

School District of Oconee County

414 South Pine Street,
Walhalla, SC 29691
864-886-4400 ext. 6152
864-886-4409 (Fax)
www.oconee.k12.sc.us



Technology Plan 2013 – 2015



Dr. Mike Lucas, Superintendent

Mr. Joe Rukat, Technology Director

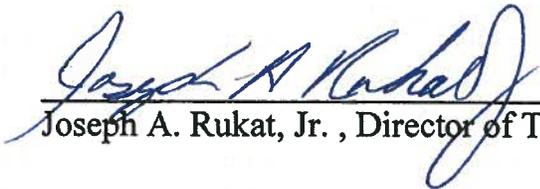
PREFACE

The initial Technology Plan was established in 1993. It has been revised numerous times over the past 20 years. We started out with ARC Net and moved to Ethernet. We had separate local area networks at each site and then we moved to a wide area network with the support of the state's initiative to provide Direct Internet Access (DIA) and circuits between the schools and the District Office (Metro E) lines.

Currently, Oconee County's Initiative has provided a fiber WAN throughout our County. The county has installed fiber to every school and has pulled back to the District Office. The available speed is 1 gig between the schools and the District Office. The DIA line which will be running toward Clemson will also be a 1(one) gig pipe to the Internet.



Dr. Mike Lucas, Superintendent for the School District of Oconee County



Joseph A. Rukat, Jr. , Director of Technology

DISTRICT PROFILE For 2013 - 2015

- 22 Schools plus 2 additional
 - 10 Elementary
 - Blue Ridge Elementary
 - Fair-Oak
 - James M. Brown
 - Keowee
 - Northside
 - Orchard Park
 - Ravenel
 - Tamassee Salem
 - Walhalla
 - Westminster
 - 1 Intermediate School
 - Oakway Intermediate (grades 4 and 5)
 - 3 Middle Schools
 - Seneca
 - Walhalla
 - West-Oak Middle
 - 3 High Schools
 - Seneca
 - Walhalla
 - West-Oak
 - 1 Combined Middle/ High School
 - Tamassee Salem Middle/High
 - 1 Career Center
 - Hamilton Career Center
 - 1 Alternative School & Adult Ed Complex
 - Code Academy / Learning Center
 - 2 Additional Sites
 - District Office
 - South Cove Complex
- 10,493 students enrolled in Oconee County schools (45 day report)
- 57.24% of students on Free and Reduced Lunch Status-District wide
- 668 students are identified as English as a Second Language students
- 74.6% 3 Year average Graduation Rate
- Oconee County had a 77% District E-Rate Discount

EXECUTIVE SUMMARY

The School District of Oconee County plans to maintain an ongoing plan that integrates technology as a tool supporting the teaching/learning process for all students and staff. There is a need to restructure education for the 21st century. There is a need for ongoing technology training, effective district-wide management systems, and inequities in/between schools.

The School District of Oconee County's Technology Plan will emphasize Instructional Technology, infrastructure, and the maintenance of classroom computer hardware driven by Instructional leadership.

The infrastructure and computer hardware will stay current with the latest direction in technology. With the influx of mobile technology, the district has adjusted. Our current emphasis is to maintain appropriate wired hardware for testing and daily school needs while expanding our wireless mobile devices throughout the district. We have been steadily purchasing a higher percentage of mobile devices each year. Currently our mobile devices (iPads, Nooks, iPods, and Kindle) total over 1000.

The five core technology focus dimensions and the major goals set forth for these areas are as follows:

Technology Dimension 1: Learners and Their Environment

Goal: The SDOC 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 the county.

Technology Dimension 2: Professional Capacity

Goal: The SDOC will provide curriculum development and professional development to increase the competency of all county educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

Technology Dimension 3: Instructional Capacity

Goal: The SDOC will use current and emerging technologies to create learner-centered instructional environments that enhance academic achievement.

Technology Dimension 4: Community Connections

Goal: The SDOC will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

Technology Dimension 5: Support Capacity

Goal: The SDOC will expand and support technology resources to assist educators and learners in meeting the state academic standards.

Each of these goals is followed by recommended implementation strategies and considerations that reflect aspects of the particular core dimension. Provided at the end of the five dimensions sections in 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 after the operational plan. The final section provides a detailed framework for districts to use in writing their technology plans. Adherence to this framework will ensure that districts are in compliance with state and federal guidelines for creating local strategic technology plans.

DISTRICT NEEDS ASSESSMENT

Current Status

- Preparation of students for the technological world of the 21st century has become a continuous effort because of the rapid technical changes occurring in the real world and inadequate levels of funding.
- Communication between classrooms, schools, district offices and the outside world is a constant concern and needs to be reviewed periodically.
- Technology training and support is improving.
- Efforts toward equity and standardization are constantly being reviewed.
- The most current management systems have been installed and are being used district-wide.
- SDOC must maintain the most effective and manageable telecommunications between the classroom and staff.

Current Technology Needs

Originally (1997) we wanted to have 6 workstations and a presentation station in every class. It was determined in 2004-05 school year that classroom data projectors and presentation stations would be more advantageous. Chalkboards are being replaced with electronic boards making the instructional process more intriguing. We also incorporated classroom response systems to our list and came up with a more viable option that was more instructionally sound. Mobile devices are becoming the backbone of most instructional practices. All instructional content areas are striving for more mobile devices available in the classroom.

Current Technology Support Strategies

The strategy is simple and consists of a two prong attack. The first has always been technical support. Currently the district has 5 district level technicians that support all LANs, WAN, switches, VOIP, server and server apps, routers, mobile devices, and workstations. Each school has an individual that devotes part of his time to technical support and is the liaison to the district technician. Our cable crew consists of two individuals who pull and maintain all fiber, Cat6, cable TV, and telephone systems cabling.

Under Instructional Services we have one individual who promotes instructional technology in every classroom and a second individual that supports all state supported software such as Powerschool.

Current Hardware/Software Support Policy

The SDOC has maintained since July 1, 2005 a listing of supported hardware and software which follows:

Supported Hardware and Software

By the Technology Department

Effective July 1, 2011

Hardware:

1. Dell
2. Approved hardware by the Director of Technology
3. Cisco Routers, & Switches to include wireless units.
4. Brocade Switches and Aerohive wireless

Operating Systems:

1. Supported Operating Systems:
 - a. Windows XP, Windows 7 workstations
 - b. Windows 2003, 2008 file servers
2. Mobile Device Hardware Supported:
 - a. DROID OS and iOS based systems
 - b. Verizon Cell phones
3. Additional Instructional hardware requires prior approval by the Director of Technology

Software:

1. Browsers:
 - a. Supported: Internet Explorer 7. or better
 - b. Mozilla – Firefox
 - c. Safari
 - d. Chrome
2. Software Suites:
 - a. Supported: Microsoft Office Professional version 2003 or better.
 - i. Word
 - ii. Access
 - iii. Excel
 - iv. Power Point
 - v. Outlook: Using “Exchange Server” option will be the standard.
3. PDF program: Adobe Acrobat Reader and associated software
4. Instructional Software:
 - a. Supported: Only software recommended by either the Administration or Instructional Department and approved by the Tech Center.
 - b. Supported: Software proposed by the state for administrative purposes.
5. State Supported Software:
 - a. Supported: PCS, Powerschool & related modules
 - b. Supported: Only software recommended by either the Administration or Instructional Department and approved by the Tech Center.
6. Google Apps For Education
 - a. Student emails will be available for the first time.
 - b. The domain will be: **g.oconee.k12.sc.us**
 - c. Google Apps will be provided and determined by schools or classroom teachers
7. District level Edmodo
 - a. Our district domain is: **oconee.edmodo.com**

- b. Each school will have an administrator and they will manage their portion of the site.
8. iPad devices
- a. iPads are being managed through <http://www.lsmdm.com>
 - i. This MDM site provides management in:
 - 1. encrypted network keycodes
 - 2. restrictions
 - 3. applications

Further information will be maintained on the Tech Center's web page. This information will change periodically. Our site is located at:

<http://www.oconee.k12.sc.us/departments.cfm?subpage=16665>

This does not mean to throw away anything that is still working. This does mean that some equipment & software will be designated "at their end of life" and plans should be made to remove them ASAP. If the item fails to operate, the unit will not be repaired by Technology Services.

