachers. Teachers will create a fully-developed, standards-based unit plan and associated resources for a curricular unit they teach. The result is students engaged in standards-aligned, technology-supported projects that promote the use of 21st century skills. This course consists of 8 curricular modules, delivered face-to-face or as a hybrid face-to-face course. Teachers are provided with all the necessary curriculum materials free of charge.

Technology labs are available in all schools, grades K-12. Computer Assisted Instruction is available in grades K-12 while labs at the middle and secondary level are used to instruct students in technology related areas. All schools, grades K-12, have wireless laptop carts for more portability and increased student access. Additional hardware and software has been purchased to meet the standards set forth in this document. Achieve 3000, A+, Compass Learning, and Read 180 have all been purchased by the district to focus on the area of Literacy. Professional development sessions have been provided to

## SNAPSHOT OF CURRENT TECHNOLOGY USE

teachers for all of this software and will be on-going. All schools are now wireless though-out the building so that access can be gained anywhere and at anytime. In addition, the district's WAN speeds have been upgraded to increase internet performance.

The use of technology in Marion School District Two is encouraging. In this new era of accountability, more funds will be devoted to professional development with emphasis on showing the impact on student achievement that training activities for educators have had. Professional development will be a continuous, long-term commitment for the SDE, the school districts, and the schools so that greater teacher proficiency and increased student performance can be realized.

## OPERATIONAL PLAN

### I. OBJECTIVES AND STRATEGIES

**GOAL:** Marion School District Two will provide curriculum development and professional development to increase the competency of all Marion educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

#### OBJECTIVES

#### STRATEGIES

2.1 Marion School District Two schools will comply with the SDE objectives/strategies to enable district educators to achieve and demonstrate proficiency in integrating state-recommended instructional technology standards (ISTE NETS-A, ISTE NETS-S, and ISTE NETS-T) into their specific area of professional practice to increase student achievement.

- A. Encourage an initial teacher certification process that requires demonstration of proficiency in integrating instructional technology standards
- B. Adopt a process that requires teachers to demonstrate ongoing proficiency in integrating instructional technology standards
- C. Include in district technology plan a professional development program that provides a guide for teachers to progress from their current levels of ability in using technology, including appropriate assistive technology, to full proficiency
- D. Require district and school administrators to demonstrate technology proficiencies based upon the state-recommended standards for

## I. OBJECTIVES AND STRATEGIES

**GOAL:** Marion School District Two will provide curriculum development and professional development to increase the competency of all Marion educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

OBJECTIVES	STRATEGIES
	administrators (ISTE NETS-A)
<p><b>2.2</b> Marion School District Two will provide the schools with multidimensional technology leadership whose focus is to ensure that technology is making a significant instructional and administrative impact for students, teachers, and administrators.</p>	<p>A. Appoint a full-time District Technology Coach to assist with basic technology skills and the integration of the technology into classroom instruction.</p> <p>B. Require that the District Technology Coach provide direct training and consultation to teachers in their classrooms, with special emphasis on helping administrators, teachers, and students meet the state-recommended technology standards (ISTE NETS-A, ISTE NETS-T, ISTE NETS-S ) as well as helping students to meet the state’s content standards in all areas</p>
<p><b>2.3</b> Marion School District Two will collaborate in planning for professional development, ensuring that teachers and district staff are trained to use technology, including assistive technology, to enhance learning.</p>	<p>A. Develop and submit a technology plan that (1) is directed by the district’s technology leadership, (2) is designed for the district and for each school in the district as applicable, and (3) calls for site-based input from technology committees or teams in each building</p> <p>B. Professional development for district staff and teachers to be part of assistive technology assessment teams will be provided</p> <p>C. The training needed to ensure the accessibility of electronic and information technology to students with special needs will be provided</p> <p>D. Include in district technology plans the training needed for school and district staff to evaluate software in order to make decisions that ensure the promotion of higher-order thinking skills for all students, including those with special needs</p>

## I. OBJECTIVES AND STRATEGIES

**GOAL:** Marion School District Two will provide curriculum development and professional development to increase the competency of all Marion educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

OBJECTIVES	STRATEGIES
<p><b>2.4</b> Marion School District Two will provide schools with information and training in technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum.</p>	<ul style="list-style-type: none"> <li>A. Offer professional development activities and training in a variety of ways (i.e., on-site, off-site, on-line, self-paced, and combinations of these methods) to address the technology needs of staff, including students with special needs</li> <li>B. Provide a list of professional development opportunities listed on the ePortfolio Website at <a href="http://www.eportfolio.sc.ed.gov">http://www.eportfolio.sc.ed.gov</a> and publicize other recognized professional opportunities for educators</li> <li>C. Provide professional development opportunities focused on aligning state technology standards with state content standards</li> <li>D. Increase the availability of technology professional development tools to teachers: access to laptop computers and presentation devices, Internet access at the classroom level, interactive on-line access to state curriculum standards and lesson plans, access to Web-based and/or CD-ROM-based training opportunities, and access to state-of-the art training centers.</li> <li>E. Utilize the extensive statewide network of professional development providers who have the skills and experience necessary to prepare teachers for effective technology use</li> </ul>
<p><b>2.5</b> The SDE and the Marion School District Two will assess the overall effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement.</p>	<ul style="list-style-type: none"> <li>A. Establish minimum levels of teacher technology proficiency</li> <li>B. Incorporate instructional technology assessment into current teacher and administrator evaluation processes</li> <li>C. Administer a district wide needs assessment to teachers and administrators to determine current levels and types of professional</li> </ul>

## I. OBJECTIVES AND STRATEGIES

**GOAL:** Marion School District Two will provide curriculum development and professional development to increase the competency of all Marion educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

OBJECTIVES	STRATEGIES
	<p>development that must be offered; results from the ePortfolio assessment will also be used</p> <p>D. Administer evaluations to determine the effectiveness and impact of the professional development offered to teachers and administrators</p> <p>E. Encourage teachers to create and maintain technology portfolios showing examples of their students' work and documenting use of technology in their classrooms</p> <p>F. Participate in the on-line professional development tracking system of teachers and administrators(e-Portfolio)</p>

## II. ACTION LIST

- Marion School District Two should hire or appoint full-time leadership for the use of technology, including that for assistive technology, to increase student learning.
- Leadership committees should include participants such as educators (including special educators), therapists, school administrators, parents, and librarians.
- A District Technology Coach should remain on staff as a full-time employee of the district.
- A district level assistive technology specialist and an assistive technology assessment team should be trained.
- Marion School District Two will submit to the SDE an annual technology plan that documents site-based input and includes a plan for professional development that outlines the technology education offerings and requirements, including assistive technology.
- Marion School District Two's district and school administrators should submit to their supervisors an annual professional development plan that includes technology goals aligned with ISTE NETS-A and that is reviewed as part of the administrator's annual evaluation.
- Marion School District Two should provide training to district- and building-level administrators so that they can effectively assess a teacher's ability to integrate technology, including assistive technology, into the curriculum.
- Marion School District Two should provide training for assistive technology teams in

## II. ACTION LIST

assistive-technology assessment, options, and curriculum integration.

- Marion School District Two should provide training for teachers in using assistive technology tools.
- Marion School District Two Schools should provide training in the evaluation of software in order to make decisions that ensure the promotion of higher-order thinking skills for all students, including those with special needs.
- The SDE and Marion School District Two should provide training in accessibility issues involving applicable state and federal legislation.
- Teachers should keep portfolios that include sample lesson plans indicating increased technology integration across the core content areas in alignment with the state academic standards.
- Marion School District Two will use the ePortfolio system to collect and maintain documentation of teacher technology portfolio data.
- Marion School District Two has adopted the SDE's on-line assessment instruments to determine teachers' level of technology proficiency.
- Tracking tools (electronic or Web-based surveys) of district professional activities will be completed each year in conjunction with district evaluation procedures that include an instructional technology component.
- Marion School District Two reports and evaluations of professional development initiatives and reports on the use of technology grant funds should show an increase in access to professional development.

### III. IMPLEMENTATION ACTION STEPS

#### **Marion District Two**

- Submit a technology plan, including a professional development plan, to the Office of Technology for approval
- Administer a district technology professional development assessment to administrators and teachers to evaluate current training need areas and to create the district technology professional development plan on the basis of current needs
- Participate in ongoing, sustained professional development offerings, maintaining a log and a journal for each course, workshop, event, conference, and so forth, to place in portfolios
- Submit teacher technology proficiency assurance forms to the Office of Technology by the announced deadline
- Initiate partnerships with community entities to create greater access to technology, including assistive technology, and a community learning environment
- Perform random and periodic checks of teacher and administrator portfolios to measure the impact of professional development in technology
- Administer needs assessments to identify areas of weakness and follow up with assessments that measure the impact of professional development in technology
- Evaluate and adjust technology professional development plans as indicated by needs assessments

#### **Marion School District Two Schools**

- Submit a technology plan, including a professional development plan, to the local district office
- District Technology Coach will submit training and needs reports to the regional technology specialist
- Begin keeping technology portfolios
- Evaluate teacher and administrator portfolios to measure the impact of professional development in technology
- Administer needs assessments to identify areas of weakness and follow up with assessments that measure the impact of professional development in technology
- Monitor and adjust professional development in technology as indicated by needs assessments

## IV. FUNDING CONSIDERATIONS

### **Marion School District Two**

- Committee development of professional development plans
- Committee development of district and school technology plans
- Professional development needs-assessment tools
- Evaluation tools to measure the impact and effectiveness of technology professional development
- Evaluation experts to help show the impact of programs and initiatives
- High-quality sustained professional development programs offered via innovative delivery methods
- Scientifically based research

### **Marion School District Two Schools**

- Committee development of district and school technology plans
- School technology contact stipend
- Professional development needs-assessment tool
- Evaluation tools to measure the impact and effectiveness of technology professional development
- Evaluation experts to help show the impact of programs and initiatives
- Scientifically based research

<b>V. EVALUATION</b>							
<b>Objectives</b>	<b>Possible Baseline Data</b>	<b>Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report</b>	<b>Outcomes (Include "action list" items achieved.)</b>				
			<b>JAN. 2012</b>	<b>JAN. 2013</b>	<b>JAN. 2014</b>	<b>JAN 2015</b>	<b>JAN 2016</b>
<p><b>2.1</b> Marion School District Two Schools will comply with the SDE objectives/strategies to enable Marion educators to achieve and demonstrate proficiency in integrating state-recommended instructional technology standards (ISTE NETS-A, ISTE NETS-S, and ISTE NETS-T) into their specific area of professional practice to increase student achievement</p>	<ul style="list-style-type: none"> <li>• Statewide achievement test scores</li> <li>• District report cards</li> <li>• Teacher technology proficiency proviso forms</li> </ul>	<ul style="list-style-type: none"> <li>• Statewide achievement test scores</li> <li>• District report cards</li> <li>• Professional development tracking and surveys</li> <li>• Teacher technology proficiency proviso forms</li> </ul>					
<p><b>2.2</b> Marion Two Schools will provide the schools with full-time multidimensional technology leadership whose focus is to ensure that technology is making a significant instructional and administrative impact for students, teachers, and administrators.</p>	<ul style="list-style-type: none"> <li>• Professional development surveys</li> <li>• Teacher and administrator portfolios</li> <li>• School technology and improvement plans</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher and administrator portfolios</li> <li>• Observations and interviews</li> <li>• Anecdotal records</li> <li>• Documented access to on-line resources</li> </ul>					
<p><b>2.3</b> Marion School District Two will collaborate in planning for professional development, ensuring that teachers and district staff are trained to use technology, including assistive technology, to enhance learning.</p>	<ul style="list-style-type: none"> <li>• Technology assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Technology assessments</li> </ul>					

<b>V. EVALUATION</b>							
<b>Objectives</b>	<b>Possible Baseline Data</b>	<b>Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report</b>	<b>Outcomes (Include "action list" items achieved.)</b>				
			<b>JAN. 2012</b>	<b>JAN. 2013</b>	<b>JAN. 2014</b>	<b>JAN 2015</b>	<b>JAN 2016</b>
<p style="text-align: center;"><b>2.4</b></p> <p>Marion School District Two will provide schools with information and training in technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum.</p>							
<p style="text-align: center;"><b>2.5</b></p> <p>Marion School District Two will assess the overall effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement</p>							

## **TECHNOLOGY DIMENSION 3**

### **INSTRUCTIONAL CAPACITY**

#### **GOAL**

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

#### **SNAPSHOT OF CURRENT TECHNOLOGY USE**

Over the past decade, Marion School District Two has made steady strides in acquiring instructional technologies and using these learning tools wisely to increase student achievement. In many schools, technologies such as two-way video, satellite systems, and on-line course delivery tools are used frequently as apparatuses for learning. Grants provided funds for increased access to technologies such as digital cameras, digital camcorders, scanners, personal digital assistants, and laptops as well as subject-specific tools such as science probes. The school board has recognized the need and has included technology funding in its budget to include leasing computers and Interactive White Board systems.

Marion School District Two has been awarded a \$200,000 Enhancing Education Through Technology grant for the Bulldogs Read Every Available Moment (BREAM) project. The BREAM project is a research-based, cross curriculum initiative that seeks to dramatically improve English Language Arts achievement and technology proficiency in grade 6 through the use of laptops and innovative curriculum design. The project seeks to improve technology proficiency by providing access to laptops in the classroom and at home

Marion School District Two has most recently been awarded another \$200,000 Enhancing Education Through Technology grant to increase the integration of technology into the classroom curriculum in grades K-5, for the 2009-2010 school year. Teachers will receive intense professional development and support to integrate technology into the daily instruction in their classrooms. By increasing the use of technology, there will be more opportunities for students to be actively engaged in learning that is tailored to their individual needs and interests which will result in increased student achievement in all academic areas.

Marion School District Two takes advantage of E-rate discounts. These discounts are used to help pay for Metro Ethernet lines and Internet access for every school in the district. The schools use E-rate for internal connections, which include local phone service, file servers, switches, hubs, routers, building wiring, and network operating systems.

Many resources including standards-aligned lesson plans that incorporate instructional technologies can be accessed twenty-four hours a day from Atomic Learning at [www.atomiclearning.com](http://www.atomiclearning.com).

Marion School District Two is providing appropriate professional development and continuing to decrease the digital equity gap in order to reach all students regardless of location or wealth.

## SNAPSHOT OF CURRENT TECHNOLOGY USE

Educators are using technology for student data management to streamline administrative duties in order to be able to spend more time on teaching the state’s academic standards. Teachers are being trained to use data to make informed decisions for continuous improvement and change.

Computer assisted instruction is being used to provide differentiation and small group instruction in math and ELA. Specific curriculum standard web-based applications including Compass Learning, Achieve 3000, Read 180, A+, and Think Central are being used at various grade levels.

