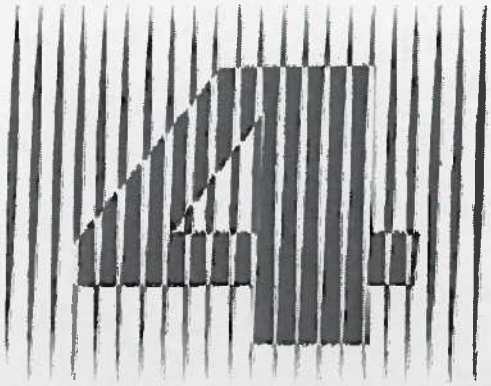
Lexington School District Four

Technology Plan

Ensuring Student Performance at the Highest Level



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DISTRICT PROFILE

Lexington School District Four is located in the Midlands of South Carolina. It covers 87 square miles and has an estimated population of 18,400. It is within a 30-minute commute of 13 institutions of higher learning, including the University of South Carolina; 5 museums; 2 planetariums; 4 live theaters; 9 parks; Riverbanks Zoo, one of the top ten zoos in the country; Lake Murray with approximately 520 miles of shoreline; Columbia Metropolitan Airport with more daily arrivals and departures than any other airport in the state; and local businesses offering a variety of goods and services to meet the needs of local residents. Medical services including dentists and large regional medical centers are conveniently available. Legal and accounting services are available, as well.

Lexington School District Four is comprised of 7 schools with a total enrollment of 3,479 and seven campuses. Campuses were recently restructured to include a Freshman Academy, Early Childhood Center, Primary School, Elementary, Intermediate, Middle and High. The percentage of students eligible for subsidized lunch is 78% with 71% of students receiving free meals. The number of English as Second Language (ESL) students is 219. Our on-time graduation rate is 69.7%, and the district E-rate discount is 90%.

Schools in Lexington District Four

Early Childhood Center,
135 Lewis Rast Rd, Swansea SC 29160-9392; Grades 3K-5K

Sandhills Primary School
140 Lewis Rast Rd, Swansea SC 29160-9392; Grades 1-2

Sandhills Elementary School
130 Lewis Rast Rd, Swansea SC 29160-9392; Grades 3-4

Frances Mack Intermediate School
161 Gaston St, Gaston SC 29053-9525; Grades 5-6

Sandhills Middle School
582 Meadowfield Rd, Gaston SC 29053-8249; Grades 7-8

Swansea High Freshman Academy
1195 I.W. Hutto Rd, Swansea SC 29160-8996; Grade 9

Swansea High School
500 East First St, Swansea SC 29160-9004; Grades 10-12

EXECUTIVE SUMMARY

Following the framework developed by the document *South Carolina State Technology Plan 2009–13: Digital Resources Enabling Achievement*, Lexington School District Four has begun the journey of revising and developing an integrated technology plan. Our goal is to not only meet but to exceed requirements established by the Education Oversight Committee as well as the state strategic plan; the federal No Child Left Behind Act of 2001; and the provisos in the General Appropriations Bill titled "SDE: Teacher Technology Proficiency":

> To ensure the effective and efficient use of the funding provided by the General Assembly in Part IA, Section 1 XI.A.1 for school technology in the classroom and internet [*sic*] access, the State Department of Education shall approve teacher technology competency standards and local school districts must require teachers to demonstrate proficiency in these standards as part of each teacher's Professional Development plan. Evidence that districts are meeting the requirement is a prerequisite to expenditure of a district's technology funds.

Throughout this document, *Lexington School District Four Technology Plan*, the plan is correlated with key state and federal legislation, including legislative acts such as the Education Accountability Act and the No Child Left Behind Act.

This South *Carolina State Technology Plan presents* five core technology dimensions that must be addressed in order for districts to begin improving student achievement through the use of technology as an integrated tool. All strategic actions are designed to increase student achievement through the effective integration of technology into the core curriculum. Measurable goals, objectives and strategies, an action list, an evaluation plan, and benchmarks are given for each core technology dimension.

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

Technology Dimension 1: Learners and Their Environment
Goal: Student learning communities use technical tools to engage in authentic knowledge building, inquiry, problem solving, exploration, experimentation, reflection and collaboration in the process of becoming lifelong learners.

Technology Dimension 2: Professional Capacity
Goal: Teachers and administrators have technological literacy development opportunities to become proficient in the integration of technology as a tool for enhancing student-centered instructional environments.

Technology Dimension 3: Instructional Capacity
Goal: Teachers use technical tools to engage students in authentic knowledge building, inquiry, problem solving, exploration, experimentation, reflection and collaboration in the

process of building lifelong learners at all levels of the system.

Technology Dimension 4: Community Connections
Goal: Stakeholders have technological literacy development opportunities to develop an awareness of technology as a tool that supports student learners.

Technology Dimension 5: Support Capacity
Goal: All learning communities have equitable access to diverse, quality technology and timely technical support.

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 Team to validate progress on an annual basis. Ensuring accountability, increasing access, and funding strategies are addressed after the operational plan.

Needs Assessment

Results

Current Instructional and Administrative Technology Needs

- Complete instructional technology procurement (i.e. smart boards, projectors, etc.)
- Convert to Active Directory
- Increase wide area network bandwidth
- Expand technology support staff
- Upgrade district switches

Current Technology Inventory

- 1821 PCs
- 230 Laptops
- 1230 Chromebooks
- 224 SmartBoards
- 239 Projectors
- 245 Tablets
- 42 Servers (Virtual and Physical)

Current Instructional and Administrative Technology Support Strategies

- One computer technician/intern for every three schools
- Additional network support staff centrally located
- One systems administrator
- One systems analyst
- One Chief Information Officer
- One certified technology integration specialist district-wide
- District level interdisciplinary team for planning and implementation

If our students are to meet the challenges of the future, we must empower learners to function effectively in their present and predictable environment. This will require complete and total restructuring of our educational environment in order to provide the essentials teachers and learners need for success in an information-oriented society. Restructuring of traditional teaching methods is necessary, but by itself, it is a partial and inadequate solution. Curriculum, organizational patterns, even facilities must also be restructured.

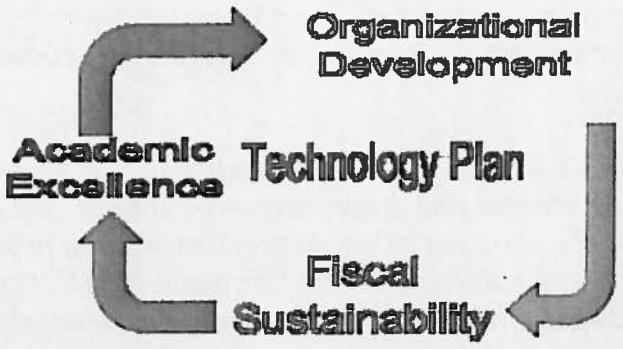
To restructure and reshape our educational system, we must be prepared to take advantage of those technologies that are rapidly becoming an integral component of success in our information-oriented society. Therefore, as educators, we must identify, implement, utilize, and prepare others to utilize those technologies that are rapidly becoming necessary and essential for enhancing teaching and learning in the world of today and tomorrow.

This technology plan is intended to coincide with all Lexington Four educational initiatives and support our District's mission and strategies. The plan is developed from the strong belief, supported by research, that technology can significantly enhance the learning environment and improve teaching and learning.

Further, technology is seen as a critical component of our efforts to adequately prepare our students. Technology is seen as a critical component effort to adequately prepare our students. Students need to master many skills to compete successfully in the 21st century. The District plans to move beyond the basic competency in core subjects and begin to merge 21st century skills into the existing curricula. English, World Languages, arts, mathematics, economics, science, geography, history, and government and civics will be blended with new 21st century interdisciplinary themes such as Global awareness, and financial, civic, and health literacy.

Students need to have learning and innovation skills, which include creativity, critical thinking, problem solving, communication, and collaboration. Students need to possess information, media, and technology skills, which include informational, media, communication (ICT) literacies. Students also need life and career skills that exemplify flexibility, adaptability, initiative, self-direction, social and cross-cultural skills, productivity, accountability, leadership, and responsibility. See Appendix A for a summary of 21st century student skills.

This technology plan defines the vision and objectives for moving our students and the Lexington Four learning community forward in the 21st century.



Ensuring Student Performance at the Highest Level.

When our core beliefs are put into practice, we envision our schools as communities of learners utilizing a variety of quality technology as tools to become lifelong learners, to communicate and connect to anywhere, and to manage and analyze data. Student learning communities use technical tools to engage in authentic knowledge building, inquiry, problem solving, exploration, experimentation, reflection and collaboration in the

process of becoming lifelong learners. Teachers and administrators have technological literacy development opportunities to become proficient in the integration of technology as a tool for enhancing student-centered instructional environments. Teachers use technical tools to engage students in authentic knowledge building, inquiry, problem solving, exploration, experimentation, reflection and collaboration in the process of building lifelong learners at all levels of the system. Stakeholders have technological literacy development opportunities to develop an awareness of technology as a tool that supports student learners. All learning communities have equitable access to diverse, quality technology and timely technical support. To this end, technology becomes an integral component of our culture of learning at all levels of the system.

