

Spartanburg School District Three
3-Year Technology Plan
July, 2015-June, 2018



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Effective Dates of Technology Plan: July 1, 2015 – June 30, 2018

Spartanburg School District 3: Technology Transforms Teaching & Learning Table of Contents

District Profile	1
Executive Summary.....	9
Needs Assessment.....	14
Learners and Their Environments.....	15
Professional Capacity	17
Technology Standards for School Leaders	18
Spartanburg 3 Professional Development Plan	21
The Training Framework.....	22
The Mentor.....	23
Multiple Strategies	25
Technology Profiles for Teachers.....	26
Technology Standards for Students	33
Accountability	35
Support Capacity	37
Standardization of Equipment	41
Technology Budget.....	41
Classroom Layout.....	44
Student Technology Tools	45
Network Diagram	46

Evaluation 47
Appendix I.....48
Appendix II55

District Profile

Demographics

Elementary Schools: 4
Middle Schools: 2
High Schools: 1
Career and Technology Centers: 1
Grade(s): PK,K,1,2,3,4,5,6,7,8,9,10,11,12
Enrollment: 2973
E-Rate Discount: 80%

According to the United States Census Bureau, the population of Spartanburg County is 286,822. Of those, 18,500 reside in Spartanburg School District Three. Spartanburg County residents are approximately 72 percent (72%) white; 21 percent (21%) African-American; five percent (5%) Hispanic; and three percent (3%) other ethnic origins. Seventy-three percent (73%) are high school graduates, and eighteen percent (18%) have a Bachelor's Degree or higher. Median household income is \$45,000; 14 percent (14%) live below the poverty level.

In comparison to the demographics of the county, fourteen percent (14%) of district students are African-American; seventy-eight percent (78%) are white; four percent (4%) are Hispanic; and approximately three percent (3%) are of other ethnic origins. Fifty-nine percent (59%) of the students qualify for free/reduced-price meals.

In 2014-15, the district serves 2973 students in very well-maintained and functional facilities, including four elementary schools (4K-5); two middle schools (6-8); and one high school (9-12). The Daniel Morgan Technology Center serves students in Spartanburg County school districts Three and Seven.

The district employs 452 staff members. Of those, 272 are certified employees; 180 are classified staff. According to the 2014 District Report Card issued by the state of South Carolina, 62.5% of district teachers hold advanced degrees; More than 30 teachers are certified by the National Board of Professional Teaching Standards. Of all classes taught, nearly 100% are staffed by instructors who are "highly qualified" under the guidelines of No Child Left Behind.

The average student attendance rate is 92.8 percent; average teacher attendance rate is 94.7 percent. Transportation is provided to over 1300 students (45%) each day.

The Community

Spartanburg School District Three is one of seven school districts in the county of Spartanburg, South Carolina. Located in the northwestern part of the state, Spartanburg is 98 miles northwest of Columbia, 80 miles west of Charlotte, and about 190 miles northeast of Atlanta. The district serves students and families who reside in seven

distinct communities in eastern Spartanburg County. The district borders Cherokee County to the east, Union County to the south, Spartanburg School District Two to the north, and Spartanburg Districts Six and Seven to the west. District Three, about three and a half miles wide and 14 miles long, includes approximately 50 square miles.

A college community, Spartanburg County features seven institutions of higher learning:

- **The University of South Carolina Upstate**, a state-supported institution formerly known as the University of South Carolina Spartanburg, or USCS
- **Converse College**, a women's liberal arts institution with a co-ed graduate school, founded in 1889
- **Wofford College**, a small, co-ed liberal arts institution, founded in 1854
- **Spartanburg Methodist College**, the only two-year, private, residential college in the state
- **Spartanburg Community College**, a two-year institution offering technical education to the citizens of Spartanburg, Cherokee, and Union counties
- **Sherman College of Straight Chiropractic**, South Carolina's only chiropractic college
- **The Edward Via College of Osteopathic Medicine**, expected to open in the fall of 2011

Strategic Plan

The district defines its commitment to quality educational experiences for all students through the District Strategic Plan. The plan defines overall district direction, guides district and school priorities, and serves as the basis of human, financial, and operational decisions. Originally developed in 1997 by a diverse group of district and community stakeholders, the strategic plan reflects the values-based process known as the Cambridge model, created by Bill Cook and Associates. Thirty individuals, including principals, teachers, district staff, corporate leaders, PTO/SIC members, higher education representatives, and other community leaders, comprised the original planning team. Similarly structured groups were convened in 2002 and 2010 to repeat the process. The strategic plan is updated annually.

The strategic plan articulates clear beliefs, a mission, performance objectives, and parameters (fundamental rules) that serve as the plan's foundation.

BELIEFS

We believe that:

- All people have an inherent potential to learn.
- All people have worth.
- All people are unique, and diversity strengthens the group.
- The family is the foundation of society.
- Equal educational opportunity is critical to our society.
- People are our greatest resource.
- Learning is a lifelong process.

- Supportive community involvement is essential for effective education.
- Public education is the foundation of a democratic society.
- The needs of children come first.
- Education empowers the individual.

MISSION

The mission of Spartanburg School District Three.....steeped in history, focused on the future.....is to equip our students to thrive economically as productive citizens by ensuring challenging and relevant learning experiences in a healthy, safe, nurturing environment.

PARAMETERS

- We will always make decisions in the best interest of students.
- We will never sacrifice the safety and security of students and staff.
- We will always give priority to the preK-12 instructional program.
- We will always deal honestly and fairly with people and issues.
- We will never tolerate harassment or discrimination in any form.
- We will never give up on a child.

The strategic plan also includes four desired, measurable performance objectives:

- One hundred percent of our students will master or exceed essential grade-level achievement standards.
- One hundred percent of our students will successfully complete their individual achievement goals.
- One hundred percent of our students will complete their Individual Graduation Plan and be equipped to enter post-secondary education or their career after graduation.
- One hundred percent of our students will develop positive character traits and civic virtue through school programs and service to our community.

To comply with directives of the South Carolina Department of Education (SDE), the district has developed a companion document to its strategic plan (often called the Act 135 plan, due to the legislation under which it is mandated) that outlines the district's five-year plan of action for achieving the desired outcomes specified in the strategic plan.

As mandated by SDE, the Act 135 plan includes performance goals related to three major dimensions of the teaching/learning process: student achievement, teacher/administrator quality, and school climate. Each of the performance goals is supported by a series of interim (annual) performance goals, strategies, and action plans. Action plans include specific activities to be undertaken during the five-year period, implementation timelines, leadership responsibilities, and benchmarks for measuring progress. The plan is updated annually; each update is approved by the district's Board of Trustees.

The District Strategic Plan is the guide for all activities at the district and school levels. School improvement plans are developed to reflect and support the district plan. All plans are updated annually. Through frequent observation and review of pertinent data, district-level personnel closely monitor plan implementation at the school level.

The district maintains a comprehensive profile of the system, the students, and the community. Available at both the district and school levels, data are maintained electronically through multiple systems. Human resources are allocated in accordance with strategic plan initiatives, and financial resources are prioritized and budgeted to support the district plan.

STUDENT PERFORMANCE

The district uses a variety of summative and formative assessments to measure and analyze changes in student performance. State-mandated assessments include:

- Palmetto Assessment of State Standards (PASS) in English language arts, mathematics, science, and social studies in grades three through eight
- End-of-Course Examination Program (EOCEP) in selected high school subjects, currently Algebra I, English I, Physical Science, Biology and United States History and Constitution
- Iowa Tests of Basic Skills (ITBS) and the Cognitive Abilities Test (CogAT), administered in grade two for gifted/talented program identification

Formative assessments include the Developmental Reading Assessment (DRA), standards-based elementary report cards and Measures of Academic Progress (MAP).

PASS is a summative assessments used as the accountability measures for schools and districts in South Carolina. Students who score at the exemplary or met levels on PASS are considered ready for the next grade. Students taking HSAP must score at the basic level or higher as one criterion for earning a high school diploma. Students have four opportunities throughout their high school careers to pass all sections of the exit examination.

Programs and Services

The district's commitment to effectively serve its diverse population is multi-dimensional and is reflected programmatically through a variety of innovative programs and services.

- Data derived from Measures of Academic Progress (MAP), a formative assessment system administered in kindergarten through grade 9, helps to

outdated?
When

diagnose student academic strengths and weaknesses and inform instructional planning.

