

Anderson School District Two Technology Plan

2017-2020



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Table of Contents

District Profile.....	3
Executive Summary.....	4
District Needs Assessment.....	4
Vision and Mission Statements.....	6
District Technology Budget.....	6
Technology Dimensions	
1. Learners and Their environment.....	6
2. Professional Capacity.....	10
3. Instructional Capacity.....	13
4. Community Connections.....	16
5. Support Capacity.....	19
Appendixes	
1. Network Diagram.....	24
2. Teacher Technology Proficiency Proviso Professional Development Plan.....	24 24
3. Acceptable Use Policy.....	24
4. How E-Rate Areas Have Been Addressed.....	
5. Report on Last Year’s Progress towards Goals, Objectives, Strategies, Benchmarks, Actions, and Outcomes.....	24

I. District Profile

Anderson School District Two has a total of seven schools.

Enrollment by School	
Belton-Honea Path High	1132
Belton Middle	516
Honea Path Middle	326
Honea Path Elementary	618
Belton Elementary	513
Marshall Primary	581
Wright Elementary	176
District Enrollment	3861

Other Demographics	
Number of Free/Reduced Lunch	2029
Number of English as a Second Language (ESL) students	22
Dropout Rate	2.2%
Graduation Rate	86.7%
E-Rate Discount	80%

II. Executive Summary

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

III. District Needs Assessment

Anderson School District Two currently has approximately 2000 computers in instructional and administrative facilities. These computers vary in age and configuration. All units are running Windows 7 or Windows 8 operating systems. In 2016, 2350 Chromebooks were deployed to students for instructional use.

Anderson School District Two currently employs six full-time technology support staff members at the district level: a Technology Director, a computer technician, a SIS Administrator, three school-based technology facilitators, and one Instructional Technology Coach. Media Specialists are the Technology Points of Contact and act as intermediaries between the district and schools by providing assistance, troubleshooting, training, and disseminating information. Additional staffing could provide more school-based support which is currently being provided by media specialists. Also, as we see our 1:1 initiative expanding to all grade levels, our district would greatly benefit from the addition of a network engineer and a second instructional technologist.

IV. Mission

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

Motto

Respecting the Past. . .

Embracing the Future. . .

Opening the World. . .

Beliefs

We believe:

- student achievement, success in college and career readiness, and a strong love for learning are our top priorities.
- excellence in education is a result of positive relationships and collaboration between students, home, school, and community.
- instruction must be relevant, engaging, challenging, and equally accessible to all students.
- a rigorous standards-based curriculum and differentiated programs are foundations for success.
- proficiency in technology is critical for communication, collaboration, innovation, problem solving and enhancing instruction.
- all learners achieve their maximum potential in a safe, respectful, and supportive environment that recognizes, values, and accommodates diverse abilities and interests.
- an effective educational system anticipates, plans, and acts in response to a changing world.
- the academics, arts, and athletics are vital components for a well-rounded education.

IV. District Technology Budget

The district's estimated budget and expenditures from the budget are based on the 2016-2017 school year budget. This does not include various curriculum and other funding available that may be used to purchase additional computers, programs, and related equipment, nor does it include the maintenance and operations provided, electrical connections needed, and upgrades.

Entities	Expenditure
Salaries	\$234,600.00
Fringe	\$103,000.00
Equipment Leases (servers, devices, printers)	\$467,500.00
Travel	\$8,000.00
Contractual Services	\$35,000.00
Technology Supplies/Hardware	\$135,000.00
Technology Software/Support	\$120,000.00
1:1 Devices	\$200,000.00

Technology Dimension One: Learners and Their Environment

A. Snapshot of Current Technology Use in District

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

- Kindergarten students utilize Waterford Early Learning curriculum software in both a lab and classroom setting.
- Elementary students are expected to participate in a minimum of 90-minutes online instructional time using iReady curriculum software.
- Middle school students are offered a keyboarding/software applications class.
- Middle school students use iReady and USA TestPrep curriculum software.
- After-school programs utilize computer labs as a tool for student academic remediation.
- High school students are offered Career Ready 101, Edgenuity, USA TestPrep, and office application classes. Edgenuity is also used as the secondary credit recovery program.
- Secondary students have the opportunity to enroll in VirtualSC courses.
- Students and staff at secondary schools use Naviance for character education and college/career planning.
- All schools utilize Google Apps for Education.