STRATEGIC MISSION

Our mission is to establish high standards by creating a learning environment which ensures student performance at the highest levels.

TECHNOLOGY DIMENSION 1

LEARNERS AND THEIR ENVIRONMENT

GOAL

Student learning communities use technical tools to engage in authentic knowledge building, inquiry, problem solving, exploration, experimentation, reflection and collaboration in the process of becoming lifelong learners.

SNAPSHOT OF CURRENT TECHNOLOGY USE

Lexington School District Four is fostering the effective use of technology to support teaching and learning throughout the district. Technology resources are now widely available in our schools. Lexington Four uses portfolios and other performance-based methods to conduct needs assessments and to measure students' technological proficiency.

Heavy emphasis has been and continues to be placed on helping students master the state academic standards, and technology is the key to this effort. Integrating technology into the core curriculum is a major focus of technology initiatives in Lexington Four.

State and federal funds have encouraged the innovative implementation of technology in the classroom to address Common Core State Standards and increase student achievement. In addition, accountability and measurement of technology's impact in the schools have become a major area of focus. Lexington Four teachers, having a strong desire to use the skills they have acquired through professional development opportunities, are receptive to the idea of integrating technology not only into the core curriculum but into all curricula. Our students are ready for the twenty-first century's learning environment and the hands-on technology applications and project-based learning that it offers.

Through grants and other sources of technology funding, Lexington Four has a one to one initiative using Chromebooks for all freshmen and sophomores, provided 10 Chromebooks for all 3rd and 4th grade classrooms, 7 Chromebooks for all 5th and 6th grade classrooms, a lab of 30 Chromebooks for 1st and 2nd grade students, iPads for all high school, kindergarden, intermediate school, and primary school teacher, iPad cart at the high school and a lab in every school. These resources allow technology to touch every aspect of the student's environment including home, school, and community. All school buildings are also

linked to the DISCUS databases to enable educators, parents, and students to access a wide range of information and learning resources.

The operational plan that follows should ensure that Lexington Four reaches its goal of providing home, school, and community environments conducive to assisting students in using technology to communicate effectively, achieve high academic standards, and achieve technological literacy by the end of the eighth grade.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: Student learning communities use technical tools to engage in authentic knowledge building, inquiry, problem solving, exploration, experimentation, reflection and collaboration in the process of becoming lifelong learners.

OBJECTIVES	STRATEGIES
1.1 Students will use technology to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with Common Core State Standards across the curriculum and will thereby increase their level of academic achievement.	A. Provide opportunities and resources to schools to facilitate the development and implementation of effective communication and collaboration skills using technology in the core content areas B. Conduct student projects that will yield sustained, engaged learning and collaboration in the core content areas C. Have students present their collaborative projects to identified audiences D. Recognize and promote best practices that successfully integrate technology, including assistive technology, into the curriculum E. Provide appropriate accommodations for students with special needs when conducting tests, including standardized tests, using technology

1.2 Students will engage in authentic learning activities that are aligned with Common Core Standards and that integrate technology, including assistive technology, into the core content.	A. Develop technology-enhanced learning activities aligned with Common Core Standards in all content areas B. Create a system that provides enhanced technology support to all students within and outside the classroom C. Provide a district technology coach to offer guidance to schools, educate teachers, and help ensure that Year at a Glance, curriculum maps, (YAG) and activities incorporate a variety of technologies, including those appropriate for students with special needs
1.3 Students will demonstrate technology competence	A. Create and use lesson activities in which students employ a variety of technology tools, including assistive technology, to complete authentic multidisciplinary tasks B. Provide all students, including those with special needs, access to a range of high and low technology solutions, including software, peripherals, and other tools to increase student communication, participation, and collaboration
1.4 The school district and the schools will provide students with an enhanced learning environment through technological tools, including assistive technology, that are designed to promote high academic achievement.	A. Establish school and community learning environments that enable students to use technology for real-world problem solving and research B. Adopt grade-level-appropriate ISTE standards and integrate them into the curriculum to enable students to fully participate in today's information-rich global society C. Adopt grade-level-appropriate technology standards and integrate them into the curriculum to prepare students to succeed in an information-rich global society

II. ACTION LIST

- The school district should coordinate access to an online/Intranet/Network database of technology-infused lesson plans and classroom examples across the core content areas in alignment with the state academic standards.
- The school district will provide access to effective, research-based assistive technologies—including software, peripherals, and other tools to increase student communication, collaboration, and engagement—that will support inclusion of students with disabilities in the core content courses at all grade levels.
- The district will develop strategies to ensure that school improvement plans address the use of technology, including assistive technology, to support a shared learning environment that includes educators, parents, and community members.
- The school district and the schools will ensure improved student achievement test scores in the core content areas, increased student access to technology, and increased student access to technology outside the school environment.
- The school district will begin utilizing Google in Education to 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.
- Students will be given opportunities to assess the effectiveness of technology tools, including a variety of assistive technology tools, being used for classroom activities.
- The district will complete initial and ongoing assessments to measure increased availability of technology opportunities and resources.
- Educators and parents will complete initial and follow-up assessments to ensure that the use of technology, including the range of assistive technology tools, is effective in enhancing student learning.

III. IMPLEMENTATION ACTION STEPS

DISTRICT

- Provide a district wide technology integration specialist to offer guidance to schools. This will help ensure that lesson plans and activities incorporate a variety of technologies in ways that make them accessible to individuals special needs
- Offer professional development courses using innovative delivery strategies
- Begin working with teachers in the classroom to create lesson plans that incorporate a variety of technologies into authentic multidisciplinary tasks
- Recognize exemplary technology teachers and students
- 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

SCHOOLS

- Implement an online system for displaying student work such as e-mail projects, on-line projects, and so forth
- Provide Chromebooks to all Freshmen to use at school and home
- Recognize exemplary student technology projects
- Hold "Technology Nights" , "Technology Days" and "Lunch and Learn" sessions 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
- Offer courses to the community utilizing various forms of technology uses

IV. FUNDING CONSIDERATIONS

DISTRICTS

- Technology professional development
- Technology course development
- Technology staff
- Recognition programs
- Technology resources to support Common Core Standards across the curriculum

SCHOOLS

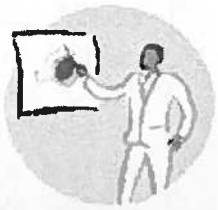
- Technology professional development
- Technology course development
- Technology staff
- Recognition programs
- Technology resources to support Common core Standards across the curriculum

V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report
1.1 Students will use technology to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with Common Core State Standards across the curriculum and will thereby increase their level of academic achievement.	• Statewide achievement test scores • District report cards • Technology surveys • Students projects • School technology and improvement plans • District, school, and community surveys	• Statewide achievement test scores • District report cards • Technology surveys • Students projects • Observations and interviews • Anecdotal records • Documented access to online resources • Listing of recognition programs
1.2 Students will engage in authentic learning activities that are aligned with Common Core Standards and that integrate technology, including assistive technology, into the core content.	• Statewide achievement test scores • District report cards • Technology surveys • Students projects • School technology and improvement plans • District, school, and community surveys	• Statewide achievement test scores • District report cards • Technology surveys • Students projects • Observations and interviews • Anecdotal records • Documented access to online resources • Listing of recognition programs
1.3 Students will demonstrate technology competence	• Statewide achievement test scores • District report cards • Technology surveys • Students projects • School technology and improvement plans • District, school, and community surveys	• Statewide achievement test scores • District report cards • Technology surveys • Students projects • Observations and interviews • Anecdotal records • Documented access to online resources • Listing of recognition programs
1.4 The school district and the schools will provide students with an enhanced learning environment through technological tools, including assistive technology, that are designed to promote high academic achievement	• Statewide achievement test scores • District report cards • Technology surveys • Students projects • School technology and improvement plans • District, school, and community surveys	• Statewide achievement test scores • District report cards • Technology surveys • Students projects • Observations and interviews • Anecdotal records • Documented access to online resources • Listing of recognition programs

TECHNOLOGY DIMENSION 2

PROFESSIONAL CAPACITY



GOAL

Teachers and administrators have technological literacy development opportunities to become proficient in the integration of technology as a tool for enhancing student-centered instructional environments.

SNAPSHOT OF CURRENT TECHNOLOGY USE

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

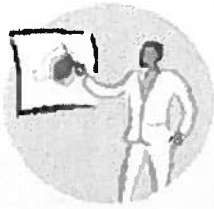
Lexington Four has professional development offered during school hours via the use of a technology coach through job embedded training and also on days when school is not in session. Other opportunities exist through the regional technology specialists and district office staff development coordinator.