## OPERATIONAL PLAN

### I. OBJECTIVES AND STRATEGIES

**GOAL:** The SDE and Marion School District Two will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

OBJECTIVES	STRATEGIES
<p><b>3.1</b> Marion School District Two will comply with the SDE will develop a technology framework for local planning that addresses the steps necessary to create a technology-rich environment that will foster increased achievement by all students, including those with special needs.</p>	<p>A. Ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies (including the range of assistive technology options) to significantly impact teaching and learning</p> <p>B. Facilitate the use of technologies to support and enhance instructional methods (including the use of hardware, software, and assistive technology) that develop higher-level thinking, decision-making, and problem-solving skills</p>
<p><b>3.2</b> The SDE and Marion School District Two will provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.</p>	<p>Provide teachers with access to knowledgeable personnel, productivity tools, on-line services, media-based instructional materials, and primary sources of data in settings that enrich and extend teaching goals</p>
<p><b>3.3</b> The SDE and Marion School District Two will provide students with access to current and emerging technology resources that will extend</p>	<p>Provide students with access to technology, on-line services, and media-based instructional materials, allowing them to select appropriate tools that will enrich and extend their learning</p>

## OPERATIONAL PLAN

### I. OBJECTIVES AND STRATEGIES

**GOAL:** The SDE and Marion School District Two will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

OBJECTIVES	STRATEGIES
<p>their learning beyond the traditional classroom setting and schedule.</p>	
<p><b>3.4</b> Marion School District Two will provide and support a variety of multimedia equipment and software for teaching and learning.</p>	<p>A. Communicate via the district technology plan a vision for multimedia infrastructure designed to support instruction</p> <p>B. Establish a system for identifying, specifying, prioritizing, and managing equipment for multimedia development in direct support of curricular and professional development objectives</p>

### III. IMPLEMENTATION ACTION STEPS

**Marion School District Two**

- Conduct technology curriculum planning meetings
- Include an instructional technology plan and an assistive technology plan in the technology plan to be submitted to the Office of Technology for approval
- Create methods of gauging technology readiness
- Evaluate hardware and software for desirable student outcomes and standardize selection when appropriate
- Designate technology leaders
- Participate in ongoing, sustained professional development offerings, maintaining a log and a journal for each course, workshop, event, conference, and so forth, to place in portfolios
- Submit teacher technology proficiency assurance forms to the Office of Technology by the announced deadline
- Initiate partnerships with community entities to create greater access to technology and a community learning environment
- Pursue funding opportunities such as grants to acquire and maintain hardware, instructional software, and assistive technology
- Pursue the delivery of courses for students and professional development courses for teachers

### III. IMPLEMENTATION ACTION STEPS

via innovative methods

- Maintain a District Technology Coach

#### **Marion School District Two Schools**

- Conduct technology curriculum planning meetings
- Submit a technology plan, including a professional development plan, to the local district office
- Ensure that teachers and administrators keep technology portfolios
- Evaluate teacher and administrator portfolios to measure the impact of technology integration, including assistive technology, on student achievement
- Interview students to assess information literacy and the integration of technology into the classroom
- Pursue funding opportunities such as grants to acquire and maintain hardware, instructional software, and assistive technology

### IV. FUNDING CONSIDERATIONS

#### **Marion School District Two**

- Committee development of district and school technology plans
- Evaluation tools to measure the impact and effectiveness of the integration of technology with regard to student achievement
- Portfolio creation
- Evaluation experts to help show the impact of programs and initiatives
- Scientifically based research
- Distance learning
- Eighth-grade proficiency measurement
- School technology leader implementation
- Professional development

#### **Marion School District Two Schools**

- Committee development of district and school technology plans
- School technology leader implementation

## **IV. FUNDING CONSIDERATIONS**

- Professional development needs-assessment tools
- Evaluation tools to measure the impact and effectiveness of the integration of technology with regard to student achievement
- Evaluation experts to help show the impact of programs and initiatives
- Scientifically based research
- Professional development

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)		
			JAN. 2012	JAN. 2013	JAN. 2014
<p><b>3.1</b> Marion School District Two will comply with the SDE in developing a technology framework for local planning that addresses the steps necessary to create a technology-rich environment that will foster increased achievement by all students, including those with special needs.</p>	<ul style="list-style-type: none"> <li>• Statewide achievement test scores</li> <li>• Technology readiness and access surveys</li> <li>• District report cards</li> <li>• Teacher technology proficiency proviso forms</li> <li>• Teacher and administrator portfolios</li> <li>• School technology and improvement plans</li> <li>• Technology assessments</li> <li>• Documentation of offerings provided via innovative delivery methods</li> </ul>	<ul style="list-style-type: none"> <li>• Statewide achievement test scores</li> <li>• District report cards</li> <li>• Technology readiness and access surveys</li> <li>• Teacher technology proficiency proviso forms</li> <li>• Teacher and administrator portfolios</li> <li>• Observations and interviews</li> <li>• Anecdotal records</li> <li>• Documented access to on-line resources</li> <li>• Technology assessments</li> <li>• Documentation of offerings provided via innovative delivery methods</li> </ul>			
<p><b>3.2</b> Marion School District Two with SDE will provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.</p>					
<p><b>3.3</b> The SDE and Marion School District Two Schools will provide students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule.</p>					
<p><b>3.4</b> Marion School District Two will provide and support a variety of multimedia equipment and software for teaching and learning.</p>					

## TECHNOLOGY DIMENSION 4

### COMMUNITY CONNECTIONS

#### GOAL

Marion School District Two will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

#### SNAPSHOT OF CURRENT TECHNOLOGY USE

Marion District Two maximizes community involvement and community partnerships in the area of technology by:

- Media Center Access
  - School media centers are open to students and the general public after hours for homework and for other needs.
- Palmetto Education Center Computer Lab
  - This lab offers after hour's technology availability and access to students, parents, and the community.
    - The lab includes computers, network printer, and computer projector unit.
  - School-in-sites software
    - This software allows for teachers to post information about their classes, such as resources, assignments and announcements on a teacher-made web page. These are available to students, parents, and the community after hours.
  - AlertNow
    - This telephone system provides schools an opportunity to make mass phone calls to students home to share information from the schools.
  - Marion District Two takes advantage of partnerships that encourage the use of technology such as SCETV, National Career Assessment (KUDER) and SCOIS. Through these partnerships, the district is able to bring global knowledge and skills to our small rural community.
  - Marion District Two provides district newsletters and school newsletters that are available online.
  - Marion County FIRST Robotics team
    - Students from Mullins High School actively participate in building, operation and maintenance of the robotics. These students are given an opportunity to work with experts who are their corporate sponsors.
    - The team has established a position in the community by attending parades, giving presentation to corporations and organizations, and going to local elementary and high schools.
    - Corporate sponsors include: American Legion Post #5, Anderson Brothers Bank, Marion County Technical Education Center, Progress Energy, Mullins Rotary Club, Florence-Darlington Technical College, Marion County Medical Center, DuPont Teijin Films, and Arvin Meritor

## SNAPSHOT OF CURRENT TECHNOLOGY USE

## OPERATIONAL PLAN

### I. OBJECTIVES AND STRATEGIES

**GOAL:** Marion School District Two will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

OBJECTIVES	STRATEGIES
<p><b>4.1</b> Marion School District Two will establish community technology partnerships and collaborations by providing tools, resources, and training that support student transition, achievement, and outcomes. (The term <i>community</i> includes parents, businesses, state and local agencies, nonprofit groups, and institutions of higher education.)</p>	<ul style="list-style-type: none"> <li>A. Form district-community partnerships to provide students with real-world experiences in the use of technology, including assistive technology, that enhance academic achievement</li> <li>B. Form district-community partnerships to help research and evaluate school and district technology projects</li> <li>C. Provide recognition/reward programs and/or incentives for partnerships showing impact</li> <li>D. Write community-collaborative technology grants to develop and fund the use of technology to improve teaching and learning</li> <li>E. Form district-community partnerships to facilitate the use of technology, including assistive technology, in the public schools and to improve outcomes for students transitioning from school to work or higher education</li> </ul>
<p><b>4.2</b> Marion School District Two will fully utilize all available resources by fostering collaboration and cooperation among state-supported organizations, institutions, and initiatives.</p>	<ul style="list-style-type: none"> <li>A. Identify all of the organizations, institutions, and initiatives that are currently focused on instructional technology applications</li> <li>B. Compile a database of institutions willing to partner with Marion School District Two where potential partners can communicate with one another and generate ideas</li> </ul>

## I. OBJECTIVES AND STRATEGIES

**GOAL:** Marion School District Two will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

OBJECTIVES	STRATEGIES
	<p>C. Partner with other school districts as well as community entities to collaborate in order to provide assistive technology demonstration, loan, and assessment for students with special needs</p>
<p><b>4.3</b> Marion School District Two Schools will provide after-hours training and community access to labs, media centers, and classrooms.</p>	<p>A. Create and publish flexible schedules of after-hours technology access and training for students, parents, teachers, and community members</p> <p>B. Create opportunities for access to facilities for after-hours assistive technology training for students, parents, teachers, and community members</p>
<p><b>4.4</b> Marion School District Two will ensure that all their buildings are linked by the Internet to the State Library's DISCUS databases and to the Web sites of universities, museums, and other institutions to facilitate virtual communication between home, school, and community.</p>	<p>A. Participate with community entities interested in collaborative initiatives</p>

## II. ACTION LIST

- Marion School District Two should initiate and increase community collaborations that give students, teachers, and members of the local community increased access to and training in technology, including assistive technology.
- Schools should develop a rubric to measure the success of their community partnerships.
- The District will publish Parent Center lab schedules showing after-hours technology access and training via the district web site.
- The District will maintain logs of professional development, community offerings, and internship opportunities in technology.
- The District should maintain logs of partnerships and their role in helping research and

## II. ACTION LIST

evaluate technology projects.

- The District should publicize successful collaborations with outside entities in the demonstration, loan, and assessment of assistive technology.
- The District will provide the SDE with a list of community partnerships and the results of their efforts for publication.
- Marion School District Two should post successful technology grant applications on the Internet for others to use as models
- Marion School District Two should develop lists of possible partner organizations, institutions, and initiatives that may include the following:
  - South Carolina Commission on Higher Education
  - Distance education learning centers (DELCS)
  - Instructional Television (ITV)
  - School Technology Initiative
  - College of Charleston
  - Francis Marion University
  - South Carolina Assistive Technology Advisory Committee
  - South Carolina Assistive Technology Project
  - South Carolina Commission for the Blind
  - South Carolina Department of Disabilities and Special Needs
  - South Carolina Department of Education
  - South Carolina Educational Television
  - South Carolina State Library
  - South Carolina Vocational Rehabilitation Department
- District surveys should provide increased access and use of school facilities for after-hours technology training.
- The District should provide flexible technology training schedules to the SDE.
- The District should provide information about assistive technology training opportunities on the SDE Web site.
- The District should utilize its Web site to publish a list of volunteers for possible technology partnerships to benefit that district's schools.

### III. IMPLEMENTATION ACTION STEPS

#### Marion School District Two

- Submit a technology plan, including a professional development plan, to the Office of Technology for approval
- Encourage flexible lab, media center, and classroom hours among schools, including opportunities for community members to see and try assistive technology
- Initiate partnerships with community entities to create greater access to technology and a community learning environment
- Initiate partnerships with community entities to research technology projects
- Include members of the community in writing technology grants to develop and fund better teaching and learning through technology, including assistive technology
- Measure access and use of school technology facilities

#### Marion School District Two Schools

- Submit a technology plan, including a community partnership plan, to the local district office
- Distribute parent and community information through report cards
- Develop, implement, and publicize flexible lab, media center, and classroom hours, including opportunities for community members to see and try assistive technology.
- Initiate partnerships with community entities to create greater access to technology and a community learning environment
- Initiate partnerships with community entities to research technology projects
- Include members of the community in writing technology grants to develop and fund better teaching and learning through technology, including assistive technology

### IV. FUNDING CONSIDERATIONS

#### Marion School District Two

- Evaluation experts to help show impact of community programs and initiatives
- High-quality sustained community training technology programs offered via innovative delivery methods
- Community and apprentice internships
- Facility operation beyond the regular school day
- District survey administration, collection and analysis, and reporting
- Grant-writing experts and workshops

#### Marion School District Two Schools

- Evaluation experts to help show the impact of community programs and initiatives
- High-quality sustained community training technology programs offered via innovative delivery methods
- Community internships

### III. IMPLEMENTATION ACTION STEPS

- Facility operation beyond the regular school day
- School survey administration, collection and analysis, and reporting

### V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)					
			JAN. 2012	JAN. 2013	JAN. 2014	JAN 2015	JAN 2016	
<p><b>4.1</b> Marion District Two will establish community technology partnerships and collaborations by providing tools, resources, and training that support student transition, achievement, and outcomes. (The term <i>community</i> includes parents, businesses, state and local agencies, nonprofit groups, and institutions of higher education.)</p>	<ul style="list-style-type: none"> <li>• Statewide achievement test scores</li> <li>• Community technology access surveys</li> <li>• Lab, media center, and classroom schedules</li> </ul>	<ul style="list-style-type: none"> <li>• Statewide achievement test scores</li> <li>• Community technology access surveys</li> <li>• Lab, media center, and classroom schedules</li> <li>• SDE Technology Counts survey</li> <li>• School technology plans</li> <li>• Observations and interviews</li> <li>• District and school Web site information</li> <li>• Documentation of offerings provided via innovative delivery</li> </ul>						
<p><b>4.2</b> Marion District Two will fully utilize all available resources by fostering collaboration and cooperation among state-supported organizations, institutions, and initiatives.</p>			<ul style="list-style-type: none"> <li>• SDE Technology Counts survey</li> <li>• School technology plans</li> </ul>					
<p><b>4.3</b> Marion District Two will provide after-hours training and community access to labs, media centers, and classrooms.</p>			<ul style="list-style-type: none"> <li>• Documentation of offerings provided via innovative delivery</li> </ul>					

## COMMUNITY CONNECTIONS

<p><b>4.4</b> Marion District Two will ensure that all their buildings are linked by LAN, WAN, and/or the Internet to the State Library's DISCUS databases and to the Web sites of universities, museums, and other institutions to facilitate virtual communication between home, school, and community.</p>	<p>methods</p>	<p>delivery methods</p> <ul style="list-style-type: none"><li>• Districts and school list of grants and community partnerships</li></ul>					
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## TECHNOLOGY DIMENSION 5

### SUPPORT CAPACITY

#### GOAL

Marion School District Two will expand and support technology resources to assist educators and learners in meeting the state academic standards.

### SNAPSHOT OF CURRENT TECHNOLOGY USE

Marion School District Two recognizes the vital role of technology support systems to provide the foundation for teaching, learning, communication, and administration in the public schools. The district investment in technology resources can be seen in the amount of hardware and connectivity available to the schools. District and state goals have been met in critical areas such as the number of servers per school and the number of schools connected to a wide-area network (WAN). The state has scored an overall high-tech rating for the number of computers in its schools. Connectivity has been a priority—a fact demonstrated by the Educational Testing Service's having recognized South Carolina as a national leader in ensuring 100 percent connectivity in its schools. All of the schools and district offices of Marion School District Two were connected to the district WAN and the internet in 1996. Marion School District Two continues to improve its connectivity. In 2008, E-RATE funds were used to make two schools wireless. In addition, switches and related hardware at four schools were upgraded. In 2009, E2T2 funds were used to upgrade wireless capabilities in the final two schools in the district. In 2010, district funds were used to upgrade Metro Ethernet from 10 mg to 100mb Burst (Fiber) at all schools and from 100mg to 500 mg burst (Fiber) at the District Office out to the Internet. This has had a dramatic impact on network performance.

Marion Two schools receive technical support from the central office, building level technology contacts, or media specialists within the schools. The district has shown strong support for maintaining technology as evidenced by the addition of additional positions at the district level to provide support for all technology equipment, programs, and users.

PowerSchool, a student information system, is operational in all of the schools and district offices of Marion School District Two as a web-based application. Technical assistance is provided by Pearson and the SDE's Office of Technology. Additional support is given through SDE LISTSERV lists. This system enables a school district to keep a dynamic district wide database of all available student data. Additional professional development is provided by the Pee Dee Education Center which provides a variety of training opportunities for staff. The district has also implemented Excent, a database for special education students, in all schools and the district office. Every school media center is automated; using Sagebrush/Info Center. All cafeterias use the Meals Plus food service automated system. In addition to these applications teachers and administrators use PowerSchool and/or PowerTeacher, an electronic gradebook, as well as TestView for daily planning, assessment management, and data analysis.

Effective collection and evaluation of information will lead to decisions backed by quantitative as

## SNAPSHOT OF CURRENT TECHNOLOGY USE

well as qualitative data. Through ongoing centralized planning and implementation, technical and administrative services and support can be efficiently provided to streamline operations and improve services.

## OPERATIONAL PLAN

### I. OBJECTIVES AND STRATEGIES

**GOAL:** Marion School District Two will expand and support technology resources to assist educators and learners in meeting the state academic standards.

#### OBJECTIVES

#### STRATEGIES

**5.1** Marion School District Two will ensure that all students, including those with special needs, and teachers have access to electronic information resources.

- A. Maintain a technology inventory that includes the status of current network/Internet access, workstations and other devices available for access, software applications available for addressing state academic standards, peripherals, and other factors related to universal access to network resources
- B. Conduct needs assessments (1) to identify required network components, workstations, and other devices needed for network access, including assistive technology devices, and (2) to identify and evaluate software applications required to meet academic needs as well as peripherals and other resources required to create universal access to network resources
- C. Create a district strategic plan for acquiring and implementing the technology, including assistive technology, that is required to provide universal access to network resources
- D. Develop the district strategic plan with input from all segments of the school community—students, teachers, therapists, administrators, parents, community members, community agencies, and local businesses—and include in the plan a mechanism for review and revision as needed
- E. Seek school and district funding from available local, state, and federal sources, including E-rate, grants, and bonds

# OPERATIONAL PLAN

## I. OBJECTIVES AND STRATEGIES

**GOAL:** Marion School District Two will expand and support technology resources to assist educators and learners in meeting the state academic standards.

