

Clarendon County School District One's 2017-2020 Technology Plan

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II. District Profile A. Schools

1) Summerton Early Childhood Center's Enrollment: 192 students CD-2

2) St. Paul Elementary School's Enrollment: 244

3) Scott's Branch Middle School's Enrollment: 129

4) Scott's Branch High School's Enrollment: 212

B: District E-Rate Discount: 90%

District Mission Statement

“Our mission is to provide an effective teaching and learning environment in partnership with the home, school, and community that will enable our students to be productive citizens in a global, technological society.”

Vision Statement

Clarendon School District One shall provide effective, competent, and inspiring personnel to ensure all students achieve their highest level of learning and personal development.

Our Core Values

What we believe:

Students first

Results matter

Continuous improvement

Data-driven decision making

Highly Effective leadership

Parent/community partnership

Cultural understanding

Equity

Rigor, relevance, and quality instruction for all students

Transparency and accountability

Sustainability

III. Executive Summary

Clarendon School District One's three year technology plan, 2017-2020, addresses the goal of improving student achievement through the integration of technology in a standards based curriculum. The plan identifies five core technology dimensions, aligned with the S.C. State Department of

Education's Technology Plan dimensions and approved annually by the strategic planning teams, the district Management Team and the Technology committee. Each dimension has a corresponding objective with specific action steps/strategies that can be measured annually to benchmark gains in academic achievement. All objectives and strategies are consistent with the state and district's strategic plans/school renewal plans, ISTE standards for professional development, and E-Rate requirements. The five dimensions are:

1) Learners and their Environment

Objective: Clarendon School District One will use research-proven strategies/technology experiences to provide learning environments conducive to our students' achieving technological literacy by the end of their eighth grade.

2) Professional Capacity

Objective: Clarendon School District One will provide curriculum and professional development to increase the technology competency of the district's teachers and to increase their ability to effectively integrate instructional technology to increase student achievement.

3) Instructional Capacity

Objective: Clarendon School District One will use current and emerging technologies to create learner-centered instructional environments that enhance academic achievement.

4) Community Connections

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

5) Support Capacity

Objective: Clarendon School District One will expand and support technology resources to assist educators and learners in meeting the state academic standards.

Provided at the end of the section on the five dimensions is a cumulative list of benchmarks that the district will use to validate progress on an annual basis. Monthly management team meetings and meetings with the district's media and technology specialists provide ongoing input on the plan and its effectiveness. This plan will be incorporated in the district strategic plan and an annual progress report on meeting the benchmarks and any revisions needed will be presented to the district strategic planning team, a cross representation of the school and community.

IV. District Technology Assessment

A. Current Technology Needs

- 1) On-going technology staff development for District employees
- 2) Upgrade VOIP system used in the District
- 3) Additional Computers for labs

B. Current technology inventory

Devices	Make	Quantity
Desktops	HP	279
Desktops	DELL	133
Laptops	MacBook Pro	36
Laptops	MacBook Air	470
Laptops	HP	23
Laptop	Dell	80
Laptop	HP Streams	398
Ipads	Apple	120
Servers	Dell	14
Electronic whiteboards	Promethean Panels	32
Electronic whiteboards	ClearTouch	28
Switches	HP	40
Firewall/Router/Content Filter	Sonicwall	1
Backup device	Barracuda	1
Powersupplies	UPS	33

C. Current Technology Support Strategies

- 1) Director of Technology
- 2) PowerSchool Coordinator
- 3) Technical Assistance Coordinator
- 4) Contracted network specialist and technician.

Dimension 1: Learners and Their Environment



I. OBJECTIVES AND STRATEGIES

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

OBJECTIVES	STRATEGIES
<p>1.1 Students will use technology to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with state standards across the curriculum and will thereby increase their level of academic achievement.</p>	<ul style="list-style-type: none"> A. Provide opportunities and resources to the schools to facilitate the development and implementation of effective communication and collaboration skills using technology in the core content areas B. Provide opportunities and resources to the schools to facilitate the development and implementation of effective communication and collaboration skills using technology in the core content areas C. Conduct student projects that will yield sustained, engaged learning and collaboration in the core content areas D. Have students present their collaborative projects to identified audiences E. Recognize and promote best practices that successfully integrate technology, including assistive technology, into the curriculum F. Provide appropriate accommodations for students with special needs when conducting tests, including standardized tests, and using technology related devices G. Provide opportunities and resources to the schools to facilitate the development and implementation of effective communication and collaboration skills using technology in the core content areas H. Conduct student projects that will yield sustained, engaged learning and collaboration in the core content areas I. Have students present their collaborative projects to

	<p>identified audiences</p> <ul style="list-style-type: none">J. Recognize and promote best practices that successfully integrate technology, including assistive technology, into the curriculumK. Provide appropriate accommodations for students with special needs when conducting tests, including standardized tests, and using technology related devicesL. Provide opportunities and resources to the schools to facilitate the development and implementation of effective communication and collaboration skills using technology in the core content areasM. Conduct student projects that will yield sustained, engaged learning and collaboration in the core content areasN. Have students present their collaborative projects to identified audiencesO. Recognize and promote best practices that successfully integrate technology, including assistive technology, into the curriculumP. Provide appropriate accommodations for students with special needs when conducting tests, including standardized tests, and using technology related devices
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LEARNERS AND THEIR ENVIRONMENT