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

- Media Centers at all schools are equipped with a minimum of seven networked computers used by students for research, word processing, etc.
- Three schools equipped with AV equipment produce morning news shows and highlight a sense of school community.
- Schools are equipped with an electronic information board in or near office areas and outdoor digital marquees.
- Core curriculum and special education classrooms across the district have interactive whiteboards. ActiVotes and ActivExpressions (student handheld interactive devices) are available for each grade level/department. Interactive technology such as visual presenters and ActivSlates are used to promote best practices in all areas of the curriculum.
- All schools use mobile laptop and/or iPad carts to provide instructional flexibility of working interactively with technology in small/large groups.
- The district initiative has provided Chromebooks for grades 3-12 with grades 6-12 being 1:1.
- All schools use Destiny Library Manager.
- Classrooms throughout the district use age/developmentally-appropriate web-based applications such as Renaissance Learning, BrainPOP, Capstone Interactive Library, Ignite Learning, TumbleBooks, and other curriculum-based resources.
- Classroom instructional multimedia software programs (such as Microsoft Office 365, Google Apps for Education, and SharePoint) are used district-wide.
- District-wide use of DISCUS and Discovery Education.
- District Tandberg Distance Learning Lab incorporates twenty-eight networked workstations, an interactive whiteboard and various Tandberg equipment.
- Two elementary schools are equipped with distance-learning capabilities.
- District and school level administration, guidance counselors, and teachers use ENRICH to access student information including state test scores, district achievement scores, report card scores, transcript information, and various reports. ENRICH also serves the needs of the special education population.
- District use of GIFT software is utilized to manage the gifted and talented student score information and the generating of reports.

B. Overall Goal for Technology Dimension One:

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

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

Objectives to Reach Goal	Action Steps	Funding Considerations for District and Schools	Evaluation of Objectives (including baseline data sources and ongoing data sources)
1a: Continue to implement technology replacement cycle to ensure accessibility and availability of up-to-date technology resources.	<ul style="list-style-type: none"> ● Seek recommendations from Technology Director ● Request funding in annual budget ● Seek board approval for funding ● Provide manpower for completion of annual replacement 	Continue to implement technology replacement cycle to ensure accessibility and availability of up-to-date technology resources as funding allows.	Continue to implement technology three-year replacement cycle to ensure accessibility and availability of up-to-date technology resources. Objective will be evaluated annually via report to the Superintendent.
1b: Explore alternative funding sources to address need for additional technology resources in the district.	<ul style="list-style-type: none"> ● Identify needs for which funding will be sought ● Conduct searches for additional funds ● Prepare and submit requests for funding 	Explore alternative funding sources to address need for additional technology resources in the district. The district will continue to explore grant funds and other sources to address identified, projected needs.	Explore alternative funding sources to address need for additional technology resources in the district. Evaluation of this objective will include listing of awarded alternative funding sources used to support technology.
1c: Explore various hardware, software, and internet-based curricula options for use in the district	<ul style="list-style-type: none"> ● Identify needs for which curricula options will be considered ● Identify resources available ● Schedule meetings to explore options including funding sources, software implementation, and training 	Explore various software and internet-based curricula options for use in the district. Costs include staff time and vendor time to locate and consider various options.	Explore various hardware, software, and internet-based curricula options for use in the district. Input from curriculum and media specialists, technology committee, and vendors will serve as data sources for evaluation of this objective.
1d: Continue to offer before- and after-school enrichment and remediation options in order to improve student academic achievement district-wide.	<ul style="list-style-type: none"> ● Identify and schedule staff for program ● Identify and recruit students for participation ● Provide services according to established plan 	Continue to offer before- and after-school enrichment options in order to improve student academic achievement district-wide. The district will continue to explore grant funds and other	Continue to offer before- and after-school enrichment and remediation options in order to improve student academic achievement district-wide. State-mandated tests,

	<ul style="list-style-type: none"> Evaluate progress 	sources to address identified, projected needs.	Fountas & Pinnell, and district achievement score data analysis will provide details as to the impact of enrichment and remediation on student academic achievement. Additionally, a comprehensive formal evaluation of after-school programs is completed annually per 21st Century Community Learning Center guidelines.
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D. Current Best Practices in District