- Technology-enriched classrooms support quality teaching and learning.
- Academically talented students are served through the district's ATLAS – Academic Teachers Leading Accelerated Students - program, available in a pull-out resource model for elementary students; middle school students are served through accelerated/honors English language arts and mathematics courses. Fourteen and one-half percent (14.5%) of the students in grades 3-12 qualify for academic gifted/talented services. ATLAS art and ATLAS music are offered for the twelve percent (12%) of district students who qualify as artistically talented.
- Broome High School currently offers eight Advanced Placement (AP) courses. Eligibility for AP courses is determined by PSAT/SAT and/or Explore/PLAN/ACT scores, prerequisite courses taken, and teacher recommendation. In 2009-10, 63 students took a total of 93 AP examinations; 67% earned college credit by achieving scores of 3 or higher.
- The Scholars Academy program, a partnership of the seven Spartanburg County school districts and University of South Carolina Upstate, provides select high school students the opportunity to take college courses during the school day at no cost, while completing the requirements of their high school program in their home school. On average, students completing the Scholars Academy program are usually ready for the junior year in college.
- The district serves students in the least restrictive environment, according to need, in a full continuum of special education programs, including general education with support services, self-contained, homebound, and home-based. Fourteen percent (14%) of the student population qualifies for special needs services other than speech; four percent (4%) qualify for “speech only” services.
- For students who need academic intervention and assistance, the district offers a variety of options:
 - Extended day/after-school programs provide academic enrichment, remediation and homework assistance.
 - The Victory Credential Program at Broome High School provides opportunities for students with special needs to learn functional academic, personal, social, and occupational skills that prepare them for life-long, independent living, productive employment, and responsible citizenship.
 - The Accelerated Learning Program (ALP), implemented at Daniel Morgan Technology Center and Spartanburg School District Seven, enables students

who have fallen behind to recover course work, get back to grade level, and graduate with their class.

- The Academic Reinforcement Center (ARC), a computer lab housed at Broome High School, offers immediate intervention for students who are experiencing difficulties in their academic core subjects.
- The Spartanburg County Alternative School provides alternative learning opportunities for students from all seven Spartanburg County districts who are not successful in the regular classroom because of disciplinary issues.

Numerous awards and honors earned by Spartanburg District Three and its schools provide evidence of the district's progress on its continuous improvement journey.

- The district and its schools have earned nearly 150 communications awards/recognitions since 1996.
- Cannons, Clifdale, and Cowpens elementary schools have been named by the United States Department of Education as National Blue Ribbon Schools.
- Broome High School was awarded a bronze medal by *US News and World Report* in its 2009 article "America's Best Schools."
- Cannons, Clifdale, Cowpens and Pacolet elementary schools and Middle School of Pacolet have earned "Red Carpet" awards, given by the State Department of Education to schools that demonstrate an inviting, family friendly environment.
- Broome High School and Daniel Morgan Technology Center have received Palmetto Gold awards, given by the State Department of Education to recognize schools for making significant student achievement gains. Cannons, Clifdale, Cowpens, and Pacolet elementary schools and Middle School of Pacolet have earned Palmetto Silver awards.
- Clifdale and Cannons elementary schools were recognized as Healthy Schools by the South Carolina Department of Education.
- The district has been honored by the American Association of School Administrators, eSchool News and Technology and Learning journal for excellence in integration of technology into the teaching/learning process.
- The district's superintendent was named Administrator of the Year by the South Carolina Association of School Administrators (2004), the South Carolina Association of Supervision and Curriculum Development (2004), the South Carolina Guidance Counselors Association (2005), the South Carolina School Social Workers (2005), and the South Carolina Career and Technology

Educators (2007) and the South Carolina Association of School Superintendents Superintendent of the Year (2006).

Trends and Issues Impacting the District

Benefits

- The district employs a high number of teachers who have post-Master's degrees.
- The district enjoys strong parental support. At the elementary and middle school levels, over 95 percent of parents regularly attend parent/teacher conferences.
- When poverty is considered, District Three ranks near the top on the poverty scale and consistently performs higher than "expected" compared to the 10 upstate districts in this region which include the seven Spartanburg County districts, Greenville, Cherokee, and Union.
- The expanding research base related to effective instructional practice has provided a strong foundation for professional development across the district.
- The on-time graduation rate continues to improve.

Limitations

- Funding for education continues to erode, due to a stagnant tax base in the community, adverse economic conditions, and legislation (Act 388) that eliminated residential property taxes as a source of education funding state-wide.
- Because the district's geographic area is fixed, there is no opportunity for significant student population growth; the district's enrollment, which has declined by about 15% over the past 30 years, has declined only slightly over the past five years.
- Fewer than one-half of the district's students are being raised in the traditional family structure.
- Because of many parents' low aspirations for their children, many students do not recognize the value of education or its connection to their future.
- Data indicate that the incidence of high-risk youth behaviors among district students is on the rise.

Major Strengths

- Civic-minded, passionate members of the Board of Trustees who work for the common good of the district and its students
- Continuously improving student achievement
- High quality administrators and teachers
- Small class sizes
- State-of-the-art facilities
- Comprehensive analysis and use of data for instructional planning
- Clear focus on technology to support the instructional process
- Strong emphasis on safety for students and staff
- Comprehensive system of safety nets for at-risk students
- Strong sense of family; caring relationships among adults and between adults and students; strong support for teaching/learning from district and school administrators

Challenges

- Low parental/community aspirations for children
- Increasing incidence of high-risk behaviors among youth
- Deterioration of the traditional family structure
- High poverty among district families and the associated issues that often result
- Inadequate funding to support quality education for all student

Executive Summary

In 1994, Spartanburg School District Three incorporated a vision for technology into the district strategic plan. The Technology Strategic Plan subcommittee composed of community members, business leaders, parents and educators met and charted a vision for the implementation of technology in District Three.

The Board of Trustees approved those recommendations in June 1995, as follows:

We will use technology to support and improve teaching, learning, and school operations by:

- 1) Creating, hiring and supporting the position of district technology coordinator.
- 2) Developing a comprehensive district technology plan.
- 3) Integrating applied technology and curriculum for all grades, preK-12.
- 4) Broadening exposure and accessibility to technology tools.

In 1996, under the direction of Dr. Jim Ray, the district boldly pressed to implement the district technology plan within a ten-month time frame. When teachers, students, and staff returned to school in the Fall of 1997, a Wide Area Network (WAN), Local Area Network (LAN), and computers in each the classroom were deployed. Additionally, necessary electrical upgrades had been completed. The new system incorporated at least one networked computer, complete with Internet access, email, and Microsoft's Office suite of products in every classroom. Every school had a networked computer lab with up- dated Compass software, Internet access and assorted instructional and productivity software.

Students and teachers accessed the World Wide Web and communicate via email with peers around the globe. Teachers collaborated more quickly and efficiently with other district teachers--as well as those around the world--as they prepared curricula and experiment with innovative teaching methods. At the same time, new messaging and information processing systems meant a reduction in paperwork burdens for teachers and greater efficiency for administration.

A structured computer-training plan, created in response to a survey of teachers and administrators in August 1997, was implemented. As part of the training, the first mobile laptop lab was implemented in the district. All teachers were trained in beginning Word (word processing) and Outlook (email) by November 1, 1997. Additionally, one hundred teachers

(close to 50% of the teachers in the district) signed up for an additional forty-five hours in computer training through a technology integration graduate course. Professional development is ongoing.

The addition of three additional computers in each classroom and a system of interactive whiteboards has transformed learning. Designed to energize teaching and learning, the acquisition continues the district commitment to improving student achievement. The Promethean Board assists teachers as they make instruction more interactive and engaging for students. The interactive Whiteboard empowers teachers to bring lessons to life.

The Promethean Board transforms computers and projectors into highly interactive teaching, collaboration and presentation tools. The technology will enhance lesson plans with multi-media features and interactivity that will capture students' attention. A key benefit of the whiteboard is that it more effectively allows teachers to incorporate the Internet into group instruction.

Presentation boards have been mounted permanently in each classroom along with an LCD projector mounted to the ceiling. With an integrated sound system, all technologies are at the teacher's fingertips. Professional development training has been conducted for all teachers and a deployment plan successfully achieved.

In addition, the Board of Trustees approved the installation of sound field installations in each classroom. The systems feature four ceiling mounted speakers and a wireless microphone for the teacher. Since students spend roughly 45% of the school day engaged in listening activities, this asset assists them greatly. Children who have good listening experiences tend to become better learners. Children who have difficulty understanding struggle. Part of the challenge is biological.

In August, 2012, the Spartanburg District Three Board of Trustees approved a visionary new mobile learning initiative to transform teaching and learning in and out of the classroom. In January, 2013, following months of careful study and research, the district made plans to equip every student in grades 3-12 with a tablet computer that

was compatible with all existing software, easy to secure and manage, able to access a fast-growing library of educational applications (apps), and was more reasonably priced than other devices.