<p>1.2 Students will engage in authentic learning activities that are aligned with state standards and that integrate technology, including assistive technology, into the core content.</p>	<ul style="list-style-type: none"> A. Develop technology-enhanced learning activities aligned with state standards in core content areas B. Create and maintain student technology portfolios documenting grade-level-appropriate technology competencies C. Secure funding to maintain school technology coach or form district wide technology integration teams to offer guidance to schools, educate teachers, and help ensure that lesson plans and activities incorporate a variety of technologies, including those appropriate for students with special needs
<p>1.3 Students will select the appropriate tools to complete authentic, real-life multidisciplinary tasks and will demonstrate technology competence by the end of the eighth grade.</p>	<ul style="list-style-type: none"> A. Create and use lesson activities in which students employ a variety of technology tools, including assistive technology, to complete authentic multidisciplinary tasks B. Measure student technology proficiency by using surveys and performance-based assessments C. Provide all students, including those with special needs, access to a range of high and low technology solutions, including software, peripherals, and other tools to increase student communication, participation, and collaboration
<p>1.4 The SDE, the school districts, and the schools will provide students with an enhanced learning environment through technological tools, including assistive technology, that are designed to promote high academic achievement.</p>	<ul style="list-style-type: none"> A. Establish school and community learning environments that enable students to use technology for real-world problem solving and research B. Adopt grade-level-appropriate technology ISTE NET-S standards and integrate them into the curriculum to enable students to fully participate in today’s information-rich global society C. Adopt grade-level-appropriate technology standards and integrate them into the curriculum to prepare students to function in an information-rich global society

II. ACTION LIST

- The SDE and the school districts should coordinate access to an on-line database of technology-infused lesson plans and classroom examples across the core content areas in alignment with the state academic standards, through the SCTLTC Web portal, the “Internet Content for the Classroom” Web site (www.thinkfinity.com), and other digital resources.
- The SDE and the school districts should provide access to effective, research-based assistive technologies—including software, peripherals, and other tools to increase student communication, collaboration, and engagement—that will support inclusion of students with disabilities in the core content courses at all grade levels.
- Districts should develop strategies to ensure that school improvement plans address the use of technology, including assistive technology, to support a shared learning environment that includes educators, parents, and community members.
- The SDE should establish grade-level-appropriate technology standards and competencies based on the ISTE NETS-S.
- The SDE, the districts, and the schools should ensure improved student achievement test scores in the core content areas, increased student access to technology (shown by the SDE Technology Counts on-line survey), and increased student access to technology outside the school environment.
- The SDE and the school districts should establish minimum requirements for student portfolios that document student progress by including technology collaborative scoring rubrics and checklists, videos and pictures of student activities, samples of individual and collaborative problem-solving and research projects, samples of student products created using a variety of technology tools, and samples of other student work.
- Student portfolios and checklists in all grades as well as a performance-based technology applications evaluation at the completion of the fifth and eighth grades should be used to assess student technology proficiency as well as to assess the effectiveness of the assistive technology tools used by students with special needs.
- Students themselves should be given opportunities to assess the effectiveness of technology tools, including the range of assistive technology, being used for classroom activities.
- District should complete initial and ongoing assessments to measure increased availability of technology opportunities and resources.
- Educators should complete initial and follow-up assessments to ensure that the use of technology, including the range of assistive technology tools, is effective in enhancing student learning.
- The SDE, district, and regional curriculum/technology teams should identify best practices of seamless technology integration that will be disseminated via on-line resources such as the SCTLTC Web portal and the *South Carolina Technology News* e-magazine, conferences and workshops, and the South Carolina Association for Educational Technology (SCAET) technology project awards.

II. ACTION LIST

- District and schools should develop methods of recognizing student technology achievement, including the use of assistive technology.
- Parents should complete initial and follow-up surveys to ensure that the use of technology, including the range of assistive technology tools, is effective in enhancing their child(ren)'s learning.

IV. FUNDING CONSIDERATIONS

DISTRICT

- Technology professional development
- Technology course development
- Recognition programs
- Technology resources to support standards-based learning across the curriculum

SCHOOLS

- Technology professional development
 - Technology course development
 - Recognition programs
 - Technology resources to support standards-based learning across the curriculum
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LEARNERS AND THEIR ENVIRONMENT

V. EVALUATION						
Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)			
			JAN. 2018	JAN. 2019	JAN. 2020	
<p>1.1 Students will use technology to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with state standards across the curriculum and will thereby increase their level of academic achievement.</p>	<ul style="list-style-type: none"> • PASS achievement test scores • District report cards • Technology surveys • School technology and improvement plans 	<ul style="list-style-type: none"> • Statewide achievement test scores • District report cards • Technology surveys • Observations and interviews • Anecdotal records • Documented access to on-line resources • Listing of recognition programs 				
<p>1.2 Students will engage in authentic learning activities that are aligned with state standards and that integrate technology, including assistive technology, into</p>	<ul style="list-style-type: none"> • District, school, and community surveys 					

the core content.

LEARNERS AND THEIR ENVIRONMENT

V. EVALUATION					
Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)		
			JAN. 2018	JAN. 2019	JAN. 2020
<p>1.3 Students will select the appropriate tools to complete authentic, real-Life multidisciplinary tasks and will demonstrate technology competence by the end of the eighth grade.</p>					
<p>1.4 The SDE, the school districts, and the schools will provide students with an Extended learning environment through technological tools, including assistive technology, that are designed to promote high academic Achievement.</p>					

PROFESSIONAL CAPACITY



Dimension Two: PROFESSIONAL DEVELOPMENT

I. OBJECTIVES AND STRATEGIES

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

OBJECTIVES

2.1 The district will enable educators to achieve and demonstrate proficiency in integrating state-recommended instructional technology standards (ISTE NETS-A, ISTE NETS-S, and ISTE NETS-T) into their specific area of professional practice to increase student achievement.