DISTRICT VISION AND MISSION STATEMENTS

Philosophy

We believe the following:

- Technology should support district instructional goals.
- Faculty, staff and students should communicate effectively with each other and the outside world.
- Relevant training and support is essential for all staff members.
- Appropriate technology should be equally available to all students.
- Schools should prepare students to become contributing citizens in the 21st century.
- Management systems should be effective and efficient for all schools and departments.
- Technology literacy is an ongoing and evolving process that should be integrated in the curriculum in a developmentally appropriate, relevant, and purposeful manner.

Mission

- To support the School Board's stated goals
- To utilize funding across the school district in a collaborative manner
- To coordinate plans to upgrade district facilities to support instructional goals
- To provide a documented presentation with cross-district support
- To provide the public with educated awareness of need

TECHNOLOGY DIMENSION 1

LEARNERS AND THEIR ENVIRONMENT

GOAL

The SDOC 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 the district.

SNAPSHOT OF CURRENT TECHNOLOGY USE

The School District of Oconee County's current technology use for learners and their environment include:

- Internet access in all classrooms
 - Filtering package LightSpeed
 - Security Agent - LightSpeed
- Windows XP and Windows 8 level computers
 - Laptops (wired and wireless)
 - Tablets (wired and wireless)
 - Workstations (wired and wireless)
- 1 Tree, Metro Ethernet 1000 megs between schools, 1000 megs from the D.O. to Internet
- Software
 - InfoCentre
 - NCS Pearson Learn CCC Math Lab, Skills banks, Accelerated Reader, Orchard
 - Curriculum Mapping
 - Teacher View
 - Everyday Math Games – Internet Based
 - Powerschool and its components
 - Notebook Software for Smartboard
 - Photostory 3
 - CPS – Student Response System

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: The SDOC 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 the county.

OBJECTIVES	STRATEGIES
<p>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.</p>	<ul style="list-style-type: none"> A. Provide opportunities and resources to school 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
<p>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.</p>	<ul style="list-style-type: none"> A. Develop technology-enhanced learning activities aligned with state standards in core content areas B. Create and maintain student technology portfolios documenting grade-level-appropriate technology competencies C. Appoint or hire district wide school technology coaches or form district wide technology integration teams 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
<p>1.3 Students will select the appropriate tools to complete authentic, real-life multidisciplinary tasks and will</p>	<ul style="list-style-type: none"> A. Create and use lesson activities in which students employ a variety of technology tools, including assistive technology, to complete authentic

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OBJECTIVES	STRATEGIES
<p>demonstrate technology competence by the end of the eighth grade.</p>	<p>multidisciplinary tasks</p> <p>B. Measure student technology proficiency by using surveys and performance-based assessments</p> <p>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</p>
<p>1.4 The SDOC will provide students with an enhanced learning environment through technological tools, including assistive technology, that are designed to promote high academic achievement.</p>	<p>A. Establish school and community learning environments that enable students to use technology for real-world problem solving and research.</p> <p>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.</p>
<p>1.5 SDOC will support student learning with the most effective telecommunications available.</p>	<p>A. To provide effective support that is necessary to maintain a solid learning environment.</p>
<p>1.6 SDOC will provide students with the most technically advanced network to support their instructional needs. To include networking operating systems, and communication access.</p>	<p>A. The instructional needs of students are constantly changing. The infrastructure needed to support them must stay abreast of those needs.</p>
<p>1.7 SDOC is providing for student use an Internet based Everyday Math games.</p>	<p>A. Instructional needs of students are constantly changing. Everyday Math is a software package that will keep the student's focus on math.</p>
<p>1.8 SDOC is providing every teacher</p>	<p>A. This package provides Instruction with the ability</p>

I. OBJECTIVES AND STRATEGIES

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OBJECTIVES	STRATEGIES
with TestView.	to drill down to skill level on every student.
1.9 SDOC is providing every Principal with Teacherview.	A. This package will provide principals with the ability to determine highly qualified to teach the various subjects and monitor their teacher's process.

II. ACTION LIST

- The SDOC should 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.
- The SDOC should establish grade-level-appropriate technology standards and competencies based on the ISTE NETS-S.
- The SDOC should ensure improved student achievement test scores in the core content areas, increased student access to technology (shown by the SDOC Technology Counts on-line survey), and increased student access to technology outside the school environment.
- The SDOC should 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 should 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 should be given opportunities to assess the effectiveness of technology tools, including the range of assistive technology, being used for classroom activities.
- SDOC will complete initial and ongoing assessments to measure increased availability of technology opportunities and resources.
- SDOC will complete initial and follow-up assessments to ensure that the use of technology,

II. ACTION LIST

including the range of assistive technology tools, is effective in enhancing student learning.

- SDOC will develop methods of recognizing student technology achievement, including the use of assistive technology, using resources such as CPU (Computer Power Users) and TNT (Teachers 'N Technology).
- SDOC will maintain the necessary infrastructure driven by instructional needs of the students to include telecommunications, and network operating systems that manage the programs needed for Internet access, instructional applications, and CIPA required software.

ACTION STEPS

SCHOOL DISTRICT OF OCONEE COUNTY

- 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
- Hold technology fairs that showcase exemplary student technology projects to the community
- Encourage home and community involvement in the public school system by electronic communications and other media

SDOC 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

SDOC

- 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

SDOC SCHOOLS

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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. 2013	JAN. 2014	JAN. 2015	JAN. 2016
<p>1.1 Students will use technology to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with state & district standards across the curriculum and will thereby increase their level of academic achievement.</p>	<ul style="list-style-type: none"> • Statewide achievement test scores • District report cards • Technology surveys • Student portfolios • School technology and improvement plans • District, school, and community surveys 	<ul style="list-style-type: none"> • Statewide achievement test scores • District report cards • Technology surveys • Student portfolios • Observations and interviews • Anecdotal records • Documented access to on-line resources • Listing of recognition programs 	Students create electronic portfolios to demonstrate technology skills aligned with state & district standards.			
<p>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.</p>			Students are engaged with lessons aligned with state standards that use SmartBoards, CPS, and StreamlineSC.			
<p>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.</p>			Students demonstrate technology competency by completing Keyboarding by the eighth grade.			
<p>1.4 The SDOC will provide students with an extended learning environment through technological tools, including assistive technology, that are designed to promote high academic achievement.</p>			The SDOC creates district and school improvement plans to promote high expectations and academic achievement.			
<p>1.5 SDOC will support student learning with the most effective telecommunications available.</p>			Existing systems can be calculated to determine current levels.	Systems are being maintained commensurate with district expectations.		