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

- Individualized Computer-Based Instruction** - Anderson School District Two is providing research-based instruction daily through interactive software that tailors instruction to each student’s unique needs. (i.e. Waterford, iReady, USA TestPrep, Edgenuity, VirtualSC)
- Ongoing Assessment and Data Usage** - Individualized computer-based programs provide teachers with assessment data which is used to facilitate instructional decisions. Administrators and teachers are trained in the use of data to direct instruction at every level.
- Integrating Technology into Classroom Instruction** - Teachers use various technology resources (i.e. Chromebooks, Promethean Boards, visual presenters, laptops, iPads, Ignite Learning, ActiVotes, and ActivExpressions) and formative assessments to increase student engagement, motivation, and achievement in Anderson School District Two.
- Ongoing Professional Development** - Anderson School District Two provides ongoing professional development and technology support through district and school level workshops and trainings. Online professional development opportunities are shared with staff members.

Technology Dimension Two: Professional Capacity

A. Snapshot of Current Technology Use in District

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

B. Overall Goal for Technology Dimension Two

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

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

Objectives to Reach Goal	Implementation Action Steps	Funding Considerations for District and Schools	Evaluation of Objectives (including baseline data sources and ongoing data sources)
<p>Objective 2a: Identify, train, and utilize TPCs as technology resources in each school.</p>	<ul style="list-style-type: none"> • Provide ongoing and specialized training to TPCs. • Conduct monthly/yearly review of TPCs and program. • Provide a yearly stipend for the appointed TPCs. 	<p>Identify, train, and utilize TPCs as technology resources in each school.</p>	<p>Identify, train, and utilize TPCs as technology resources in each school. Feedback from principals and Technology Director will be used to determine progress of this objective.</p>
<p>Objective 2b: Continue to convene Technology Professional Development Committee to assess needs, make recommendations, and establish priorities for technology related</p>	<ul style="list-style-type: none"> • Conduct quarterly technology integration planning and coordination meetings to monitor initiatives and progress. • Annually review and revise district technology plan as appropriate. 	<p>Continue to convene Technology Professional Development Committee to assess needs, make recommendations, and establish priorities for technology professional development in Anderson School District Two. No additional budgeted costs.</p>	<p>Continue to convene Technology Professional Development Committee to assess needs, make recommendations, and establish priorities for technology professional development in Anderson School District Two. Meetings and annual technology plan will serve to evaluate this objective.</p>

<p>Objective 2c: Implement a schedule of courses, workshops, and conferences to address the technology proficiency needs of all staff in Anderson School District Two.</p>	<ul style="list-style-type: none"> ● Conduct annual assessment of technology proficiency of staff using the SimpleK12 ISTE NETS for Teachers. ● Determine training priorities and needs identified through yearly surveys and/or collaborative meetings with stakeholders at the district and school levels. ● Budget for professional development needs within established means. ● Explore alternative funding sources to offer technology professional development 	<p>Implement a schedule of courses, workshops, and/or conferences to address technology proficiency needs of all staff in Anderson School District Two. Costs vary but are annually covered through EIA Technology Professional Development, Title I, and General Fund</p>	<p>Implement a schedule of courses, workshops, and/or conferences to address technology proficiency needs of staff in Anderson School District Two. Attendance sheets will serve as a record of trainings offered. Results of technology proficiency assessment will serve as an indicator of progress toward this objective.</p>
<p>Objective 2d: Employ creative methods to raise awareness and access to technology resources.</p>	<ul style="list-style-type: none"> ● Utilize Distance Learning Labs to include a variety of technology use and integration resources. ● Provide a central location for teachers and staff to collaborate and share resources. ● Create and maintain webpages through School Messenger web-hosting portal. ● Provide school-level staff development opportunities. ● Identify grant-writing opportunities to increase technology resources within the schools (WebbCraft Family Foundation, Donors Choose, BOSCH, etc.). 	<p>Employ creative methods to raise awareness and access to technology resources. No additional costs are needed to provide a central location for teachers to share resources. Costs to maintain Distance Learning Labs are funded through the General Fund.</p>	<p>Monitor teacher and student technology usage through online lesson plans and classroom observations by building and district administration.</p>
<p>Objective 2e: Ensure the district maintains technology-literate,</p>	<ul style="list-style-type: none"> ● Offer courses, workshops, conferences, and 	<p>Ensure that the district maintains technology-literate,</p>	<p>Ensure the district maintains technology-literate,</p>