South Carolina K–12 School Technology Progress Report for FY 2008 (SDE 2008) demonstrated that South Carolina's collaborative School Technology Initiative has helped the state to be recognized as a national leader in technology. South Carolina has set technology use expectation guidelines in the teacher technology proficiency proviso, which is designed to ensure that proper technology integration is taking place in classrooms. Lexington Four is responsible for developing a teacher professional development plan to address the requirements of the technology proficiency proviso. (Refer to Appendix 2 of this document.) Current teacher proficiency district data show that 73 of the district's 195 continuing contract teachers are deemed technologically proficient. However, Lexington Four expects to see that number dramatically increase in 2010 with the funding of a district technology coach and the establishment of InTech Teachers. Lexington Four is required to report that each teacher has been verified as technologically proficient every five years.

Additionally, Lexington Four has provided technology professional development activities such as graduate technology courses. The districts' training activities and expenditures will be documented using an online system that documents professional development, which enables the Lexington Four to share best practices and innovations in technology professional development.

The district received funding from SDE via the School Technology Initiative to provide technical training to district staff. The District continues to participate in training such as Microsoft and Cisco Certification courses, PowerSchool Webinar, Internet development

courses, Microsoft technical training courses, Verizon's Thinkfinity, and the SDE Online Learning courses.



Institutions of higher education in South Carolina have been invaluable in helping to provide technology professional development opportunities for the district's technology coach. Lexington Four makes use of the PBS Teacherline online course offerings, SC Online Learning course schedule via the SDE, as well as SEIR-TEC course offerings. The district also utilizes the South Carolina Educational Television (SCETV)'s statewide Teacher Training Institute to train teachers in the use of technology in mathematics and science courses; StreamlineSC which is an on demand streaming video web-based program that was established via a partnership with United Streaming and SCETV and is of no charge to South Carolina teachers; Verizon's Thinkfinity resources and DISCUS.

Lexington Four utilizes the opportunities provided by conferences. District technology leaders attend EdTech, which is the largest educational technology conference in the state hosted by the Office of Technology.

The use of technology in Lexington Four classrooms is encouraging. The 2008 Speak Up Day Survey indicated that the district teachers believe that effective integration of technology into instructional activities across the curriculum is important. In this new era of accountability, more funds will be devoted to professional development with emphasis on showing the impact that training activities for educators have had on student achievement. Sixty-four percent of teachers state they are willing to grow professionally in their technological knowledge and skills. Professional development is a continuous, long-term commitment for the district so that greater teacher proficiency and increased student performance can be realized.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: Teachers and administrators have technological literacy development opportunities to become proficient in the integration of technology as a tool for enhancing student-centered instructional environments.

OBJECTIVES	STRATEGIES
2.1 Lexington Four 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. Utilize a portfolio system to allow teachers to demonstrate ongoing proficiency in integrating instructional technology standards. B. Include in district technology plans 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 C. Utilize a district portfolio system to allow district and school administrators to demonstrate technology proficiencies based upon the state-recommended standards for administrators (ISTE NETS-A).
2.2 Lexington Four 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. Fund a full-time technology coach to assist with basic technology skills and the integration of the technology into classroom instruction in every school B. Require that the technology coach provide direct training and consultation to teachers in their classrooms, with special emphasis on helping administrators, teachers, and students meet the state-recommended technology standards (ISTE NETS-A, ISTE NETS-T, ISTE NETS-S) as well as helping students to meet the state's content standards in all areas

2.3 Lexington Four will collaborate in planning for professional development, ensuring that teachers and district staff are trained to use technology, including assistive technology, to enhance learning.	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 the technology leadership B. Include in district technology plans professional development for district staff and teachers to be part of assistive technology assessment teams C. Include in district technology plans 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
2.4 Lexington Four will provide schools with information and training in technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum.	A. Offer professional development activities and training in a variety of ways (i.e., on-site, off-site, online, self-paced, and combinations of these methods) to address the technology needs of staff B. Provide a list of professional development opportunities on Verizon's Thinkfinity,My Big Campus, and Google Docs. Other professional opportunities for educators will be published via district Intranet, newsletters, and district listserv. C. Provide professional development opportunities focused on aligning all curriculum taught to Common Core Standards D. Develop alliances with subject, grade, or position-specific professional organizations to promote technology integration

	throughout the K–12 curriculum E. Increase the availability of technology professional development tools to teachers: access to laptop computers, iPads, iPods, Chromebooks, and presentation devices, Internet access at the classroom level, interactive on-line access to Common Core State 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
2.5 Lexington Four will assess the overall effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement.	A. Incorporate instructional technology assessment into current teacher and administrator evaluation processes B. Encourage teachers to create and maintain technology portfolios showing examples of their students' work and documenting use of technology in their classrooms

II. ACTION LIST

- **Leadership committees should include participants such as educators (including special educators), therapists, school administrators, parents, and librarians.**
- **Lexington Four 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.
- A district technology coach and an assistive technology assessment team will cintuie to be funded.
- Lexington Four will submit to the SDE an annual technology plan that documents site-based input and includes a plan for professional development that outlines the technology education offerings and requirements, including assistive technology.
- Lexington Four will work with the SDE's Office of Technology and with the Office of Curriculum and Standards to develop recommendations for teacher professional development plans, integrating technology and content standards into professional development opportunities.
- Lexington Four School administrators will 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.
- Lexington Four will continue to use numerous professional development components that outlines the technology education offerings, including assistive technology that exist throughout South Carolina and the nation as a whole.
- Lexington Four will 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.
- Lexington Four should provide training in accessibility issues involving applicable state and federal legislation.
- Teachers will take advantage of using the portfolio system that include sample lesson plans indicating increased technology integration across the core content areas in alignment with the Common Core standards.
- Lexington Four will utilize a portfolio system to track district professional activities completed each year in conjunction with 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.

III. IMPLEMENTATION ACTION STEPS

DISTRICTS

- 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
- Develop and implement GBE template/guidelines for technology integration goals
- 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

SCHOOLS

- Submit a technology plan, including a professional development plan, to the local district office
- Continue use of technology portfolios
- Evaluate teacher and administrator portfolios to measure the impact of professional development in technology
- Administer needs assessments to identify areas of weakness and follow up with assessments that measure the impact of professional development in technology
- Monitor and adjust professional development in technology as indicated by needs assessments

IV. FUNDING CONSIDERATIONS

DISTRICT

- 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

SCHOOLS

- Committee development of district 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
2.1 Lexington Four 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.	• Statewide achievement test scores • District report cards • Teacher technology proficiency proviso forms • Professional development surveys • Teacher and administrator portfolios • School technology and improvement plans • Technology assessments	• Statewide achievement test scores • District report cards • Professional development tracking and surveys • Teacher technology proficiency proviso forms • Teacher and administrator portfolios • Observations and interviews • Anecdotal records • Documented access to online resources • Technology assessments
2.2 Lexington Four 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.	• Statewide achievement test scores • District report cards • Teacher technology proficiency proviso forms • Professional development surveys • Teacher and administrator portfolios • School technology and improvement plans • Technology assessments	• Statewide achievement test scores • District report cards • Professional development tracking and surveys • Teacher technology proficiency proviso forms • Teacher and administrator portfolios • Observations and interviews • Anecdotal records • Documented access to online resources • Technology assessments
2.3 Lexington Four will collaborate in planning for professional development, ensuring that teachers and district staff are trained to use technology, including assistive technology, to enhance learning.	• Statewide achievement test scores • District report cards • Teacher technology proficiency proviso forms • Professional development surveys • Teacher and administrator portfolios • School technology and improvement plans	• Statewide achievement test scores • District report cards • Professional development tracking and surveys • Teacher technology proficiency proviso forms • Teacher and administrator portfolios • Observations and interviews • Anecdotal records • Documented access to online resources

	• Technology assessments	• Technology assessments
2.4 Lexington Four will provide schools with information and training in technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum.	• Statewide achievement test scores • District report cards • Teacher technology proficiency proviso forms • Professional development surveys • Teacher and administrator portfolios • School technology and improvement plans • Technology assessments	• Statewide achievement test scores • District report cards • Professional development tracking and surveys • Teacher technology proficiency proviso forms • Teacher and administrator portfolios • Observations and interviews • Anecdotal records • Documented access to online resources • Technology assessments
2.5 The SDE and the school districts will assess the overall effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement	• Statewide achievement test scores • District report cards • Teacher technology proficiency proviso forms • Professional development surveys • Teacher and administrator portfolios • School technology and improvement plans • Technology assessments	• Statewide achievement test scores • District report cards • Professional development tracking and surveys • Teacher technology proficiency proviso forms • Teacher and administrator portfolios • Observations and interviews • Anecdotal records • Documented access to online resources • Technology assessments

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TECHNOLOGY DIMENSION 3

INSTRUCTIONAL CAPACITY

GOAL

Teachers use technical tools to engage students in authentic knowledge building, inquiry, problem solving, exploration, experimentation, reflection and collaboration in the process of building lifelong learners at all levels of the system.