STRATEGIES

- A. Inform teachers of the teacher certification process that requires demonstration of proficiency in integrating instructional technology standards
- B. Review and make changes as needed to the certification of technology proficiency process that requires teachers to demonstrate ongoing proficiency in integrating instructional technology standards
- C. Utilize a variety of resources/delivery methods (SDE, regional technology specialists, Central Carolina Tech/higher education, Master Teachers, on-line and other consultants/experts) in the professional development program to aid teachers in satisfying the requirements of the teacher technology proficiency proviso
- D. Add additional levels of proficiency beyond the required basic in the district technology plan's professional development program in order for proficient teachers to progress from their current levels of ability in using technology, including appropriate assistive technology, to higher levels of proficiency.
- E. Meet state requirements according to the Proviso and encourage school administrators to model technology proficiencies based upon

the state-recommended standards for

INSTRUCTIONAL CAPACITY



Dimension Two: PROFESSIONAL DEVELOPMENT

I. OBJECTIVES AND STRATEGIES

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

OBJECTIVES	STRATEGIES
	administrators (ISTE NETS-A)
<p>2.2 The SDE and the school district will provide the schools with full-time multidimensional technology leadership whose focus is to ensure that technology is making a significant instructional and administrative impact for students, teachers, and administrators.</p>	<p>A. Utilize technology coaches to assist with basic technology skills and the integration of the technology into classroom instruction in every school</p> <p>B. Require the technology coach to provide direct training and consultation to teachers in their classrooms, with special emphasis on helping administrators, teachers, and students meet the state-recommended technology standards (ISTE NETS-A, ISTE NETS-T, ISTE NETS-S) as well as helping students to meet the state’s content standards in all areas</p>
<p>2.3 The district will collaborate with the SDE in planning for professional development, ensuring that teachers and district staff are trained to use technology, including assistive technology, to enhance learning.</p>	<p>A. Develop and submit a technology plan that (1) is directed by the district’s technology leadership, (2) is designed for the district and for each school in the district as applicable, and (3) calls for site-based input from technology committees or teams in each building</p> <p>B. Include in district technology plans professional development for district staff and teachers to be part of assistive technology assessment teams</p> <p>C. Include in district technology plans the</p>

INSTRUCTIONAL CAPACITY



Dimension Two: PROFESSIONAL DEVELOPMENT

I. OBJECTIVES AND STRATEGIES

GOAL: The school district will provide curriculum development and professional development to increase the competency of all South Carolina educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student

Dimension Two: PROFESSIONAL DEVELOPMENT



I. OBJECTIVES AND STRATEGIES

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

OBJECTIVES	STRATEGIES
<p>2.4 The school district will provide schools with information and training in technology integration so that teachers can use research-based best-practices instructional methods through the variety of professional development in the area of instructional technology standards and the impact of technology on student achievement.</p> <p>2.5 The school district will assess the effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement.</p>	<p>promote technology integration throughout the K-12 curriculum.</p> <p>E. Ensure the accessibility of electronic and information technology to students with special needs.</p> <p>D. Include in district technology plans the following: Internet access at the classroom level, interactive on-line access for state curriculum standards and lesson plans, access to Web-based and/or other technology based training opportunities, and access to state-of-the-art training.</p> <p>A. F. Utilize the statewide network of professional development providers who have the skills and experience necessary to prepare teachers for effective technology use.</p> <p>A. Review staff pay plans, special attention to high-need schools and schools serving economically disadvantaged populations, including students with special needs, to ensure needs are met.</p> <p>B. Provide a list of professional development opportunities and publicize to the recognized professional opportunities to teachers and administrators; evaluation processes.</p> <p>C. Provide professional development opportunities for survey assignments to technology teachers to determine current levels and types of professional development needed.</p> <p>D. D. Administrator evaluations to determine the effectiveness and impact of the professional development</p>

OBJECTIVES

STRATEGIES

- E. Encourage teachers to create and maintain technology portfolios showing examples of their students' work and documenting use of technology in their classrooms



Dimension Two: PROFESSIONAL DEVELOPMENT

I. OBJECTIVES AND STRATEGIES

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

II. ACTION LIST

- Recommend to the administration to hire full-time leadership for the use of technology, including that for assistive technology, to increase student learning.
- Add special needs educators, proficient teachers, therapists and parents to the existing technology committee of media specialists, technology coaches, business, higher education and administrators.
- Utilize regional technology training centers, Central Carolina /F.E.Dubose technology staff and SDE specialists for professional development.
- Secure resources to maintain the school technology coach.
- Evaluate the need for and use of the assistive technology equipment and the need for additional training.
- Submit to the SDE an annual technology plan that documents site-based input and includes a plan for professional development that outlines the technology education offerings and requirements, including assistive technology.
- Utilize the SDE's recommendations for best practices in the integration of technology in a standards-based curriculum.
- District and school administrators should submit to their supervisors an annual professional development plan that includes technology goals aligned with ISTE NETS-A and that is reviewed as part of the administrator's annual evaluation.
- Utilize the Regional Technology Centers and through the Web portals, a professional development component that outlines the technology education offerings and requirements, including assistive technology, that exist throughout South Carolina and the nation as a whole.

II. ACTION LIST

Usage reports should indicate that the SCTLTC “Training” tab is being widely used by educators.