Spartanburg District Three was one of the first in South Carolina to establish “connected classrooms” by providing Internet access and desktops in every classroom, as well as equip all classrooms with interactive white boards, student-response systems, and integrated audio-visual and sound amplification systems to improve student learning. Our school board and district leadership recognized three years ago that the personal mobile device boom would become a “disruptive” force in public education. Faced with the decision to continue refreshing desktops, we realized this path did not align with our goal of preparing all students to complete their post-secondary education and pursue a career.

Making the decision to adopt a mobile learning platform was borne out of a moral imperative. Not providing our students with the learning tools and experiences that place them on equal footing with their peers was not an option. Quantifiable data from national research reports reaffirmed what we knew - that technology-transformed intervention improves learning, online collaboration increases learning productivity and student engagement and daily use of technology correlates highly to desirable education measures.

The goal of T3+L · Technology Transforms Teaching & Learning, our 1:1 mobile learning model, is to prepare students with skills vital for success in completing their post-secondary education and pursuing a career. Built on standards-based instruction,

our model emphasizes student proficiency in 21st Century skills including communication, collaboration, critical thinking, and creativity.

Providing each student with access to a global information network and a personalized learning experience focused on higher order thinking, mastery and self-paced learning, we believe our model will lead to success for all students.

T3+L has exemplified collaborative planning and effort made possible by commitment and progressive leadership. Rather than incrementally pilot 1:1 mobile learning in select schools or grade levels, it was never a question, "which students, which families, do we tell to wait?" With a sincere desire to see students benefit immediately from a mobile learning platform, the decision to implement mobile learning in all schools at the same time was never in question.

By re-allocating previously budgeted funds for refreshing desktop computers, the district was able to begin equipping approximately 2,200 students with a mobile device in grades 3-12. With overwhelming community support, this groundbreaking project required collaboration between the district's instruction, technology, finance and operations divisions as well as teachers, principals and community members. To ensure teachers were fully prepared to transition to digital instruction, all teachers received between 20-30 hours of professional development in the summer, several months before students were issued their mobile devices.

In just under two years, T3+L has truly been transformational. Instructional technology permeates the curriculum through carefully constructed lessons. Digital learning platforms allow teachers to easily post assignments and assessments,

while students have a safe online space for continuous collaboration and discussion. Reticent students no longer need feel disenfranchised; 24/7 access to their teachers means that asking for extra help, or answering questions does not have to be intimidating or restrictive.

Voice amplification systems, in concert with white board technology make teacher instruction clear and accessible. With mobile learning, our focus has shifted to strengthening 21st Century learning skills including critical thinking, communication, collaboration and creativity. Students use powerful digital tools like OneNote to organize research, peer edit, and create ePortfolios. MovieMaker, StoryBird, Google Storyboard and Animoto provide students tools to explain their ideas, process steps and research results in an engaging format. Collaboration tools like Office 365, PrimaryWall, TitanPad, and TodaysMeet offer students opportunities to work together in real-time, learning increasingly important soft skills. With the introduction of 1:1 mobile technology, teachers have begun the transition to online assessment tools like Socrative and InfuseLearning, as well as Promethean's Classflow, which transform each student's tablet into a student-response device.

Needs Assessment

The District will make use of any technology that better enables learning both from an instructional standpoint and a support services standpoint. Currently the District maintains at least one computer lab in each school as well as a mobile laptop carts. All students in grades 3-12 have been issued a personal mobile computing device. Also, support staff are provided computers, laptops, phones, and other technologies to support instruction across the District. To support these technologies the district provides timely training and support for its teachers and staff.

The main goal of the District is to provide useful technologies to support and augment instruction. To this end the district will continue to maintain its current infrastructure and end user equipment. We will continue to explore and make use of new technologies such as virtual desktops or mobile devices such as tablets. This will require maintenance and upgrades to our switching, wireless, and bandwidth. An example of this is Hosted VoIP. By choosing Hosted VoIP versus maintaining our onsite VoIP solution the District will realize cost savings while expanding our phone system into the classrooms. This solution will increase communications between our teachers and parents by providing a phone handset in each teacher's class or work area.

Leaners and Their Environments

As we continue to face the challenges of implementing *No Child Left Behind*, expectations for student academic achievement have never been higher. Technology methods that most effectively and efficiently increases student achievement by:

- Supporting instruction based on academic standards.
- Making curriculum content more immediate and relevant to students, thereby, increasing the likelihood of students' processing the information into long-term memory.
- Providing tools which will help both students and teachers gather needed information, sort and analyze that information in meaningful ways, and communicate their findings to a wide audience.
- Continuing to increase opportunities for academic success for all students by adjusting for learning styles and multiple intelligences.

In order for teachers to utilize technology effectively, the district must build "human infrastructure" at the same pace as computers and wiring are installed. Increasingly teachers rely on authentic and 'real world' applications to make what is being taught in the classroom relevant to the real world.

Technology information access places a premium on flexibility, innovation, self-direction and collaborative problem solving. In the Information Age, educators must innovate constantly. With the core requirements and state testing increasing the number of academic standards that must be taught and assessed, interdisciplinary learning teams are more common. The SCANS report calls for "workers who work on teams, teach others, serve customers, lead, negotiate and work well with people from diverse backgrounds." The workplace of the future, the SCANS report goes on to say, would require the ability to "acquire, organize, interpret, and evaluate information and use computers to process it." Among the things that access to technology does:

- Make students more active learners
- Help students work at their own pace

- ❑ Encourage creative, original expression
- ❑ Improve Higher Order Thinking Skills
- ❑ Empower students to take responsibility for learning--peer tutors, collaborative work groups
- ❑ Expose students to authentic, real-world examples
- ❑ Give students the opportunity to use the tools of today's business world.

"Authentic, real-world applications," has become a governing principle for classroom teachers across the United States. With the passage of the School-to-Work legislation and the emphasis on the education reform movement, changes in curriculum and in the way instruction is delivered have occurred. The explosion of information dictates that the teacher change from being the repository of knowledge to being mentors who help students navigate through the information available and help students judge the value of that information and decide how to present it to others. With that shift, teachers become facilitators, coaches, managers, and mentors.

Student learning has become defined not only as "What a student KNOWS," but also as "What a student is ABLE TO DO." As a result, a good teacher cannot depend upon the textbook as the only source of information. In some subject areas and in some classrooms, textbooks are being eliminated in favor of science kits or in favor of communication modules.

Depending upon textbooks to build lesson plans has never been a satisfactory solution. The textbooks do not align with the South Carolina Academic Standards. Emphasis upon process as well as content is characteristic of the academic standards.

So where does all this change in curriculum and instruction leave us? When we put technology in the hands of a child who is equipped with reading skills, learning can explode. Creative problem solving depends upon context, interrelationships, and experience. With the teachers guiding, students will have access to make those connections between things.

Spartanburg County School District Three commits to providing all students with a world-class education. Technology gives teachers and students a greater opportunity to achieve that goal.

Professional Capacity

What are the persistent challenges we face as we try to integrate technology into the classroom? One of the most persistent challenges is the time and energy that we expend on learning how to use technology effectively. Experienced teachers who lack the technical savvy of their students can change their instructional practice.

Technology integration provides for active student involvement with a curriculum of depth, not breadth. Teachers need to use technology within the content with which they are most comfortable. As a teacher expands the comfort zone, training will spiral upwards to deeper content and higher sophistication. Whether the initial forays are into downloading multimedia projects created by other teachers, or adding a technology element into a “regular” classroom lessons, a teacher’s use of technology should be encouraged.

Professional development must be thought of as a process—not an event. Professional development must be on going. Teachers must have an opportunity in to experiment with the technology. Support, through ongoing professional development, must be available to the teacher in the classroom. Through effective professional development and teacher commitment to incorporating best teaching practices in all modes of classroom instruction, technology integration can be achieved.

Technology Standards for School Leaders

The Technology Standards for School leaders is based on ISTE standards and represent a picture for effective use of technology.

1) Leadership and vision

- (1) Facilitate the development of a shared vision for technology use and communicate this vision widely among stakeholders.
- (2) Develop, implement, and monitor a dynamic, long-range, and systemic technology plan that supports the vision.
- (3) Maintain cohesion and momentum within the school community to reach the vision.
- (4) Foster and nurture a culture of responsible risk-taking that promotes continuous innovation in technology.
- (5) Use data to drive leadership decisions.
- (6) Advocate for research-based best practices in all uses of technology.

2) Learning and teaching

- (1) Identify, use, and evaluate appropriate technologies to enhance and support curriculum and instruction.
- (2) Facilitate and support collaborative, technology-enriched learning environments that encourage innovation.
- (3) Provide for the use of technology to meet the individual needs of learners in a student-centered environment.
- (4) Facilitate the use of technologies to guide and support instructional methods that promote higher-level thinking, decision-making, and problem-solving skills.
- (5) Assure that quality professional development opportunities exist for learning and teaching with technology.