SNAPSHOT OF CURRENT TECHNOLOGY USE

Lexington Four has made steady strides in acquiring instructional technologies and using these learning tools wisely to increase student achievement. Within the schools, technologies such as laptop carts, Chromebooks, iPads, iPods, computer labs, handhelds on carts, benchmark software, and SMART Interactive Whiteboards are used frequently as apparatuses for learning. Grants continue to provide funds for increased access to technologies such as digital cameras,Flip recorders, scanners, personal digital assistants, graphing calculators with probes, laptops and webcams.

The technology coach has played a major role in placing Lexington Four at the leading edge of technology in the classroom since the 2001. Technology is in placed and used in all schools to enhance cooperative learning, engaging activities, and mentoring. Teachers and administrators use technology to enhance the teaching of critical-thinking and real-world skills. By providing professional development to all stakeholders, teachers are able to create/gather lesson plans, locate classroom materials and /or tests via the Internet. Teachers demonstrate their technology awareness and skills through their daily, monthly and yearly lesson plans. Curriculum-focused technology support is a vital part of the students' educational process.

Lexington Four implements the use of the VBrick system installed by South Carolina Educational Television (SCETV) at each of its schools. Schools have access to free cable in the classroom opportunities and other online video sources that allow them access to educational programs not included in the SCETV programming. Programs are developed to meet the specific needs of the schools served by each center. Lexington Four Teachers implement lessons from SCETV's Creative Services Department that provide digital content, tied to the Common Core State Standards, through its Knowitall Web portal at http://www.knowitall.org and Discovery Education at http://streaming.discoveryeducation.com/.

Lexington Four provides it's teachers yearly training on the South Carolina State Library's virtual library, DISCUS. DISCUS resources include magazine articles, professional periodicals, newspapers, encyclopedias and other reference publications, government documents, lesson plans, maps, photographs, and historic

documents.

Almost all districts in the state take advantage of E-rate discounts. These discounts are used to help pay for T1 lines and Internet access for every school in the state. Lexington Four schools use E-rate for internal connections, which include local phone service. Money saved on these services are then put back into the classroom via equipment and software purchases. E-rate discounts have allowed the district to better utilize maximized budgets to provide network upgrades, additional classroom workstations and other technology equipment.

Teachers use Fountas and Pinnell and the Measure of Academic Progress (MAP) assessments to gauge the progress in the core content areas and to formulate a learning plan for each student. Enrich is utilized as a data collection tool that allows teachers to evaluate and modify the learning process for the individual students.

The teachers of Lexington Four have made great strides in their instructional technology efforts and have a solid foundation. The district will continue to provide appropriate professional development and to decrease the digital equity gap in order to reach all students regardless socio-economic status. Educators need to use technology for student data management to streamline administrative duties in order to be able to spend time more time on teaching the state's academic standards. Teachers will continue to be trained to use data to make informed decisions for continuous improvement and change.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: Teachers will use technical tools to engage students in authentic knowledge building, inquiry, problem solving, exploration, experimentation, reflection and collaboration in the process of building lifelong learners at all levels of the system.

OBJECTIVES	STRATEGIES
3.1 Lexington School District Four will develop a technology framework for local planning that addresses the steps necessary to create a technology-rich environment that will foster increased	**A.** Ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies (including the range of assistive technology options) to

achievement by all students, including those with special needs.	significantly impact teaching and learning **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.
3.2 Lexington School District Four will provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.	Provide teachers with access to knowledgeable personnel, productivity tools, online services, media-based instructional materials, and primary sources of data in settings that enrich and extend teaching goals.
3.3 Lexington School District Four will provide students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule.	Provide students with access to technology, online services, and media-based instructional materials, allowing them to select appropriate tools that will enrich and extend their learning
3.4 Lexington School District Four will provide and support a variety of multimedia equipment and software for teaching and learning.	**A.** Communicate via 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

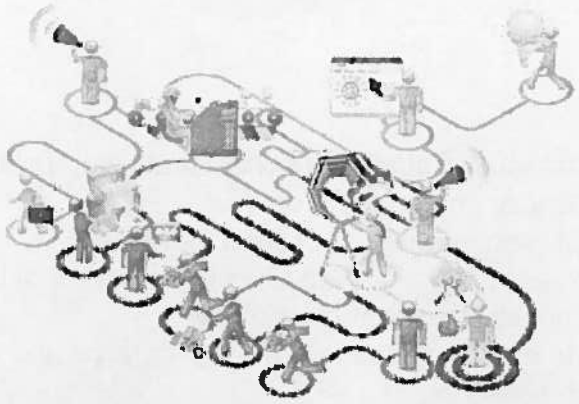
II. ACTION LIST

- Lexington School District Four will conduct technology-planning meetings to address curricular design, instructional needs of all teachers, instructional strategies, and appropriate learning environments.
- Lexington School District Four will conduct technology-planning meetings to address the inclusion of appropriate assistive technology into curricular design, instructional strategies, and learning environments (general and special education).
- Lexington School District Four will pursue funding opportunities such as grants to provide funds to acquire and maintain hardware and software for use in classroom instruction.
- Lexington School District Four will pursue funding opportunities such as grants to acquire and maintain assistive technology for use in classroom instruction and home access when appropriate.
- Students' electronic folders 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

DISTRICTS

- 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
- Evaluate hardware and software for desirable student outcomes and standardize selection when appropriate
- Sustain a District Technology Coach
- 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
- 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



SCHOOLS

- Conduct technology curriculum planning meetings
- Submit a technology plan, including a professional development plan, to the local district office
- Ensure that teachers and administrators 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

DISTRICT

- 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
- School technology leader continuation
- Professional development

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
3.1 Lexington School District Four 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.	• Statewide achievement test scores • District report cards • Teacher technology proficiency proviso forms • Professional development surveys • Teacher and administrator portfolios • School technology and improvement plans • Technology assessments	• Statewide achievement test scores • District report cards • Professional development tracking and surveys • Teacher technology proficiency proviso forms • Teacher and administrator portfolios • Observations and interviews • Anecdotal records • Documented access to online resources • Technology assessments
3.2 Lexington School District Four will provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.	• Statewide achievement test scores • District report cards • Teacher technology proficiency proviso forms • Professional development surveys • Teacher and administrator portfolios • School technology and improvement plans • Technology assessments	• Statewide achievement test scores • District report cards • Professional development tracking and surveys • Teacher technology proficiency proviso forms • Teacher and administrator portfolios • Observations and interviews • Anecdotal records • Documented access to online resources • Technology assessments
3.3 Lexington School District Four will provide students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule.	• Statewide achievement test scores • District report cards • Teacher technology proficiency proviso forms • Professional development surveys • Teacher and	• Statewide achievement test scores • District report cards • Professional development tracking and surveys • Teacher technology proficiency proviso forms • Teacher and administrator portfolios • Observations and interviews • Anecdotal records

	administrator portfolios • School technology and improvement plans • Technology assessments	• Documented access to online resources • Technology assessments
3.4 Lexington School District Four will provide and support a variety of multimedia equipment and software for teaching and learning.	• Statewide achievement test scores • District report cards • Teacher technology proficiency proviso forms • Professional development surveys • Teacher and administrator portfolios • School technology and improvement plans • Technology assessments	• Statewide achievement test scores • District report cards • Professional development tracking and surveys • Teacher technology proficiency proviso forms • Teacher and administrator portfolios • Observations and interviews • Anecdotal records • Documented access to online resources • Technology assessments

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TECHNOLOGY DIMENSION 4
COMMUNITY CONNECTIONS

GOAL

Stakeholders have technological literacy development opportunities to develop an awareness of technology as a tool that supports student learners. .

SNAPSHOT OF CURRENT TECHNOLOGY USE

Lexington School District Four has employed various strategies to provide students, parents, and community members with after-hours access to technology that extends beyond the school day.

As expressed in the vision statement, Lexington Four states that "Shaping a culture of learning drives our passion to promote employee quality." The use of technology will help Lexington Four realize their vision of preparing and connecting young people to the workforce of tomorrow. The appropriate use of technology will bring students, parents, and the community closer together while promoting reaching beyond the district's geographical barriers to embrace progress in the global economy.

The district will seek to adapt with technology changes business real world applications. Two of the biggest industries in the area are a part of the larger Lexington Four community – Lexington Medical Center and Columbia Metropolitan Airport. Both of these facilities interact with students, faculty, and administration to transfer real world application.

Lexington School District Four takes advantage of area partnerships that encourage the use of technology such as SCETV. Through these partnerships, the district is able to bring global knowledge and skills to our small, rural community. Lexington Four works directly with the Midlands Area Business Alliance to connect students, parents and educators to career opportunities through business partnerships, training and resources.