### OBJECTIVES

### STRATEGIES

**5.2** The school district will ensure that their schools have an integrated, secure network infrastructure with dynamic bandwidth capacity to support fully converged networks that allow for communication, data collection and distribution, and distance learning.

- A. Communicate in the district technology plan a vision for multimedia infrastructure designed to support instruction
- B. Establish a system for identifying, specifying, prioritizing, and managing equipment for multimedia development in direct support of curricular and professional development objectives
- C. Ensure the installation, maintenance, and support of multimedia-capable teacher stations in classrooms including data projectors to support large-group instruction
- D. Research and implement an integrated network infrastructure capable of utilizing all distribution modules
- E. Use bundled distribution packages as a primary means of distribution to manage fully converged networks
- F. Install and maintain networks, virus protection, and Internet filtering according to industry standards by implementing systemic, state-of-the-art network security tools at all levels of access to LANs, WANs, and other networks
- G. Assess LAN/WAN technology currently implemented to determine SNMP (simple network management protocol) compliance
- H. Implement a district network management tool that performs automated software installation

**5.3** The school district will have qualified technical staff, including one networking engineer, one networking technician, and one end-user support technician.

- A. Develop district wide minimum staffing requirements and job descriptions, with a state-guided salary schedule, for the positions of educational technology director, district technology coach, networking engineer, networking technician and support technician

# OPERATIONAL PLAN

## I. OBJECTIVES AND STRATEGIES

**GOAL:** Marion School District Two will expand and support technology resources to assist educators and learners in meeting the state academic standards.

OBJECTIVES	STRATEGIES
	<p>B. Provide district-level network support</p> <p>C. Appoint a district network manager who will lead a committee in identifying and evaluating network management tools that will meet the needs of the district</p> <p>D. Provide professional development opportunities for all technology personnel.</p>
<p><b>5.4</b> The school district will implement a disaster recovery plan for all points of failure in LANs and WANs, including redundant data storage, robust automated backup, and immediate hardware recovery.</p>	<p>A. Ensure that disaster recovery plans are included in the district technology plan</p> <p>B. Ensure that schools will have electrical distribution systems that provide isolated circuits in all classrooms and redundant power sources for mission-critical equipment</p> <p>C. Implement a district management application that monitors bandwidth on the LAN and WAN and provides network failure alarms that can be accessed remotely</p>
<p><b>5.5</b> The school district will implement obsolescence and upgrade plan to replace and recycle equipment and software.</p>	<p>Ensure that the obsolescence and upgrade plans are included in the district technology plan</p>
<p><b>5.6</b> The District will increase their ability to design Web pages and Web-based instruction that are accessible to students and staff with special needs in accordance with Section 508 of the Rehabilitation Act of 1973 as amended by the Workforce Improvement Act of 1998.</p>	<p>Provide training in basic Web page accessibility principles to staff, teachers—and, when appropriate, students—who design Web pages as part of the curriculum</p>

## II. ACTION LIST

- Marion School District Two should have access to a database with a complete technology inventory, including assistive technology, showing the type of equipment/device, its location,

# OPERATIONAL PLAN

## I. OBJECTIVES AND STRATEGIES

**GOAL:** Marion School District Two will expand and support technology resources to assist educators and learners in meeting the state academic standards.

### OBJECTIVES

### STRATEGIES

its use, peripherals to which it has access, applications to which it has access, and other relevant information.

- The District should maintain a needs-assessment document showing technology-based resources and applications required to address the mission of the district, including networking, hardware/devices, and software applications as well as assistive technology.
- The District should include in their local budgets line items for technology, including assistive technology, with sufficient funding to implement the designated strategies.
- The District should publish a procedure for the perpetual review of equipment used in multimedia development processes. Reviews should quantify equipment and processes by their impact on teaching and learning.
- The District should maintain a strategic plan for acquiring and implementing technology, including assistive technology, for universal access to network resources. This document should show the strategies for addressing the identified needs, the persons responsible for addressing and completing each strategy, and the resources/funds necessary to fully implement the strategies.
- The District technology plan should include a strategic vision for building a multimedia infrastructure to support instruction.
- The District technology plan should include a disaster recovery plan.
- The District technology plan should include obsolescence and upgrade plan, including strategies to refurbish, resell, recycle, or donate obsolete devices.
- The District policies outlined in the district technology plan should include security accountability, virus protection, and Internet filtering guidelines.
- The District technology plan should provide for outlets and amperage and for meeting industry standards and building codes.
- The District should use professional discussion groups to share the results of their research about the implementation of integrated network infrastructures and bundled distribution practices.
- The District should have records to show that they have assessed their current LAN/WAN technology.
- The District network managers should provide the district office with quarterly reports of

# OPERATIONAL PLAN

## I. OBJECTIVES AND STRATEGIES

**GOAL:** Marion School District Two will expand and support technology resources to assist educators and learners in meeting the state academic standards.

### OBJECTIVES

### STRATEGIES

statistics on bandwidth utilization.

- The District should use the SDE Technology Counts on-line survey to report on their use of network management tools.
- The District should ensure that new school construction provides for isolated power in each classroom, computer lab, telecommunications closet, and work area.
- The District should provide UPS (uninterruptible power supply) systems for all critical equipment.
- The District should use the minimum staffing and salary requirements for the positions specified in objective 4.3.
- The District should have a network manager in place.
- District staff, teachers, and students should be aware of basic Web accessibility guidelines when designing Web pages.
- The District should designate a Web accessibility resource person to coordinate training and information sharing among district personnel.

## III. IMPLEMENTATION ACTION STEPS

### Marion School District Two

- Maintain technology inventories, including assistive technology
- Conduct needs assessments to identify required technology, including assistive technology
- Create a strategic technology plan that includes strategies for acquiring, managing, and implementing required technology, including assistive technology
- Implement a district disaster recovery plan and an obsolescence and upgrade plan
- Seek funding from local, state, and federal sources
- Encourage and publicize flexible access schedules
- Create a vision for a multimedia infrastructure
- Encourage schools to provide multimedia-capable workstations
- Research and implement an integrated network infrastructure
- Use bundled distribution packages to manage fully converged networks
- Install and maintain secure networks
- Employ staff for adequate network maintenance and support
- Implement a district management application that monitors bandwidth on the LAN and WAN
- Ensure that schools have adequate electrical distribution systems

# OPERATIONAL PLAN

## I. OBJECTIVES AND STRATEGIES

**GOAL:** Marion School District Two will expand and support technology resources to assist educators and learners in meeting the state academic standards.

OBJECTIVES

STRATEGIES

## IV. FUNDING CONSIDERATIONS

- Publish procedures and schedules for review of equipment and software used in multimedia development including rubrics for judging impact on teaching and learning
- Provide schools with the necessary guidance and training in creating Web pages to ensure that electronic information is accessible to students and teachers with special needs

### **Marion School District Two Schools**

- Create a strategic technology plan that includes strategies for acquiring and implementing required technology, including assistive technology
- Seek funding from local, state, and federal sources
- Create flexible schedules for access to technology
- Provide multimedia-capable workstations
- Install and maintain secure networks
- Employ staff for adequate network maintenance and support
- Provide adequate electrical distribution systems

### **Marion School District Two**

- Total cost of ownership (TCO) calculation to determine the allocation per student per year necessary to keep the pace with the need for access to network resources [Consortium for School Networking's TCO tool available on-line at <http://www.classroomtco.org>]
- Technology committee meetings to develop products such as the multimedia infrastructure plan and the disaster recovery plan
- Materials to publish an updated technology plan
- Multimedia teacher workstations including data projectors
- Hardware and software to secure all LANs and WANs to comply with district, state, and industry standards
- Technology director, networking engineer, and networking technician
- Equipment inventory assessment program
- Isolated circuit plan
- Support planning
- Technology needs assessments and surveys

### **Marion School District Two Schools**

- Total cost of ownership (TCO) calculation to determine the allocation per student per year necessary to keep the pace with the need for access to network resources [Consortium for School Networking's TCO tool available on-line at <http://www.classroomtco.org>]
- Technology committee meetings to develop products such as the multimedia infrastructure plan and the disaster recovery plan
- Materials to publish an updated technology plan
- Multimedia teacher workstations including data projectors
- Hardware and software to secure all LANs and WANs to comply with district, state, and industry standards
- Support planning
- Technology needs assessments and surveys

## V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include “action list” items achieved.)				
			JAN. 2012	JAN. 2013	JAN. 2014	JAN 2015	JAN 2016
<p><b>5.1</b> The school district will ensure that all students, including those with special needs, and teachers have access to electronic information resources.</p>	<ul style="list-style-type: none"> <li>• Statewide achievement test scores</li> <li>• District report cards</li> <li>• Professional development tracking and surveys</li> <li>• District, school, and community surveys</li> <li>• School technology and improvement plans</li> <li>• Documented access to technology resources</li> <li>• Technology needs assessments</li> <li>• SDE Technology Counts on-line survey</li> <li>• Budget data</li> <li>• State personnel reports</li> </ul>	<ul style="list-style-type: none"> <li>• Statewide achievement test scores</li> <li>• District report cards</li> <li>• Professional development tracking and surveys</li> <li>• Observations and interviews</li> <li>• Documented access to technology resources</li> <li>• District, school, and community surveys</li> <li>• School technology and improvement plans</li> <li>• Documented access to technology resources</li> <li>• Technology needs assessments</li> <li>• SDE Technology Counts on-line survey</li> <li>• Budget data</li> <li>• State personnel reports</li> </ul>					
<p><b>5.2</b> The school district will ensure that their schools have an integrated, secure network infrastructure with dynamic bandwidth capacity to support fully converged networks that allow for communication, data collection and distribution, and distance learning .</p>							
<p><b>5.3</b> The school district will have qualified technical staff, including one networking engineer, one networking technician and one end-user support technician.</p>							
<p><b>5.4</b> The school district will implement a disaster recovery plan for all points of failure in LANs and WANs, including redundant data storage, robust automated backup, and immediate hardware recovery.</p>							
<p><b>5.5</b> The school district will implement obsolescence and upgrade plan to replace and recycle equipment and software.</p>							

## V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JAN. 2012	JAN. 2013	JAN. 2014	JAN 2015	JAN 2016
<p><b>5.6</b> The school district will increase its ability to design Web pages and Web-based instruction that are accessible to students and staff with special needs in accordance with Section 508 of the Rehabilitation Act of 1973 as amended by the Workforce Improvement Act of 1998.</p>							

## CUMULATIVE TARGETS AND BENCHMARKS

**Note: These targets and benchmarks will be monitored and adjusted annually.**

2012-2013

### Learners and Their Environment

- Forty percent of Marion School District Two's students will have created technology portfolios documenting their acquisition of grade-level-appropriate competencies as well as their use of a variety of technology tools to complete authentic tasks.
- Forty percent of Marion School District Two's students will possess effective communication skills and technology literacy as evidenced by teacher and student technology portfolios.

### Professional Capacity

- Forty percent of Marion School District Two's teachers will possess technology mastery as evidenced by the eportfolio system. Forty percent of Marion School District Two's teachers will also demonstrate proficiency by maintaining teacher and student technology portfolios, keeping a journal of course experiences, interacting with the school technology coach, and integrating technology into the curriculum to teach the state curriculum standards.
- The District will have a technology coach who trains teachers and visits classrooms to help teachers integrate technology into the curriculum in at least two schools per year.
- The District's school technology coach and special education assistive technology coordinator will train teachers and visit classrooms to help teachers integrate assistive technology into the curriculum.
- The District will have an assistive technology assessment team that coordinates assistive technology assessments for students with special needs.

## Instructional Capacity

- Forty percent of Marion School District Two's teachers will integrate technology skills into their teaching of the South Carolina academic standards as evidenced by the SDE eportfolio system.
- Forty percent of Marion School District Two's students will meet the technology skills for their grade level as found on the District Technology Scope and Sequence (ISTE-S). See Appendix 6

## Community Connections

- Marion School District Two's schools will report a 10 percent yearly increase in community collaborations that result in better teacher and student access to technology, better teacher and student use of technology, more teacher and student real-world experiences in technology-related fields, more research and evaluation of technology projects, and more community collaboration technology grants submitted and dollars funded.
- Marion School District Two's schools will have a community partnership that provides research and evaluation for the district's major (schoolwide or larger) technology projects.
- Marion School District Two schools will provide and document professional development training in how to access and use available community resources. Results will be reported on the SDE on-line professional development tracking system.
- Marion School District Two's high school will provide access to technology-related facilities after hours for parents, teachers, and community members.

## Support Capacity

- Marion School District Two will include in their technology plan an assessment of their current technology needs, their current technology inventory, and their current technology support strategies.

2013-2014

## Learners and Their Environment

- Fifty percent of Marion School District Two's students will have created technology portfolios documenting their acquisition of grade-level-appropriate competencies as well as their use of a variety of technology tools to complete authentic tasks.
- Fifty percent of Marion School District Two's students will possess effective communication skills and technology literacy as evidenced by teacher and student technology portfolios and by presentations at technology conferences and fairs.

## Professional Capacity

- Fifty percent of Marion School District Two's teachers will possess technology mastery as evidenced by the eportfolio system. Fifty percent of the state's teachers will also demonstrate proficiency by maintaining teacher and student technology portfolios, keeping a journal of course experiences, interacting with the school technology coach, and integrating technology into the curriculum to teach the state curriculum standards.
- Fifty percent of Marion School District Two's schools will have a technology coach who trains teachers and visits classrooms to help teachers integrate technology into the curriculum.
- Fifty percent of Marion School District Two's schools will have an assistive technology coach who trains teachers and visits classrooms to help teachers integrate assistive technology into the curriculum.

- Fifty percent of Marion School District Two's schools will have an assistive technology assessment team that coordinates assistive technology assessments for students with special needs.

### Instructional Capacity

- Fifty percent of Marion School District Two's teachers will integrate technology skills into their teaching of the South Carolina academic standards as evidenced by the eportfolio system.
- Fifty percent of Marion School District Two's students will meet the technology skills for their grade level as found on the District's Technology Scope and Sequence (ISTE-S). See Appendix 6

### Community Connections

- Marion School District Two will report a 10 percent yearly increase in community collaborations that result in better teacher and student access to technology, better teacher and student use of technology, more teacher and student real-world experiences in technology-related fields, more research and evaluation of technology projects, and more community collaboration technology grants submitted and dollars funded.
- Marion School District Two will have a community partnership that provides research and evaluation for a district's major (schoolwide or larger) technology projects.
- Marion School District Two will provide and document professional development training in how to access and use available community resources. Results will be reported through the SDE on-line professional development tracking system.
- Marion School District Two's high school will provide access to technology-related facilities after hours for parents, teachers, and community members.

### Support Capacity

- Marion School District Two will include in their technology plans an assessment of their current technology needs, their current technology inventory, and their current technology support strategies.

2014-2015

### Learners and Their Environment

- Sixty percent of Marion School District Two's students will have created technology portfolios documenting their acquisition of grade-level-appropriate competencies as well as their use of a variety of technology tools to complete authentic tasks.
- Sixty percent of Marion School District Two's students will possess effective communication skills and technology literacy as evidenced by teacher and student technology portfolios.

### Professional Capacity

- Sixty percent of Marion School District Two's teachers will possess technology proficiency as evidenced by the eportfolio system. Sixty percent of Marion School District Two's teachers will also demonstrate proficiency by maintaining teacher and student technology portfolios, keeping a journal of course experiences, interacting with the school technology coach, and integrating technology into the curriculum to teach the state curriculum standards.
- One hundred percent of Marion School District Two's schools will have a technology coach who trains teachers and visits classrooms to help teachers integrate technology into the curriculum.
- Thirty percent of Marion School District Two's schools will have an assistive technology assessment team that coordinates assistive technology assessments for students with special needs.

## Instructional Capacity

- Sixty percent of Marion School District Two's teachers will integrate technology skills into their teaching of the South Carolina academic standards as evidenced by the eportfolio system.
- Sixty percent of Marion School District Two's students will meet the technology skills for their grade level as found on the District's Technology Scope and Sequence (ISTE-S). See Appendix 6

## Community Connections

- Marion School District Two will report a 10 percent yearly increase in community collaborations that result in better teacher and student access to technology, better teacher and student use of technology, more teacher and student real-world experiences in technology-related fields, more research and evaluation of technology projects, and more community collaboration technology grants submitted and dollars funded.
- Marion School District Two will have a community partnership that provides research and evaluation for a district's major (schoolwide or larger) technology projects.
- Marion School District Two will provide and document professional development training in how to access and use available community resources. Results will be reported through the SDE on-line professional development tracking system.
- Marion School District Two's high school will provide access to technology-related facilities after hours for parents, teachers, and community members.