- The district will provide training to district and building level administrators so that they can effectively assess a teacher’s ability to integrate technology, including assistive technology, into the curriculum.
- The district will encourage the staff to participate in the regional technology specialists’ courses that address the highest professional development needs as determined by a statewide needs assessment and are delivered in a variety of ways.
- Encourage teachers to participate in at least one assistive technology course/training and use of current technology equipment and tools.
- Utilize the SDE’s assistance in assessing assistive technology needs and curriculum integration.
- The school district should provide or request SDE assistance in the evaluation of software in order to help educators make decisions that ensure the promotion of higher-order thinking skills for all students, including those with special needs.
- The school district in collaboration with the SDE should provide training in accessibility issues involving applicable state and federal legislation.
- Teachers should keep portfolios that include sample lesson plans indicating increased technology integration across the core content areas in alignment with the state academic standards.
- All school districts should collect, maintain, and report documentation of teacher technology portfolio data.
- The district will evaluate any state recommended/adopted assessment instruments and develop a model or template for teacher portfolio content.
- The school district will evaluate any state recommended on-line assessment instruments and determine appropriateness of use in the district to determine teachers’ level of technology proficiency.
- Comply with SDE requested tracking of district professional activities/surveys in conjunction with ADEPT (Assisting, Developing, and Evaluating Professional Teaching) or other district evaluation procedures that include an instructional technology component.
- Comply with grant reports/documentation and evaluation of professional development initiatives to show impact on technology proficiency levels of students and teachers.
- Apply for grants and seek partnerships to fund staff development activities.

III. IMPLEMENTATION ACTION STEPS

DISTRICT

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

SCHOOLS

- Submit a technology plan, including a professional development plan, to the local district office
- Hire or appoint a school technology coach, if funds permit, who is knowledgeable about assistive technologies for each school and will submit training and needs reports to the regional technology specialist
- Begin keeping technology portfolios
- Evaluate teacher and administrator portfolios to measure the impact of professional development in technology
- Administer needs assessments to identify areas of weakness and follow up with assessments that measure the impact of professional development in technology
- Monitor and adjust professional development in technology as indicated by needs assessments

IV. FUNDING CONSIDERATIONS

- Committee development, including school representation, of professional development plans
- Committee development of district and school technology plans
- Professional development needs-assessment tools
- Evaluation tools to measure the impact and effectiveness of technology professional development
- Evaluation experts to help show the impact of programs and initiatives
- High-quality sustained professional development programs offered via innovative delivery methods
- Scientifically based research
- Funding for courses, consultants, technology coach/leaders

INSTRUCTIONAL CAPACITY

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include “action list” items achieved.)		
			JAN. 2018	JAN. 2019	JAN. 2020
<p>2.1 The district will enable educators to achieve and demonstrate proficiency in integrating state-recommended instructional technology standards (ISTE NETS-A, ISTE NETS-S, and ISTE NETS-T) into their specific area of professional practice to increase student achievement.</p>	<ul style="list-style-type: none"> • PASS/HSAP achievement test scores • District report cards • Teacher technology proficiency proviso forms • Professional development surveys 	<ul style="list-style-type: none"> • PASS/HSAP achievement test scores • District report cards • Professional development tracking and surveys • Teacher technology proficiency proviso forms 			
<p>2.2 The district will provide the schools with full-time multidimensional technology leadership whose focus is to ensure that technology is making a significant instructional and administrative impact for students, teachers, and administrators.</p>	<ul style="list-style-type: none"> • School technology and improvement plans • Technology assessments 	<ul style="list-style-type: none"> • Observations and interviews • Anecdotal records • Documented access to on-line resources • Technology assessments 			

INSTRUCTIONAL CAPACITY

V. EVALUATION						
Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include “action list” items achieved.)			
			JAN. 2018	JAN. 2019	JAN. 2020	
<p>2.3 The school district will collaborate with SDE in planning for professional development, ensuring that teachers and district staff are trained to use technology, including assistive technology, to enhance learning.</p>						
<p>2.4 The district will provide schools with information and training in technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum.</p>						

INSTRUCTIONAL CAPACITY

V. EVALUATION						
Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)			
			JAN. 2018	JAN. 2019	JAN. 2020	
<p>2.5 The district will assess the overall effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement</p>						

DIMENSION 3: INSTRUCTIONAL CAPACITY



I. OBJECTIVES AND STRATEGIES

GOAL: The SDE, the school districts, and the schools will use current and emerging technology to create learner-centered instructional environments that

OBJECTIVES	STRATEGIES
<p>3.1 The district will develop a technology framework for local planning that addresses the steps necessary to create a technology-rich environment that will foster increased achievement by all students, including those with special needs.</p>	<p>A. Ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies (including the range of assistive technology options) to significantly impact teaching and learning</p> <p>B. Facilitate the use of technologies to support and enhance instructional methods (including the use of hardware, software, and assistive technology) that develop higher-level thinking, decision-making, and problem-solving skills</p>
<p>3.2 The district will provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.</p>	<p>Provide teachers with access to knowledgeable personnel, productivity tools, on-line services, media-based instructional materials, and primary sources of data in settings that enrich and extend teaching goals</p>
<p>3.3 The district will provide students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule.</p>	<p>Provide students with access to technology, on-line services, and media-based instructional materials, allowing them to select appropriate tools that will enrich and extend their learning</p>
<p>3.4 The school district will provide and support a variety of multimedia equipment and software for teaching and learning.</p>	<p>A. Communicate via the district technology plan a vision for multimedia infrastructure designed to support instruction</p> <p>B. Establish a system for identifying, specifying,</p>

prioritizing, and managing equipment for multimedia development in direct support of curricular and professional development objectives.