3) Productivity and professional practice

- (1) Use technology to facilitate change for organizational improvement.
- (2) Model the routine, intentional, and effective use of technology.

(3) Use technology resources to engage in sustained, job-related professional development.

(4) Employ technology for communication and collaboration among peers, staff, parents, and the larger community.

4) Support, management, and operations

(1) Develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.

(2) Allocate financial and human resources to ensure full implementation of the technology plan.

(3) Integrate strategic plans, technology plans, other improvement plans, and policies to align efforts and leverage resources.

(4) Design policies and procedures to drive continuous system improvements and to support technology replacement cycles.

5) Assessment and evaluation

(1) Use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.

(2) Assess staff knowledge, skills, and performance in using technology, and use results to facilitate quality professional development and inform personnel decisions.

(3) Use technology to assess and evaluate managerial and operational systems.

(4) Use multiple methods, to assess and to evaluate appropriate uses of technology resources for learning, communication, and productivity.

6) Social, legal, and ethical issues

(1) Ensure equity of access to technology resources that empower all learners.

(2) Identify, communicate, model, and enforce social, legal, and ethical practices related to technology use.

- (3) Promote and enforce security and online safety related to the use of technology.
- (4) Promote and enforce environmentally safe and healthy practices in the use of technology.

Spartanburg School District 3 Professional Development Plan

The basis of technology integration can be learned best when the teacher sees the classroom application and the benefit to students. Consequently, the instruction evolves through classroom applications that build upon one another in a series of process steps. The advantage of progressing through each process step is that the teacher can immediately begin integrating technology in the classroom.

In the beginning stage, the teacher works through each step, building the technical skills needed. In the advanced stage, the teacher is comfortable with the concept and would work back and forth among the process steps, much as we do with all things.

Before we begin concentrating on the process steps, we ascertain the level of understanding that the teacher has about organizing instruction around an essential question. **An essential question**, often referred to as the “big” question, forces students to think at the highest levels of Blooms taxonomy, prodding students to construct their own meaning.

Process Step 1 is a teacher-developed or student-developed activity related to an instructional unit. The teacher identifies an introductory concept or a summary of facts for students to use individually or in groups and researches Web links that relate to the topic. The teacher asks questions that the students respond to by exploring the designated site(s). A teacher may depend on Hot Lists, a collection of links to Web sites, available as curated lists on many educational Web sites. This step is excellent for novice technology users, requires basic skills for the creator—copy and paste—and only navigation skills for the student user. Frequently, step 1 activities are used for introductory units and concepts or for review of learning.

Process Step 2 focuses on a particular theme or concept that the teacher is introducing or reviewing. To design, teachers construct questions that relate to a topic being studied.

After the student learns to use a search engine and to identify key words in a search, the student looks for sites on the Web to use in the collection of information.

Process Step 3 at the introductory level is an online mechanism to post student work or projects. In its simplest form, it summarizes a topic that a class has studied.

Process Step 4 is student-originated research that is teacher directed and is the beginning step of a student originated research paper.

Process Step 5 has an introduction, investigation, gathering and sorting, portfolio, sharing and evaluation and is linear in its approach. The teacher provides background material for the investigation, and the student generates additional research on the topic on the Internet.

Process Step 6 challenges students to explore the Web and encourages them to explore a topic in great depth. In step 6, teachers include links for students to research as well as suggestions for further research. Generally constructed around a scenario of interest to students, step 6 has an introduction, a process, a task, a list of resources, a conclusion, and an evaluation.

With each process step, there is a slight difference. Each task requires a greater commitment to the role of teacher as facilitator. With a Guided Tour, the teacher is able to tightly control the extent to which the student interacts with the information presented. By preselecting and prescreening Web sites that the students will visit, the teacher determines what information the student needs. Through a series of questions—generally specific to the site—the teacher guides the students. The Scavenger Hunt, on the other hand, provides students with a basic question on a subject and asks that the student find information through a Web search. In order to be successful, the student must have a basic knowledge of the subject and the ability to use a search engine. Most importantly, the student must be able to critically assess the information at the Web site.

As we move through the six-step process, the teacher must be comfortable scaffolding assignments. As students work in heterogeneous groups, the tasks that students are completing must allow for differences—in computer ability, in learning styles, in multiple intelligences as well as motivation and dedication.

The Training Framework

Web-Based Learning works when the necessary professional development component is established. The most obvious way to acquire new skills is to provide the training necessary for the skills to be practiced. Training is framed in the same way that we wish classroom instruction to take place. Teachers, working in interdisciplinary or grade level teams, create

projects that they can use in their classrooms. As they work in the groups, they are modeling the behavior that they will use in their own classrooms, moving from whole class to individual or group instruction. Each project requires that a teacher identify the curriculum or academic standards that are being taught through the project and to create a rubric to assess that knowledge.

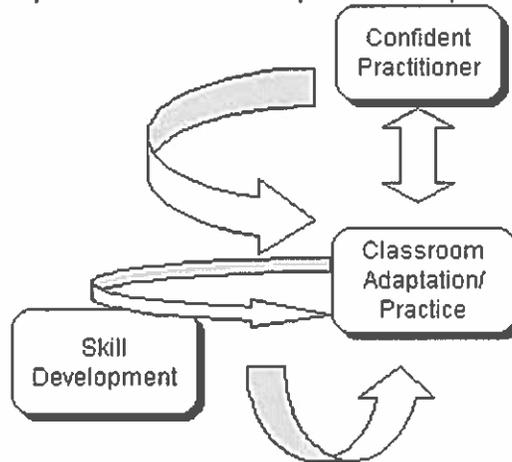
The Mentor

In order to affect a change in that basic belief, we must provide continuous training. The training must provide multiple opportunities for teachers to be supported by a mentor or a trainer in the classroom as they begin the new instruction. Teachers should invite mentors in when they are feeling competent as well as when they need the personal support. How do we fund these mentors? In many cases, they are in the schools. Media Specialists can provide the mentoring if they are given the time and the training. In other cases, additional staff will need to be added. Curriculum coordinators should be retrained to include technology implementation skills if they do not have those skills currently. We need to get past the idea that technology is an add-on or a peripheral part of "good" teaching.

If we do not provide these follow-up opportunities, the technical skill that the teacher has developed in training will not make a lasting difference in the classroom practice. The Web Based Learning Model requires that the teachers begin skill development, practice in the classroom, return for additional skill development and, eventually, become a skilled practitioner. If we are to visualize the professional development component of how training is organized, we see that to become a confident practitioner, a teacher must move from skill development to the classroom adaptation of the skill. What good is it to learn to navigate on the Web if the teacher never intends to use the skill again?

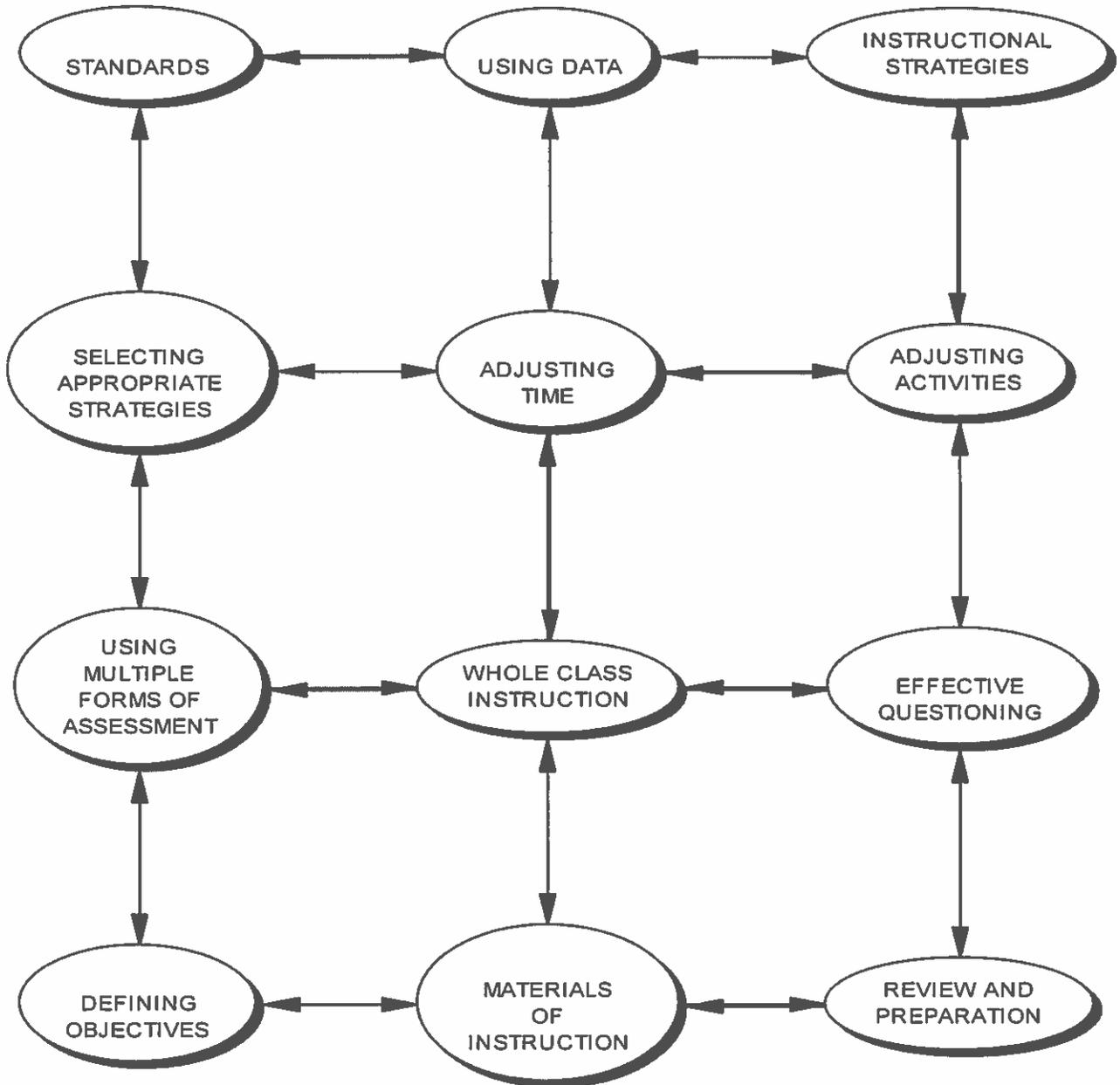
Figure 2.3—Becoming a Skilled Practitioner