highly-qualified personnel.	<p>online staff development to increase technology proficiency of all staff.</p> <ul style="list-style-type: none"> ● Recruit technology literate highly qualified personnel to fill vacancies in the district. ● Conduct annual assessment of technology proficiency of staff using the SimpleK12 ISTE NETS for Teachers. 	highly-qualified personnel. All activities are available to district staff at no additional cost.	highly-qualified personnel. District results of technology proficiency assessment will serve as an indicator of progress toward this objective.
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D. Current Best Practices in District

The district employs best practices for increasing professional capacity as noted in the National Staff Development Council’s Standards for Staff Development. These best practices:

- require and foster a norm of continuous improvement.
- align with the School Renewal Plans and the District Strategic Plan and are funded by a line item in the budget.
- use a variety of staff development approaches including continuous collaboration to accomplish the goals of improving instruction and student success.

Technology Dimension Three: Instructional Capacity

A. Snapshot of Current Technology Use in District

- All teachers in Anderson School District Two use PowerTeacher as a primary method of maintaining student grading information.
- Renaissance Place and Fountas & Pinnell are used in grades K-8 as a method of identifying struggling readers, encouraging student reading, and assessing reading comprehension.
- ViaTest (K5-2) and USA TestPrep (3-12) are used for benchmark scoring purposes.
- ENRICH and/or USA TestPrep are used to analyze test data and assist teachers in targeting student remedial needs and shaping instruction.

B. Overall Goal for Technology Dimension Three:

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

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

Objectives to Reach Goal	Implementation Action Steps	Funding Considerations for District and Schools	Evaluation of Objectives (including baseline data sources and ongoing data sources)
<p>Objective 3a: Continue to use PowerTeacher as a primary method of maintaining student grading information.</p>	<ul style="list-style-type: none"> • Provide annual training for new employees. • Provide refresher workshops for returning employees. • Monitor and evaluate use. 	<p>Continue to use PowerTeacher as a primary method of maintaining student grading information. Service is provided at no cost to the district by the State Department of Education.</p>	<p>Continue to use PowerTeacher as a primary method of maintaining student grading information. Evaluation of this objective will include review of data maintained by principals and District Technology Director.</p>
<p>Objective 3b: Revise benchmark testing district-wide to improve student academic achievement.</p>	<ul style="list-style-type: none"> • Form district grade-level teams consisting of administrators and teachers to assist in item revisions. • Under the leadership of the Office of Instruction, examine items from question banks for validity and reliability. • Work with content 	<p>Continue benchmark testing district-wide to improve student academic achievement. Costs incurred are covered through General Fund.</p>	<p>Continue benchmark testing district-wide to improve student academic achievement. Progress will be monitored by the Office of Instruction and principals.</p>

	<p>area specialists to create assessments which meet standard-level expectations of the state.</p> <ul style="list-style-type: none"> • Complete benchmark testing, analyze results, and discuss instructional implications quarterly to shape instruction and provide remediation/enrichment. • Access imported quarterly benchmark assessment results through Enrich/USA TestPrep to note areas of instructional strengths and weaknesses. 		
<p>Objective 3c: Continue use of Renaissance Place to assess and foster reading comprehension.</p>	<ul style="list-style-type: none"> • Work with Parent/Teacher Organizations and school staff to implement a reward system for student progress. • Evaluate progress annually. 	<p>Continue use of Renaissance Place to assess and foster reading comprehension. Maintenance costs associated with program are funded through General Fund.</p>	<p>Continue use of Renaissance Place to assess and foster reading comprehension. School media specialists and classroom teachers will be responsible for gauging progress through comparison of data maintained on the Renaissance Place system.</p>
<p>Objective 3d: Encourage expansion and use of technology as a teaching tool in the district.</p>	<ul style="list-style-type: none"> • Maintain a district Distance Learning Lab to incorporate a variety of technology use and integration resources. • Conduct assessment of technology proficiency of staff using the SimpleK12 ISTE NETS for Teachers. • Implement a schedule of courses and/or 	<p>Encourage expansion and use of technology as a teaching tool in the district. Professional development costs are varied and are covered through EIA Technology Professional Development, General Fund, and Title I. The assessment to satisfy the state proficiency proviso for teachers is funded by the district. Time is the</p>	<p>Encourage expansion and use of technology as a teaching tool in the district. Sign-in sheets for workshops will serve as a record of attendees. Results of technology proficiency assessment will serve as an indicator of progress made.</p>