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. 2013	JAN. 2014	JAN. 2015	JAN. 2016
<p>1.6 SDOC will provide students with the most technically advanced network to support their instructional needs. To include networking operating systems, and communication access.</p>	<p>Existing systems can be calculated to determine current levels</p>	<ul style="list-style-type: none"> Anecdotal records 	<p>Systems are being maintained commensurate with district expectations</p>			



This scope and sequence is intended as a guide for integrating information communication technologies into the curriculum using the Simple 4 (Plan-Act-Organize-Reflect) information-seeking and problem-solving process model. The skills included here were identified in the national Standards for the 21st Century Learner by the American Association of School Librarians (AASL) and by the International Society for Technology in Education (ISTE) in the National Educational Technology Standards (NETS) for Students. Also included in this Scope and Sequence are the South Carolina Internet Safety Standards. This scope and sequence scaffolds the identified skills from kindergarten through 12th grade.

Simple 4 – ISTE - AASL STANDARDS	K	1	2	3	4	5
Plan						
Analyze information needs in terms of questions or problems to be explored						
Plan strategies and follow an inquiry-based process in seeking knowledge in curricular subjects and make the real-world connection for using this process in one's personal life. (1.1.1) (3.a)	I	I	I	R	R	R
Identify and define authentic problems and significant questions for investigation. (4.a)	I	I	I	I	R	R
Use prior and background knowledge to develop and refine a range of questions to frame the search for new understanding. (1.1.2) (1.1.3)	I	I	I	R	R	R
Display initiative and engagement by posing questions and investigating the answers beyond the collections of superficial facts. (1.2.1)			I	I	I	R
Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success and by persisting in information searching despite challenges (1.2.5) (1.2.6).			I	I	I	R
Make informed choices among technology systems, information resources, and digital tools						
Read widely and fluently to make connections with self, the world, and previous reading. (4.1.2)	I	I	R	IU	IU	I
Seek information for personal learning in a variety of formats and genres. (4.1.4)	I	I	R	R	R	R
Apply digital tools to gather, evaluate, and use information by planning strategies to guide inquiry (3.a)	I	I	I	I	R	R
Plan and manage activities to develop a solution or complete a project. (4.b)			I	I	I	R
Use multiple processes and diverse perspectives to explore alternative solutions. (4.d)				I	I	I
Simple 4 – ISTE - AASL STANDARDS	K	1	2	3	4	5
Understand and use technology systems, troubleshooting when and where necessary. (6.a) (6.c)	I	I	R	R	R	R
Transfer current knowledge to learning of new technologies (6.d)	I	I	R	R	R	R

Act

Identify, locate, select, and use developmentally appropriate resources in a variety of formats for direct activities and personal interest. Evaluate the information for accuracy, relevance, appropriateness, and content.						
Find, evaluate, and select appropriate information sources and digital tools to answer questions and accomplish specific tasks by recognizing that resources are created for a variety of purposes, including propaganda (e.g., pop-up ads, spam). (1.1.4) (3.c) (4.3.2) (IS 2.3) (IS 2.4)	I	I	I	I	R	R
Collect and analyze data to identify solutions and/or make informed decisions. (4.c)			I	I	I	R
Select and use applications effectively and productively. (6.b)				I	I	R
Maintain a critical stance by evaluating information found in selected sources on the basis of accuracy, validity, and appropriateness for needs, importance, and social and cultural context. (1.1.5) (1.2.2) (IS 2.1)		I	I	I	I	R
Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. (3.b) (1.2.3) (IS 2.1)	I	I	I	I	R	R
Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. (1.1.6)	I	I	I	I	R	R
Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. (1.1.7)				I	I	I
Demonstrate mastery of technology tools for accessing information and pursuing inquiry. (1.1.8)	I	I	I	I	R	R
Seek divergent perspectives during information gathering and assessment to gain a broad perspective. (1.2.7) (1.3.2)				I	I	I
Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge. (2.1.1)				I	I	I
Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn. (2.2.1)		I	I	I	R	R
Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence. (2.2.2)				I	I	R
Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion. (2.2.3)		I	I	I	R	R
Consider diverse and global perspectives in drawing conclusions. (2.3.2)				I	I	R
Simple 4 – ISTE - AASL STANDARDS	K	1	2	3	4	!
Determine how to act on information (2.4.1)		I	I	I	R	R
Seek information for personal learning through multiple resources in a variety of formats and genres. (4.1.4) (4.2.1)	I	I	I	R	R	R
Connect ideas to own interests and previous knowledge and experience. (4.1.5)	I	I	I	R	R	R
Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements. (4.2.2)	I	I	I	I	R	R
Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences. (4.2.3)	I	I	I	I	R	R
Recognize that resources are created for a variety of purposes. (4.3.2)	I	I	I	R	R	R
Interpret new information based on cultural and social context. (4.4.4)				I	I	I
Communicate and collaborate with others through telecommunications, writing, drawing,						

Collaborate safely and responsibly with others to exchange ideas electronically (e.g., blogs, wikis, email) and in person, to develop new understanding, to make decisions, to solve problems, and to broaden and deepen understanding within the learning community and beyond. (1.1.9) (1.3.4) (2.1.5) (3.3.5) (4.3.1) (IS2.2)	I	I	R	R	R	R
Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media as members of a social and intellectual network of learners while practicing safe and ethical behaviors in personal electronic communications and interaction by recognizing their rights and responsibilities in using technologies within the context of today's world. (2.a) (3.1.2) (4.3.4) (IS 1.1)	I	I	I	I	I	R
Demonstrate teamwork by working productively with others, either individually or in project teams, to produce original works or solve problems. (3.2.3) (2.d)	I	I	I	R	R	I
Develop cultural understanding, global awareness, and respect for differing interests and experiences of others by engaging with learners of other cultures to solicit diverse perspectives while searching for information, collaborating with others, and participating as a member of the community (2.c) (3.3.1) (3.3.2)	I	I	I	I	R	I
Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern within and beyond the learning community. (3.3.3) (3.3.5)				I	I	
Use social networks and information tools both electronically and in person to gather and share information exhibiting responsibility, safety, and etiquette. (4.1.7) (4.3.1)(IS 1.3)	I	I	I	I	I	R
Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. (5.b)	I	I	I	R	R	R
Exhibit positive social and ethical behaviors when using technology and informati						
Respect copyright/intellectual property rights of creators and producers and the principles of intellectual freedom. (1.3.1) (3.3.7) (IS 3.1)	I	I	I	I	R	R
Follow and advocate the use of ethical and legal guidelines in gathering and using information and use technology and information responsibly and ethically, including identifying plagiarism, hacking, and understanding appropriate guidelines for emailing and viewing/posting content. (1.3.3) (1.3.5)(3.16) (5.a) (IS 3.2) (IS 3.3) (IS 3.4)	I	I	I	I	R	R
Use valid information and reasoned conclusions to make ethical decisions. (2.3.3)				I	I	R
Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. (3.2.2)	I	I	I	R	R	R
Demonstrate personal responsibility for lifelong learning. Avoid access to controversial content. Identify appropriate use and safety precautions when participating in online activities. (5.c) (IS 3.3) (IS 3.4) (IS 4.4) (IS 4.7)			I	I	R	R
Exhibit leadership for digital citizenship by advocating and practicing safe, legal, and responsible use of information and technology and by recognizing rights and responsibilities in using technologies within the context of today's world. (5.a) (5.d) (IS 1.1) (IS 1.2)	I	I	I	I	I	R
Recognize the responsibility, legal consequences, and emotional effects of cyber bullying. (IS 3.5)	I	I	I	I	I	R
Recognize online risks and dangers in order to take appropriate actions to protect themselves while using digital tools and resources by recognizing phishing attempts, tactics used by online predators, avoiding controversial content, protecting logins and passwords, and by identifying types of information that could lead to identity theft. (IS 4.1) (IS 4.3) (IS 4.5) (IS 4.6)	I	I	I	I	I	R
Organize						
Organize information from a variety of print, media and technology resou						
Organize personal and academic knowledge in a way that it is useful and can be called upon easily. (2.1.2) (4.1.6)	I	I	I	R	R	I
Use technology and other information tools to analyze and organize information, to process data, and to organize and display knowledge and understanding in ways that others can view, use, and assess. (2.1.4) (3.1.4) (3.d)			I	I	I	I