The professional development component requires that as the teacher learns the



technology skills, opportunities are provided to successfully implement technology integration in the classroom. In this digital age, we are all accustomed to things happening quickly. Fast-paced and energetic, our students sweep past us in a blur. If we allow this to become a detractor in what we know is good instructional practice and design, we will have succumbed.

Multiple Strategies: PURPOSEFUL TEACHING with Technology
KNOWING WHAT TO TEACH AND
HOW TO TEACH IT!



Technology and Performance Profiles for Teachers

(These standards are based on the International Society of Technology in Education—ISTE—standards.)

To live and work in an information-rich environment, teachers should be prepared to use technology effectively. The following six principles guide the technology program in Spartanburg School District 3. Each teacher is expected to exhibit the following understandings.

I. TECHNOLOGY OPERATIONS AND CONCEPTS.

A teacher will demonstrate a sound understanding of technology operations and concepts.

A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology as described in the standards for students.

B. demonstrate continual growth in technology knowledge and skills.

Performance Profile:

Teachers will:

1. identify the benefits of technology to improve student learning
2. plan activities that integrate available resources.
3. select resources that are aligned with state and district standards.
4. demonstrate proficiency in the use of common input and output devices;
5. use technology tools and information resources to increase productivity, promote creativity, and facilitate academic learning.
6. use content-specific tools (e.g., software, simulation, environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.
7. use technology resources to facilitate higher order and complex thinking skills, including problem solving, critical thinking, informed decision making, knowledge construction, and creativity.

8. use technology to locate, evaluate, and collect information from a variety of sources.
9. use technology tools to process data and report results.
10. use technology in the development of strategies for solving problems in the real world.

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

Teachers will plan and design effective learning environments and experiences supported by technology. Expectations for teachers include the ability to:

- A. demonstrate a sound understanding of the nature and operation of technology systems
- B. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- C. apply current research on teaching and learning with technology when planning learning environments and experiences.
- D. identify and locate technology resources and evaluate them for accuracy and suitability.
- E. plan for the management of technology resources within the context of learning activities.
- F. plan strategies to manage student learning in a technology-enhanced environment.

Performance Profile:**Teachers will:**

1. design and teach technology-enriched learning activities.
2. design and teach a lesson that meets content standards and reflects the current best practices in teaching and learning with technologies.
3. make appropriate choices of resources that are aligned with district and state standards.
4. identify, select, and use hardware and software technology resources specially designed for use by PK-12 students to meet specific teaching and learning objectives.

III. TEACHING, LEARNING, AND THE CURRICULUM.

Teachers will implement curriculum plans, that include methods and strategies for applying technology to maximize student learning.

- A. facilitate technology-enhanced experiences that address content standards and student technology standards.
- B. use technology to support learner-centered strategies that address the diverse needs of students.
- C. apply technology to develop students' higher order skills and creativity.
- D. manage student learning activities in a technology-enhanced environment.

Performance Profile:**Teachers will:**

1. .observe and experience the use of technology in their major field of study.
2. arrange equitable access to appropriate technology resources that enable students to engage successfully in learning activities across subject/content areas and grade levels.
3. engage in ongoing planning of lesson sequences that effectively integrate

technology resources and are consistent with current best practices for integrating the learning of subject matter and student technology standards (as defined in the ISTE National Educational Technology Standards for Students).

4. plan and implement technology-based learning activities that promote student engagement in analysis, synthesis, interpretation, and creation of original products.
5. plan for, implement, and evaluate the management of student use of technology resources as part of classroom operations and in specialized instructional situations.
6. implement a variety of instructional technology strategies and grouping strategies (e.g., whole group, collaborative, individualized, and learner centered) that include appropriate embedded assessment for meeting the diverse needs of learners.
7. identify the benefits of technology to accelerate student learning and facilitate higher order thinking skills.
8. differentiate between appropriate and inappropriate uses of technology for teaching and learning while using electronic resources to design and implement learning activities.

IV. ASSESSMENT AND EVALUATION.

A teachers will apply technology to facilitate a variety of effective assessment and evaluation strategies.

A. apply technology in assessing student learning of subject matter using a variety of assessment techniques.

B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

C. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

Performance Profile:**Teachers will:**

1. guide students in applying self — and peer-assessment tools to critique student-created technology products and the process used to create those products.
2. facilitate students' use of technology that addresses their social needs and cultural identity and promotes their interaction with the global community.
3. use results from assessment measures (e.g., learner profiles, computer-based testing, electronic portfolios) to improve instructional planning, management, and implementation of learning strategies.
4. use technology tools to collect, analyze, interpret, represent, and communicate data (student performance and other information) for the purposes of instructional planning and school improvement.
5. examine multiple strategies for evaluating technology-based student products and the processes used to create those products.
6. examine technology tools used to collect, analyze, interpret, represent, and communicate student performance data
7. integrate technology-based assessment strategies and tools into plans for evaluating specific learning activities.
8. develop a portfolio of technology-based products from coursework, including the related assessment tools.

V. PRODUCTIVITY AND PROFESSIONAL PRACTICE.

Teachers will use technology to enhance their productivity and professional practice.

A. use technology resources to engage in ongoing professional development and lifelong learning.

B. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.

C. apply technology to increase productivity.

D. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

Performance Profile:

Teachers will:

1. collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works using productivity tools.
2. identify and engage in technology-based opportunities for professional education and lifelong learning, including the use of distance education.
3. participate in technology-based collaboration as part of continual and comprehensive professional growth to stay abreast of new and emerging technology resources that support enhanced learning for PK-12 students.
4. teach students methods and strategies to assess the validity and reliability of information gathered through technological means.
5. recognize students' talents in the use of technology and provide them with opportunities to share their expertise with their teachers, peers, and others.
6. use technology resources to facilitate communications with parents or guardians of students.
7. identify capabilities and limitations of current and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs.

VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.

Teacher will understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

A. model and teach legal and ethical practice related to technology use.

B. apply technology resources to enable and empower learners with diverse

backgrounds, characteristics, and abilities.

- C. identify and use technology resources that affirm diversity
- D. promote safe and healthy use of technology resources.
- E. facilitate equitable access to technology resources for all students.

Performance Profile:

Teachers will:

1. implement procedures consistent with district and school policies that protect the privacy and security of student data and information.
2. demonstrate and advocate for legal and ethical behaviors among students, colleagues, and community members regarding the use of technology and information.
3. enforce classroom procedures that guide students' safe and healthy use of technology and that comply with legal and professional responsibilities for students needing assistive technologies.
4. advocate for equal access to technology for all students in their schools, communities, and homes.
5. demonstrate an understanding of the legal, ethical, cultural, and societal issues related to technology.
6. exhibit positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
7. identify technology-related legal and ethical issues, including copyright, privacy, and security of technology systems, data, and information.

Technology Standards for Students

The following six principles from the International Society for Technology in Education (ISTE) comprise the technology standards for students in Spartanburg School District 3.

I. Basic Operations and Concepts

- A. Students demonstrate a sound understanding of the nature and operation of technology systems.
- B. Students are proficient in the use of technology.