## Support Capacity

- Marion School District Two will include in their technology plan an assessment of their current technology needs, their current technology inventory, and their current technology support strategies.

### Cumulative Benchmarks

2012-2013	<ul style="list-style-type: none"> <li>• Refresh administrations workstations</li> <li>• Technology refresh for one high school lab</li> <li>• 40% teachers at Mastery Level Technology proficiency</li> <li>• 1 Technology Coach</li> <li>• 1 Technician</li> <li>• Technology refresh at 30% of teacher workstations and an additional five workstations in each classroom at high school.</li> <li>• Network basic maintenance</li> <li>• Technology survey</li> <li>• Additional Smart boards/projectors mounted in schools.</li> </ul>
2013-2014	<ul style="list-style-type: none"> <li>• Technology refresh at 30% of teacher workstations and an additional five workstations in each classroom at elementary school</li> <li>• Technology refresh for one high school lab</li> <li>• 50% teachers at Mastery Level Technology proficiency</li> <li>• 1 Technology Coach</li> <li>• 1 Technician</li> <li>• Technology survey</li> <li>• Additional Smart boards/projectors mounted in schools.</li> <li>• Upgrade switches at high school</li> <li>• Upgrade wireless capabilities at elementary schools.</li> <li>• File server update at Palmetto Education Center</li> </ul>
2014-2015	<ul style="list-style-type: none"> <li>• Technology refresh at 30% of teacher workstations and an additional five workstations in each classroom at middle school</li> <li>• Technology refresh for one high school lab</li> <li>• 60% teachers at Mastery Level Technology proficiency</li> <li>• 1 Technology Coach</li> <li>• 1 Technician</li> <li>• Technology survey</li> <li>• Additional Smart boards/projectors mounted in schools.</li> </ul> <p>Evaluate Technology plan and make revisions.</p>

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Paula Grant  
Nancy Grice  
Dr. Susan Cotton  
Gail Fowler  
Brian Charles

Superintendent  
Director of Business  
Director of Technology  
Instructional Data Coordinator  
Media Specialist  
Media Specialist  
Media Specialist  
Media Specialist  
Technology Contact  
District Technology Assistant  
District Technology Coach  
Director of Federal Programs  
Director of Instruction  
Director of Special Services  
Director of Human Resources  
Network Technician

*BUDGET 2012-2013*

<b>Equipment Purchases</b>	
Teacher Use Equipment	\$100,000
Media Center Equipment	\$47,000
Computer Upgrade and Replacement	\$52,000
<b>Professional Development</b>	
Technology Coach	\$70,500
Technology Courses for Teachers	\$23,000
<b>Technology Support</b>	
Network Technician	\$50,000
Technology Supplies	\$23,000
Internet/e-mail/network access	\$50,000
Software	\$25,000
Network electronics update	\$35,000

*BUDGET 2013-2014*

<b>Equipment Purchases</b>	
Teacher Use Equipment	\$100,000
Media Center Equipment	\$ 40,000
Computer Upgrade and Replacement	\$ 50,000
<b>Professional Development</b>	
Technology Coach	\$ 73,000
Technology Courses for Teachers	\$ 15,000
<b>Technology Support</b>	
Network Technician	\$ 52,000
Technology Supplies	\$ 20,000
Internet/e-mail/network access	\$ 50,000
Software	\$ 20,000
Network electronics update	\$ 30,000

*BUDGET 2014-2015*

<b>Equipment Purchases</b>	
Teacher Use Equipment	\$110,000
Media Center Equipment	\$ 57,000
Computer Upgrade and Replacement	\$ 60,000
<b>Professional Development</b>	
Technology Coach	\$ 76,000
Technology Courses for Teachers	\$ 17,000
<b>Technology Support</b>	
Network Technician	\$ 54,000
Technology Supplies	\$ 17,000
Internet/e-mail/network access	\$ 55,000
Software	\$ 25,000
Network electronics update	\$ 35,000

### BUDGET 2015-2016

<b>Equipment Purchases</b>	
Teacher Use Equipment	\$120,000
Media Center Equipment	\$ 62,000
Computer Upgrade and Replacement	\$ 65,000
<b>Professional Development</b>	
Technology Coach	\$ 79,000
Technology Courses for Teachers	\$ 20,000
<b>Technology Support</b>	
Network Technician	\$ 56,000
Technology Supplies	\$ 22,000
Internet/e-mail/network access	\$ 57,000
Software	\$ 30,000
Network electronics update	\$ 40,000

### BUDGET 2016-2017

<b>Equipment Purchases</b>	
Teacher Use Equipment	\$125,000
Media Center Equipment	\$ 60,000
Computer Upgrade and Replacement	\$ 75,000
<b>Professional Development</b>	
Technology Coach	\$ 82,000
Technology Courses for Teachers	\$ 27,000
<b>Technology Support</b>	
Network Technician	\$ 58,000
Technology Supplies	\$ 27,000
Internet/e-mail/network access	\$ 62,000
Software	\$ 35,000
Network electronics update	\$ 45,000

## *Appendix 1: No Child Left Behind Action Plan*

**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.

Marion School District Two will provide individualized instruction to meet the unique learning needs of students as well as to ensure the increasing of achievement for all our students in order to meet the national education goal for all students to be proficient or better in English language arts and mathematics. Technology is one tool teachers can utilize to provide effective multi-level instruction. Marion School District Two will utilize data-driven approaches, including technology, for whole-school reform/improvement. Thereby, we will ensure alignment of local, state, and national curricular standards and those of the International Society for Technology in Education. All of these standards will validate the district's curricula and will lead to multi-level instruction.

Marion School District Two will provide technology-oriented professional development for teachers, technology-supported curriculum and instruction for students, technology leaders for schools, and community-based technology training opportunities for parents as methods to improve student academic achievement and technology literacy.

Marion School District Two will implement programming that targets teachers with a distinct curriculum designed for each audience. Teachers will learn from other teachers how, when and where to incorporate technology tools and resources into their current lesson plans. In addition, they will be instructed on how best to create assessment tools and align lessons with district, state and national standards. Teachers will also learn to incorporate the Internet, Web page design and productivity software into instruction.

Curriculum integrated with technology involves the infusion of technology as a tool to enhance the learning in a content area or multidisciplinary setting. Technology enables students to learn in ways not previously possible. Effective integration of technology is achieved when students are able to select technology tools to help them obtain information in a timely manner, analyze and synthesize the information, and present it professionally. The technology should become an integral part of how the classroom functions — as accessible as all other classroom tools.

Although many teachers are moving along the continuum from being personal users of technology to finding ways to effectively use it with students, many have not moved far enough in engaging their students in technology utilization.

Through professional development activities, Marion School District Two teachers will learn to provide instruction that is multimedia, interactive and continuously responsive to each student's needs. All students will receive technology-based instruction throughout each week. Additionally, students

will have the opportunity to enjoy multimedia enhanced literature and content reading that develops more difficult reading strategies, plus writing and collaborative problem-solving activities. Below-level students will have more opportunities to catch up to grade level and improve their standards-based skills and strategies.

Marion School District Two will continue to learn how to integrate technology into all areas of the K12 curriculum creating technology-rich learning plans and guides. Students will utilize technology systems (hardware and application software) as a learning tool.

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.

Marion School District Two teachers will demonstrate the following ten competencies.

1. Teacher uses technology tools and information resources to promote creativity and facilitate learning.
2. Teacher uses technology resources to facilitate higher order thinking skills and creativity.
3. Teacher collaborates in creating models, preparing publications, and producing creative works.
4. Teacher uses technology to locate, evaluate, and collect information from various sources.
5. Teacher demonstrates an understanding of the legal and ethical issues related to technology.
6. Teacher exhibits positive attitude toward technology uses that support life-long learning.
7. Teacher designs and teaches technology-enriched learning activities connecting content standards.
8. Teacher integrates technology-based assessment strategies for evaluating specific learning activities.
9. Teacher demonstrates proficiency in the use of selected hardware and software.
10. Teacher uses content-specific technology to support learning and research.

These teacher competencies are based on the National Educational Technology Standards (NETS) project of ISTE. The roots of the NETS Project are found in the work done by ISTE's Accreditation and Professional Standards Committee. For almost a decade, the committee worked diligently to influence the accreditation and standards-setting agencies at the national and state levels. The committee has developed standards-related documents, adopted by NCATE and used widely in the United States in the development of teacher-education programs. These include:

- standards for accreditation of teacher preparation programs for specialization in educational computing and technology,
- unit guidelines describing essential conditions needed to support technology use in teacher preparation programs, and
- general standards for providing a foundation in technology for all teachers.

The emphasis on technology usage in the classroom is based on multiple research findings. In the area of language arts, research has shown

- Children quickly learn to use word processing software and often do better writing than with pencil and paper.

- Using word processing results in fewer grammar, punctuation, and capitalization errors, especially among students with low abilities.
- Authentic writing with computers is an effective way of learning language mechanics. When combined with the use of telecommunications, such as a cooperative development project, improvements show up on both holistic assessments and standardized tests.
- When children use a computer to study spelling, they are more engaged and, as a result, achieve higher spelling scores.
- When teachers learn about computers, this new knowledge helps their students' writing improve, mainly because they give students more opportunity to write on the computer.

In the areas of science and math, research says

- Computers help elementary students of all ability levels to learn science content and to increase their logical thinking and problem-solving skills.
- Students show greater achievement on standardized tests after using computers for math problem solving.
- Telecommunications projects in science help students develop both specific science concepts and global awareness while using computer tools.
- Students working collaboratively to explore science concepts are effective and successful when they use a local-area network.
- Children can use a computer-based manipulative math environment that provides more control and flexibility than hands-on materials, helping to integrate objects and symbols in a visual approach where real manipulatives are not feasible.
- Children using computers in mathematics are more independent learners and prefer learning on computers to learning with worksheets or precision teaching.

It is our belief that 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. On-site professional development is also available through the district technology coach.

### 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.

Presently Internet and email access is available to all classrooms (including all portables), offices, and schools in the district. All teachers have access to email, many from their desk, and students in grades 6-12 have access to email through SchoolInsites. Teachers and students are using internet and email to help with all areas of instruction, planning and research. Our usage is such that we have increased our bandwidth to 100 MB between schools and 500 MB to the district office.

Our number of Windows based, Internet capable computers have grown tremendously to almost 1000 and that number continues to grow. We're now working with Windows XP with an upgrade move to Vista planned when this operating system is more stable and drivers for peripherals are readily available. This growth has been accomplished through the purchase of computers on state contract, grant awards, E-Rate and other funds. A partnership with Dell and standardization of equipment has also helped to fuel this growth.

All of our teachers in the district have a Windows based, Internet capable computer in their room. About 60% of those teachers have multiple computers and such things as scanners and color printers. Many Smart Board projection systems are in place and being used more now than ever before. North Mullins Primary and McCormick Elementary have a system in every classroom and Palmetto Middle School is very close to reaching that goal. Each school has at least one, 25-station computer lab (Mullins High School has three); each media center has a minimum of eight computers. All of our classrooms have been wired for at least 10-megabyte network/Internet access, many run at 100-megabyte and some sites have gigabit (1000-megabyte) access. This includes our portable units as well. .

The E2T2 competitive grant has made it possible to distribute laptop computers to all sixth grade students. These students receive regular technology instruction as well as using the laptops on a regular basis in the classroom. All of the district schools are now wireless including Palmetto Middle, where the sixth grade students are located.

Additionally, the recent E2T2 grant has made it possible to purchase laptop computers to be used by all K-5<sup>th</sup> grade students at North Mullins Primary and McCormick Elementary. Teachers at these two schools are encouraged to integrate technology into their lessons and check out the laptop carts located in the buildings. A district technology coach has been hired to assist teachers with the integration of technology.

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.

Funds provided as part of E2T2 competitive and/or formula funds will be used to enhance the progress already being made in the district, as outlined in the answer to question number three. These funds provide for a district technology coach as discussed under number 3.

Currently we use our state-provided professional development funds to provide instruction on a regular and consistent basis to all our teachers in the proper use of technology equipment and the integration of the equipment and software into the curriculum. Formula funds are also used to provide at least one technology related graduate level course to teachers each year.

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.

Currently we use our state-provided professional development funds to provide instruction on a regular and consistent basis to all our teachers in the proper use of technology equipment and the integration of the equipment and software into the curriculum. The district has hired a district Technology Coach. Her job is to work with the schools to be sure that technology is being used to the full benefit of the students. In addition to the instruction offered to the staff, graduate technology courses in technology integration are offered on a regular basis. Pee Dee Ed Center at Francis Marion University provides professional development on the use of PowerSchool student information center. ETV trains media specialists on the use of streaming video, etc.

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.

- Continue to maintain internet/email/network access for all schools/classrooms.
- Timeline: Ongoing Budget: \$35,000 per year
- Continue to work toward providing each teacher with state-of-the-art technology equipment. Timeline: Ongoing Budget: \$20,000.00 per year
- Continue to provide for computer labs in each school, however consider wireless: \$20,000.00 per year
- Continue to provide appropriate instructional software for each computer.

Timeline: Ongoing                      Budget: \$10,000.00 per year

- Continue to maintain our base computer operating system in a state compatible with industry standards.

- Continue to integrate the technology into and across the content areas.

- Continue to employ a network technician: Budget: \$35,000.00

- Update file servers and network software as needed utilizing e-Rate funding                      Timeline: Ongoing Budget: \$10,000.00 per year

- Increase the speed of the network by making modifications to switches, hubs, and the addition of fiber optics and wireless components utilizing e-Rate funding.

Timeline: Ongoing    Budget: \$10,000.00 per year

- Provide for maintenance contracts to support the network and infrastructure. These are highly complex systems that require highly specialized technicians. A maintenance contract would be cost effective for the district. This will be a request made for e-Rate funding.

- Continue to encourage the development and use school websites. All schools have a web presence through SchoolInsites

- Provide school library information to home computers through the Internet.

- Provide laptops for all K-6 grade students.

- Integrate SmartBoard projection systems in all classrooms

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.

Marion School District Two will institute a multi-faceted program to integrate technology into curricula and instruction. This program will include professional development for teachers, technology-based instructional approaches for students, and community based technology workshops for parents and the community at large.

For students, the A+ at Mullins High and Palmetto Middle, Read 180 at Palmetto Middle, Achieve 3000 at Mullins High and Palmetto Middle, Compass Learning at McCormick Elementary and at North Mullins Primary,

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.

Marion School District Two has partnered with the State Department of Education and the Governor's School to provide on-line courses to high school students in the district. Also, students participate in credit recovery programs through the use of software. The district also offers virtual school courses to high school students.

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.

Marion School District Two will make the technological resources available to parents and the community through the Parent Center located at Mullins Early Childhood Center. The Parent Center Marion School District Two will provide continuing education opportunities to the community in the area of computer/technology use at various school locations in the district.

School technology leaders will organize community-based workshops. Led collaboratively by the school district's Parent Center and the school technology leaders, each workshop will consist of instructional and practice opportunities to allow parents to reinforce their children's classroom activities as well as enhance their own technology skills. This will promote parental involvement and increase communication with parents and will keep them informed and involved in technology education by increasing access to these resources.

Through school and district web sites teachers post homework, resources, and lesson plans that are available to parents and students.

The PowerSchool Parent Portal provides parents the ability to access student attendance, grades, and discipline. The parent portal will be available 24/7.

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.

School technology leaders will organize community-based workshops. Led collaboratively by the school district's Parent Center and the school technology leaders, each workshop will consist of instructional and practice opportunities to allow parents to reinforce their children's classroom activities as well as enhance their own technology skills. This will promote parental involvement and increase communication with parents and will keep them informed and involved in technology education by increasing access to these resources. Individual schools will also provide similar types of opportunities.

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.

Curriculum integration with the use of technology involves the infusion of technology as a tool to enhance the learning in a content area or multidisciplinary setting. Technology enables students to learn in ways not previously possible. Effective integration of technology is achieved when students are able to select technology tools to help them obtain information in a timely manner, analyze and synthesize the information, and present it professionally. The technology should become an integral part of how the classroom functions — as accessible as all other classroom tools.

Although many teachers are moving along the continuum from being personal users of technology to finding ways to effectively use it with students, many have not moved far enough in engaging their students. The ISTE National Educational Technology Standards (NETS) for Students should be embedded in the instruction of district, state, and national curriculum standards. A Technology Scope and Sequence (ISTE-S) has been adopted for all grade levels.