Apply existing knowledge to generate new ideas, products, or processes. (1.a)		I	I	I	R	
Design, develop, publish, and present products that demonstrate and communicate curriculum concepts in the classroom and to express personal learning.						
Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. (2.1.6) (IS 2.3)		I	I	I	R	
Demonstrate personal productivity by completing products to express learning. (2.2.4)				I	I	
Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning. (3.1.1)		I	I	R	R	
Use writing and speaking skills to communicate information, ideas, and new understandings effectively to multiple audiences using a variety of media and formats. (3.1.3) (2.b)		I	I	I	R	
Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess. (3.1.4)	I	I	R	R	R	
Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations. (3.2.1.)	I	I	I	R	R	
Respond to literature and creative expressions of ideas in various formats and genres. (4.1.3)	I	I	I	I	R	
Use creative and artistic formats to create original works as a means of group expression or to express personal learning. (4.1.8) (1.b)	I	I	I	R	R	
Use models and simulations to explore complex systems and issues. (1.c)		I	I	I	R	
Identify trends and forecast possibilities. (1.d)			I	I	I	
Organize and present information connected to real-world problems.						
Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations. (2.1.3)			I	I	I	
Connect learning and understanding to community issues and to the real world (2.3.1) (3.1.5)	I	I	I	I	R	
Create products that apply to authentic, real-world contexts. (3.3.4)	I	I	I	I	R	
Use knowledge and information skills and dispositions to engage in public conversations and debate around issues of common concern. (3.3.3)				I	I	
Use information and knowledge in the service of democratic values. (3.3.6)	I	I	I	I	R	
Reflect						
Use self-evaluation, peer evaluation, and teacher evaluation rubric(s) to assess final products and the use of resources and tools throughout the problem solving process as well as the information learned.						
Monitor own information-seeking processes for effectiveness and progress and adapt as necessary. (1.4.1)		I	I	I	R	
Use interaction with and feedback from teachers and peers to guide own inquiry process. (1.4.2)				I	I	
Monitor gathered information, assess for gaps or weaknesses, and seek appropriate help when it is needed. (1.4.3) (1.4.4)		I	I	I	R	
Reflect on systematic process and assess for completeness of investigation. (2.4.2)			I	I	R	
Recognize new knowledge and understanding. (2.4.3)			I	I	R	
Develop directions for future investigations. (2.4.4)			I	I	I	
Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future and assess the quality and effectiveness of the learning product. (3.4.1) (3.4.2)			I	I	I	
Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints. (3.4.3)	I	I	I	R	R	
Identify own areas of interest. (4.4.1)	I	I	I	R	R	
Recognize the limits of own personal knowledge. (4.4.2)	I	I	I	R	R	
Recognize how to focus efforts in personal learning. (4.4.3)		I	I	I	R	

Develop personal criteria for gauging how effectively own ideas are expressed. (4.4.5)		I	I	I	R	I
Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs. (4.4.6)		I	I	I	R	I
Key for Grade Level Standard	Simple 4 Key					
I — Introduce	P — Plan					
R — Reinforce	A — Act					
IU — Independent Use (to the degree that meets the standard and is appropriate)	O — Organize					
	R — Reflect					
Understanding the parenthetical statements:						
The AASL Standards for the 21 st Century Learner have the following format – (1.1.1).						
The ISTE NETS-Students have this format - (1.a)						
The SC Internet Safety Standards can be identified by this format – (IS 4.1)						

2009 School Library Media Services, South Carolina Department of Education.

The Simple Four supporting documents are available online at:

<http://scschoolibraries.pbworks.com/w/page/25526388/FrontPage> and <http://icts-sc.pbworks.com/w/page/10507141/The%20Simple%20Four>

National Education Technology Standards for Students (2007), International Society for Technology in Education. Available online at http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm.

Standards for the 21st Century Learner (2007), American Association of School Librarians.

Available online at: <http://www.ala.org/tools/guidelines/standardsmanual/manual>

TECHNOLOGY DIMENSION 2

PROFESSIONAL CAPACITY

GOAL

The SDOC will provide curriculum development and professional development to increase the competency of all 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

Currently, the School District of Oconee County uses a wide range of curriculum and professional development strategies. We utilize the graduate programs at most of our nearby universities. We have our I.T. staff provide individual and small group training at school sites. We also offer individual and small group training after school hours at the training facility at the district office.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: The SDOC will provide curriculum development and professional development to increase the competency of all county 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 The SDOC will enable 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. Adopt a county educator professional development program to aid the district in satisfying the requirements of the teacher technology proficiency proviso
- D. Include in our 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
- E. Require school administrators to demonstrate technology proficiencies based upon the state-recommended standards for administrators (ISTE NETS-A)

2.2 The SDOC 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.

- A. Appoint or hire full-time technology coaches to assist with basic technology skills and the integration of the technology into classroom instruction in every school
- B. Require that technology coaches 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,

I. OBJECTIVES AND STRATEGIES

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

OBJECTIVES	STRATEGIES
<p>2.3 The SDOC 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>ISTE NETS-S) as well as helping students to meet the state’s content standards in all areas</p> <ul style="list-style-type: none"> 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 B. Include in district technology plan professional development for district staff and teachers to be part of assistive technology assessment teams C. Include in district technology plan the training needed to ensure the accessibility of electronic and information technology to students with special needs 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>2.4 The SDOC 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"> 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, paying special attention to high-need schools and schools serving economically disadvantaged populations, including students with special needs B. Provide a list of professional development

I. OBJECTIVES AND STRATEGIES

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

OBJECTIVES

STRATEGIES

	<p>opportunities on the SCTLTC (South Carolina: Teaching, Learning, Connecting) Web portal at http://www.sciway.net and publicize other recognized professional opportunities for educators</p> <p>C. Provide professional development opportunities focused on aligning state technology standards with state content standards</p> <p>D. Develop alliances with subject, grade, or position-specific professional organizations to promote technology integration throughout the K-12 curriculum</p> <p>E. 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 in their particular geographic areas</p> <p>F. Develop an extensive statewide network of professional development providers who have the skills and experience necessary to prepare teachers for effective technology use</p>
<p>2.5 The SDOC will assess the overall effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement.</p>	<p>A. Establish minimum levels of teacher technology proficiency for replication and adaptation across the state</p> <p>B. Incorporate instructional technology assessment into current teacher and administrator evaluation processes</p> <p>C. Administer a statewide needs assessment to teachers and administrators to determine</p>

I. OBJECTIVES AND STRATEGIES

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

OBJECTIVES	STRATEGIES
	<p>current levels and types of professional development that must be offered</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. Develop an on-line professional development tracking system of teachers and administrators</p>
<p>2.6 SDOC will provide initial training on how to use the current systems available and evaluate current systems prior to budgetary timeframes.</p>	<p>A. Immediate supervisors responsible for the implementation of the current systems will determine effective of the items.</p>

II. ACTION LIST

- Districts 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.
- The SDOC should utilize the expertise of staff members and faculty in school districts and institutions of higher learning throughout the nation.
- A school technology coach should be hired or appointed in every school in every district.
- An assistive technology specialist and an assistive technology assessment team should be hired or appointed in every school district.
- Each school should submit to the SDOC 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.
- The SDOC's Office of Technology should work with the Office of Curriculum and Standards

II. ACTION LIST

to develop recommendations for teacher professional development plans, integrating technology and content standards into professional development opportunities.