	<p>workshops offered annually.</p> <ul style="list-style-type: none"> ● Explore various software and internet-based curricula options for use in the district. ● Recruit technology literate highly qualified personnel to fill vacancies in the district. ● Encourage technology usage through lesson plan and observation feedback to teachers. 	<p>only additional cost in determining technology professional development needs in the district, exploring various software and internet-based curricula options, and recruiting technology-literate, highly-qualified personnel to fill vacancies in the district</p>	
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D. Current Best Practices in District

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

Benchmark testing, conducting formative assessments, is noted as a best practice in a variety of sources. Achievement can be increased by using student performance data to inform instruction through identifying student strengths and weaknesses and developing educational goals and remediation activities (DuFour, Marzano, Reeves, 2008).

A teacher’s ability to use assessment data for the purpose of informing instruction is essential throughout the year. (Marzano, 2006). Only through effective, informed instruction and curriculum development can student achievement continue to improve. Finally, the overarching goal of teaching teachers how to use data to inform instruction is primary as the literature suggests that teachers are challenged with assessing students effectively (DuFour, Marzano, Reeves, 2008). In the book, *Ahead of the Curve*, the authors examine many perspectives of effective assessment design and implementation. The purpose of assessment is to provide meaningful feedback that leads to improved student performance.

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

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

Technology Dimension Four: Community Connections

A. Snapshot of Current Technology Use in District

Use of technology for community connections includes the following:

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

B. Overall Goal for Technology Dimension Four

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

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

Objectives to Reach Goal	Implementation Action Steps	Funding Considerations for District and Schools	Evaluation of Objectives (including baseline data sources and ongoing data sources)
<p>Objective 4a: Update district website and social media to increase ease of use for the general public in locating relevant information.</p>	<ul style="list-style-type: none"> • Continue to work on creation of new design. • Offer feedback on preliminary site. • Maintain current information regarding district activities and events. • Monitor usage to determine effectiveness. 	<p>Update district websites and social media to increase ease of use for the general public. An annual cost web-hosting is covered by the General Fund. No additional costs; social media sites are provided free of charge.</p>	<ul style="list-style-type: none"> • Update district website and social media to increase ease of use for the general public. The number of hits on the existing sites will serve as evaluation tools for this objective. • Expand use of PowerSchool Parent Portal to increase communication between school and home. Results of parent responses to the annual school survey will serve as
<p>Objective 4b: Expand use of PowerSchool Parent Portal to increase communication between school and home.</p>	<ul style="list-style-type: none"> • Provide staff development as needed for new hires. • Encourage use of PowerSchool Parent Portal as a 	<p>Expand use of PowerSchool Parent Portal to increase communication between school and home. No additional costs; Parent</p>	