II. Social, Ethical and Human Issues

- A. Students understand the ethical, cultural and society issues related to technology.
- B. Students practice responsible use of technology systems, information, and software.
- C. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits and productivity.

III. Technology Productivity Tools

- A. Students use technology tools to enhance learning, increase productivity and promote creativity.
- B. Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications and producing other creative works.

IV. Technology Communication Tools

- A. Students use telecommunications to collaborate, publish and interact with peers, experts and other audiences.
- B. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

V. Technology Research Tools

- A. Students use technology to locate, evaluate, and collect information from a variety of sources.
- B. Students use technology tools to process data and report results.
- C. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.

VI. Technology problem-solving and decisional making tools

- A. Students use technology resources for solving problems and making informed decisions.
- B. Students employ technology in the development of strategies for solving problems in the real world.

Accountability

Spartanburg County School District Three commits to providing all students with a world-class education. Technology is a tool that will give teachers and students a greater opportunity to achieve that goal.

Through the use of technology, teachers find assessment, especially portfolio assessment, more manageable and do-able. Among the uses are:

1. Monitor, guide and assess the progress of their students.
2. Maintain portfolios of student work
3. Prepare (both computer-based and conventional) materials for use in the classroom
4. Communicate with students, parents, and administrators.

Spartanburg School District 3 has adopted a computer-testing model, Measures of Academic Progress (MAP) that positively affects student achievement and provides strong diagnostic data to teachers. The test, administered three times a year to track progress, combines the benefit of technology with the alignment of the state test. Diagnostic data is automatically compiled for the teacher, eliminating the need for teachers to grade benchmark tests or other measures (that did not provide adequate diagnostic information).

With the MAP computerized adaptive test, the program customizes itself to the student's achievement level. Through teachers' use of the Measures of Academic Progress, we are able to more precisely place students in the appropriate course or instructional setting. Further, teachers focus instruction at an appropriate level, and monitor growth in student achievement over time. Additionally, the scores are predictive

of end of the year assessment scores.

The Cognitive Tutor, Algebra I software, is an innovative curriculum that utilizes informal problem solving. The curriculum helps teachers actively engage their students in mathematical problem solving, build upon informal methods and bridge to more formal and sophisticated mathematical thinking. Linked to the state standards and designed to elevate Algebra instruction, teacher comfort with this software is necessary for success to have success on the Algebra End of Course Test. Students work with the Cognitive Tutor software for approximately 40% of each week's class time and spend the remaining 60% of class time engaged in collaborative learning activities and student-centered problems.

Support Capacity

Technology is a necessary component of instructional delivery. In order to continue to advance, it is important that a plan be developed to protect the assets of the system. It is not enough to continue to purchase new equipment. Concomitant with this task is the necessity of providing proper maintenance of the current system.

In order to increase opportunities for students, teachers and staff, we must ensure:

1. Updated hardware/software
2. Accessibility to students, teachers, and community
3. Connectivity within schools
4. Connectivity outside schools
5. Ongoing training for staff
6. Maintenance of equipment and software
7. Long-range plan
8. Better use of existing software and hardware
9. More integration of technology with curricular objectives

Technology shall be installed and refreshed throughout the District in an on-going basis. In Spartanburg District 3, a three to four year refresh of hardware is standard. The key components of the plan are hardware, connectivity, digital content, and professional development. This district plan is a basic framework for providing technology for the seven schools and administrative office and Daniel Morgan Technology Center. It is designed to support each school's curricular and technology goals. The plan's goal shall be the maintenance of the current networks, the necessary upgrade, the maintenance of current hardware, and the continued implementation of technology into the classroom.

As part of this plan to use technology to establish a seamless flow of information, the district has developed a solution to grant access to district resources from the Internet. This is to ensure that district employees have every opportunity to make use of resources that the

district provides for the enhancement of every District Three student's education. Examples of such resources would be the ability to check district email from home, to access files stored on a user's home directory, or to access information that may be displayed in a district intranet. Teachers will use the internet to post information such as syllabi, assignments, grades secure, relevant curriculum information that is accessible by students and parents. All teachers in Spartanburg School District 3 have a web page or Learning Management System page that details class information.

The district has installed a digital IP Telephony system providing innovative solutions tailored for each school's needs. This telecommunication system incorporate high quality, and reliability and a migration strategy that would allow the district to keep much of original equipment if we upgrade to a larger system as the district's needs grow. The system will include voice-processing equipment. Adding a voice-processing unit to the telephone system will enhance employee performance and will improve communication with the community. The system must be customizable to meet the needs of the schools, such as allowing the caller to select pre-recorded messages that contain information about the school. The system will be configured to allow callers access to this information directory after hours or during the day if needed. The district will have a goal of providing access to the system in every classroom and office in the district.

In order to ensure adequate maintenance of the system, the district shall:

- 1) Maintain and upgrade the cabling of all buildings for video, voice, and data capability.
- 2) Maintain and upgrade the primary file server in every building.
- 3) Maintain and upgrade the district owned hardware.
- 4) Develop a systemic maintenance schedule for leased computers.
- 5) Train staff and students.
- 6) Purchase maintenance contracts on network critical components.
- 7) The district technology department will provide as much technical support and troubleshooting as possible.
- 8) Establish and maintain backup procedures for all data.

9) Establish security for data using multiple levels of password protection.

The district's vision for technology shall include the following models for implementation. Each newly constructed school (and each renovated school whenever economically feasible) will include:

- 1) A quality paging system using zoned distribution areas with indoor and outdoor speakers connected to an uninterrupted power supply.
- 2) A quality portable sound system with mic/tape/CD center in stand.
- 3) A networked phone system with voice messaging to each office and classroom.
- 4) An Integrated Communications System using a graphical user interface to enable individual staff members to schedule source devices (i.e. players for laser/video discs, videotapes, CDs) to be remotely accessed by classrooms from the system control server in the media center. Handheld infrared remote controls will be available in each classroom. This media retrieval system will replace the need for moving individual equipment throughout the school.
- 5) An audio and video message display on all networked TVs throughout the school.

Each networked school lab will include:

- 30 student stations
- An LCD projector
- A computer/TV Connector
- A printer

Each networked classroom will include:

- Up to five computers where student tablets are not available
- An LCD Projector
- Phonic Ear System
- Wireless Sound System

- Promethean Board or other Interactive Whiteboard
- A Document Camera
- A Printer
- Access to laser/video disc players, S-VHS players, remote controls for ICS, overhead projectors, LCD panels and video projectors.

Each media center will include:

- A fully automated cataloging system
- A computer workstation per 50 students
- Printers
- An LCD Projector
- Phonic Ear System
- Wireless Sound System
- Promethean Board or other Interactive Whiteboard
- A Document Camera
- DVD Roms
- Scanner
- Digital camera
- Quick Cam Camera
- Laser Disc Players (one per 100 students)
- Video Capture Editing Equipment
- Assorted Software (, encyclopedia, reference works,
- External Hard Drives
- Flash Drives
- Overhead Projectors

- Large Screen Television with appropriate TV/computer connectors
- DVD Burning Tower
- CD's Read/write
- Other multimedia equipment

Each site office will include:

- A computer workstation
- A printer
- Access to a copier and a FAX

Hardware standards change rapidly. All hardware purchased must be approved by the Technology Director so as to be compatible with existing hardware and software.

Standardization of Equipment

The district has standardized on Dell business models for PC's and Servers, as well as Sharp printers, etc. for accessories. The district's infrastructure consists of Cisco and Dell equipment for routing and switching.

The district strives to have a standard of one windows OS, such as Windows 8.1, on every computer. In addition, Office 2013 is the standard office suite for each computer.

By standardizing hardware and software as much as possible, the district continues to lower its Total Cost of Ownership.

Budget

The district provides the Technology Coordinator funds for maintaining the investment in technology each year. These items include annual software license leases, software maintenance agreements, hardware maintenance agreements, etc. Due to our 3-to-4-year cycle of refreshing equipment most repair costs are covered under warranty for PC's and server. However, funds are allotted each year for repair/replacement of equipment as well as unexpected changes or additions to infrastructure. At times there are technical issues that arise that require very specialized skills. It would be cost-prohibitive to employ personnel for

each of these specialized areas. Thus the district provides funding for purchased services for these occasions.