- 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.
- The SDOC should create and promote through the SCTLTC Web portal, a professional development component that outlines the technology education offerings and requirements, including assistive technology, that exist throughout South Carolina and the nation as a whole. Usage reports should indicate that the SCTLTC "Training" tab is being widely used by educators.
- The SDOC 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.
- The SDOC should provide training for assistive technology teams in assistive-technology assessment, options, and curriculum integration.
- The SDOC should provide training for teachers in using assistive technology tools.
- The SDOC 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 SDOC 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.
- The SDOC will collect, maintain, and report documentation of teacher technology portfolio data.
- The county should adopt assessment instruments and develop a model or template for teacher portfolio content.
- The SDOC should develop or adopt on-line assessment instruments and make them available to all school districts in the state to determine teachers' level of technology proficiency.
- District-developed tracking tools (electronic or Web-based surveys) of district professional activities should be completed each year in conjunction with SAFE-T (Summative Adept Formal Evaluation of Classroom-Based Teachers) or other district evaluation procedures that include an instructional technology component.
- District 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.

II. ACTION LIST

- The SDOC should continue to play a leadership role in working with the legislature and other entities in securing funding and training for technology, including assistive technology, initiatives.
- The SDOC will provide necessary training on all current systems necessary for proper support of the educational process.

III. IMPLEMENTATION ACTION STEPS

SDOC

- 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

III. IMPLEMENTATION ACTION STEPS

- 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

SDOC SCHOOLS

- Submit a technology plan, including a professional development plan, to the local district office
- Hire or appoint a school technology coach who is knowledgeable about assistive technologies for each school and will submit training and needs reports to the regional technology specialist
- 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

SDOC

- 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

SDOC SCHOOLS

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

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. 2013	JAN. 2014	JAN. 2015	JAN. 2016
<p>2.1 The SDOC will enable 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"> • Statewide achievement test scores • District report cards • Teacher technology proficiency proviso forms 	<ul style="list-style-type: none"> • Statewide achievement test scores • District report cards • Professional development tracking and surveys • Teacher technology proficiency proviso forms 	<p>The SDOC provides training for teachers in using assistive technology tools through the Instructional Technology Integration (Level II) program.</p>			
<p>2.2 The SDOC 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"> • Professional development surveys • Teacher and administrator portfolios • School technology and improvement plans • SCTLC "Training" tab • Technology assessments 	<ul style="list-style-type: none"> • Teacher and administrator portfolios • Observations and interviews • Anecdotal records • Documented access to on-line resources • SCTLC "Training" tab • Technology assessments 	<p>The SDOC provides 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.</p>			
<p>2.3 The SDOC 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"> • Technology assessments 	<ul style="list-style-type: none"> • Technology assessments 	<p>The SDOC provides training for teachers in using assistive technology tools at district in-services for professional growth.</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. 2013	JAN. 2014	JAN. 2015	JAN. 2016
<p>2.4 The SDOC 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>The SDOC provides on-site school training for teachers in using assistive technology tools.</p>			
<p>2.5 The SDOC will assess the overall effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement</p>			<p>District reports and evaluations of professional development initiatives and reports on the use of technology grant funds show an increase in access to professional development.</p>			

TECHNOLOGY DIMENSION 3

INSTRUCTIONAL CAPACITY

GOAL

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

SNAPSHOT OF CURRENT TECHNOLOGY USE

SDOC current instructional capacity includes:

- Internet access all classrooms
 - Internet filtering
 - Anti-virus
 - Pest Patrol
- LAN & WAN all switched network
- Software
 - Orchard
 - Skillsbank
 - NCS Pearson Success Maker – Math/Language Art Program
 - Destiny – Library Program
 - Accelerated Reader Program
 - Apex
- All schools have a website
- All teachers have e-mail and are establishing their websites
- VOIP phones throughout the schools.
- Curriculum Mapping
- Student use of Internet based Everyday Math Games
- Teacher View – Gives Principals the ability to track and maintain teachers' goals based evaluations and professional development
- Extended wireless conductivity throughout the schools
- Map Testing
- Common Core

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

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

OBJECTIVES	STRATEGIES
<p>3.1 The SDOC 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>3.2 The SDOC 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>3.3 The SDOC 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>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>
<p>3.4 The schools 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>

II. ACTION LIST

- Schools should conduct technology planning meetings to address curricular design, instructional needs of all teachers, instructional strategies, and appropriate learning environments.
- Schools should conduct technology planning meetings to address the inclusion of appropriate assistive technology into curricular design, instructional strategies, and learning environments (general and special education).
- The SDOC should pursue funding opportunities such as grants to provide funds to acquire and maintain hardware and software for use in classroom instruction.
- The SDOC should pursue funding opportunities such as grants to acquire and maintain assistive technology for use in classroom instruction and home access when appropriate.
- Student portfolios should display products resulting from the integration of technology into the core curriculum areas and documentation of student presentations that illustrate the ability to synthesize and analyze information.

III. IMPLEMENTATION ACTION STEPS

SDOC

- 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 (STC and Technology Cohort Lead Teachers)
- 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 via innovative methods

III. IMPLEMENTATION ACTION STEPS

SDOC SCHOOLS

- Conduct technology curriculum planning meetings
- Submit a technology plan, including a professional development plan, to the local district office
- Hire or appoint a school technology coach who is knowledgeable about assistive technologies for each school and will submit training and needs reports to the regional technology specialist
- Ensure that teachers and administrators begin keeping 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

SDOC

- 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
- 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

SDOC SCHOOLS

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

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. 2013	JAN. 2014	JAN. 2015	JAN. 2016
<p>3.1 The SDOC 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>	<ul style="list-style-type: none"> • Statewide achievement test scores • Technology readiness and access surveys • District report cards • Teacher technology proficiency proviso forms • Teacher and administrator portfolios • School technology and improvement plans • Technology assessments • Documentation of offerings provided via innovative delivery methods • Testview • Teacher View 	<ul style="list-style-type: none"> • Statewide achievement test scores • District report cards • Technology readiness and access surveys • Teacher technology proficiency proviso forms • Teacher and administrator portfolios • Observations and interviews • Anecdotal records • Documented access to on-line resources • Technology assessments • Documentation of offerings provided via innovative delivery methods • Testview • Teacher View • Curriculum Mapping 	Schools conduct technology planning meetings to address curricular design, instructional needs of all teachers, instructional strategies, and appropriate learning environments.			
<p>3.2 The SDOC will provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.</p>			The SDOC pursued funding opportunities such as grants to acquire and maintain assistive technology for use in classroom instruction.			
<p>3.3 The SDOC will provide students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule.</p>			Student portfolios display products resulting from the integration of technology into the core curriculum areas.			
<p>3.4 The schools will provide and support a variety of multimedia equipment and software for teaching and learning.</p>			The SDOC pursued funding opportunities such as grants to acquire and maintain assistive technology for use in classroom instruction.			