	<p>communication tool.</p> <ul style="list-style-type: none"> ● Monitor usage to determine effectiveness. 	<p>Portal is funded through the state.</p>	<p>an indicator of progress toward achievement of this objective.</p>
<p>Objective 4c: Continue use of email as a method of communication between school and home; between teachers and parent/guardians.</p>	<ul style="list-style-type: none"> ● Provide staff development as needed for new hires and other identified staff. ● Discuss parent communication with teachers during quarterly conferences. 	<p>Continue use of email as a method of communication between schools and parents/guardians. No additional costs.</p>	<ul style="list-style-type: none"> ● Continue use of email as a method of communication between school and home. ● Results of parent responses to the annual school survey will serve as an indicator of progress toward achievement of this objective.
<p>Objective 4d: Continue use of technology for recruitment of staff to the district.</p>	<ul style="list-style-type: none"> ● Consistently update current postings on district website. ● Use of AppliTrack as the district's primary application system and CERRA from South Carolina Online Application System. 	<p>Continue use of technology for recruitment of staff to the district. An annual cost for AppliTrack is covered by the General Fund. CERRA is a service is provided free of charge through the South Carolina Department of Education.</p>	<ul style="list-style-type: none"> ● Continue use of technology for recruitment of staff to the district. ● Continue to provide access to technology for community members through Family Literacy Programs.
<p>Objective 4e: Continue to provide access to technology for community members through Family Literacy Programs.</p>	<ul style="list-style-type: none"> ● Provide access to technology for use in implementing Family Literacy Programs. ● Assist in recruitment for program participation through distribution of materials, collaboration/communication, and other means. 	<p>Continue to provide access to technology for community members through Family Literacy Programs. Access to existing technology is provided at no additional costs.</p>	<ul style="list-style-type: none"> ● Expand use of School Messenger to increase communication between school and the home environment. Results of parent responses to the annual school survey will serve as an indicator of progress toward achievement of this objective
<p>Objective 4f: Expand use of School Messenger to increase communication between school and the home environment.</p>	<ul style="list-style-type: none"> ● Provide staff development as needed for new hires. ● Encourage use of School Messenger as a communication tool. ● Monitor usage to determine effectiveness. 	<p>Expand use of School Messenger to increase communication between school and the home environment. Cost for this service is covered by General Fund.</p>	

D. Current Best Practices in District

Technologies are helping a growing number of parents become more involved in their children's education. Parents report that the improved access to their children's teachers has made it much easier to keep track of homework assignments and other matters. New technologies can help parents and teachers overcome obstacles related to work schedules and parent availability.

(<http://k6educators.about.com/od/parentcommunication/a/Parent-Teacher-Communication.htm>), 2015.

Technology Dimension 5: Support Capacity

Currently, the Office of Technology has six full-time staff members. As technology components and programs are added to the existing structure, the need for additional support personnel is evident. We are currently using the media specialist in each school as the Technology Point of Contact (TPC). As Anderson School District Two continues to expand the 1:1 initiative, additional full-time technology positions would be needed to provide technical as well as instructional support. The network infrastructure will need to be maintained in order to sustain a successful 1:1 integration and to ensure a consistent, timely delivery of resources.

A. Snapshot of Current Technology Use in District

Anderson School District Two currently utilizes a centralized asset management system called 1:1 Plus. This system provides management of assets, student device assignment, service orders, Acceptable Use Policy issues, insurance, invoicing, fee collection, etc.

B. Overall Goal for This Dimension

The district will support technology users, provide and maintain hardware, software, and network support which allows the effective and efficient use of technology in administration, teaching, learning, and support activities.

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

Objectives to Reach Goal	Implementation Action Steps	Funding Considerations for District and Schools
<p>Objective 5a: Ensure that all students, including those with special needs, have access to electronic information resources.</p>	<ul style="list-style-type: none"> ● Maintain a technology inventory that includes the status of current network, Access Points, 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. ● Annual needs assessment is conducted to identify required network components, workstation, and other devices needed for network access, including assistive technology devices. 	<p>Special Services Department purchases hardware for students with special needs.</p> <p>E-Rate Funds used when available to assist in purchasing any services and equipment</p> <p>Funding through the following: General Fund, State Funds, Federal Fund, Grant funding, and One Cent County-Wide Sales Tax For Education</p>
<p>Objective 5b: Ensure that schools have an integrated, secure network infrastructure with dynamic bandwidth capacity to support</p>	<ul style="list-style-type: none"> ● Ensure the installation, maintenance, and support of teacher tablets in classrooms including projectors and interactive whiteboards to support large group instruction. ● Continue to use System Center to deliver applications to end user desktops. ● Continue to provide adequate manpower for quick, reliable support to all locations. 	<p>E-Rate Funds used when available to assist in purchasing any services and equipment</p> <p>Funding through the following: General Fund and State</p>