Community Partnerships.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: Lexington School District Four Stakeholders have technological literacy development opportunities to develop an awareness of technology as a tool that supports student learners.

OBJECTIVES	STRATEGIES
4.1 Lexington School District Four will establish community technology partnerships and collaborations by providing tools, resources, and training that support student transition, achievement, and outcomes. (The term *community* includes parents, businesses, state and local agencies, nonprofit groups, and institutions of higher education and other area school districts.)	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 F. Partner with Midlands Education and Business Alliance to take advantage of resources available for students who seek Information Technology as a career. G. Train faculty and staff to assist students in an electronic job search.
4.2 The SDE and Lexington School District Four will fully utilize all available resources by fostering collaboration and cooperation among state-supported organizations, institutions, and initiatives.	A. Identify all of the organizations, institutions, and initiatives that are currently focused on instructional technology applications B. Compile a database of organizations, institutions, and initiatives of willing partners capitalizing on all of the resources available to the community.

	C. Partner with nearby school districts and Midlands Technical College as well as community entities to collaborate in order to provide assistive technology demonstration, loan, and assessment for students with special needs D. Utilize services such as SCETV, National Career Assessment (Kuder), and SCOIS. E. In cooperation with SCETV and local cable television systems, provide distance learning activities. F. Coordinate 24-hour access to education resources through home computers, modems, and other technologies.
4.3 The school districts will provide after-hours training and community access to labs, media centers, and classrooms.	A. Create and publish flexible schedules of after-hours technology access and training for students, parents, teachers, and community members B. Create opportunities for access to facilities for after-hours assistive technology training for students, parents, teachers, and community members C. Explore the feasibility of an electronic mentoring program that links students and business mentors electronically. The purpose of the communication is career mentoring. D. Provide for district and school personnel to attend state and national conferences and training programs for education technology E. Establish and maintain partnerships

	with business and industry to provide training and support resources for teachers, media specialists, and district staff.
4.4 The school districts 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.	A. Provide home access to State Library DISCUS databases to facilitate student information B. Provide parents with the capability of accessing Web sites of universities, museums, and other institutions to facilitate virtual communication between home, school, and community

II. ACTION LIST

- Districts and schools should initiate and increase community collaborations that give students, teachers, and members of the local community increased access to and training in technology, including assistive technology.
- Schools should develop a rubric to measure the success of their community partnerships.
- Districts and schools should publish school lab schedules showing after-hours technology access and training.
- Districts should maintain logs of professional development, community offerings, and internship opportunities in technology.
- Districts should maintain logs of partnerships and their role in helping research and evaluate technology projects.
- The SDE and the school districts should publicize successful collaborations with outside entities in the demonstration, loan, and assessment of assistive technology.
- The SDE should provide a list of community partnerships and the results of their efforts.
- The SDE and the school districts should post successful technology grant applications on the Internet for others to use as models.
- The SDE and the school districts should develop lists of possible partner

organizations, institutions, and initiatives that may include the following:

- South Carolina Commission on Higher Education
- Instructional Television (ITV)
- School Technology Initiative
- 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

- The SDE should plan and coordinate regular meetings of representatives of collaborative groups to determine how they can best cooperate to meet the professional development needs of South Carolina educators.
- Districts should lead the formation of consortia among local education agencies, business and industry, public entities, private organizations, museums, libraries, colleges, and private schools for the full utilization of technology and assistive technology expertise.
- The SDE and the school districts should publish a list of successful consortia, partnerships, and initiatives on the SDE Web site.
- 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 SDE.
- Districts should provide information about assistive technology training opportunities on the SDE Web site.
- Each school district should utilize its Web site to publish a list of volunteers for possible technology partnerships to benefit that district's schools.

III. IMPLEMENTATION ACTION STEPS

DISTRICT

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

IV. FUNDING CONSIDERATIONS

DISTRICT

- 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

4.1 Lexington School District Four will establish community technology partnerships and collaborations by providing tools, resources, and training that support student transition, achievement, and outcomes. (The term *community* includes parents, businesses, state and local agencies, nonprofit groups, and institutions of higher education and other area school districts.)	• Statewide achievement test scores • Community technology access surveys • Lab, media center, and classroom schedules • SDE Technology Counts survey • District technology plans • Documentation of offerings provided via innovative delivery methods	• Statewide achievement test scores • Community technology access surveys • Lab, media center, and classroom schedules • SDE Technology Counts survey • School technology plans • Observations and interviews • District and school Web site information • Documentation of offerings provided via innovative delivery methods • Districts and school list of grants and community partnerships
4.2 The SDE and Lexington School District Four will fully utilize all available resources by fostering collaboration and cooperation among state-supported organizations, institutions, and initiatives.	• Statewide achievement test scores • Community technology access surveys • Lab, media center, and classroom schedules • SDE Technology Counts survey • District technology plans • Documentation of offerings provided via innovative delivery methods	• Statewide achievement test scores • Community technology access surveys • Lab, media center, and classroom schedules • SDE Technology Counts survey • School technology plans • Observations and interviews • District and school Web site information • Documentation of offerings provided via innovative delivery methods • Districts and school list of grants and community partnerships
4.3 The school districts will provide after-hours training and community access to labs, media centers, and classrooms.	• Statewide achievement test scores • Community technology access surveys • Lab, media center, and classroom schedules • SDE Technology Counts survey • District technology plans • Documentation of offerings provided via	• Statewide achievement test scores • Community technology access surveys • Lab, media center, and classroom schedules • School technology plans • Observations and interviews • District and school Web site information • Documentation of offerings provided via innovative delivery methods • Districts and school list of grants and community partnerships

	innovative delivery methods	
4.4 The districts will ensure all buildings are linked via Internet to the State Library's DISCUS databases and the Web sites of universities, museums, and other institutions to facilitate virtual communication between home, school, and community.	• Statewide achievement test scores • Community technology access surveys • Lab, media center, and classroom schedules • SDE Technology Counts survey • District technology plans • Documentation of offerings provided via innovative delivery methods	• Statewide achievement test scores • Community technology access surveys • Lab, media center, and classroom schedules • SDE Technology Counts survey • School technology plans • Observations and interviews • District and school Web site information • Documentation of offerings provided via innovative delivery methods • Districts and school list of grants and community partnerships

*WIP – Work In Progress

TECHNOLOGY DIMENSION 5
SUPPORT CAPACITY

GOAL

All Learning communities have equitable access to diverse, quality technology and timely technical support.

SNAPSHOT OF CURRENT TECHNOLOGY USE

Lexington School District Four recognizes the vital role Technology holds as a tool for achieving educational successes. Evidence of the technology as a tool can be seen in every classroom in the district. Every classroom in the district schools currently has a range of one to three computers in the classroom. All have access to a computer lab in each school. The district has also implemented solid, stable local area networks at each school and an equally fortified wide area network for all.

In 1996-1997, Lexington Four began its journey into connectivity in earnest. With the assistance of funds designated by the state for this purpose, the district began building the infrastructure necessary, one school at a time. When the funding ran out, the district sponsored SCINET days and utilized volunteers to build the wiring infrastructure. Servers were purchased, software upgraded and systems placed in preparation for connection to the Internet and the district wide area network. 1997-1998 brought the installation of the first T1 lines in all schools in the district and whole school and district access to the web. During 1998-1999 Lexington Four staff applied for and received the first of several Educational Technology grants from the State Department of Education to continue the addition of workstations to classrooms and adding technology tools to the classroom toolbox. Since then the journey has been punctuated by needed upgrades resulting from increased demand on network facilities. The addition of more sophisticated and educationally appropriate software has also kept the systems in constant use. In 2000, Lexington School District Four purchased the ACT Maintenance Software programs and implemented the online work order system for Technology work orders. Additional staff was also added to assist with the management and maintenance of the district systems. 2004-2005 brought the upgrade of the district WAN from a single T1 to 45Mb wireless and the Internet access level was upgraded from a T1 to 6mg via multiple T1's. Usage district wide has increased by leaps and bounds as teachers take advantage of available services from SDE, ETV and other web-based resources. This was followed by another Internet access upgrade in 2006 to the new state standard of 10Mb MetroE. Use of SmartBoard technology was implemented with Title I and Title VI funds beginning in 2006. The district quickly realized the advantages of adding this technology to additional classrooms and implemented a plan to install Smart Boards in every

classroom; K-12. As of the 2010-211 school year, each active classroom will have a SmartBoard and projector. Many software programs have been upgraded to web-based programs now that the bandwidth is available. An example is the WAN based ACT workorder program was changed to the web-based SchoolDude program for increased accessibility and functionality for teachers.

With increased network and WAN capabilities, we have integrated telecommunications into the district network with installation of Cisco Voice Bundles with Call Manager Express. The district completed the implement of this VoIP system by the end of the 2010-2011 school year.