Process measures for increasing the ability of teachers to teach include:

- random documented classroom walk-throughs and evaluations
- use of ePortfolio for teacher technology portfolios; and teacher participation in professional development courses.

Accountability measures include the percentage of technology proficient teachers in the district and the rate of Internet usage within the district. "Proficiency" for these teachers is measured by ePortfolio.

Process measures for measuring student achievement will focus on a comparative analysis of the results of the states new PASS test in each performance level from one year to the next. Accountability measures will show the change in the percent of students at each performance level.

An additional measure that will evaluate the effectiveness of the district's technology program is the Internet usage rate. This rate will be monitored to determine the increase in usage by district staff and students. Daily average usage will be determined at given intervals and compared to the baseline data.

**12. A description of the support 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 needs assessment is the primary tool used in analyzing this question. These are some of our implementations based on those findings.

Mullins High School will use A+ software to assist students in credit recovery. Achieve 3000 is being used to assist students with deficiencies in their reading ability.

Palmetto Middle School also uses Achieve 3000 for supplemental reading instruction. For students who need even more help, Read 180 will be used. Palmetto Middle eighth grade students have been issued laptops for use in classrooms.

McCormick Elementary and North Mullins Primary will use Compass Learning which focuses in on students' specific needs as will be determined by online testing. K-5<sup>th</sup> grade students have access to laptops for use in the classrooms.

All schools will participate in online testing through MAP which will determine student's deficiencies. All teachers have access to PowerTeacher, and Test View. All elementary and middle schools use Accelerated Reader.

## No Child Left Behind

### 2012-2013 Timeline

<b>Date</b>	<b>Activity</b>
September-October 2012	<ul style="list-style-type: none"><li>• District purchases technology tools for use by teachers in professional development program</li><li>• Technology coach uses results of Needs Assessments/Technology Proficiency survey to plan customized instruction for teachers</li><li>• District begins process of purchasing technology resources</li><li>• Program evaluators continue monthly site visits</li><li>• Technology coach, teachers, and curriculum facilitators continue weekly meetings to ensure lessons and activities are correlated to state curriculum standards</li><li>• Technology coach meets weekly with teacher-leaders of study groups to provide technical assistance and oversight</li><li>• Technology task force continues to meet monthly</li></ul>
November- December 2012	<ul style="list-style-type: none"><li>• Continue staff training with Pee Dee Education Center</li><li>• Continue staff training with Francis Marion University</li><li>• Continue to receive technical assistance from technology experts</li></ul>
January-May 2013	<ul style="list-style-type: none"><li>• Technology coach works with teachers in ePortfolio to determine teacher technology proficiency.</li><li>• Teachers continue to submit technology-integrated lesson plans via teacher webpages</li><li>• District administrators and the technology coach continue random monthly walkthroughs of classrooms</li><li>• District administrators, principals and the technology coach continue random monthly checks of teacher technology portfolios</li><li>• Technology coach and media center personnel continue compiling usage records of multimedia tools</li><li>• Technology coach, principals, and district administrators continue collection and documentation of lesson plans submitted on teacher webpages</li></ul>
June-August 2013	<ul style="list-style-type: none"><li>• Hold parent and community meetings for community technology access needs assessment</li><li>• Technology coach implements summer technology training for staff</li><li>• 2012/2013 budget purchases for students, media centers, and community are completed</li><li>• Technology team meets to evaluate and revise technology plans as necessary</li></ul>

## No Child Left Behind 2013-2014 Timeline

<b>Date</b>	<b>Activity</b>
September-October 2013	<ul style="list-style-type: none"> <li>• District purchases technology tools for use by teachers in professional development program</li> <li>• Technology coach uses results of Needs Assessments/Technology Proficiency survey to plan customized instruction for teachers</li> <li>• District begins process of purchasing technology resources</li> <li>• Program evaluators continue monthly site visits</li> <li>• Technology coach, teachers, and district administrators continue weekly meetings to ensure lessons and activities are correlated to state curriculum standards</li> <li>• Technology coach meets weekly with teacher-leaders of study groups to provide technical assistance and oversight</li> <li>• Technology task force continues to meet monthly</li> </ul>
November- December 2013	<ul style="list-style-type: none"> <li>• Continue staff training with Pee Dee Education Center</li> <li>• Continue staff training with Francis Marion University</li> <li>• Continue to receive technical assistance from technology experts</li> </ul>
January-May 2014	<ul style="list-style-type: none"> <li>• Technology coach works with teachers in ePortfolio to determine teacher technology proficiency.</li> <li>• Teachers continue to submit technology-integrated lesson plans via teacher webpages</li> <li>• District administrators and the technology coach continue random monthly walkthroughs of classrooms</li> <li>• District administrators, principals and the technology coach continue random monthly checks of teacher technology portfolios</li> <li>• Technology coach and media center personnel continue compiling usage records of multimedia tools</li> <li>• Technology coach, principals, and district administrators continue collection and documentation of lesson plans submitted</li> </ul>
June-August 2014	<ul style="list-style-type: none"> <li>• Hold parent and community meetings for community technology access needs assessment</li> <li>• Technology coach implements summer technology training for staff</li> <li>• 2009/2010 budget purchases for students, media centers, and community are completed</li> <li>• Technology team meets to evaluate and revise technology plans as necessary</li> </ul>

**No Child Left Behind  
2014-2015 Timeline**

<b>Date</b>	<b>Activity</b>
September-October 2014	<ul style="list-style-type: none"> <li>• District purchases technology tools for use by teachers in professional development program</li> <li>• Technology coach uses results of Needs Assessments/Technology Proficiency survey to plan customized instruction for teachers</li> <li>• District begins process of purchasing technology resources</li> <li>• Program evaluators continue monthly site visits</li> <li>• Technology coach, teachers, and district administrators continue weekly meetings to ensure lessons and activities are correlated to state curriculum standards</li> <li>• Technology coach meets weekly with teacher-leaders of study groups to provide technical assistance and oversight</li> <li>• Technology task force continues to meet monthly</li> </ul>
November-December 2014	<ul style="list-style-type: none"> <li>• Continue staff training with Pee Dee Education Center</li> <li>• Continue staff training with Francis Marion University</li> <li>• Continue to receive technical assistance from technology experts</li> </ul>
January-May 2015	<ul style="list-style-type: none"> <li>• Technology coach works with teachers in ePortfolio to determine teacher technology proficiency.</li> <li>• Teachers continue to submit technology-integrated lesson plans via teacher webpages</li> <li>• District administrators and the technology coach continue random monthly walkthroughs of classrooms</li> <li>• District administrators, principals and the technology coach continue random monthly checks of teacher technology portfolios</li> <li>• Technology coach and media center personnel continue compiling usage records of multimedia tools</li> <li>• Technology coach, principals, and district administrators continue collection and documentation of lesson plans</li> </ul>
June-August 2015	<ul style="list-style-type: none"> <li>• Hold parent and community meetings for community technology access needs assessment</li> <li>• Technology coach implements summer technology training for staff</li> <li>• 2009/2010 budget purchases for students, media centers, and community are completed</li> <li>• Technology team meets to evaluate and revise technology plans as necessary</li> </ul>

## Appendix II: Marion School District Two Teacher Professional Development Plan

### I. Professional Development Offerings

The following technology integration professional development opportunities are available to our teachers and administrators:

- In August, each media specialist conducts a school-level workshop to introduce teachers to the school's LAN and the districts WAN, to give an overview of available software, and to discuss the district's professional development plan. The Technology Coach conducts a similar workshop tailored to new employees.
- Selected teachers from each school are involved in intensive professional development over a three-year period. In year one, they receive one-on-one and group training from the technology coach as well as workshops and professional development classes offered by our district. In years two and three, they serve as mentors to other teachers in their building.
- Other teachers are encouraged to enroll in *The SMART way to Integrate Technology*, a free recertification course that focuses on the integration of technology into classroom instruction.
- A survey is conducted in August of each year to learn what other courses are needed. Course offerings and workshops are planned on the basis of this survey.
- ***See Appendix VIII for additional information regarding Professional Development.***

### II. Assessment

Our district conducts ongoing assessment to measure technology integration into the classroom curriculum.

#### Methods of Assessment

- A. ePortfolio (As teachers complete professional development opportunities, their final projects, such as lesson plans, web quests, and PowerPoint presentations, are saved in digital format.)
- B. Classroom observations and Learning Walk by District Level Administrators.

### III. Timeline

Our district timeline contains the activities, the person(s) responsible, and the timeframe for a three-year planning horizon with an annual update cycle.

<b>Activity</b>	<b>Person(s) Responsible</b>	<b>When</b>
Hold organizational planning meeting	Technology Coach/Director of Technology	July of each year
Administer survey instrument based on all ISTE standards	Technology Coach and media specialists	April each year
Survey staff to determine needs	Media specialist in each school	August each year
Develop a progressive schedule of professional development offerings to meet identified needs	Technology Coach and media specialists	August each year
Create professional development delivery schedule	Technology Coach and media specialists	August each year
Deliver continuous professional development	Technology Coach; Media Specialists; online providers and consultants as needed	Ongoing
Administer ePortfolio systems	Technology Coach, Director of Technology, Curriculum Coordinators and Media Specialists in each school	Ongoing
Once all ISTE standards have been met, submit assurance to the Office of Teacher Certification confirming that teachers are proficient in technology prior to June 30.	Gail Fowler, Director of Human Resources	June each year
Conduct annual review and updating of the technology plan	Director of Technology Technology Coach	May-June each year

See appendix VIII for additional information regarding professional development activities.

## Appendix III: Marion School District Two Acceptable Use Policy

### USE OF TECHNOLOGY RESOURCES IN INSTRUCTION

Code **IJNDB** Issued **10/09**

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Purpose: To establish the board's vision and the basic structure for the use of technology resources in instruction.

The purpose for Internet access and use of this technology in the classroom is to enhance and support instruction. Only information of sound educational value that meets the goals and objectives of the instructional program will be used in the schools. Stand-alone as well as network workstations are governed by this policy. Communications and computer technology at Marion School District Two are provided for instructional, educational and administrative purposes only.

Each principal will be responsible for implementing procedures for students and staff to access the Internet and to utilize this technology in the school. The principal or his/her designee must verify that each staff member, parent/legal guardian and others using this technology is capable of properly using and is knowledgeable of policies and procedures for this technology. Teachers should verify that each student is capable of using and is knowledgeable of policies and procedures for this technology.

Teachers must use passwords to access school networks. Each teacher will be responsible for use of his/her password. In grades 6-12, students will be issued individual user IDs and passwords. All users of technology in Marion School District Two will be required to sign an acceptable use policy agreement. All staff members and students in grades 6-12 must sign an acceptable use policy agreement before receiving an ID and password. Principals will keep a copy of all IDs and passwords. The principal or his/her designee will periodically monitor the tracking of each staff user and student user to ensure there is no misuse. Consequences for misuse range from warning to termination for staff members and from warning to expulsion for students.

Teachers and other adults searching for appropriate instructional areas that encounter immoral or pornographic materials should notify the principal or his/her designee. Students searching for appropriate instructional areas that encounter immoral or pornographic materials should immediately shut off the monitor and inform the teacher.

The use of electronic information resources is a privilege, not a right. All users will be notified that computer files and electronic communications, including e-mail and voice mail, are not private. Technological resources will not be used to transmit confidential information about students, employees or district operations without the prior authorization of an administrator.

The district will monitor all district Internet and technology resources, deem what is appropriate use and remove a user's access at any time it is determined that the user is engaged in unauthorized activity or violating the acceptable use policy.

Student Internet activities will be monitored by the district to ensure students are not accessing inappropriate sites that have visual depictions that include obscenity, child pornography or are harmful to minors. The school district will use technology protection measures to protect students from inappropriate access. The district technology coordinator will provide technology usage reports to the superintendent and the board quarterly.

The district will provide reasonable notice of and conduct at least one public hearing or meeting to address and communicate its Internet safety measures.

District and school computer technicians who are working with a computer and come across sexually explicit images of children must report this to local law enforcement and the superintendent. The report must include the name and address of the owner or person in possession of the computer.

The superintendent or his/her designee will establish and maintain a system for the securing, cataloging and storing of all records that is in compliance with state and federal law. Such system will include the suspension of routine record destruction practices, as applicable.

Adopted 7/8/99; Revised 1/16/02, 1/17/08, 1/8/09, 10/1/09

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*Legal references:*

A. *Federal law:*

1. 47 USC Section 254(h) - Children's Internet Protection Act.
2. The Digital Millennium Copyright Act of 1998, Section 512 - Limitations on liability relating to material online.

B. S.C. Code of Laws, 1976, as amended:

1. Section 10-1-205 - Computers in public libraries; regulation of Internet access.
2. Section 16-3-850 - Encountering child pornography while processing film or working on a computer.
3. Section 16-15-305 - Disseminating, procuring or promoting obscenity unlawful; definitions; penalties; obscene material designated contraband.

C. Department of Archives and History Regulations:

1. Regulation 12-901 through 12-906.6 - Article 9 - General retention schedules for school districts.

**Marion School District Two  
Employee Acceptable Use Policy Agreement**

Employee name (printed) \_\_\_\_\_

The district strongly believes in the educational value of the Internet and recognizes its potential to support curriculum and student learning by facilitating resource sharing, innovation and communication. The district also believes this educational opportunity demands personal responsibility and an understanding of the acceptable use policy for the Internet and technology by students and staff.

I have read and understand policy IJNDB and administrative rule IJNDB-R concerning accessing information on the Internet. I agree to abide by the rules and I further understand that any violation of the rules is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked. Disciplinary and/or appropriate legal action may be taken.

\_\_\_\_\_  
Employee signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Location

**STUDENT ACCEPTABLE USE POLICY AGREEMENT**  
**FOR MIDDLE AND HIGH SCHOOL STUDENTS**  
**AGREEMENT SIGNATURE PAGE**

**Acceptance signature for middle and high school students**

*Student*

I understand and agree to abide by this Internet use agreement. I further understand that any violation of this agreement may lead to Internet technology access being revoked and, as appropriate, further disciplinary and legal action.

Student name (please print): \_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Parent/Legal guardian (of students under age 18)*

As the parent/legal guardian of this student, I have read this Internet use agreement. I understand that this access is designed for educational purposes and that Marion School District Two has taken precautions to limit access to controversial material. However, I recognize it is impossible for the district to restrict access to all materials which I might deem controversial, and I will not hold the district responsible for materials acquired on the network. Further, I accept responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission for my child to use a school account for independent navigation and certify that the information contained on this form is correct.

Parent/legal guardian name (please print): \_\_\_\_\_

Parent/legal guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Refusal signature for middle and high school students**

*Parent (if student under age 18)*

At this time I do not grant permission for my child to be granted the privilege of independent use of the Internet.

*Student over age 18*

At this time I do not accept the privilege of independent use of the Internet.

I understand that teachers or media specialists who are exploring World Wide Web sites with a class do not need special permission for such activity if the faculty member is in control of the navigation to known educational sites. A student who is using the mouse to navigate the Net at the constant direction of the faculty member is not "independently" navigating the Net. This circumstance does not require special parental/student over age 18 permission.

Parent/Legal guardian name or student over age 18 (please print): \_\_\_\_\_

Parent/Legal guardian or student over age 18 signature: \_\_\_\_\_

Date: \_\_\_\_\_

# **Marion School District Two**

## **STUDENT ACCEPTABLE USE POLICY AGREEMENT**

### **FOR ELEMENTARY SCHOOL STUDENTS**

#### **AGREEMENT SIGNATURE PAGE**

#### **Acceptance signature for elementary students**

##### *Student*

I understand and agree to abide by this Internet use agreement. I further understand that any violation of this agreement may lead to Internet technology access being revoked and, as appropriate, further disciplinary and legal action.

Student name (please print): \_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

##### *Parent/Legal guardian*

As the parent/legal guardian of this student, I have read this Internet use agreement. I understand that this access is designed for educational purposes and that Marion School District Two has taken precautions to limit access to controversial material. However, I recognize it is impossible for the district to restrict access to all materials which I might deem controversial, and I will not hold the district responsible for materials acquired on the network. Further, I accept responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission for my child to use a school account for independent navigation and certify that the information contained on this form is correct.

Parent/Legal guardian name (please print): \_\_\_\_\_

Parent/Legal guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### **Refusal signature for elementary school students**

At this time I do not grant permission for my child to be granted the privilege of independent use of the Internet.