TECHNOLOGY DIMENSION 4

COMMUNITY CONNECTIONS

GOAL

The SDOC will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

SNAPSHOT OF CURRENT TECHNOLOGY USE

Community involvement is maximized through partnership with business, industry and parental involvement:

- Powerschool– Parent Portal program links a child’s grades, attendance, and discipline to a database that a parent or guardian may access 24 hours a day
- Schools have developed extensive relationships with local groups and industry leaders to use their facilities as needed by the public.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: The SDOC will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

OBJECTIVES	STRATEGIES
<p>4.1 The SDOC 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"> A. Form district-community partnerships to provide students with real-world experiences in the use of technology, including assistive technology, that enhance academic achievement B. Form district-community partnerships to help research and evaluate school and district technology projects C. Provide recognition/reward programs and/or incentives for partnerships showing impact D. Write community-collaborative technology grants to develop and fund the use of technology to improve teaching and learning 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
<p>4.2 The SDOC 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"> A. Identify all of the organizations, institutions, and initiatives that are currently focused on instructional technology applications B. Compile a database of institutions willing to partner with high-need school districts by creating a message board on the South Carolina: Teaching, Learning, Connecting (SCTLC) Web portal (http://www.sciway.net) where potential partners can communicate with one another and generate ideas 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

I. OBJECTIVES AND STRATEGIES

GOAL: The SDOC will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

OBJECTIVES	STRATEGIES
<p>4.3 The 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>4.4 The school 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>Host an electronic list through the SCTLIC Web portal for school districts and community entities interested in collaborative initiatives</p>

II. ACTION LIST

- SDOC will 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.
- SDOC will publish school lab schedules showing after-hours technology access and training.
- SDOC will maintain logs of professional development, community offerings, and internship opportunities in technology.
- SDOC will maintain logs of partnerships and their role in helping research and evaluate technology projects.
- The SDOC will publicize successful collaborations with outside entities in the demonstration, loan, and assessment of assistive technology.
- The SDOC should provide a list of community partnerships and the results of their efforts on the SCTLIC Web portal.
- The SDOC will post successful technology grant applications on the Internet for others to use as models

II. ACTION LIST

- The SDOC will 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
 - Math and Science Hubs
 - South Carolina: Teaching, Learning, Connecting (SCTLC) Web portal
 - 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.
- Districts should provide flexible technology training schedules to the SDOC.
- Districts should provide information about assistive technology training opportunities on the SDOC Web site and through the SCTLC Web portal.
- The SDOC will utilize the SDOC Website portal to maintain a list of volunteers for possible technology partnerships to benefit the state's schools.

III. IMPLEMENTATION ACTION STEPS

SDOC

- 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
- Utilize the Web site to publish a list of volunteers for possible technology partnerships
- Measure access and use of school technology facilities

SCHOOLS

- Submit a technology plan, including a community partnership plan, to the 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

DISTRICTS

- 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

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
- 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. 2013	JAN. 2014	JAN. 2015	JAN. 2016
<p>4.1 The SDOC 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"> • Statewide achievement test scores • Community technology access surveys • Lab, media center, and classroom schedules • SDOC Technology Counts survey • School technology plans • Documentation of offerings provided via innovative delivery methods • Testview • Teacher View 	<ul style="list-style-type: none"> • Statewide achievement test scores • Community technology access surveys • Lab, media center, and classroom schedules • SDOC Technology Counts survey • School technology plans • Observations and interviews • District and school Web site information • Documentation of offerings provided via innovative delivery methods • District and school list of grants and community partnerships • Testview • Teacher View • Curriculum Mapping 	The SDOC has initiated and increased community collaborations that give students, teachers, and members of the local community increased access to and training in technology, including assistive technology.			
<p>4.2 The SDOC will fully utilize all available resources by fostering collaboration and cooperation among state-supported organizations, institutions, and initiatives.</p>						
<p>4.3 The SDOC will provide after-hours training and community access to labs, media centers, and classrooms.</p>						
<p>4.4 The SDOC 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>						

TECHNOLOGY DIMENSION 5

SUPPORT CAPACITY

GOAL

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

SNAPSHOT OF CURRENT TECHNOLOGY USE

Currently the School District of Oconee County is utilizing one Instructional Technology Trainer to support the promotion of technology in the classroom. Our infrastructure is 1000 MB per school and 1000 Mb at the District Office.

The technical demands are increasing in every area of education but the support staff is not keeping up with the demand.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: The SDOC will expand and support technology resources to assist educators and learners in meeting the state academic standards.

OBJECTIVES

STRATEGIES

5.1 The SDOC 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

I. OBJECTIVES AND STRATEGIES

GOAL: The SDOC will expand and support technology resources to assist educators and learners in meeting the state academic standards.

OBJECTIVES	STRATEGIES
	<ul style="list-style-type: none"> 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
<p>5.2 The SDOC 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>	<ul style="list-style-type: none"> 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

I. OBJECTIVES AND STRATEGIES

GOAL: The SDOC will expand and support technology resources to assist educators and learners in meeting the state academic standards.

OBJECTIVES	STRATEGIES
	H. Implement a district network management tool that performs automated software installation
5.3 The SDOC will have qualified technical staff, including one networking engineer per WAN or per ten LANs, one networking technician per LAN, and one end-user support technician per every five hundred users.	<p>A. Develop statewide minimum staffing requirements and job descriptions, with a state-guided salary schedule, for the positions of networking engineer, networking technician, educational technology director, and support technician</p> <p>B. Provide state-level network support for district engineers</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>
5.4 The SDOC 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>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>
5.5 The SDOC will implement obsolescence and upgrade plan to replace and recycle equipment and software.	Ensure that the obsolescence and upgrade plans are included in the district technology plan
5.6 The SDOC 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.	Provide training in basic Web page accessibility principles to staff, teachers—and, when appropriate, students—who design Web pages as part of the curriculum

II. ACTION LIST

- SDOC will have access to a database with a complete technology inventory, including assistive technology, showing the type of equipment/device, its location, its use, peripherals to which it has access, applications to which it has access, and other relevant information.
- SDOC will 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.
- SDOC will include in their local budgets line items for technology, including assistive technology, with sufficient funding to implement the designated strategies.
- SDOC will 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.
- SDOC will 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.
- SDOC technology plans will include a strategic vision for building a multimedia infrastructure to support instruction.
- District technology plans should include a disaster recovery plan.
- District technology plans should include an obsolescence and upgrade plan, including strategies to refurbish, resell, recycle, or donate obsolete devices.
- District policies outlined in district technology plans should include security accountability, virus protection, and Internet filtering guidelines.
- District technology plans should provide for outlets and amperage and for meeting industry standards and building codes.
- SDOC will use professional discussion groups to share the results of their research about the implementation of integrated network infrastructures and bundled distribution practices.
- SDOC will have records to show that they have assessed their current LAN/WAN technology.
- District network managers will provide the district office with quarterly reports of statistics on bandwidth utilization.
- SDOC will use the SDE Technology Counts on-line survey to report on their use of network management tools.
- SDOC will ensure that new school construction provides for isolated power in each classroom, computer lab, telecommunications closet, and work area.
- SDOC will provide UPS (uninterruptible power supply) systems for all critical equipment.
- SDOC will use the minimum staffing and salary requirements for the positions specified in objective 4.3.
- SDOC will have a network manager in place.

I. OBJECTIVES AND STRATEGIES

GOAL: The SDOC will expand and support technology resources to assist educators and learners in meeting the state academic standards.

OBJECTIVES

STRATEGIES

- The SDOC should establish network security support within the Office of Technology.
- District staff, teachers, and students should be aware of basic Web accessibility guidelines when designing Web pages.
- SDOC will designate a Web accessibility resource person to coordinate training and information sharing among district personnel.