<p>fully converged networks that allow for communication, distance learning, data collection and distribution.</p>	<ul style="list-style-type: none"> ● Use bundled distribution packages as a primary means of distribution to manage fully converged networks. ● Maintain an MDM to manage students devices. ● Install and maintain networks, virus protection, and Internet filtering according to industry standards. ● Replace obsolete Access Points and switches in all schools. ● Refresh applications, file and printer servers. ● Maintain adequate Internet and WAN bandwidth. ● Continue contracts with iboss for content filter hardware and software. ● Continue contracts with Cisco for firewall hardware and software. ● Continue contract with Microsoft for antivirus software. ● Evaluate Internet and WAN bandwidth capabilities and upgrade as needed. ● Continue to employ a technology department staff ● Replace equipment as it becomes obsolete. ● Evaluate the need for a computer refresh cycle ● Maintain continuing protection of district resources using software, hardware and administrative procedures. ● Maintain a comprehensive backup plan. Maintain resources to implement plan. 	<p>Technology Funding.</p>
<p>Objective 5c: Ensure that all teachers, principals and staff have access to administrative tools to facilitate their job task, improve communication and increase efficiency.</p>	<ul style="list-style-type: none"> ● Continue support of PowerSchool to support school and administration and data collection. ● Continue support of electronic teacher grade books, attendance and student data look-up software. ● Integrate PowerSchool with other district applications (Enrich, Destiny, etc). 	<p>E-Rate Funds used when available to assist in purchasing any services and equipment</p> <p>Funding through the following: General Fund, State Funds, Federal Fund, Grant funding, and One Cent County-Wide Sales Tax For Education20</p>

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

Objectives may be evaluated based on equipment inventories, technology assessments, surveys, Internet usage reports, and SDE Technology Counts online survey. The following possible data sources will be used for ongoing evaluation and End-of-Program Report:

- Technology Counts Survey
- Help Desk software Reports
- Network monitoring reports
- Budget data
- Personnel reports
- Extract Data from 1to1 Plus

Cumulative Targets and Benchmarks

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

2016 – 2019

Learners and Their Environment

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

Professional Capacity

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

Instructional Capacity

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

Community Connections

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

Support Capacity

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

Acknowledgements

All groups listed below contributed either directly or indirectly in the development of the district's technology plan.

Anderson School District Two Superintendent, Dr. Richard Rosenberger
Anderson School District Two Technology Professional Development Committee
Anderson School District Two Instructional Leadership Team
Anderson School District Two Technology Department
Anderson School District Two Department of Special Services
Anderson School District Two Finance Department
Students of Anderson School District Two

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<<http://k6educators.about.com/od/parentcommunication/a/Parent-Teacher-Communication.htm>>

DuFour, Marzano, and Reeves, *Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning*. Bloomington, IN: Solution Tree Press, 2008.