I understand that teachers or media specialists who are exploring World Wide Web sites with a class do not need special permission for such activity if the faculty member is in control of the navigation to known educational sites. A student who is using the mouse to navigate the Net at the constant direction of the faculty member is not "independently" navigating the Net. This circumstance does not require special parental permission.

Parent/Legal guardian name (please print): \_\_\_\_\_

Date: \_\_\_\_\_

**Marion School District Two  
ACCEPTABLE USE AGREEMENT  
FOR ADULT USERS**

**AGREEMENT SIGNATURE PAGE**

I agree to the following.

- I am fully responsible for all activities and communications that take place during my computer session.
- I will not tamper with computer hardware or attempt to install or download software
- I will not seek to gain unauthorized access to computer systems of information (hacking).
- I will not engage in any illegal activities, including gambling (for which the district is not licensed).
- I will not use the computer with the intention of profit making, including advertising, commercial email (spamming) and chain letters.
- I will not use the computer for the purpose of libel, slander or harassment or for sending material likely to cause offense or inconvenience.
- I will respect the privacy and sensibilities of other users and I will not cause noise or display text or graphics that may be reasonably viewed as obscene or offensive.
- I will not violate copyright or software license agreements.
- I will save documents and information only to diskettes or USB memory sticks (personal data stored elsewhere will be deleted when the user has finished his/her session).
- I will use the computer only within the time that has been allocated to me.
- I will pay for any printing costs incurred.
- I will not use the computers for viewing TV broadcasts (for which the district is not licensed).

I have read this Internet Use Agreement. I understand that this access is designed for educational purposes and that Marion School District Two has taken precautions to limit access to controversial material. However, I recognize it is impossible for the district to restrict access to all materials which I might deem controversial and I will not hold the district responsible for materials acquired on the internet.

\_\_\_\_\_  
Name of adult

\_\_\_\_\_  
Signature of adult

\_\_\_\_\_  
Date

## USE OF TECHNOLOGY RESOURCES IN INSTRUCTION

Code **IJNDB-R** Issued **10/09**

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### Disclaimer

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. On a global network it is impossible to control all materials and an industrious user may discover controversial information. The district firmly believes that the valuable information and interaction available on this worldwide network far outweigh the possibility that users may procure material that is not consistent with the educational goals of the district/school.

All users of the network are expected to act in the spirit of mutual respect and cooperation while adhering to the guidelines for its use including, but not limited to, the following.

- Staff members and students in grades 6-12 are required to have a valid, authorized ID and password to access the network. These persons may use their authorization only.
- Network access is available at no charge to all staff members and students in grades 6-12 who have signed the acceptable use policy agreement. Therefore, each user as listed above is expected to have his/her own ID and password. As such, at no time should any authorized user divulge the authorized ID or password issued to him/her, allow use by anyone other than himself/herself or make use of another person's ID or password.
- All users of district technology, including anyone who is not an employee or student, is also bound by the district's acceptable use policy and will be required to sign verification of their understanding of the policy prior to using district technology.
- Do not give out personal information on the Internet. Never give out the user's phone number, Social Security number, full name, age, home address or any other personal information.
- Home directories are provided to students and staff for educational related work. Students should not store personal or non-school related work in home directories. The district reserves the right to review the contents of student's home directories.
- No one may knowingly or experimentally use any means to produce system failure, degrade performance or proliferate computer viruses.
- No one may engage in unauthorized duplication, installation, alteration or destruction of data, programs or software. Neither may anyone transmit/disclose data, programs or software that belongs to others, nor copy the aforementioned materials, including handbooks, protected by copyright. Violators are financially responsible for damage to or loss of district software systems.
- Only authorized school district personnel should attempt any repairs.
- Copyrighted material will be posted online only in accordance with applicable copyright laws. Any materials utilized for research projects should be given proper credit as with any other printed source of information.

- Users will not install or modify applications without approval and support of the district technology department or designated technology teachers and support staff at school sites. Any unauthorized changes to systems, operating software, application software or hardware configurations will be reversed when discovered by technology or instructional staff. File-sharing software cannot be installed or used on district computers for the purpose of illegally sharing copyrighted materials such as music, images and software. This type of software is often used to “pirate” or illegally copy music across the Internet. These Napster-like software packages are distributed under many different names including Gnutella, WinMX, Kazaa, LimeWire, Morpheus and others. The use of this type of software is illegal when used to share copyrighted material. The most common use is the illegal “swapping” of music encoded in the MP3 format and is a violation of US copyright laws.
- No one may engage in abusive or improper use of the computer or network. This includes, but is not limited to, the following.
  - misuse of user privileges
  - tampering with software or equipment
  - unauthorized attempts at repairing software or equipment
  - unauthorized removal of software or system components, etc.
- Any written text, graphics or executable files created, downloaded, displayed or exchanged with another student or teacher must be education-related and not offensive in any way.
- In order to ensure proper configuration and to safeguard network security and performance, users should not attach computers, printers, network equipment (including wireless access points) or other types of hardware to the district’s network without prior approval and support of the technology department. Any equipment found to be in violation of this policy will be immediately disconnected.
- No one may use the network, including e-mail accounts, for private purposes including, but not limited to, the following.
  - use of the network for business ads
  - private ventures
  - any illegal purposes
  - buying and selling products
  - promoting services
  - political or religious activities
  - business ads
  - advertising or soliciting for non-district sponsored events
  - purchase or sell any unauthorized materials and/or other items
- No one may use the network to engage in the abuse of others. Such abuse includes, but is not limited to, the sending of abusive or obscene messages, threats, intimidation, harassment and ridicule within the district or beyond via Internet e-mail.

Issued 7/8/99; Revised 11/6/08, 10/1/09

## PowerSchool Parent Acceptable Use Policy

PowerSchool will provide you access to your child's grades, attendance, and homework. Please read these guidelines carefully and fill out the "PowerSchool Parent Portal Custody/Identification Form".

### Please read the following Acceptable Use Guidelines for PowerSchool:

1. Username and passwords are to be kept confidential.
    - a. It is the responsibility of the parent/guardian to protect the security of the login and password. Marion School District Two accepts no responsibility in the event the username and password is shared, given, stolen, or in any other way, becomes the possession of a person other than the parent/guardian.
    - b. If a username/password is stolen or lost, the parent/guardian can contact the school to have the password changed. The parent/guardian will need to complete the, "Username/Password Request" form posted on the District website or a form can be obtained at your child's school.
    - c. If you forget your username and/or password, you will be required to fill out a written request for the school. The parent/guardian will need to complete the, "Username/Password Request" form posted on the District website or a form can be obtained at your child's school.
  2. Only **one** username and password will be issued per student. It is the responsibility of the parent to determine which parent(s) or guardian(s) will be able to access records.
  3. The school district does not provide technical support for your home/work computer system. Some helpful documents are posted on the District website for parents to utilize.
  4. Users must realize that email and other communications via the Internet are not guaranteed to be private.
  5. We will monitor Parent Access to PowerSchool. The Parent Access Log lists date of login, time accessed, and duration of login (in minutes).
  6. Parents/guardians should remember that email and other communications over the Internet are not guaranteed to be private and are subject to State and Federal Law.
  7. You should follow the following procedures with questions concerning your child's grades or attendance.
    - a. Talk to your child to ask them about their grades or attendance.
    - b. Check the teacher's grading policy. The information on PowerSchool is subject to change. The information posted is not the official Progress Report, Report Card or Student Transcript.
    - c. Please email teachers with your questions concerning grades, but please do not send excessive emails. Remember your child's teacher has many other students that they teach.
    - d. The parent or guardian may request a meeting with the teacher but should request the meeting using your child's school procedures for setting up the meeting.
    - e. You will be able to check grades 24 hours a day, seven days a week. Teachers should post their grades within approximately 7 school days of the date the assignment is due. Some assignments, such as, written reports may take much longer to grade.
    - f. Attendance is taken once a day in the elementary schools and each period at other schools. Attendance is updated as soon as the teacher enters it. If you have a question concerning attendance, please contact the Attendance Office at your child's school.
- 
1. Please remember that Marion School District Two is providing this access as a privilege, and if it is abused, the account will be suspended and/or terminated.
  2. Marion School District Two is not liable for any damages to my personal equipment when connected to the PowerSchool System.
  3. I, release Marion School District Two and its officers, employees, and agents from any claims and damages from my use or inability to use the system.
  4. As a parent/guardian I have read and signed this policy and understand that access is designed for the educational support of my child's education.
-

Signature

Date

*Disclaimer This system is provided only as convenience. The data is the property of Marion School District Two and is only available to parents/students currently in attendance. PowerSchool Parent Portal is not an official record and may not be correct at all times. For official student records contact your child's school.*

## **APPENDIX IV. – HOW E-RATE AREAS HAVE BEEN ADDRESSED**

Marion School District Two complies with the Telecommunications Act of 1996 in the following areas:

We maintain CIPA Compliance to protect our children using Lightspeed Total Traffic Control. We apply each year for E-Rate for telephone and wireless communications.

### **Goals**

The technology plan has clear goals, objectives and strategies for using the state network and the telecommunications. All goals are for the achievement of the students in Marion School District Two. The Technology Dimension 1 is the Learners and Their Environment. Marion School District Two will use research-proven strategies to provide an environment for students to be technology literate by the end of eighth grade and to use technology for real life applications in grades 9-12. The Technology Dimension 2 is Professional Capacity and our goal will be to 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. The Technology Dimension 3 is Instructional Capacity. Marion School District Two will maintain a student-centered environment that supports student achievement by using current research-based technologies in all the instructional settings. The Technology Dimension 4 is Community Connections. The goal for this dimension is we will maximize community partnerships to increase student achievement. For Technology Dimension 5, Support Capacity, we will maintain the technology resources to assist staff and students in meeting the state academic standards.

### **Professional Development**

All Marion School District Two staff will acquire and demonstrate technology proficiency based on the ISTE-A or the ISTE-T. ePortfolio will be used to measure staff technology proficiency. The District Technology Coach and Curriculum Facilitator will monitor this

program for the district. This will ensure that all Marion School District Two staff is developing skills in new technologies.

### **Assessment**

Marion School District Two will use the Technology Counts Survey that is completed yearly, to perform the required assessment of technology use.

### **Funding of Technology**

Marion School District Two plans for the funding of the technology through the general fund budget, grants and an additional line item in the budget to help fund the required E-Rate match.

### **Evaluation**

Evaluation of the progress of this technology plan will be critical to the long-range plan.

Analyzing how the technology affects learning will be both qualitative and quantitative. For evaluation we will use in-house surveys and the targets listed in our cumulative benchmarks as guides.

## **APPENDIX V. – Report on Last Year’s Progress towards Goals, Objectives, Strategies, Benchmarks, Actions, and Outcomes**

Marion School District Two made progress in achieving its goals as described below:

### **1. Continue the training program.**

A technology literacy coach at Palmetto Middle School was hired to work with teachers as well as the students to improve ELA. A District Technology Coach was hired to assist with basic technology skills and the integration of technology into classroom instruction district-wide.

Workshops and in-service sessions were held on a regular basis.

### **2. Offer graduate professional development courses.**

A technology graduate course open to all district employees was taught in the Fall of 2010 through the College of Charleston. The technology course “*Integrating Technology into the Curriculum*” addresses our need for professional development directly related to integrating technology into the curriculum. The district now plans to offer a second class because we now have a waiting list.

### **4. Conduct a Technology Needs Assessment in fall 2010**

A needs assessment was conducted in the Fall of 2010.

### **5. Purchase additional classroom computers.**

Additional laptop computers were purchased for classroom use. All classrooms have internet access and all schools are now wireless.

### **6. Purchase additional data/video projectors.**

Smart Board presentation systems have been purchased and placed at all schools. Teachers at each school received training from the technology coach as well as outside vendors in the use of the Smart Board systems.

### **7. Implement a computer lease program.**

Lease program options are now being studied that give the district that ability to lease computers on a three year rotating cycle for classrooms.

### **9. Provide a wireless overlay at each school.**

All schools have upgraded wireless access points.

### **10. Provide Web hosting for teacher web pages at all four schools to increase parent involvement.**

Complete. The district website is <http://www.marion2.k12.sc.us>. Training in web page development has been offered in the “train-the-trainer” model this fall. Representative from each school were included in this training session. They in turn went back to the schools to provide further training to staff.

### **11. Upgrade of Switches**

Switch upgrade at 3 of the 4 school within the district. Core switch upgrade.

## **12. VoIP Implementation**

Voice over IP telephones are installed in all classrooms.

13.Proxy server installed and Firewall upgraded.

## APPENDIX VI. – District’s Technology Scope and Sequence (ISTE-S)

The students will:

<b>1. Creativity and Innovation</b>													
<b>A. Design original works using digital tools</b>													
1. Use programs and equipment to design original work.	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>B. Create a product using digital tools</b>													
1. Use digital tools to create a product.	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>2. Communication and Collaboration</b>													
<b>A. Use digital environments to exchange ideas with individuals or groups</b>													
1. Collaboratively use the Internet to communicate with individuals and groups using sources such as blogs, wikis, email, or other forms of digital communication tools.			2	3	4	5	6	7	8	9	10	11	12
<b>B. Use digital environments to collaborate and communicate</b>													
1. Participate in a digital environment to collaborate and communicate globally			2	3	4	5	6	7	8	9	10	11	12
<b>C. Produce digital work collaboratively</b>													
1. Collaboratively develop digital projects		1	2	3	4	5	6	7	8	9	10	11	12
2. Work collaboratively to produce digital products, such as Kidpix presentations and desktop publishing documents		1	2	3	4	5	6	7	8	9	10	11	12
3. Work collaboratively to produce original work.		1	2	3	4	5	6	7	8	9	10	11	12
4. Work together while using technology		1	2	3	4	5	6	7	8	9	10	11	12
5. Produce digital work collaboratively such as shared writing projects, group multimedia projects, etc.				3	4		6	7	8	9	10	11	12
<b>D. Select specific digital tools for completing curriculum related tasks</b>													

1. Select the appropriate digital tool for your task.					4	5	6	7	8	9	10	11	12
<b>E. Publish digital products that communicate curriculum concepts.</b>													
1. Publish digital products that communicate curriculum concepts.	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>3. Research and Information Fluency</b>													
<b>A. Use digital tools and strategies to locate, collect, organize, visualize, interpret, evaluate, synthesize and/or present or display information or ideas.</b>													
1. Retrieve information from digital sources.	K	1	2	3	4	5	6	7	8	9	10	11	12
2. Use a variety of digital sources when collecting information such as online libraries, multimedia dictionaries, web searches, etc.				3	4	5	6	7	8	9	10	11	12
3. Use technology tools such as file management, flash drives, and home drives to collect and organize information.				3	4	5	6	7	8	9	10	11	12
4. Use technology tools such as graphic organizers and storyboards to collect and organize information.				3	4	5	6	7	8	9	10	11	12
5. Demonstrate efficient Internet search strategies				3	4	5	6	7	8	9	10	11	12
6. Use digital tools and strategies to locate, collect, organize and evaluate information.					4	5	6	7	8	9	10	11	12
7. Use digital tools to present or display information or ideas					4	5	6	7	8	9	10	11	12
<b>B. Evaluate accuracy of digital content</b>													
1. Understand that some digital sources do not provide accurate information.		1	2	3	4	5	6	7	8	9	10	11	12
2. As a collaborative group, determine whether content from a digital source is fact or fiction.				3									
<b>C. Evaluate electronic resources for reliability based on publication date, bias, accuracy, and sources credibility.</b>													

1. Evaluate electronic resources for reliability based on publication date.		4	5	6	7	8	9	10	11	12
2. Evaluate electronic resources based on bias.		4	5	6	7	8	9	10	11	12
3. Evaluate electronic resources based on accuracy.		4	5	6	7	8	9	10	11	12
4. Evaluate electronic resources based on the sources credibility.		4	5	6	7	8	9	10	11	12

**4. Critical Thinking, Problem Solving, and Decision Making**

**A. Identify digital tools used for problem solving**

1. Use digital tools to correct their mistakes.	K	1	2	3	4	5	6	7	8	9	10	11	12
2. Identify digital tools for solving problems.			2	3									

**B. Use digital tools to analyze authentic problems**

1. Use digital tools such as electronic graphing tools and concepts mapping software to analyze authentic problems.			2	3									
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**C. Use digital tools to formulate solutions to authentic problems.**