<u>Technology Accounts</u>	<u>Budget</u>
Technology Communication	3,500.00
Technology Travel	10,000.00
Technology/BellSouthInternet	1,600.00
Technology Purchased Services	120,000.00
Technology & Software Supplies	14,000.00
Technology Equipment & Software	30,000.00
AV Equipment	30,000.00
Capital Funding - Technology Equipment and Software	525,000.00
Technology Salaries	347,585.25
Staff Development	40,257.00
Total	1,121,942.25

Refresh

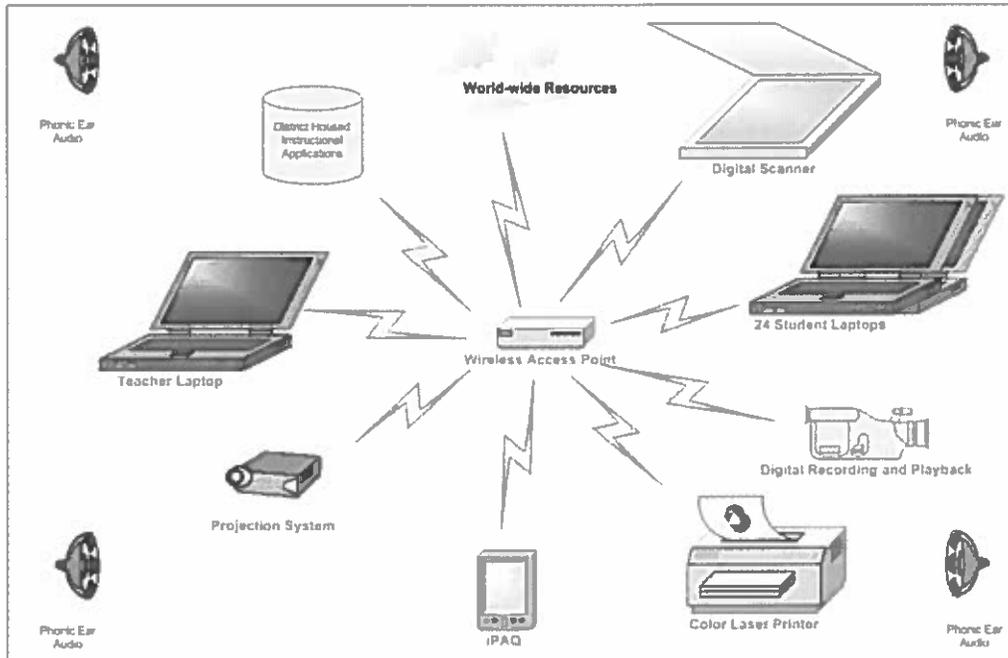
Following is a timeline for our refresh. We replace all of our computers and servers over a 3-to-4-year period. A certain number of computers are replaced each year. This allows each classroom to have at least one computer with the latest technology. By doing this we also spread our installation costs out over 3 years. Thus we do not have a year in which we need a large workforce to remove and install every pc in the district. Instead our replacement cycle is broken into three manageable segments. This is another key to lowering our TCO.

Total Cost of Ownership (TCO)

As mentioned throughout the technology plan, we attempt to control our TCO in the following ways:

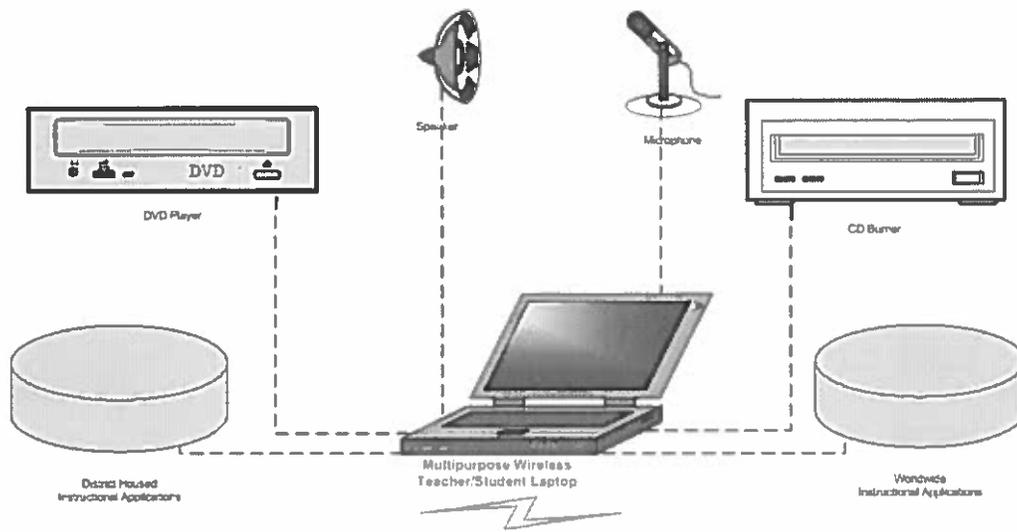
- Standardize on one brand for computer hardware. This allows us to become comprehensively familiar with our equipment.
- Standardize on one brand of infrastructure hardware.
- Standardize on one operating system and one office suite.
- Provide a standard group of instructional software across the district.
- Refresh computers over a 3 to 4 year period, spreading out installation costs.
- Replace every computer within 4 years. This limits repair costs because computers are under warranty.
- Provide continual staff development to maximize user efficiency.
- Sign multi-year contracts to maximize available funding.

Classroom Layout

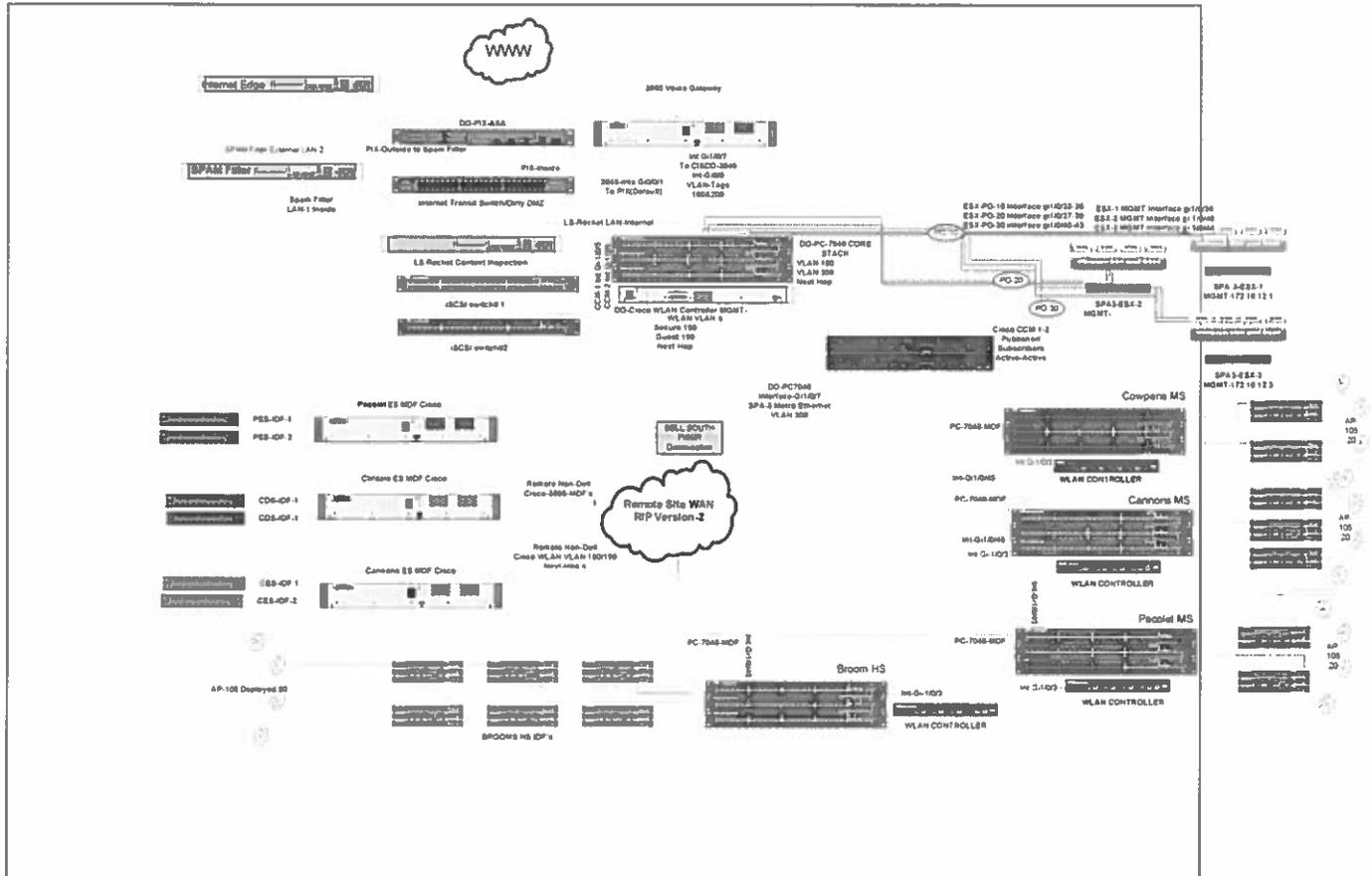


- 24 Student Laptops**- Primary instructional tool for students
- 1 Teacher Laptop**- Used for recording relevant student data and for facilitating group and individual student instruction
- 1 iPAQ**- Handheld computer for teacher use to monitor individual student activities
- Phonic Ear Audio**- Used by teacher to aid in group instruction
- Projection System**- Used by teacher and students to facilitate group presentations
- Color Laser/Digital Scanner**- Used by students and teacher to create and display content
- Digital Recorder**- Used by students and teacher to create and display content

Student Technology Tools



Each student and teacher multimedia laptop will be configured with standalone DVD and CDROM/RW capabilities. These laptops will provide for wireless access from inside the classroom to District and world-wide instructional resources.