INSTRUCTIONAL CAPACITY

II. ACTION LIST

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

DISTRICT

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

III. IMPLEMENTATION ACTION STEPS

SCHOOLS

- Conduct technology curriculum planning meetings
 - Participate in the technology planning, including the district's professional development plan,
 - Hire or appoint a school technology coach who is knowledgeable about assistive technologies for each school, as needs dictate, and submit training and needs reports to the regional technology specialist
 - Ensure that teachers and administrators continue keeping technology portfolios
 - Evaluate teacher and request administrator portfolios to measure the impact of technology integration, including assistive technology, on student achievement
 - Interview students to assess information literacy and the integration of technology into the classroom
 - Pursue funding opportunities such as grants to acquire and maintain hardware, instructional software, and assistive technology
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DISTRICT

- Committee development of district/ school technology plans
 - Evaluation tools to measure the impact and effectiveness of the integration of technology with regard to student achievement
 - Portfolio creation
 - Evaluation experts to help show the impact of programs and initiatives
 - Scientifically based research
 - Distance learning
 - Fifth and eighth-grade proficiency measurements
 - School technology leader implementation
 - Professional development
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IV. FUNDING CONSIDERATIONS

SCHOOLS

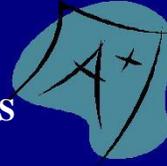
- Committee development of district and school technology plans
- School technology leader implementation
- Professional development needs-assessment tools
- Evaluation tools to measure the impact and effectiveness of the integration of technology with regard to student achievement
- Evaluation experts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

		V. EVALUATION					
Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include “action list” items achieved.)				
			JAN. 2018	JAN. 2019	JAN. 2020	Notes	Notes
<p>3.1 The district will develop a technology framework for local planning that addresses the steps necessary to create a technology-rich environment that will foster increased achievement by all students, including those with special needs.</p>	<ul style="list-style-type: none"> • PASS/.HSAP achievement test scores • Technology readiness and access surveys • District report cards • Teacher technology proficiency proviso forms • Teacher and administrator portfolios 	<ul style="list-style-type: none"> • PASS/HSAP achievement test scores • District/School report cards • Technology readiness and access surveys • Teacher technology proficiency proviso forms • Teacher and administrator portfolios 					

<p>3.2 The school district and the schools will provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.</p>	<ul style="list-style-type: none"> • School technology and improvement plans • Technology assessments • Documentation of offerings provided via innovative delivery methods 	<ul style="list-style-type: none"> • Observations and interviews • Anecdotal records • Documented access to on-line resources • Technology assessments • Documentation of offerings provided via innovative delivery methods 					
<p>3.3 The district and the schools will provide students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule.</p>							

3.4							
The school district will provide and support a variety of multimedia equipment and software for teaching and learning.							

DIMENSION 4: COMMUNITY CONNECTIONS



I. OBJECTIVES AND STRATEGIES

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

OBJECTIVES

STRATEGIES

4.1 The school district will establish community technology partnerships and collaborations by providing tools, resources, and training that support student transition, achievement, and outcomes. (The term *community* includes parents, businesses, state and local agencies, nonprofit groups, and institutions of higher education.)

- A. Form district-community partnerships to provide students with real-world experiences in the use of technology, including assistive technology, that enhance academic achievement
- B. Form district-community partnerships to help research and evaluate school and district technology projects
- C. Provide recognition/reward programs and/or incentives for partnerships showing impact
- D. Write community-collaborative technology grants to develop and fund the use of technology to improve teaching and learning
- E. Form district-community partnerships to facilitate the use of technology, including assistive technology, in the public schools and to improve outcomes for students transitioning from school to work or higher education

4.2 The school district will fully utilize all available resources by fostering collaboration and cooperation among state-supported organizations,

- A. Identify all of the organizations, institutions, and initiatives that are currently focused on instructional technology applications
- B. Utilize the SDE's database of institutions

institutions, and initiatives.

willing to partner with high-need school districts.

- C. Partner with other school districts as well as community entities to collaborate in order to provide assistive technology demonstration, loan, and assessment for students with special needs.

I. OBJECTIVES AND STRATEGIES

GOAL: The school district and the schools will increase student achievement, by maximizing community involvement and community partnerships.

OBJECTIVES	STRATEGIES
<p>4.3 The school district will provide after-hours training and community access to labs, media centers, and classrooms.</p>	<p>A. Create and publish flexible schedules of after-hours technology access and training for students, parents, teachers, and community members</p> <p>B. Create opportunities for access to facilities for after-hours assistive technology training for students, parents, teachers, and community members</p>
<p>4.4 The school district will ensure that all their buildings are linked by the Internet to the State Library's DISCUS databases and to the Web sites of universities, museums, and other institutions to facilitate virtual communication between home, school, and community.</p>	<p>A. Utilize an electronic list through the SCTL Web portal for school districts and community entities interested in collaborative initiatives</p>