SCASL Standards Alignment. <<http://www.libsci.sc.edu/shannon/StandardsAlign/>>

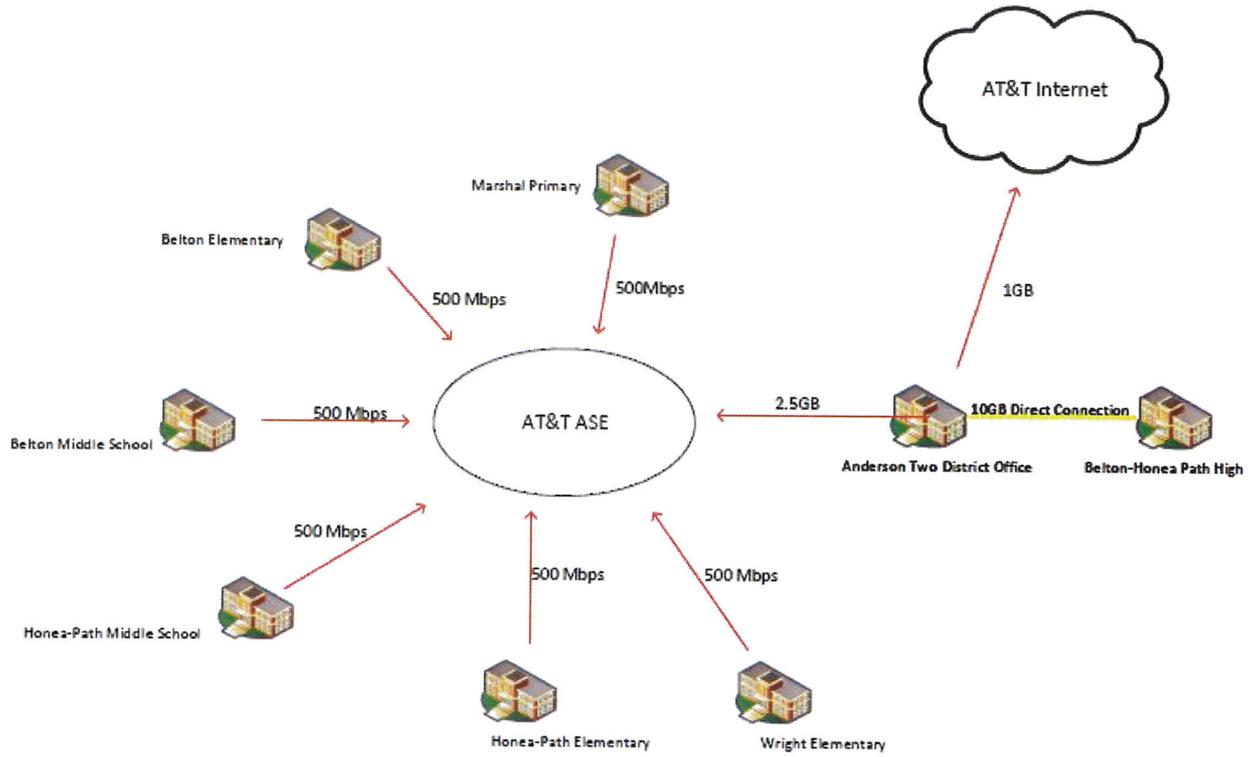
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Sykora, Carolyn. International Society for Technology in Education. ISTE. *ISTE's National Educational Technology Standards (NETS)*. 2007. 25 March 2015. <<http://www.iste.org/standards.aspx>>

Required Appendixes

Appendix 1: Network Diagram

Anderson School District Two
WAN 10/17/2016



Appendix 2: Teacher Technology Proficiency Proviso Professional Development Plan

Anderson School District Two Teacher Technology Proficiency Plan can be found on the district's website at the following URL: http://www.anderson2.org/staff/professional_development

Appendix 3: Acceptable Use Policy

Anderson School District Two Acceptable Use Policy can be found at the following URL: http://anderson2.org/UserFiles/Servers/Server_804110/File/Students/AUP.pdf

Appendix 4: How E-Rate Areas Have Been Addressed

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

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

Please refer to the district's previous technology plan, which includes goals, objectives, and status updates at the following URL: <http://anderson.ss9.sharpschool.com/common/pages/DisplayFile.aspx?itemId=4531191>

DISTRICT TECHNOLOGY PLAN CHECKLIST

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

Cover Page

This page must contain the following:

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

District Profile

This section must include the following:

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

Executive Summary

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

District Needs Assessment

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

District Vision and Mission Statements

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

Plans for the Five Individual Technology Dimensions

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

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

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

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

Cumulative Benchmarks

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

Acknowledgements

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

Bibliography

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

Required Appendixes

Appendix 1: Network diagram

Appendix 2: Teacher Technology Proficiency Proviso Professional Development Plan

Guidelines for district professional development plans can be found at

<http://ed.sc.gov/about/chief-operating-officer-executive-offices/chief-information-office/total-quality-management/certified-staff-technology-proficiency/>

Appendix 3: Acceptable Use Policy

Appendix 4: How E-Rate Areas Have Been Addressed

Refer to Additional Information: Local Technology Plan Resources in the *South Carolina State Technology Plan 2014-16* for the five E- rate areas.

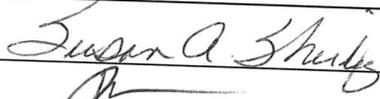
<http://ed.sc.gov/scdoe/assets/file/programs-services/204/scedtechplan2014.pdf>

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

Other Vital Appendixes

Anderson School District Two

I verify that all above components for the technology plan have been addressed.

Position	Name	Signature	Date Signed
Director of Technology	Susan A. Shirley		11/21/2016
Superintendent	Richard Rosenberger		11/21/2016