III. IMPLEMENTATION ACTION STEPS

SDOC

- 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
- 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

SDOC 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

IV. FUNDING CONSIDERATIONS

DISTRICTS

- 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

SDOC 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. 2013	JAN. 2014	JAN. 2015	JAN. 2016
<p>5.1 The school districts 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"> Statewide achievement test scores District report cards Professional development tracking and surveys District, school, and community surveys School technology and improvement plans Documented access to technology resources Technology needs assessments SDOC Technology Counts on-line survey Budget data State personnel reports 	<ul style="list-style-type: none"> Statewide achievement test scores District report cards Professional development tracking and surveys Observations and interviews Documented access to technology resources District, school, and community surveys School technology and improvement plans Documented access to technology resources Technology needs assessments SDOC Technology Counts on-line survey Budget data State personnel reports 	All students have access to electronic information resources.			
<p>5.2 The SDOC 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>			The current bandwidth for SDOC is MetroE (100) to ensure the capacity required through Instruction			
<p>5.3 The SDOC will have qualified technical staff, including one networking engineer per WAN or per ten LANs, one networking technician per LAN, and one end-user support technician per every five hundred users.</p>			We currently have a networking engineer per LAN & one tech/school LAN. There is still a need in this location.			
<p>5.4 The SDOC 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>			We are using Raid 5, hot swapping drives. Backup is centralized and is backup to disk.			

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. 2013	JAN. 2014	JAN. 2015	JAN. 2016
<p>5.5 The SDOC will implement an obsolescence and upgrade plan to replace and recycle equipment and software.</p>			Efforts are being made to remove obsolete equip. We have a technology hardware and software support plan.			
<p>5.6 The SDOC and the school districts 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>			SDOC is using APEX, and other related packages.			

Acknowledgements

- The committee and staff members who carried the vision that resulted in the “South Carolina State Technology Plan 2009-2013 “Digital Resources Enabling Achievement”
- The School District of Oconee County’s “Strategic Plan Committee”
- The School District of Oconee County’s Technology Committee
- The School District of Oconee County’s Technology Center Staff
- The School District of Oconee County’s Instructional Technology Staff

2013-2015

Learners and Their Environment

- SDOC'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

- SDOC's teachers will possess technology proficiency as evidenced by teacher technology proficiency and integrating technology into the curriculum to teach the state curriculum standards.
- SDOC's schools will have one technology coach who will train teachers and visits classrooms to help teachers integrate technology into the curriculum.

Instructional Capacity

- SDOC's teachers will integrate technology and information literacy skills into their teaching of the South Carolina academic standards as evidenced by the technology proficiency assurance forms and teacher portfolios.
- SDOC's students will meet the information literacy and technology skills for their grade level as found on the SDE's performance matrix for information literacy and technology education.

Community Connections

- SDOC will report the level of community collaborations that resulted 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.
- SDOC will provide and document professional development training in how to access and use available community resources. Results will be reported on the SDOC on-line professional development tracking system.
- Oconee County's elementary, middle, and high schools will provide access to technology-related facilities after hours for parents, teachers, and community members.

Support Capacity

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

BIBLIOGRAPHY

South Carolina State Technology Plan 2009-13: Digital Resources Enabling Achievement

School District of Oconee County District Technology Plan. Total document available on- line at <http://www.oconee.k12.sc.us/departments.cfm?subpage=17169>

1. A description of how your district will use federal funds, 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.

Refer to: Budget Page(s).

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.

Refer to: "Technology Dimension 1".

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.

Refer to: "Technology Dimension 3".

4. A description of how your district will use 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.

Refer to: Budget Page(s).

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.

Refer to: "Appendix 2"

6. A description of the type and costs of technologies to be acquired for your technology program through the use of 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.

Refer to: Budget Page(s).

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.

Refer to: “Instructional Technology Certification Program”.

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.

Refer to: “Technology Dimension 3”.

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.

Refer to: “Technology Dimension 4”.

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.

Refer to: “Technology Dimension 4”.

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 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.

Refer to: “Technology Dimensions 1-5”.

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

Refer to: “Technology Dimension 5”.

Appendix 2: Teacher Technology Proficiency Proviso Professional Development Plan



Technology Assessment :

Beginning in the spring of 2009, teachers will be assessed using the S.C. State Department of Education **EPortfolio assessment**. Currently this assessment may not be funded so the district will need to establish a replacement.

To increase and enrich teachers' technology skills, the following classes are offered for professional development:

- **High Tech Classroom Connections**
- **21st Century Authentic Assessment**
- **SmartBoard/Airliner Training workshops at all schools in the District**
- **Web presence workshops**
- **Making Homework Fun Using Technology**
- **How to use Edmodo**
- **How to use Google Apps For Education**

Appendix 3: Acceptable Use Policy

USE OF TECHNOLOGY RESOURCES IN INSTRUCTION

Code **IJNDB** Issued **7/12**

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

Philosophy

Technology is a vital part of education and the curriculum of the school district. In an effort to promote learning and expand educational resources, the district provides technology resources including, but not limited to, computers, digital cameras and Internet access for students and staff. The district's goal in providing this service is to promote educational excellence by facilitating resource sharing, communication and innovation. Use of technology will allow district students and staff the opportunity to communicate with others on a global level and will allow access to educational materials worldwide.

Using technology resources is a privilege and not a right for students and staff. With this privilege there also is a responsibility to use those resources primarily for educational purposes at the appropriate time and under appropriate circumstances, and not to access inappropriate materials.

Technology access

Because technology is a vital part of the educational process and the curriculum of the district, students and staff will be provided access to technology resources subject to the following terms and conditions of use. By providing this access, the district intends to promote educational excellence by allowing access to local and worldwide resources unavailable through traditional means.

With technology resources comes the potential of accessing materials that may be of limited or no educational value; thus, the district will take precautions to restrict access to controversial or inappropriate materials. The district makes every attempt to block all inappropriate material, but this does not deem all accessible material as appropriate. On a global network it is impossible to control all materials and limit all access to inappropriate materials; however, the district believes in the valuable information and interactive potential.

Parents/legal guardians, students and staff will be required to sign a technology use agreement prior to using these resources. Students and staff will also be given instructions on its proper use as defined below.

Terms and conditions of use

Acceptable use

The purpose of the district providing access to technology is to allow an expanded opportunity for research and education by providing access to unique resources and for collaborative long distance work. All use of technology resources must be in support of education and research and consistent with the educational objectives of the district. Use of other organizations' networks or

computing resources must comply with rules appropriate for that network and approved by the technology center.

Accession or transmission of any material in violation of any local, state or national laws is prohibited. This includes, but is not limited to, the following.

- copyrighted material
- threatening, obscene or pornographic material
- material describing the manufacture of explosive devices
- material promoting prejudice on the basis of race, sex or religious orientation
- material protected by trade secret
- material injurious to national security
- material as determined inappropriate by the district technology center
- use of any proxy other than the one provided by the district technology center
- downloading and/or installing any material not approved by the district technology center
- any reconfiguration of computer workstations or network
- conducting personal business on any district technology
- use of any non-approved technology to gain network or Internet access
- use of groove type programs or file sharing technology
- electronic trespassing
- use of any network account that has not been approved for an individual's personal use
- attempt to elevate user privileges beyond those granted by the district

Procedures for use

Employees

An employee may access technology resources at any time which is not disruptive to the instructional process and which does not interfere with the performance of the primary job related responsibilities of the employee.

The School District of Oconee County has Internet-filtering software that tracks employee use (i.e. length of time, sites visited) during the course of the school day.

The school district realizes that such access for employees is a great resource; however, it is the responsibility of each employee to use such resources respectfully and responsibly.

Therefore, it is assumed that the predominant use of these resources will be for work use and that any personal use of the Internet will be limited the same as personal phone calls and personal e-mails. An employee's personal Internet use is never a priority over work matters or job responsibilities.

Employees should not spend excessive time on personal use of these resources.

Students

A student may access technology resources only upon the consent of an appropriate school employee and will be supervised at all times by an appropriate school employee.

Local schools will develop logs or sign in/out sheets to monitor technology use.