The addition of tablets and Chromebook has dictated the need for district-wide WiFi. Each building now had end-to-end coverage, and we will continue to fill areas that need additional wireless bandwidth with additional access points as needs. Likewise, all schools will have 100% availability of power-over-Ethernet (PoE) on each switch port by the end of 2014-2015.

The district continues to apply for grants, participate in E-rate programs and utilize other funding sources as the come available to refresh existing tools in the classrooms. The district strives to participate in early compliance as new requirements and data needs arise from the Federal No Child Left Behind legislation and Common Core. Lexington School District Four also participates in and implements upgrades to the state sponsored student management system.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: All Learning communities have equitable access to diverse, quality technology and timely technical support.

OBJECTIVES	STRATEGIES
5.1 Lexington Four will ensure that all students, including those with special needs, and teachers have access to electronic information resources.	A. Maintain a technology inventory that includes the status of current network/Internet access, workstations and other devices available for access, software applications available for addressing state academic standards, peripherals, and other factors related to universal access to network resources B. Conduct needs assessments (1) to identify required network components, workstations, and other devices needed for network access, including assistive technology devices, and (2) to identify and evaluate software applications required to meet academic needs as well as peripherals and other resources required to create universal access to network resources C. Create a district strategic plan for acquiring and implementing the technology, including assistive technology, that is required to provide universal access to network resources D. Develop the district strategic plan 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
5.2 Lexington Four will ensure that their schools have an integrated, secure network infrastructure with dynamic	A. Communicate in the district technology plan a vision for multimedia infrastructure designed to support instruction

bandwidth capacity to support fully converged networks that allow for communication, data collection and distribution, and distance learning.	B. Establish a system for identifying, specifying, prioritizing, and managing equipment for multimedia development in direct support of curricular and professional development objectives C. Ensure the installation, maintenance, and support of multimedia-capable teacher stations in classrooms including data projectors to support large-group instruction D. Research and implement an integrated network infrastructure capable of utilizing all distribution modules E. Use bundled distribution packages as a primary means of distribution to manage fully converged networks F. Install and maintain networks, virus protection, and Internet filtering according to industry standards by implementing systemic, state-of-the-art network security tools at all levels of access to LANs, WANs, and other networks G. Assess LAN/WAN technology currently implemented to determine SNMP (simple network management protocol) compliance H. Implement a district network management tool that performs automated software installation
5.3 Lexington Four will have qualified technical staff, including one networking engineer per WAN, one networking technician per LAN, and one end-user support technician per every five hundred users as recommended by SDE guidelines.	A. Identify fund sources to provide additional technicians.
5.4 Lexington Four 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.	A. Ensure that disaster recovery plans are included in the district technology plan B. Ensure that schools will have electrical distribution systems that provide isolated circuits in all classrooms and redundant power sources for mission-critical

	equipment C. Implement a district management application that monitors bandwidth on the LAN and WAN and provides network failure alarms that can be accessed remotely
5.5 Lexington Four will implement an 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 Lexington Four 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

- Lexington Four should update the technology inventory database to include assistive technology and detail the applications to each school.
- Lexington Four should maintain a needs-assessment document showing technology-based resources and applications required to address the mission of the district, including networking, hardware/devices, and software applications as well as assistive technology.
- Lexington Four should include in their local budget line items for technology, including assistive technology, with sufficient funding to implement the designated strategies.
- Lexington Four should publish a procedure for the perpetual review of equipment used in multimedia development processes. Reviews should quantify equipment and processes by their impact on teaching and learning.
- Lexington Four should maintain a strategic plan for acquiring and implementing technology, including assistive technology, for universal access to network resources. This document should show the strategies for addressing the identified needs, the persons responsible for addressing and completing each strategy, and

the resources/funds necessary to fully implement the strategies.

- Lexington Four technology plans should include a strategic vision for building a multimedia infrastructure to support instruction.
- Lexington Four technology plans should include a disaster recovery plan.
- Lexington Four technology plans should include an obsolescence and upgrade plan, including strategies to refurbish, resell, recycle, or donate obsolete devices.
- Lexington Four policies outlined in district technology plans should include security accountability, virus protection, and Internet filtering guidelines.
- Lexington Four should have records to show that they have assessed their current LAN/WAN technology.
- Lexington Four should ensure that new school construction provides for isolated power in each classroom, computer lab, telecommunications closet, and work area.
- Lexington Four should provide UPS (uninterruptible power supply) systems for all critical equipment.
- Lexington Four should use the minimum staffing and salary requirements for the positions specified in objective 4.3.
- Lexington Four staff, teachers, and students should be aware of basic Web accessibility guidelines when designing Web pages.
- Lexington Four should designate a Web accessibility resource person to coordinate training and information sharing among district personnel.

III. IMPLEMENTATION ACTION STEPS

DISTRICT

- 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

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

DISTRICT

- 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 Team 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 and networking technician
- Equipment inventory assessment program
- Isolated circuit plan
- Support planning
- Technology needs assessments and surveys

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 Team 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

*WIP – Work In Progress

CUMULATIVE TARGETS AND BENCHMARKS

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

2014–2015

- Student Achievement improvements with technology are to be determined by the district division of Instruction.
-
- Provide staff development opportunities for teachers to include tablet, Chromebook, and Google Apps for the classroom. Provide Tech Tuesday/Thursday staff development opportunities. Begin working with teaching teams during professional planning periods.
-
- Increase instructional capacity through additional student resources. Purchases reviewed at the district level with an eye toward formative assessment.
-
- Involve Parents and Community at the school level. Refer to the local school plans for details.
-
- Upgrade Internet access capacity to 200Mb; refresh 1/3 of teacher computers; refresh 1/5 of vocational program computers. Remove and dispose of outdated technology items including non-functioning and non-repairable computers from schools being refreshed.

2015-2016

- Student Achievement improvements with technology are to be determined by the district division of Instruction.
- Refine the integration Chromebook and Google Apps at grades 3-8.
- Involve Parents and Community at the school level. Refer to the local school plans for details.
- Refresh 30 percent of teacher computers; refresh 20 percent of vocational program computers. Remove and dispose of outdated technology items including non-functioning and non-repairable computers from schools being refreshed.

2015-2016

- Student Achievement improvements with technology are to be determined by the district division of Instruction.
- Refine the integration Chromebook and Google Apps at grades 3-8.
- Involve Parents and Community at the school level. Refer to the local school plans for details.
- Refresh 30 percent of teacher computers; refresh 20 percent of vocational program computers. Remove and dispose of outdated technology items including non-functioning and non-repairable computers from schools being refreshed.

2016-2017

- Student Achievement improvements with technology are to be determined by the district division of Instruction.
- Replace eLearning pre/post assessment for Technology Proficiency.
- Refine the use of formative assessment tools in coordination with Smarter Balanced.
- Involve Parents and Community at the school level. Refer to the local school plans for details.
- Maintain and improve existing support systems, review all systems for viability and functionality.
- Refresh 30 percent of teacher computers; refresh 20 percent of vocational program computers. Remove and dispose of outdated technology items including non-functioning and non-repairable computers from schools being refreshed.

2017-2018

- Student Achievement improvements with technology are to be determined by the district division of Instruction.
- Increase professional capacity for teachers as well as administrators.
- Involve Parents and Community at the school level. Refer to the local school plans for details.

- Maintain and improve existing support systems, review all systems for viability and functionality.

- Refresh 30 percent of teacher computers; refresh 20 percent of vocational program computers. Remove and dispose of outdated technology items including non-functioning and non-repairable computers from schools being refreshed.

2018-2019

- Student Achievement improvements with technology are to be determined by the district division of Instruction.

- Increase professional capacity for teachers as well as administrators in assessment and data collection.

- Increase instructional capacity through additional student use software. Purchases reviewed at the district level with an eye toward formative, summative, and interim assessment.

- Involve Parents and Community at the school level. Refer to the local school plans for details.

- Maintain and improve existing support systems, review all systems for viability and functionality.

- Refresh 30 percent of teacher computers; refresh 20 percent of vocational program computers. Remove and dispose of outdated technology items including non-functioning and non-repairable computers from schools being refreshed.

Lexington School District Four would like to extend thanks to the District Technology Team for their efforts in developing this plan during the 2013-2014 school year. Their time, effort and expertise are truly appreciated.

Sandra Yates
District Technology Coach, Lexington School District Four

Jay Lindler
Chief Information Officer, Lexington School District Four

Robert Maddox
Associate Superintendent, Lexington School District Four

Linda Lavender
Superintendent, Lexington School District Four

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Universal Service Administrative Company, Schools and Libraries Division (Erate) on-line at http://www.universalservice.org/sl/

International Society for Technology in Education – on-line resource at http://www.iste.org/

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Appendix 1

No Child Left Behind Action Plan

1. Describe how your district will use federal funds under Enhancing Education Through Technology (E2T2) section to improve the student academic achievement, including the technology literacy, of all students attending school served.