- The district will initiate and increase community collaborations that give students, teachers, and members of the local community increased access to and training in technology, including assistive technology.
- The schools will develop a rubric to measure the success of their community partnerships.
- The district will publish school lab schedules showing after-hours technology access and training.
- The district will maintain logs of professional development, community offerings, and internship opportunities in technology.
- The district will maintain logs of partnerships and their role in helping research and evaluate technology projects.
- The school district will publicize successful collaborations with outside entities in the demonstration, loan, and assessment of assistive technology.
- The district will utilize the SDE's list of community partnerships on the SCTLTC Web portal, as appropriate.
- The district should post successful technology grant applications on the Internet for others to use as models
- The school district will utilize the list of possible partner organizations, institutions, and initiatives that may include the following:
 - South Carolina Commission on Higher Education
 - Distance education learning centers (DELCS)
 - Instructional Television (ITV)
 - School Technology Initiative
 - Math and Science Hubs
 - South Carolina Assistive Technology Advisory Committee
 - South Carolina Assistive Technology Project
 - South Carolina Commission for the Blind
 - South Carolina Department of Disabilities and Special Needs
 - South Carolina Department of Education
 - South Carolina Educational Television
 - South Carolina State Library
 - South Carolina Vocational Rehabilitation Department
- The district will collaborate with Higher Education and SDE to plan technology professional development needs of district educators
- The district will participate in meetings involving other local education agencies, business and industry, public entities, private organizations, museums, libraries, colleges, and private schools for the full utilization of technology and assistive technology expertise.

II. ACTION LIST

- The district will list successful consortia, partnerships, and initiatives on their Web site or SCTLC Web portal.
- The district will continue to allow higher education/adult education to offer courses in the school labs and use Internet access for research/job searches during after school hours.
- The district will be flexible in scheduling technology training to accommodate needs of staff.
- The district will provide information about assistive technology training opportunities on their or SDE website as appropriate.
- Each school will utilize its Web site to post possible technology partnerships to benefit the district's schools.

III. IMPLEMENTATION ACTION STEPS

DISTRICTS

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

SCHOOLS

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

IV. FUNDING CONSIDERATIONS

DISTRICT

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

SCHOOLS

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

		V. EVALUATION					
Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include “action list” items achieved.)				
			JAN. 2018	JAN. 2019	JAN. 2020	Notes	Notes
<p>4.1 The school district will establish community technology partnerships and collaborations by providing tools, resources, and training that support student transition, achievement, and outcomes. (The term <i>community</i> includes parents, businesses, state and local agencies, nonprofit groups, and institutions of higher education.)</p>	<ul style="list-style-type: none"> • PASS achievement test scores • Community technology access surveys • Lab, media center, and classroom schedules • SDE Technology Counts survey • School technology plans • Documentation of offerings provided via innovative delivery methods 	<ul style="list-style-type: none"> • PASS/HSAP achievement test scores • Community technology access surveys • Lab, media center, and classroom schedules • SDE Technology Counts survey • School technology plans • Observations and interviews • District and school Web site information • Documentation of offerings provided via innovative 					

<p>4.2 The school district will fully utilize all available resources by fostering collaboration and cooperation among state-supported organizations, institutions, and initiatives.</p>		<p>delivery methods</p> <ul style="list-style-type: none"> • District and school list of grants and community partnerships 					
<p>4.3 The school district will provide after-hours training and community access to labs, media centers, and classrooms.</p>							
<p>4.4 The school district will ensure that all their buildings are linked by LAN, WAN, and/or the Internet to the State Library's DISCUS databases and to the Web sites of universities, museums, and other institutions to facilitate virtual communication between home, school, and community.</p>							

5: Support Capacity

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

OBJECTIVES

STRATEGIES

5.1 The school district will ensure that all students, including those with special needs, and teachers have access to electronic information resources.

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

	<p>E. Seek school and district funding from available local, state, and federal sources, including E-rate, grants, and bonds</p>
<p>5.2 The school district will ensure that schools have an integrated, secure network infrastructure with dynamic bandwidth capacity to support fully converged networks that allow for communication, data collection and distribution, and distance learning.</p>	<p>A. Communicate in the district technology plan a vision for multimedia infrastructure designed to support instruction</p> <p>B. Establish a system for identifying, specifying, prioritizing, and managing equipment for multimedia development in direct support of curricular and professional development objectives</p> <p>C. Ensure the installation, maintenance, and support of multimedia-capable teacher stations in classrooms including data projectors to support large-group instruction</p> <p>D. Research and implement an integrated network infrastructure capable of utilizing all distribution modules</p> <p>E. Use bundled distribution packages as a primary means of distribution to manage fully converged networks</p> <p>F. Install and maintain networks, virus protection, and Internet filtering according to industry standards by implementing systemic, state-of-the-art network security tools at all levels of access to LANs, WANs, and other networks</p> <p>G. Assess LAN/WAN technology currently implemented to determine SNMP (simple network management protocol) compliance</p>

	H. Implement a district network management tool that performs automated software installation
<p>5.3 The school district will have qualified technical staff, including one networking engineer per WAN or per ten LANs, one networking technician per LAN, and one end-user support technician per every five hundred users.</p>	<p>A. Develop statewide minimum staffing requirements and job descriptions, with a state-guided salary schedule, for the positions of networking engineer, networking technician, educational technology director, and support technician</p> <p>B. Provide state-level network support for district engineers</p> <p>C. Appoint a district network manager who will lead a committee in identifying and evaluating network management tools that will meet the needs of the district</p>
<p>5.4 The school district will implement a disaster recovery plan for all points of failure in LANs and WANs, including redundant data storage, robust automated backup, and immediate hardware recovery.</p>	<p>A. Ensure that disaster recovery plans are included in the district technology plan</p> <p>B. Ensure that schools will have electrical distribution systems that provide isolated circuits in all classrooms and redundant power sources for mission-critical equipment</p> <p>C. Implement a district management application that monitors bandwidth on the LAN and WAN and provides network failure alarms that can be accessed remotely</p>
<p>5.5 The school district will implement obsolescence and upgrade plan to replace and recycle equipment and software.</p>	<p>Ensure that the obsolescence and upgrade plans are included in the district technology plan</p>
<p>5.6 The school district will increase their ability to design Web pages and Web-based instruction that are accessible to students and staff with special needs in accordance with Section 508 of the Rehabilitation Act of 1973 as amended by the Workforce Improvement Act of 1998.</p>	<p>Provide training in basic Web page accessibility principles to staff, teachers—and, when appropriate, students—who design Web pages as part of the curriculum</p>