1. Utilize digital tools to find solutions to authentic problems.			2	3									
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**5. Digital Citizenship**

**A. Identify safe and responsible ways to use technology systems, the Internet including but not limited to social/professional networking, communication tools, and applications**

1. Identify what it means to use the Internet safely			3	4	5	6	7	8	9	10	11	12	
2. Identify ways technology and applications can be used safely and responsibly.		1	2	3	4	5	6	7	8	9	10	11	12
3. Recognize dangers of online predators.			3	4	5	6	7	8	9	10	11	12	
4. Understand and explain how to avoid and report online predators.			3	4	5	6	7	8	9	10	11	12	

5. Understand the meaning of cyber-bullying, the consequences, and ways to avoid it.		3	4	5	6	7	8	9	10	11	12		
6. Identify safe and responsible practices of social networking and electronic communication		3	4	5	6	7	8	9	10	11	12		
7. Understand the meaning of legal versus ethical, as it pertains to digital content and use of technologies.		3	4	5	6	7	8	9	10	11	12		
<b>B. Practice responsible, ethical, and legal use of technology systems, the Internet, communication tools, and applications.</b>													
1. Keep passwords private		3	4	5	6	7	8	9	10	11	12		
2. Recognize/avoid cyber-bullying tactics.		3	4	5	6	7	8	9	10	11	12		
3. Understand consequences of committing cyber-bullying.		3	4	5	6	7	8	9	10	11	12		
4. Understand (and demonstrate if possible) the use of on-line communication tools and social or professional networking tools safely, effectively and responsibly (email, IM, Facebook, Twitter, LinkedIn, texting, voice threads, blogs, wikis, webpages, YouTube, etc).		3	4	5	6	7	8	9	10	11	12		
5. Understand ramifications of posting information, pictures, and videos online.		3	4	5	6	7	8	9	10	11	12		
<b>C. Follow local acceptable use policies regarding technology</b>													
1. Follow local acceptable use policies regarding technology	K	1	2	3	4	5	6	7	8	9	10	11	12

<b>D. Distinguish between ethical and unethical uses of others' work (do not copy or manipulate other people's work)</b>													
1. Define plagiarism.				4	5	6	7	8	9	10	11	12	
2. Determine if content is plagiarized.					4	5	6	7	8	9	10	11	12

3. Understand possible consequences of plagiarism.		3	4	5	6	7	8	9	10	11	12
4. Explain the importance of citing text and digital content.		3	4	5	6	7	8	9	10	11	12
<b>E. Cite sources of digital content (in a format such as APA, MLA, or other styles)</b>											
1. Cite sources of digital content (in a format such as APA, MLA, or other style sheet)			4	5	6	7	8	9	10	11	12
<b>F. Practice ethical and legal use of technology systems and digital content.</b>											
1. Determine if content is plagiarized.		3	4	5	6	7	8	9	10	11	12
2. Understand possible consequences of plagiarism.		3	4	5	6	7	8	9	10	11	12
3. Explain the importance of citing text and digital content.		3	4	5	6	7	8	9	10	11	12
4. Practice knowledge of copyright laws and fair use pertaining to technology resources and use of on-line content.			4	5	6	7	8	9	10	11	12
<b>G. Protect personal information online.</b>											
1. Discuss privacy settings.		3	4	5	6	7	8	9	10	11	12
2. Determine if a website is a secure and trusted site before giving out any personal information.		3	4	5	6	7	8	9	10	11	12
3. Recognize when it is acceptable to give out personal information.		3	4	5	6	7	8	9	10	11	12
<b>H. Describe the global nature of the Internet</b>											
1. Understand that the Internet is a world-wide community		3	4	5	6	7	8	9	10	11	12
<b>6. Technology Operations and Concepts</b>											
<b>A. Use accurate terminology related to technology</b>											

1. Use appropriate terminology related to technology	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>B. Identify basic parts of various technology systems</b>													
1. Identify technology related equipment such as computers, document cameras, data projectors, VCR/DVD players, sound systems, microphones, cell phones, digital cameras, laptops, printers, and mp3 players.	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>C. Name input and output devices</b>													
1. Understand that information can go in and out of technology systems	K	1	2	3	4	5	6	7	8	9	10	11	12
2. Name input and output devices	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>D. Use input and output devices of technology systems.</b>													
1. Properly utilize input devices such as a keyboard, microphones, mouse, etc.	K	1	2	3	4	5	6	7	8	9	10	11	12
2. Properly utilize output devices such as monitors, speakers, printers.	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>E. Observe correct posture while using a technology system.</b>													
1. Distinguish between correct posture and incorrect posture when using a computer	K	1	2	3	4	5	6	7	8	9	10	11	12
2. Understand that there are specific finger positions used when selecting a letter, number, or symbol on the keyboard				3	4	5	6	7	8	9	10	11	12
<b>F. Use input devices to enter letters, numbers, and symbols.</b>													
1. Find the location of each letter on the keyboard.	K	1	2	3	4	5	6	7	8				
2. Use the input devices to enter letters, numbers, and symbols into the computer	K	1	2	3	4	5	6	7	8				
<b>G. Use special functions of input devices</b>													
1. Be aware of the Shift key to make capital letters and symbols	K	1	2	3	4	5	6	7	8				

2. Be aware of the Enter, Backspace, and Space Bar keys.	K	1	2	3	4	5	6	7	8	
3. Be aware of the mouse button to click, double-click, and scroll	K	1	2	3	4	5	6	7	8	
4. Use special function keys to capitalize letters, delete letters, backspace, space forward (spacebar), and end a line (enter).		1	2	3	4	5	6	7	8	
<b>H. Introduce correct keyboarding techniques</b>										
1. Practice which fingers type which letters on the keyboard			2	3	4	5	6	7	8	
2. Use correct fingers when typing words and phrases			2	3	4	5	6	7	8	
3. Be introduced to the finger placement in order to correctly use a keyboard			2							
<b>I. Demonstrate correct keyboarding techniques.</b>										
1. Demonstrate proper posture, hand placement, and finger placement to use a technology device.			2	3	4	5	6	7	8	
2. Practice correct finger placement through completing formal keyboarding lessons on letters, numbers, and symbols				3	4	5	6	7	8	
3. Use correct fingers when typing paragraphs				3	4	5	6	7	8	
4. Use proper posture and hand position on the keyboard.			2	3	4	5	6	7	8	
5. Know where the alphabet and number keys are located			2	3	4	5	6	7	8	
6. Use the right and left click on a mouse					4	5	6			
7. Use special keys such as enter, backspace, tab, etc.				3	4	5	6			

8. Demonstrate correct keyboarding techniques when using word processing				3	4	5	6	7	8				
9. Type using correct posture and finger placement on alphanumeric keyboards.					4	5	6	7	8				
10. Type with speed and efficiency using correct posture and finger placement on alpha and numeric keyboards					4	5	6	7	8				
11. Identify storage media					4	5	6	7	8	9	10	11	12
12. Understand that there are various locations available to save digital information.	K	1	2	3	4	5	6	7	8	9	10	11	12
13. Identify local hard drive, flash/thumb drive, memory card, network drives (G drive, shared drive), external drive, CD and CD drive, and/or DVD and DVD drive		1	2	3	4	5	6	7	8				
14. Know the importance of removing media safely.		1	2	3	4	5	6	7	8	9	10	11	12
15. Understand how to insert/connect and remove storage media safely such as digital cameras, flash drives, etc.		1	2	3	4	5	6	7	8	9	10	11	12
16. Demonstrate appropriate use and care of storage media (CDs, flash drives, external hard drives, digital cameras, etc).		1	2	3	4	5	6	7	8	9	10	11	12
17. Demonstrate how to remove storage media properly.		1	2	3	4	5	6	7	8	9	10	11	12
18. Insert/connect and remove storage media without damage to equipment or media.					4	5	6	7	8				
19. Save, access, copy, delete, and print files from various storage media.					4	5	6	7	8	9	10	11	12
20. Copy files from one storage media to another.					4	5	6	7	8	9	10	11	12
21. Organize files on various storage media.					4	5	6	7	8				

22. Demonstrate care of digital equipment.		1	2	3	4	5	6	7	8					
23. Learn how to properly take care of digital equipment and media.		1	2	3	4	5	6							
24. Use various types of grade appropriate software.	K	1	2	3	4	5	6	7	8	9	10	11	12	
25. Open and close software independently.	K	1	2	3	4	5	6							
26. Identify parts of the tool bar used to open, close, and save a file for word processing software and/or multimedia software.		1	2	3	4	5	6	7	8					
27. Access information through an Internet browser.				2	3	4	5	6	7	8	9	10	11	12
28. Navigate a web page.	K	1	2	3	4	5	6	7	8	9	10	11	12	
29. Navigate Windows or other applicable operating system.	K	1	2	3	4	5	6	7	8	9	10	11	12	
30. Click on the appropriated icons to run programs.	K	1	2	3	4	5	6	7	8	9	10	11	12	
31. Demonstrate the ability to move the cursor and the effects of the cursor movement/placement.	K	1	2	3	4	5	6	7	8					
32. Use various technology applications, including word processing and multimedia software.	K	1	2	3	4	5	6	7	8					
33. Select the appropriate icons to select the desired application program and use the appropriate features from the toolbar and/or drop-down menu.	K	1	2	3	4	5	6	7	8					
34. Learn basic skills for using word processing software.	K	1	2	3	4	5	6	7	8					
35. Learn basic skills for using presentation/multimedia software.	K	1	2	3	4	5	6	7	8					

36. Use various technology applications such as word processing and multimedia software.	K	1	2	3	4	5	6	7	8	9	10	11	12
37. Demonstrate proficiency with word processing software.					5	6	7	8	9	10	11	12	
38. Demonstrate proficiency with presentation software.				3	4	5	6	7	8	9	10	11	12
<b>J. Use all standard features of word processing</b>													
1. <b>Collaboratively</b> use basic formatting and editing features of word processing/text editing to create documents such as letters, brochures, essays, reports, or other documentation.		1	2	3									
2. <b>Individually</b> use basic formatting and editing features of word processing/text editing to create documents such as letters, brochures, essays, reports, or other documentation					5	6	7	8	9	10	11	12	
3. Save documents to the correct location and print documents					5	6	7	8	9	10	11	12	
<b>K. Use all standard features of spreadsheets</b>													
1. Enter and organize data, save, and print				3	4	5	6	7	8				
2. Use basic formatting and editing features				3	4	5	6	7	8				
3. Enter data into a graph template to create graphs and charts				3	4	5	6	7	8				
4. Use sum and average functions.				3	4	5	6	7	8				
5. Determine which type of graph/chart is best suited for various situations.				3	4	5	6	7	8	9	10	11	12
6. Use spreadsheets to create charts.				3	4	5	6	7	8				

7. Edit graphs and charts to include colors, axis background, legend, titles, and data labels.		3	4	5	6	7	8						
8. Use spreadsheets to create formulas and apply functions.				5	6	7	8	9	10	11	12		
<b>L. Use standard multi-media features of presentation software.</b>													
1. Use standard multimedia capabilities. For example: the insertion of files, pictures/graphics, movie files, hyperlinks, animation, action buttons and /or narration.		3	4	5	6	7	8	9	10	11	12		

<b>M. Utilize advanced features of multimedia software, including image, video, and audio editing.</b>													
1. Utilize advanced features of multimedia software, including image, video, and audio editing.			4	5	6	7	8	9	10	11	12		
<b>N. Identify digital file types.</b>													
1. Identify file types of different applications and medias.				5	6	7	8	9	10	11	12		
<b>O. Identify common hardware and software problems.</b>													
1. Recognize when their hardware isn't working properly.			3	4	5	6	7	8	9	10	11	12	
2. Recognize when their software isn't working properly.			3	4	5	6	7	8	9	10	11	12	
3. Discuss basic actions which will assist in keeping software and hardware functioning. For example: appropriate shut down, closing applications correctly, not clicking to print over and over for the same job, adjusting the volume controls, etc.		1	2	3	4	5	6	7	8	9	10	11	12
<b>P. Determine basic troubleshooting strategies to correct hardware and software problems.</b>													
1. Determine the necessary strategies to correct basic hardware problems.			3	4	5	6	7	8	9	10	11	12	
2. Determine the necessary strategies to correct basic software problems.			3	4	5	6	7	8	9	10	11	12	

<b>Q. Define and understand the effects of computer/electronic devices contaminants such as “viruses”, “malware”, “adware”, “crime ware”, and “spyware”</b>											
1. Identify whether the pop-up blocker is on or off.		3	4	5	6	7	8	9	10	11	12
2. Define computer virus and other contaminants.		3	4	5	6	7	8	9	10	11	12
3. List common ways computers get viruses and other contaminants.		3	4	5	6	7	8	9	10	11	12
4. Identify and recognize symptoms of contaminants and intrusive applications, such as worms, viruses, spyware, adware, etc.		3	4	5	6	7	8	9	10	11	12
5. Explain the consequences of computer viruses and other contaminants as well as intrusive software such as “pop-ups”.		3	4	5	6	7	8	9	10	11	12
6. Recognize and describe the importance of antivirus software and updates.		3	4	5	6	7	8	9	10	11	12

The students will:

<b>1. Creativity and Innovation</b>													
<b>C. Design original works using digital tools</b>													
2. Use programs and equipment to design original work.	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>D. Create a product using digital tools</b>													
2. Use digital tools to create a product.	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>2. Communication and Collaboration</b>													
<b>F. Use digital environments to exchange ideas with individuals or groups</b>													
2. Collaboratively use the Internet to communicate with individuals and groups using sources such as blogs, wikis, email, or other forms of digital communication tools.		2	3	4	5	6	7	8	9	10	11	12	
<b>G. Use digital environments to collaborate and communicate</b>													
2. Participate in a digital environment to		2	3	4	5	6	7	8	9	10	11	12	



12. Demonstrate efficient Internet search strategies		3	4	5	6	7	8	9	10	11	12		
13. Use digital tools and strategies to locate, collect, organize and evaluate information.			4	5	6	7	8	9	10	11	12		
14. Use digital tools to present or display information or ideas			4	5	6	7	8	9	10	11	12		
<b>E. Evaluate accuracy of digital content</b>													
3. Understand that some digital sources do not provide accurate information.		1	2	3	4	5	6	7	8	9	10	11	12
4. As a collaborative group, determine whether content from a digital source is fact or fiction.				3									
<b>F. Evaluate electronic resources for reliability based on publication date, bias, accuracy, and sources credibility.</b>													
5. Evaluate electronic resources for reliability based on publication date.					4	5	6	7	8	9	10	11	12
6. Evaluate electronic resources based on bias.					4	5	6	7	8	9	10	11	12
7. Evaluate electronic resources based on accuracy.					4	5	6	7	8	9	10	11	12
8. Evaluate electronic resources based on the sources credibility.					4	5	6	7	8	9	10	11	12
<b>4. Critical Thinking, Problem Solving, and Decision Making</b>													
<b>D. Identify digital tools used for problem solving</b>													
3. Use digital tools to correct their mistakes.	K	1	2	3	4	5	6	7	8	9	10	11	12
4. Identify digital tools for solving problems.			2	3									
<b>E. Use digital tools to analyze authentic problems</b>													
2. Use digital tools such as electronic graphing tools and concepts mapping software to analyze authentic problems.			2	3									
<b>F. Use digital tools to formulate solutions to authentic problems.</b>													

2. Utilize digital tools to find solutions to authentic problems.		2	3										
<b>5. Digital Citizenship</b>													
<b>I. Identify safe and responsible ways to use technology systems, the Internet including but not limited to social/professional networking, communication tools, and applications</b>													
8. Identify what it means to use the Internet safely			3	4	5	6	7	8	9	10	11	12	
9. Identify ways technology and applications can be used safely and responsibly.		1	2	3	4	5	6	7	8	9	10	11	12
10. Recognize dangers of online predators.			3	4	5	6	7	8	9	10	11	12	
11. Understand and explain how to avoid and report online predators.			3	4	5	6	7	8	9	10	11	12	
12. Understand the meaning of cyber-bullying, the consequences, and ways to avoid it.			3	4	5	6	7	8	9	10	11	12	
13. Identify safe and responsible practices of social networking and electronic communication			3	4	5	6	7	8	9	10	11	12	
14. Understand the meaning of legal versus ethical, as it pertains to digital content and use of technologies.			3	4	5	6	7	8	9	10	11	12	
<b>J. Practice responsible, ethical, and legal use of technology systems, the Internet, communication tools, and applications.</b>													
6. Keep passwords private			3	4	5	6	7	8	9	10	11	12	
7. Recognize/avoid cyber-bullying tactics.			3	4	5	6	7	8	9	10	11	12	
8. Understand consequences of committing cyber-bullying.			3	4	5	6	7	8	9	10	11	12	
9. Understand (and demonstrate if possible) the use of on-line communication tools and social or professional networking tools safely, effectively and responsibly (email, IM, Face book, Twitter, LinkedIn, texting, voice threads, blogs, wikis, webpages, YouTube, etc).			3	4	5	6	7	8	9	10	11	12	