The district will coordinate federal funds under Enhancing Education Through Technology (ED Tech) section for both the formula and competitive grant process to provide technology funding for three school in greatest need. The formula grant funds will supplement funds of the competitive grant, if awarded to district, to employ School Technology Leaders (STLs) to provide comprehensive, sustained professional development for teachers and administrators, as well as, to provide parent technology education and to purchase wireless computers to increase accessibility to technology. If competitive grant is not funded, the formula grant funds will be used to provide professional development on a much smaller scale. Integrating technology appropriately can significantly impact the efficiency and effectiveness of the instructional program. Improving teachers' ability to integrate technology through comprehensive professional development will directly affect students academic achievement.

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

The district's goals for the technology grant process are 1) to increase student performance on the state assessments that support the Common Core State Standards by increasing teacher ability to use innovative teaching strategies that integrate technology as a natural part of curriculum and instruction; 2) to increase the technology proficiency level of certified staff through staff development that is sustained over time; and 3) to provide parents with opportunities to better understand how technology integration improves learning, as well as, to increase their technology literacy.

After an extensive review of the research, two strategies were selected to accomplish the three goals: 1) the employment of School Technology Leaders (STLs) to provide comprehensive, sustained professional development for teachers and administrators, and 2) purchase of wireless computers to provide increased access to technology in the three schools identified as being in greatest need.

STLs will provide comprehensive professional development through courses, mini sessions, study groups, classroom demonstration, etc., such that certified staff increase their ability to integrate technology into curriculum and instruction. STLs will also provide parent technology fairs so that parents will have increased communication opportunities

with the school and opportunities to advance their technology literacy.

According to the well-researched International Society for Technology in Education (ISTE), students should be capable information technology users; information seekers, analyzers, and evaluators; problem solvers and decision makers; creative and effective users of productivity tools; communicators, collaborators, publishers, and producers; and informed, responsible, and contributing citizens. (Electronic School, 2000) A 1998 study by the Educational Testing Service showed that technology can help raise student achievement if it is used for learning simulations and applications. But the study also found that if computers are used mainly for drill and practice, technology can actually lower achievement. (Electronic School, 1999) Reported in the 135-page research report on Effectiveness of Technology in Schools revealed, "'Educational Technology has demonstrated a significant positive effect on achievement'...However, the report adds that technology's effect on a school is directly attributed to how it is implemented and how educators are instructed to use it...Too often hardware ends up unused or incorrectly used because of a lack of training." (Curriculum Administrator, 2000) In order for integrated technology to improve student performance, teachers must be trained to integrate technology such that students use technology at higher levels than drill and practice in order to meet the performance challenges of Common Core State Standards and assessment.

3. Describe the steps the district will take to ensure that all students and teachers in school served by the local educational agency have increased access to educational technology.

The formula grant will not be used to purchase technology. The formula grant funds will be used for professional development only. But by increasing the teachers' ability to integrate technology in curriculum and instruction, teachers will use the available technology more affectively.

However, the competitive grant, if funded, will provide wireless computer carts in order to provide greater access to technology. The carts will provide the benefits of "anytime, anywhere learning". The carts will be used for teacher training, student instruction, and parent training. Teachers will use the carts during the day with students. Technology leaders will use the carts to provide training in software application for both teachers and parents during off-school hours. Through the professional development component provided by STLs, teachers and administrators will become knowledgeable in the use of technology such that they can and will use the available technology.

4. Describe how your district will use funds under this subpart (such as combining the funds with monies from other sources such as federal, state, and 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.

The funds under this subpart will be combined with other local, state and federal funds to provide an intense, on-going, sustained staff development program to ensure that teachers are prepared to integrate technology effectively into curricula and instruction. The

professional development provided by STLs will include all teachers and administrators in the target schools. This includes local, state and federal funded teachers. Specifically, federally funded special education teachers and Title I teachers; state funded Act 135 academic assistance teachers, LEP teachers, adult education teachers; and state and locally funded regular education teachers will all be included in the project. STLs will be trained utilizing the state and federal funded Midlands Improving Math and Science Hub and Regional Technology Hub, as well as, locally funded workshops and conferences as needed. STLs will also be included in all general curricular professional development provided by local funding to attend workshops and conferences, state PDSI funding, and the Quality Teacher section of the No Child Left Behind federal funding.

5. Describe how your district will provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the local educational 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 educational agency involved in providing the ongoing, sustained professional development.

The STLs will be responsible for on-site planning, coordinating, and providing ongoing, sustained professional development through courses, mini-sessions, study groups, demonstrations, etc., for district teachers, to include media specialist, and administrators in the three participating schools. The professional development will support the goals and objectives of the district"stechnology plan, District Strategic Plan and School Renewal Plans that support the Common Core State Standards and assessment. STLs will be trained utilizing the Midlands Improving Math and Science Hub and Regional Technology Hub, as well as, attend workshops and conferences as needed. STLs will be the vehicle for ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel.

6. Describe the type and costs of technologies to be acquired under the Enhancing Education Through Technology (E2T2) program, including supporting sources such as services, software, and digital curricula. Your explanation should include specific provisions for interoperability among components of such technologies.

No technology will be acquired with the formula grant funds. All formula grant funds will support the professional development needed in the schools. The district will use existing software applications for integration into curriculum and instruction

The competitive grant Ed Tech project does include wireless computer carts in order to increase accessibility to technology for the target population. The cost of these carts is $148,300.00 In-kind local funds in the amount of $40,155.00 will supplement the Ed Tech competitive grant to increase accessibility of technology to the target population.

7. Describe how your district will integrate technology (including software and other electronically delivered learning materials) into curricula and instruction to

support standards-based learning. Provide a timeline for such integration.

Teachers will utilize the toolkit selected by STLs with input from the teachers. The toolkits will consist of software applications appropriate for cross-curricular integration. The focus of the district's efforts on technology integration will be on the array of software existing in the district before expanding to new software applications. The options for each schools' toolkit include: Microsoft Office Professional Suite, and Inspiration for word processing, number crunching, and data analysis; SCTLC, MIMS, NASA, and MarcoPolo websites, Political Science for Middle Grades, and probeware for curriculum enhancement; Microsoft's PowerPoint, FrontPage, Photo Editor and Publisher along with digital cameras, printers, projectors and scanners for multimedia presentations; Microsoft's Internet Explorer and Outlook, Imail, and district-developed web calendars and online assignment systems for communications; and state-provided SASIxp, CLASSxp, ABACUS, Tranquility and Integrade Pro for administrative tools.

The base timeline for the implementation of the 2002-03 grant will require that teachers integrate technology such that students will appropriately select and use technology to access information, solve problems, make decisions, and communicate; and each teacher will utilize technology to communicate, process data, and enhance lesson planning by the end of the grant period. There are three levels of technology integration training: awareness, experimentation, and integration. Teachers are at various levels in terms of technology literacy. The district expects each teacher to integrate technology into instruction at least at the experimentation level on two of the software applications in the toolkit by the end of the 2002-03 grant period.

8. Describe 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.

Lexington District Four is considered one hundred percent rural according to Rankings, 2000. The district will encourage the development and utilization of innovative strategies by having STLs on-site to train and support teachers, administrators, and parents of the students served in the district. Having a technology leader to provide support to the teachers at the point that questions and problems occur will make for a user-friendly learning environment. The STLs will train teachers in the development and utilization of innovative strategies in technology integration and monitor the implementation of those strategies.

9. Describe 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.

STLs will train teachers and parents on the effective use of technology to promote communication between home and school. General information will be distributed at PTO meetings and parent/teacher conferences. Parents will be informed of the technology being applied in their child's education through two technology fairs that will be offered during the 2002-03 school year. Attending the technology fairs will allow parents to reinforce at home the instruction received at school with better communication through training on how to use email, web-based calendars, and online assignments systems.

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

Adult education teachers will be included in the teacher training programs provided by the STLs in order that the adult education students learn in a technology-rich environment.

11. Describe your district's process and accountability measures that will be used to evaluate the extent to which activities funded under the Ed Tech program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging State academic content and student academic achievement standards.

A rubric will be used as the accountability measure to determine the level of effective technology integration into curricula and instruction. This rubric will be used by the STLs to assess the level at which each teacher is integrating technology into curricula and instruction. PACT scores will be used as the accountability measure to determine if there has been an increase in the teacher's ability to teach, as well as, if there has been an increase in the number of students meeting the South Carolina academic content and achievement standards. PACT scores will be analyzed at the end of the 2002-03 grant period.

Lexington District Four
Teacher Professional Development Plan

I. Standards

Our district has adopted the ISTE Teacher Technology Standards.

Superintendent's Signature:_____

II. Professional Development Offerings

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

A. *Integrating Technology in the Classroom:* The districts introductory technology course is a 3-hour graduate course through the Citadel that provides the classroom teacher with the skills and resources to integrate technology into the instructional program. This 45 contact hour course is a standards-based course.