The following Visio drawing details view of the Spartanburg School District 3 network topology

Evaluation

Spartanburg School District Three's 3-Year Technology Plan will be updated yearly by the director of technology, assistant superintendent for instruction, assistant superintendent for finance and operations using input and feedback from stakeholders including, but not limited to classroom teachers, media specialists, principals and students. To determine the effectiveness of the district's technology plan, we will administer surveys to stakeholders to measure our progress towards meeting our established goals of improving instruction through the implementation of the 4 Cs – communication, collaboration, creativity, and critical thinking. We will also use the digital learning portion of AdvancED's Effective Learning Environments Observation Tool (ELEOT). After evaluating student and teacher progress, we believe that our primary goals have been partially met; however, learning with technology is fluid and unexpected challenges arise. We experienced significant hardware issues with our deployment of 1:1 mobile technology that set the district back at least 6-8 months and delayed deployment to students in grades K-2. We also are providing continuous training for staff from a well-respected technology trainer. Although our teachers received nearly 40 hours of training prior to our 1:1 implementation, their skills and confidence integrating 1:1 mobile technology is a work in progress. The district has been recognized by the Center for Digital Education Survey Top 10 district this year, and as the District Technology Innovative Program by the SC Association for Educational Technology last year. We are constantly watching trends and developments in instructional technology that will have a direct impact on improving student achievement.

Appendix I: District's Acceptable Use Policy

Policy IJNDB Use of Technology Resources in Instruction

Issued 4/12

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

The board believes that the Internet should be used in the schools to educate and inform. The Internet is considered primarily as a learning resource, similar to books, magazines, video, CD-ROM and other information services.

Students should use the Internet to participate in distance learning activities, to ask questions of and consult with experts, to communicate with other students and individuals and to locate material to meet their educational and personal information needs. Library media specialists and teachers have a professional responsibility to work together to help students develop the intellectual skills needed to discriminate among information sources, to identify information appropriate to their age and development levels, and to evaluate and use information to meet their educational goals.

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 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.

Accessing inappropriate sites

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

The superintendent will define regulations for student/employee exploration and use of electronic information resources. Guidelines will address issues of privacy, ethical use of information with respect to intellectual property, illegal uses of the network, conditions of usage, etc. The intent is to preserve the user's rights to examine and use information to meet the educational goals and objectives of the district.

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

Reporting

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

Online behavior

The district will educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response. The superintendent or his/her designee will develop a program to educate students on these issues.

Off-campus conduct

Students, parents/legal guardians, teachers and staff members should be aware that the district may take disciplinary actions for conduct initiated and/or created off-campus involving the inappropriate use of the Internet or web-based resources if such conduct poses a threat or substantially interferes with or disrupts the work and discipline of the schools, including discipline for student harassment and bullying.

FILE: IJNDB-E(1)

Parental Permission and Student Assurance in the Conduct of Independent Student Research on the Internet

Dear Parent:

Spartanburg School District Three has installed computer connections to the Internet in every school. This Internet connection provides a powerful access to worldwide information in text and media form that, if properly used, can enhance student learning. It can be particularly exciting for students because it provides a wealth of information resources not readily available through conventional library means.

There are many ongoing educational projects available on the Internet that are appropriate for K-12 students. Many encourage subject area studies or support virtual field trips to museums or other locations around the world. Much of this information can be immediately printed from the computer screen for inclusion in student or faculty research projects or papers assigned in class.

Our faculty members will supervise individuals and classes of students who are accessing the Internet to ensure that appropriate content is seen on the computer. This kind of screening is not new; schools have always screened materials for student use to exclude many books, magazines and videos not appropriate in a school setting. However, it is possible that a student conducting individual research may disregard teacher's instructions and actively seek out inappropriate material.

We believe that students can be provided opportunities to use the Internet as a research tool within clearly understood guidelines. These conditions are as follows.

- Parents are advised of the rules and acknowledge the policy of the district.
- The student gives written assurances regarding appropriate behaviors while operating the Internet.
- The student and parents understand that violations of these assurances will result in disciplinary action and possible loss of Internet privileges in instances of flagrant abuse, i.e., searching for and/or downloading inappropriate material.

Please contact your child's teacher if you have questions. Please feel free to contact me if you have any other questions.

Sincerely,

Principal

FILE: IJNDB-E(2)

Student Assurances

When conducting the independent research of the Internet, I will do the following.

- Use the Internet for legitimate educational purposes.
- Send e-mail only at the direction of my teacher or media specialist.
- Not register the name, home address or telephone number of myself or anyone else in any location on the Internet.
- Not attempt to download or save files to the computer hard drive or to a disk without teacher permission.
- Not search for, download or print any material that violates school handbook codes regarding possession or display of inappropriate, offensive or vulgar material or assist any other student in such activities.
- Not use or attempt to use Telnet, Internet Relay Chats or other interactive exchanges without teacher permission.
- Not damage or alter computers, computer systems or computer networks.
- Not violate copyright laws.
- Not trespass in another's folders, work or files.

I understand that my participation in any violation of the Internet student assurances will result in disciplinary action and possible loss of access privileges to the Internet, depending on the nature of the offense.

Student signature

School

FILE: IJNDB-E(4)**Employee Guidelines for the Use of the Internet as an Instructional Tool***User name ids, account numbers and passwords*

User names, account numbers and passwords issued to staff members must remain confidential. Employees obtaining the Internet at home through the district should not give students their user ID and the access phone number. Any staff member violating this policy will be subject to disciplinary action.

Independent navigation on the Internet by faculty and staff

Employees are encouraged to explore WWW resources. Clearly, such explorations should be for educational purposes. Downloading and/or printing files and images containing content which is inappropriate for a K-12 setting is prohibited. School participation in chat discussions groups or newsgroups whose content is inappropriate for a K-12 setting is also prohibited. Staff members are expected to employ professional judgment in the determination of inappropriate content.

Teacher-led exploration of the Internet

Faculty who are exploring Internet sites with a class do not need special parental acknowledgement if the faculty member is in control of the navigation and/or is directing the students to known educational sites. A student who is navigating the Internet at the teacher's direction is not considered to be independently using the Internet; this circumstance does not require parental permission. Students should not be directed to an Internet site that the teacher has not previewed.

Independent navigation of the Internet by students

Independent navigation of the Internet by students requires both the student signature and parental permission on the student assurances form. The intent of the permission is not to discourage independent research on the Internet; however, constant teacher supervision under these circumstances will not be possible. Students are not permitted to search for, download or print any objectionable, vulgar or offensive material. Unsupervised participation in group discussion chats or newsgroups is not permitted. The signed permission form should be maintained by the school and should be obtained prior to assigning independent research of the Internet. Students utilizing the computer lab before and/or after school for Internet activities of their own choice should also have assurances on file at the school.

Employee guidelines for installation of personal software*Installing personal software*

Teachers may install legal copies (original disks and documentation must be kept at school) on their classroom computers. Shareware and freeware can be used in the classroom.

Virus protection

Teachers should be aware that there is no impenetrable virus protection. Although the district will maintain some amount of virus protection, the district is not responsible for any damage to machines or programs resulting from the exchange or importation of infected programs or files.

Network updates

Teachers should be aware that when the district periodically updates the network it is possible that teacher software and/or files will be removed and will require reinstallation. It is recommended that the teachers maintain regularly updated backup copies of all files saved on the Internet hard drive (c:drive).

I have read these guidelines and agree to abide by them in my assigned role as an employee of the district.

Employee signature

Date

Appendix II: How E-Rate Areas Have Been Addressed

The District takes advantage of E-Rate funding as much as possible. We apply for all priority one funding possibilities for things such as cell phone usage and now Hosted VoIP usage. We apply for priority two funding almost every year, but are rarely funded due to funding limits that rarely reach our 80% level. We plan for our needs each Fall that qualify for E-Rate funding. Each Winter we complete our necessary E-Rate filings within the windows set by SLD. Throughout the year, we address any E-Rate audit requests as necessary. We follow all of our local procurement requirements as mandated by E-Rate. We also strive to be compliant with all CIPA requirements as prescribed by the E-Rate guidelines.