10. Understand ramifications of posting information, pictures, and videos online.			3	4	5	6	7	8	9	10	11	12	
<b>K. Follow local acceptable use policies regarding technology</b>													
2. Follow local acceptable use policies regarding technology	K	1	2	3	4	5	6	7	8	9	10	11	12

<b>L. Distinguish between ethical and unethical uses of others' work (do not copy or manipulate other people's work)</b>												
5. Define plagiarism.			3	4	5	6	7	8	9	10	11	12
6. Determine if content is plagiarized.			4	5	6	7	8	9	10	11	12	
7. Understand possible consequences of plagiarism.			3	4	5	6	7	8	9	10	11	12
8. Explain the importance of citing text and digital content.			3	4	5	6	7	8	9	10	11	12
<b>M. Cite sources of digital content (in a format such as APA, MLA, or other styles)</b>												
2. Cite sources of digital content (in a format such as APA, MLA, or other style sheet)			4	5	6	7	8	9	10	11	12	
<b>N. Practice ethical and legal use of technology systems and digital content.</b>												
5. Determine if content is plagiarized.			3	4	5	6	7	8	9	10	11	12
6. Understand possible consequences of plagiarism.			3	4	5	6	7	8	9	10	11	12
7. Explain the importance of citing text and digital content.			3	4	5	6	7	8	9	10	11	12
8. Practice knowledge of copyright laws and fair use pertaining to technology resources and use of on-line content.			4	5	6	7	8	9	10	11	12	
<b>O. Protect personal information online.</b>												

4. Discuss privacy settings.		3	4	5	6	7	8	9	10	11	12
5. Determine if a website is a secure and trusted site before giving out any personal information.		3	4	5	6	7	8	9	10	11	12

6. Recognize when it is acceptable to give out personal information.		3	4	5	6	7	8	9	10	11	12

**P. Describe the global nature of the Internet**

2. Understand that the Internet is a world-wide community		3	4	5	6	7	8	9	10	11	12

**6. Technology Operations and Concepts**

**R. Use accurate terminology related to technology**

2. Use appropriate terminology related to technology	K	1	2	3	4	5	6	7	8	9	10	11	12

**S. Identify basic parts of various technology systems**

2. Identify technology related equipment such as computers, document cameras, data projectors, VCR/DVD players, sound systems, microphones, cell phones, digital cameras, laptops, printers, and mp3 players.	K	1	2	3	4	5	6	7	8	9	10	11	12

**T. Name input and output devices**

3. Understand that information can go in and out of technology systems	K	1	2	3	4	5	6	7	8	9	10	11	12
4. Name input and output devices	K	1	2	3	4	5	6	7	8	9	10	11	12

**U. Use input and output devices of technology systems.**

3. Properly utilize input devices such as a keyboard, microphones, mouse, etc.	K	1	2	3	4	5	6	7	8	9	10	11	12
4. Properly utilize output devices such as monitors, speakers, printers.	K	1	2	3	4	5	6	7	8	9	10	11	12

**V. Observe correct posture while using a technology system.**

3. Distinguish between correct posture and incorrect posture when using a computer	K	1	2	3	4	5	6	7	8	9	10	11	12

4. Understand that there are specific finger positions used when selecting a letter, number, or symbol on the keyboard			3	4	5	6	7	8	9	10	11	12

**W. Use input devices to enter letters, numbers, and symbols.**

3. Find the location of each letter on the keyboard.	K	1	2	3	4	5	6	7	8			
4. Use the input devices to enter letters, numbers, and symbols into the computer	K	1	2	3	4	5	6	7	8			

**X. Use special functions of input devices**

5. Be aware of the Shift key to make capital letters and symbols	K	1	2	3	4	5	6	7	8			
6. Be aware of the Enter, Backspace, and Space Bar keys.	K	1	2	3	4	5	6	7	8			
7. Be aware of the mouse button to click, double-click, and scroll	K	1	2	3	4	5	6	7	8			
8. Use special function keys to capitalize letters, delete letters, backspace, space forward (spacebar), and end a line (enter).		1	2	3	4	5	6	7	8			

**Y. Introduce correct keyboarding techniques**

4. Practice which fingers type which letters on the keyboard			2	3	4	5	6	7	8			
5. Use correct fingers when typing words and phrases			2	3	4	5	6	7	8			
6. Be introduced to the finger placement in order to correctly use a keyboard			2									

**Z. Demonstrate correct keyboarding techniques.**

39. Demonstrate proper posture, hand placement, and finger placement to use a technology device.			2	3	4	5	6	7	8			





67. Navigate Windows or other applicable operating system.	K	1	2	3	4	5	6	7	8	9	10	11	12
68. Click on the appropriated icons to run programs.	K	1	2	3	4	5	6	7	8	9	10	11	12
69. Demonstrate the ability to move the cursor and the effects of the cursor movement/placement.	K	1	2	3	4	5	6	7	8				
70. Use various technology applications, including word processing and multimedia software.	K	1	2	3	4	5	6	7	8				
71. Select the appropriate icons to select the desired application program and use the appropriate features from the toolbar and/or drop-down menu.	K	1	2	3	4	5	6	7	8				
72. Learn basic skills for using word processing software.	K	1	2	3	4	5	6	7	8				
73. Learn basic skills for using presentation/multimedia software.	K	1	2	3	4	5	6	7	8				
74. Use various technology applications such as word processing and multimedia software.	K	1	2	3	4	5	6	7	8	9	10	11	12
75. Demonstrate proficiency with word processing software.						5	6	7	8	9	10	11	12
76. Demonstrate proficiency with presentation software.				3	4	5	6	7	8	9	10	11	12
<b>AA. Use all standard features of word processing</b>													
4. <b>Collaboratively</b> use basic formatting and editing features of word processing/text editing to create documents such as letters, brochures, essays, reports, or other documentation.			1	2	3								
5. <b>Individually</b> use basic formatting and editing features of word processing/text editing to create documents such as letters, brochures, essays, reports, or other documentation						5	6	7	8	9	10	11	12
6. Save documents to the correct location and						5	6	7	8	9	10	11	12





**APPENDIX VII. – Marion School District Two Infrastructure**



## APPENDIX: VIII

### Marion School District Two Professional Development 2010-2011

Trainers	ACTIVITY	FUNDING SOURCE	ACTIVITY DATE	FEE
<p>Pure Serenity Consultant and Counseling Services, LLC</p> <p>(requested by Paula Grant, Federal Programs)</p>	<p>Students receiving services through this program are required to have a Medical Necessity Statement signed by a Licensed Practitioner of the Healing Arts in order for Medicaid to reimburse the district for services rendered per student. This counseling agency meets the requirements by the Department of Health &amp; Human Services. Medical Necessity Statements have to be signed by an outside agency.</p>	<p>Medicaid -Rehabilitative Behavioral Health Services</p>	<p>July 2010-June 2011</p>	<p>\$70.00 / hour estimated 12 hours for the entire year (\$840.00)</p>
<p>Christina Johns-Harris</p> <p>(requested by Rebecca Ford, Mullins High and Martina Rush, McCormick Elementary)</p>	<p><u>Achieve 3000</u> Achieve3000 offers Professional Development in a phased approach that ensures your school's quick advancement from launching the solutions to fully integrating them into the broader curriculum. As part of your implementation, you will select from a range of sessions. Within each phase you will have the ability to customize sessions to meet your school's needs. Achieve3000® sponsors a number of motivational and student contribution contests to encourage students to use our differentiated instruction solutions. In doing so, we help you to easily integrate our reading, writing and technology instruction solutions into your classrooms and curricula to accelerate academic achievement.</p>	<p>Technical Assistance</p>	<p>September 22 @Mullins High School  September 23 @ McCormick Elementary</p>	<p>\$2,300/ per day  Total \$4,600</p>

<p>Karen Holt</p> <p>(requested by Rebecca Ford, Mullins High)</p>	<p><b><u>Compass Learning</u></b></p> <p>Compass Learning creates curriculum and assessment solutions that motivate today's students to engage, think &amp; learn. To maximize results using Compass Learning Odyssey in the classroom, we offer valuable professional development solutions, including online and in-person coaching, mentoring, and modeling opportunities, to meet each school's or district's unique needs.</p>	<p>ARRA Special Education funds</p>	<p>1 day (Before Oct. 1, 2010)</p>	<p>Included in previous year's contract</p>
<p>Brian (Robert) May</p> <p>(requested by Rebecca Ford, Mullins High)</p>	<p><b><u>Glencoe Literature Professional Development</u></b></p> <p>Every product developed by Glencoe/McGraw-Hill has been designed specifically to meet the needs of today's teachers and students. At each stage of development, research is incorporated into the curriculum. Experts in content areas and special needs (including specialists in such areas as differentiated instruction, cognitive development, and ELL) review and revise lesson manuscript. And once the curriculum is published, research <i>continues</i> in order to help inform the next revision Professional development is provided to encourage full implementation of all resources and technology available.</p>	<p>State Department Book Adoption</p>	<p>1 day during the last 2 weeks of September</p>	<p>No fee</p>
<p>Marie Brooks Gwen Jordan</p> <p>(requested by Coleman D. Barbour, Palmetto Middle School)</p>	<p><b><u>Teaching to Standards</u></b></p> <p>Teachers will learn how to unwrap standards to effectively convey the lesson's content to students.</p>	<p>Technical Assistance</p>	<p>September 29</p>	<p>\$300</p>
<p>Dr. Rebecca Coleman</p> <p>(requested by Curriculum Dept. for</p>	<p><b><u>Rotational Model/Fluency</u></b></p> <p>A differentiation technique to target students &amp;</p>	<p>PDSI (Curriculum &amp;</p>	<p>September 15, 22 3:15-5:15</p>	<p>\$7800 Total</p>

<p>McCormick Elementary and Palmetto Middle School)</p>	<p>provide intensive instruction in a small group setting that meets the federal requirements of Response to Intervention. Small group rotational model allows for more explicit and direct instruction with a small number of students. Arranging students based on their needs as defined by data in a small group or targeted instruction based on student ability is a means of providing students direct intervention by their teacher on a daily basis.</p>	<p>Instruction) K-5 Enhancement Title II</p>	<p>September 29 12:30-3:30 October 15 8:00-3:00 October 20 8:00-3:00 November 17 8:00-3:00 January 19 8:00-3:00 March 16 8:00-3:00 April 20 8:00-3:00</p>	
<p>Data Works Representative (requested by Coleman D. Barbour, Palmetto Middle School)</p>	<p><b><u>Explicit Direct Instruction</u></b> Teachers will learn ways to design well crafted lessons to CFU and increase student mastery. Strategies will be incorporated into daily class instruction.</p>	<p>Technical Assistance</p>	<p>October 27 January 26</p>	<p>\$5,000</p>
<p>Marie Brooks Gwen Jordan  (requested by Coleman D. Barbour, Palmetto Middle School)</p>	<p><b><u>PASS Test Taking Skills</u></b> A seminar designed to help teachers, prepare students to effectively master the PASS examination. The purpose is for teachers to show students a variety of assessment strategies that will allow them to think analytically and become better test takers</p>	<p>Technical Assistance</p>	<p>February 23 March 30</p>	<p>\$600</p>
<p>Karen Holt Compass Representative (requested by Coleman D. Barbour, Palmetto Middle School)</p>	<p><b><u>Compass Learning</u></b> Computer based instruction to assist in the rotational model. Lessons are targeted to students MAP scores and reading lexiles.</p>	<p>Special Education funds</p>	<p>September 30</p>	<p>Included in previous year's contract.</p>
<p>Consultants from Integrative Learning Systems, Inc.  John Massey Emily Baine (requested by Michael Sutton, North Mullins Primary School)</p>	<p><b><u>Integrative Learning Systems, Inc.</u></b> A nationally honored teaching program designed to integrate the learning of language processing skills so that students develop independence in reading, spelling, and learning. Students will learn to use the program's Reading (decoding and sounding</p>	<p>Title I</p>	<p>September 29 1:00-4:00</p>	<p>\$450</p>

	out), the Spelling (encoding), and the Learning (vocabulary building and comprehension) Formulas.			
Tracey Campbell	<b><u>Practical Integration of Technology K-12</u></b> Course content includes strategies and research on integrating technology into the standards based curriculum. Topics include integration using the internet, word processing, spreadsheets, presentation soft-ware, images, video, audio, and more!	Technology Grant	Sept. 21 - Dec. 7, 2010 Tuesdays 4:00 PM - 7:30 PM	
Technology Coach And Curriculum Department	<b><u>ePortfolio for Teachers</u></b>		On-Going	
Technology Coach	<b><u>ePortfolio for Students</u></b> Technology Scope and Sequence, Pre-Assessment, Post-Assessment, ISTE Standards		On-Going	
Technology Department	<b><u>Building Level Technology Contacts</u></b> Procedures, Help-Desk, applications, trouble-shooting techniques, etc.		On-Going Multiple Sessions through-out the year	
Technology Department	<b><u>Software Applications for Teachers</u></b> Help-Desk, Content Filtering, PowerTeacher		On-Going Multiple Sessions through-out the year.	
Technology Department	<b><u>Webmaster Master Web-sites</u></b> <u>How to's for school Webmasters.</u>		Multiple sessions throughout the year.	
District Technology Coach	<b><u>Excel Workshop</u></b>		TBA	
District Technology Coach	<b><u>Laptop Training with students and teachers</u></b>		October 2010	
District Technology Coach	<b><u>How to post Lesson Plans on School Website</u></b>		September 2010	

District Technology Coach	<b><u>Atomic Learning</u></b>		Multiple sessions	
District Technology Coach	<b><u>Smart Notebook</u></b>		Multiple sessions	
District Technology Coach	<b><u>Web 2.0</u></b>		Multiple sessions	
District Technology Coach	<b><u>Microsoft Word</u></b>		TBA	
District Technology Coach	<b><u>Microsoft Excel</u></b>		TBA	
District Technology Coach	<b><u>Microsoft PowerPoint</u></b>		TBA	

## APPENDIX: IX TEACHER SURVEY

Teachers were asked the following questions. The results below indicate their need for additional professional development in each area.

Teacher Survey Question	School 1	school 2	school 3	school 4
Electronic grade book and attendance data systems	<u>5</u>	<u>5</u>	<u>17</u>	<u>5</u>
copyright rules	<u>15</u>	<u>14</u>	<u>36</u>	<u>19</u>
Using appropriate technologies to help students with special learning needs.	<u>16</u>	<u>12</u>	<u>37</u>	<u>23</u>
Using tools like on-line surveys, interviews, or other online resources for planning and instruction for students	<u>10</u>	<u>7</u>	<u>27</u>	<u>19</u>
Effectively using the Internet for research	<u>3</u>	<u>4</u>	<u>10</u>	<u>8</u>
Using Web 2.0 tools such as wikis and blogs	<u>22</u>	<u>17</u>	<u>48</u>	<u>29</u>
Using word processing applications	<u>2</u>	<u>3</u>	<u>6</u>	<u>2</u>
Using spreadsheet applications	<u>9</u>	<u>10</u>	<u>15</u>	<u>14</u>
Using presentation applications	<u>6</u>	<u>3</u>	<u>10</u>	<u>4</u>
Using technology tools for assessment	<u>11</u>	<u>5</u>	<u>18</u>	<u>18</u>

# 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 of stakeholders that shows a wide diversity of school and community members who contributed to the planning process.

**Bibliography N/A**

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 eleven 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**

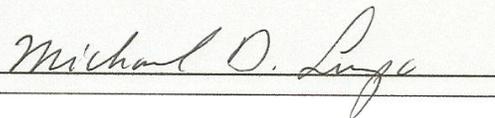
**Other Vital Appendixes N/A**

I verify that all above components for the Marion School District Two  
technology plan have been addressed. Please print.

Technology coordinator's name: Pamela Liely-Brown  
Please print.

Technology coordinator's signature:  10/29/10  
Date signed

Superintendent's name: Mr. Michael Lupo  
Please print.

Superintendent's signature:  10/29/10