B. *Technology for Teachers*: The primary focus of this hands-on course is to examine and give experience with the integration of technology in the classroom At a higher lever. This is a standards-based course graduate level course through the Citadel consisting of 45 contact hours

C. *Chromebooks in the Classroom*: The focus of this hands-on course is to examine and give experience with the integration of technology in the classroom using Chromebooks. The course is designed to model good teaching practices and develop knowledge of and the ability to plan, organize, and implement teaching strategies related to the use of handhelds in all curriculum areas aligned to the Common Core State Standards and National Educational Technology Standards (NETS) Project established through the International Society for Technology.

D. *Mini-courses* will provide the classroom teacher with the skills and resources necessary to integrate technology into the instructional program. These courses will be offered in the following software/hardware/integration programs: Word Basic, Word Intermediate, Excel, Internet, PowerPoint, Inspiration, Photo Story 3, Movie Maker, Audacity, Nvu, Joomla, electronic portfolios, digital cameras, scanners, video and DVD cameras, LCD projectors, Smart Boards, document cameras and Publisher. These mini courses will also support district and state level technology applications.

E. *One to One training*: Training provided via the Technology Coach to help teachers integrate technology into the curriculum, to help engage students in learning through the use of technology and support of district technology applications. Training to be arranged during planning periods, before/after school, or on in-service days.

F. *Workshops:* Content specific 3 or 6-hour workshops will provide teachers and administrators with instruction and hand-on practice in programs necessary for integration of curriculum and technology

G. more as needed

III. Assessment

Our district is currently searching for a replacment ePortfolio Management (ePM) system. The ePM is the technology platform in which teachers and administrators are assessed and tracked. Based on assessment data with ePM, teachers receive diagnostic and prescriptive professional development recommendations. All professional development performed is captured in an electronic portfolio (eportfolio) to further provide accountability and demonstration of competencies enabling individuals the ability to showcase their skills and meet the requirements of the Technology Proficiency Proviso as mandated by NCLB.

Methods of Assessment

A. Pretests and eportfolio artifacts
B. Others if applicable

Our district provides remediation for teachers and administrators who have difficulty attaining the minimum technology standards.

IV. Timeline

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

Activity	Person(s) Responsible	When
Hold organizational planning meeting	Jay Lindler, Chief Information Officer	Fall
Develop pretest and/or survey instrument based on all ISTE standards	ePortfolio system (when implemented)	Fall
Pretest and survey staff to determine needs	Sandra Yates, Technology Coach	Fall
Develop a progressive schedule of professional development offerings to meet identified needs	Sandra Yates, Technology Coach	August
Create professional development delivery schedule	Sandra Yates, Technology Coach	August
Deliver continuous professional development	Sandra Yates, Technology Coach	Yearlong
Posttest and assess staff to determine proficiency in ISTE standards	Building Level Administrator, Technology Coach	April
Once all ISTE standards have been met, submit assurance form to the Office of Teacher Certification confirming that the teacher is proficient in technology	Dave Toole, Personnel Director	May

prior to the conclusion of the his or her validity period		
Conduct annual review and updating of the technology plan	Jay Lindler, Chief Information Officer	June

V, District Contact

This person is primary contact for the implementation and management of this plan

Name:	Dave Toole
Title:	Director of Personnel
District:	Lexington School District 4
Mailing address:	607 East Fifth Street
City, state, zip:	Swansea, SC 29160
Phone number:	803-568-1000
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E-mail address	DToole@lexington4.net

Start Date: July 1, 2014
End Date: June 30, 2019

Policy IJNDB Use of Technology Resources in Instruction and Acceptable Use

Code 10/01
Purpose: To establish the board's vision and the basic structure for the use of technology resources in instruction.

The district defines electronic communications as the use of technology equipment for communicating with people or computers. This communication may be for the purpose of sending, receiving or storing information as well as operating software. Some examples of electronic communications include the use of electronic mail systems, searching the Internet for information or applying computer software to teaching, learning and administrative tasks.

Data management consists of activities involved in sending, receiving or storing data. Data can be found in many different forms such as software, graphics, text, video and audio. These types of data are capable of being stored on computers or portable media such as floppy diskettes, magnetic tape or CD-ROM.

Availability of access
Access to the district electronic communications system, including the Internet, will be made available to students and employees for instructional and administrative purposes and in accordance with administrative rules and regulations.

All users will be informed of all administrative rules and regulations governing use of the system and are expected to comply with such regulations and guidelines. Noncompliance with regulations will result in disciplinary action consistent with district policies and rules regarding the conduct of students and employees.

Accessing inappropriate sites
The Internet can provide a vast collection of educational resources for students and employees. It is a global network that makes it impossible to control all available information. Because information appears, disappears and changes constantly, it is not possible to predict or control what students may locate. The school district makes no guarantees as to the accuracy of information received on the Internet. Although students will be under teacher supervision while on the network, it is not possible to constantly monitor individual students and what they are accessing on the network. Some students might encounter information that is not of educational value.

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.

Acceptable use
The district will develop and implement administrative rules and regulations and user guidelines consistent with the purposes and mission of the district and with law and policy governing copyright.

Monitored use
Electronic mail transmissions and other use of the electronic communication system by students and employees will not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use for educational or administrative purposes.

Disclaimer of liability
The district will not be liable for users' inappropriate use of the district's electronic communication resources, violations of copyright restrictions, mistakes or negligence or costs incurred by users. The district will not be responsible for ensuring the accuracy or usability of any information found on the Internet.

Adopted 7/24/00; Revised 10/15/01

Legal references:

Federal law:
47 USC Section 254 - Children's Internet Protection Act.

E-Rate

The Telecommunications Act of 1996 stipulates the following:

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

   This item is addressed within Section I of each Technology Dimension.

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

   This item is addressed in Appendix 2 of this Technology Plan.

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.

   This item is addressed within Section V of each Technology Dimension and in the District Needs Assessment section.

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.

   This item is addressed in Appendix 6 of this Technology Plan

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.

   This item is addressed within Section V of each Technology Dimension.

Appendix 5

Previous Progress Toward Goals

- Teachers participating in grad course provided by the district: Seven (handheld course)
- 69 - number of teachers deemed proficient in Technology
- International handheld software contest
    - Two students and one teacher in top five (http://goknow.com/sketchycontest/index.php)
- NASA sponsored video contest
    - SMS ACE students submission in top five
- Technology Coach attends International Technology Educators Association conference in Baltimore, MD
- District Awarded the Technology Innovative Program Award (TIP) from South Carolina Association for Educational Technology for its handheld Program entitled "Aisle" of Palms. (http://www.scaet.org/tips2005.htm)
- "Aisle" of Palms program featured on the NASA Features and News online website (http://www.nasa.gov/audience/foreducators/informal/features/F_Good_Things_Small_Packages.html)
- SMS and SIS features as Net Days Top 100 Schools for Speak Up Day: The selection of the SPEAK UP 100 schools was based upon the schools' participation in the annual Speak Up online surveys and their demonstrated commitment to engaging students in local technology planning and decision-making. (http://www.netday.org/news_speakup_100_pr.htm)
- E2T2 Summer Camp for Teachers
- 83 - number of teachers deemed proficient in Technology
- Showcased Video Conferencing "You CAN get Anywhere" project on SC SDE ITV program 24/7.
- SMS featured as Net Days Top 100 School for Speak Up Day
- E2T2 Summer Camp for Teachers
- 85 - number of teachers deemed proficient in Technology
- SMS featured as Net Days Top 100 School for Speak Up Day

Appendix 6

Annual Budget 2013 - 2016

Funding Source	Allocation (per year)	Expenditure
District Technology Funds	80,000	
Hardware Replacement	150,000	
Software Renewals	36,000	
Chromebooks	80,000	
Lottery Funds for K-5 Technology Hardware only	As needed	
Vocational Funds Technology Hardware Only	14,000	
Special Education Technology Hardware Only	15,000	
ERATE Funds from Telecommunications	67,000 (network upgrades as needed/reserve)	

Appendix 7

i-SAFE

Founded in 1998, i-SAFE Inc. is the leader in Internet safety education. Available in all 50 states, Washington, D.C., and Department of Defense schools located across the world, i-SAFE is a non-profit foundation whose mission is to educate and empower youth to make their Internet experiences safe and responsible. The goal is to educate students on how to avoid dangerous, inappropriate, or unlawful online behavior. i-SAFE accomplishes this through dynamic K-12 curriculum and community outreach programs to parents, law enforcement, and community leaders. It is the only Internet safety foundation to combine these elements.

Lexington District Four has been participating in the i-SAFE project every year since January, 2007. Implementation of this project is managed by District Technology Coaches.

i-SAFE Mission

Founded in 1998, i-SAFE Inc. is the leader in Internet safety education. We are a nonprofit organization dedicated to educating and empowering youth to make their Internet experiences safe and responsible.