Rules governing use

Inappropriate use of technology resources may result in cancellation of permitted usage. All students and staff must abide by the generally accepted rules of network etiquette including, but not limited to, the following.

- Always be polite and do not be abusive in messages to others. Profanity, vulgarities, inappropriate language and illegal activities are prohibited.
- Never reveal your personal address or phone number or those of others, except as approved by the principal or his/her designee.
- Always be aware that electronic mail is not guaranteed to be private. Messages relating to or in support of inappropriate or illegal activities will be reported to the appropriate authorities.
- Never disrupt, harass or annoy other users.
- Always assume that all information accessible through technology resources is private property. As appropriate, always cite all quotes, references and sources.
- Never access or transmit inappropriate or restricted information referenced in the "Acceptable use" section above.
- Always remember that vandalism of computer hardware or software and/or the uploading or introduction of computer viruses is prohibited.
- Never download software or plug-ins without the approval of the district technology center.
- Always use technology resources only as long as necessary to protect the rights of others for equal usage.
- Always use technology resources for educational purposes only; non-academic usage is prohibited, as is usage for financial or commercial gain.
- Always follow the instructions of the supervising staff member. Always use common sense while on the Internet.

Accessing inappropriate sites

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 will provide reasonable notice of and 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. The report must include the name and address of the owner or person in possession of the computer.

Penalties for improper use

Employees who violate the terms of this policy or otherwise misuse technology resources will be subject to disciplinary action to include the cancellation of permission to use those resources, or other appropriate sanctions up to and including discharge.

Students who violate the terms of this policy or otherwise misuse technology resources will be subject to disciplinary action to include cancellation of permission to use those resources, or other appropriate sanctions as provided by the district's disciplinary code.

Violations of the laws of the United States or the state of South Carolina also may subject the user to criminal prosecution. If a user incurs unauthorized costs as a result of using technology resources, the user or user's parent/legal guardian will be responsible for all such costs.

Internet safety

The School District of Oconee County will provide each student who accesses the Internet a level of training commensurate with their grade level to include, but not limited to, the following areas.

- explanation of filtering and how some sites are blocked
- safety and security of students when using electronic mail, social networking, chat rooms and other forms of direct electronic communications
- hacking and other unlawful activities by students online
- awareness and response to cyberbullying

District approved hardware and software:

<http://www.oconee.k12.sc.us/departments.cfm?subpage=21133>

District approved sign-out sheet for wireless computers:

<http://www.oconee.k12.sc.us/departments.cfm?subpage=26283>

Adopted 5/20/97; Revised 6/10/08, 12/13/10, 5/17/11, 8/15/11, 11/14/11, 7/16/12

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.
4. Section 59-19-90 - General powers and duties of school trustees.

C. Court cases:

1. Purdham v. Fairfax Co. Sch. Bd., 637 F.3d 421, 427 (4th Cir. 2011).

FILE: LJNDB-E(1)

STAFF MEMBER TECHNOLOGY USE AGREEMENT

I have read and understand the district's technology use policy. I understand and will abide by the conditions and rules set forth therein. I further understand that violations of these conditions and rules are unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked for up to one year, disciplinary action may be taken and appropriate legal action may also be instituted. I also agree to be responsible for any unauthorized costs incurred by my use of technology resources.

Signature of Staff Member

Date

FILE: LJNDB-E(2)

STUDENT/PARENT TECHNOLOGY USE AGREEMENT

As the parent/legal guardian of this student, I have read and understand the technology use policy. I understand that access to technology resources is provided solely for educational purposes. I also understand that if my child violates this policy, his/her access privilege may be revoked for up to one year and that further disciplinary action may be taken.

Signature of parent/legal guardian

Date

I have read and understand the district's technology use policy. I understand that access to technology resources is provided solely for educational purposes. I also understand that if I violate this policy, my access privilege may be revoked for up to one year and that further disciplinary actions may be taken.

Signature of student user

Date

Appendix 4: How E-Rate Areas Have Been Addressed

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

Refer to: “Technology Dimension 3”.

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

Refer to: “Appendix 2”.

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

Refer to: “Technology Dimensions 1-5”.

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

Refer to: “Appendix 6&7”.

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

Refer to: “Technology Dimensions 1-5”.

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

- Web-based PowerTeacher/Parent Portal continues to operate district wide.
- VOIP has been established district wide.
- Teachers are being provided websites and single user logins and passwords through Identity Manager
- Ceiling mounted projectors are being installed in every classroom in the district.
- Moving towards more mobile devices including iPads and Windows 8 tablets
- Establishing a Secure and unsecure network
- Require authentication for internet access in all secondary schools networks
- Begin to establish a managed wireless network
- Using Light Speed, Barracuda, and Iron Port
- An effort is being made to remove older computers from the classrooms and inventory

Appendix 6: School District of Oconee County's Budget

Budget 2011 - 2012

Description	Estimated Budgeted Amounts	Remaining Expenditure
Classroom Software	\$364,657.92	\$54,857.65
Non Classroom Software	\$107,500.00	\$9,627.93
Classroom Hardware	\$2,113,700.45	\$17,399.43
Non Classroom Hardware	\$266,989.08*	\$202,752.13

Budget 2012 - 2013

Description	Estimated Budgeted Amounts	Remaining Expenditure
Classroom Software	297,094.18	76,206.05
Non Classroom Software	408,248.97	34,388.61
Classroom Hardware	334,916.83	-51,885.49
Non Classroom Hardware	11,088.00	-37,036.06

Budget 2013 - 2014

Description	Estimated Budgeted Amounts	Remaining Expenditure
Classroom Software	TBD	
Non Classroom Software	TBD	
Classroom Hardware	TBD	
Non Classroom Hardware	TBD	

Budget 2014 - 2015

Description	Estimated Budgeted Amounts	Remaining Expenditure
Classroom Software	TBD	
Non Classroom Software	TBD	
Classroom Hardware	TBD	
Non Classroom Hardware	TBD	

Appendix 7: School District of Oconee County's Technology Inventory

2011-2012 Technology Inventory

School	PC	iPads
Blue Ridge Elem.	394	74
Fair-Oak Elem.	238	38
James M. Brown Elem.	319	101
Keowee Elem.	246	17
Northside Elem.	317	39
Orchard Park Elem.	231	25
Ravenel Elem.	300	7
Tamassee Salem Elem.	211	29
Walhalla Elem.	305	29
Westminster Elem.	273	30
Oakway Intermediate	180	21
Seneca Middle	447	34
Walhalla Middle	292	7
West-Oak Middle	494	37
Seneca High	465	39
Tamassee Salem Middle and High	299	11
Walhalla High	521	30
West-Oak High	474	5
Hamilton Career Center	325	10
Code Learning Center	213	18
District Office	112	16
Special Education		43
DAR		5
Total	6656	665

This is a snapshot as of: 2012.

2012-2013 Technology Inventory

School	PC	iPads
Blue Ridge Elem.	411	188
Fair-Oak Elem.	209	21
James M. Brown Elem.	432	79
Keowee Elem.	227	24
Northside Elem.	295	29
Orchard Park Elem.	211	28
Ravenel Elem.	297	17
Tamassee Salem Elem.	192	81
Walhalla Elem.	280	60
Westminster Elem.	229	28
Oakway Intermediate	142	28
Seneca Middle	457	47
Walhalla Middle	303	10
West-Oak Middle	441	66
Seneca High	482	47
Tamassee Salem Middle and High	260	10
Walhalla High	487	40
West-Oak High	457	18
Hamilton Career Center	363	10
Code Learning Center	209	18
District Office	99	24
Special Education		43
DAR		5
Misc.	81	52
Total	6564	973

This is a snapshot as of: 5/21/2013