Action List

- The school district will maintain access to a database with a complete technology inventory, including assistive technology, showing the type of equipment/device, its location, its use and peripherals. Applications will be updated and inventoried by the schools.
- The district maintains a needs-assessment document showing technology-based resources and applications required to address the mission of the district, including networking, hardware/devices, and software applications as well as assistive technology.
- The district will include in the local budget line items for technology, including assistive technology, with sufficient funding to implement the designated strategies.
- The district technology staff and principals will conduct frequent reviews of equipment used in multimedia development processes and their impact on teaching and learning.
- The district will maintain a strategic plan for acquiring and implementing technology, including assistive technology, as needed for universal access to network resources. This document will designate strategies for addressing the identified needs, the persons responsible for addressing and completing each strategy, and the resources/funds necessary to fully implement the strategies.
- This technology plan includes a strategic vision for building a multimedia infrastructure to support instruction.
- The district will review and maintain a disaster recovery plan.
- The district's technology plan includes an obsolescence and upgrade plan, including strategies to refurbish, resell, recycle, or donate obsolete devices.
- District policies outlined in the district technology plan include security accountability, virus protection, and Internet filtering guidelines.
- The district technology plan will provide outlets and amperage and for meeting industry standards and building codes.
- The district will use professional discussion groups to share the results of their research about the implementation of integrated network infrastructures and bundled distribution practices.
- The district will maintain records to show that they have assessed their current LAN/WAN technology.
- District network managers will provide the district office with quarterly reports of statistics on bandwidth utilization.
- The district will use the SDE (Technology Counts) on-line survey to report on their use of network management tools.
- The district will ensure that new school construction provides for isolated power in each classroom, computer lab, telecommunications closet, and work area.
- The district will should provide UPS (uninterruptible power supply) systems for all critical equipment.

- The district will use the minimum staffing and salary requirements for the positions specified in objective 4.3.
- The district will have a network manager in place.
- The district will utilize the SDE's network security support within the Office of Technology.
- The district staff, teachers, and students will be provided basic Web accessibility guidelines when designing Web pages.
- The district will designate a Web accessibility resource person to coordinate training and information sharing among district personnel.

IMPLEMENTATION ACTION STEPS

The District will. . .

- Maintain technology inventories, including assistive technology
- Conduct needs assessments to identify required technology, including assistive technology
- Create a strategic technology plan that includes strategies for acquiring, managing, and implementing required technology, including assistive technology
- Implement a district disaster recovery plan and an obsolescence and upgrade plan
- Seek funding from local, state, and federal sources
- Encourage and publicize flexible access schedules
- Create a vision for a multimedia infrastructure
- Encourage schools to provide multimedia-capable workstations
- Research and implement an integrated network infrastructure
- Use bundled distribution packages to manage fully converged networks
- Install and maintain secure networks
- Employ/contract staff for adequate network maintenance and support
- Install and maintain secure networks
- Implement a district management application that monitors bandwidth on the LAN and WAN
- Ensure that schools have adequate electrical distribution systems
- Publish procedures and schedules for review of equipment and software used in multimedia development including rubrics for judging impact on teaching and learning
- Provide schools with the necessary guidance and training in creating Web pages to ensure that electronic information is accessible to students and teachers with special need

IMPLEMENTATION ACTION STEPS

The Schools will. . .

- Participate in strategic planning for technology plan, developing strategies for acquiring and implementing required technology, including assistive technology
- Seek funding from local, state, and federal sources
- Create flexible schedules for access to technology
- Provide multimedia-capable workstations with the assistance of district staff

DISTRICT

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

SCHOOLS

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

EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include “action list” items achieved.)				
			JAN. 2018	JAN. 2019	JAN. 2020	Notes	Notes
<p>5.1 The school district will ensure that all students, including those with special needs, and teachers have access to electronic information resources.</p>	<ul style="list-style-type: none"> • PACT/HSAP achievement test scores • District/School report cards • Professional development tracking and surveys • District, school, and community surveys • School 	<ul style="list-style-type: none"> • PACT/HSAP achievement test scores • District/School report cards • Professional development tracking and surveys • Observations and interviews 					

EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include “action list” items achieved.)				
			JAN. 2018	JAN. 2019	JAN. 2020	Notes	Notes
<p align="center">5.2</p> <p>The school district will ensure that their schools have an integrated, secure network infrastructure with dynamic bandwidth capacity to support fully converged networks that allow for communication, data collection and distribution, and distance learning.</p>	<p>Technology/improvement plans</p> <ul style="list-style-type: none"> • Documented access to technology resources • Technology needs assessments • SDE Technology Counts on-line survey • Budget data • District personnel reports 	<ul style="list-style-type: none"> • Documented access to technology resources • District, school, and community surveys • School technology and improvement plans • Documented access to technology resources • Technology needs assessments 					
<p align="center">5.3</p> <p>The school district will have qualified technical staff, including one networking and technical support, in accordance with state recommendations, as funding permits.</p>		<ul style="list-style-type: none"> • SDE Technology Counts on-line survey • Budget data • District personnel reports 					

EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include “action list” items achieved.)				
			JAN. 2018	JAN. 2019	JAN. 2020	Notes	Notes
<p align="center">5.4</p> <p>The school district will implement a disaster recovery plan for all points of failure in LANs and WANs, including redundant data storage, robust automated backup, and immediate hardware recovery.</p>							
<p align="center">5.5</p> <p>The school district will implement obsolescence and upgrade plan to replace and recycle equipment and software.</p>							

EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JAN. 2018	JAN. 2019	JAN. 2020	Notes	Notes
<p>5.6 The school district, with the assistance of SDE, will increase their ability to design Web pages and Web-based instruction that are accessible to students and staff with special needs in accordance with Section 508 of the Rehabilitation Act of 1973 as amended by the Workforce Improvement Act of 1998.</p>							

Note: These targets and benchmarks will be monitored and adjusted annually in the strategic planning process and school renewal process and reported to the public as required by law.

2017-18

Learners and Their Environment

Forty percent of the district's eighth students will have created technology portfolios documenting their acquisition of grade-level-appropriate competencies as well as their use of a variety of technology tools to complete authentic tasks.

Forty percent of the district's high school students will possess effective communication skills and technology literacy as evidenced by teacher and student technology portfolios and by presentations at programs, technology conferences and fairs.

Professional Capacity

Fifty percent of the district's teachers will possess technology proficiency as evidenced by teacher technology proficiency assurance forms, teacher technology portfolios, and a journal of course experiences, and lesson plans that demonstrate technology integration into the curriculum to teach the state curriculum standards.

100% of the schools in the district will have had the assistance of a technology coach within the past three years. Additional training, as needed, will be provided teachers in integrating assistive technology into the curriculum. The special services department will keep the technology department informed of students with special needs.

Instructional Capacity

Thirty percent of district's teachers will integrate technology and information literacy skills into their teaching of the South Carolina academic standards as evidenced by the technology proficiency assurance forms, lesson plans and teacher portfolios.

Thirty percent of the students will meet the information literacy and technology skills for their grade level as found on the SDE's performance matrix for information literacy and technology education.

Community Connections

The district will meet a 10 percent yearly increase in community collaborations that result in better teacher and student access to technology, better teacher and student use of technology, more teacher and student real-world experiences in technology-related fields, more research and evaluation of technology projects, and more community collaboration technology grants submitted and dollars funded.

The district will seek willing community participants and partners who can provide services to supplement the curriculum.

The district will provide and document professional development training in how to access and use available community resources. Results will be reported on the SDE on-line professional development tracking system.

The district will provide access to technology-related facilities after hours for parents, teachers, and community members.

Support Capacity

The school district included in this technology plan will organize an assessment of the current technology needs, the current technology inventory, and the current technology support strategies.

Learners and Their Environment

Fifty percent of the district's eighth students will have created technology portfolios documenting their acquisition of grade-level-appropriate competencies as well as their use of a variety of technology tools to complete authentic tasks.

Fifty percent of the district's high school students will possess effective communication skills and technology literacy as evidenced by teacher and student technology portfolios and by presentations at programs, technology conferences and fairs.

Professional Capacity

Sixty percent of the district's teachers will possess technology proficiency as evidenced by teacher technology proficiency assurance forms, teacher technology portfolios, and a journal of course experiences, and lesson plans that demonstrate technology integration into the curriculum to teach the state curriculum standards. Additional training, as needed, will be provided teachers in integrating assistive technology into the curriculum. The special services department will keep the technology department informed of students with special needs.

Instructional Capacity

Forty percent of teachers will integrate technology and information literacy skills into their teaching of the South Carolina academic standards as evidenced by the technology proficiency assurance forms and teacher portfolios.

Forty percent of students will meet the information literacy and technology skills for their grade level as found on the SDE's performance matrix for information literacy and technology education.

Community Connections

The district will continue to report a 10 percent yearly increase in community collaborations that result in better teacher and student access to technology, better teacher and student use of technology, more teacher and student real-world experiences in technology-related fields, more research and evaluation of technology projects, and more community collaboration technology grants submitted and dollars funded.

The district will maintain a K–12 educational portal that lists willing community participants and partners who can provide services to supplement the curriculum. The district will provide and document professional development training in how to access and use available community resources. Results will be reported through the SDE on-line professional development tracking system.

The district will continue to provide technology-related facilities after hours for parents, teachers, and community members.

Support Capacity

The district includes in this technology plan an assessment of their current technology needs, their current technology inventory, and their current technology support strategies.

Learners and Their Environment

Sixty percent of the district’s eighth grade students will have created technology portfolios documenting their acquisition of grade-level-appropriate competencies as well as their use of a variety of technology tools to complete authentic tasks.

Sixty percent of the high school students will possess effective communication skills and technology literacy as evidenced by teacher and student technology portfolios and by presentations at technology conferences and fairs.

Professional Capacity

Seventy percent of the district’s teachers will possess technology proficiency as evidenced by teacher technology proficiency assurance forms, teacher technology portfolios, and a journal of course experiences, and lesson plans that demonstrate technology integration into the curriculum to teach the state curriculum standards. Additional training, as needed, will be provided teachers in integrating assistive technology into the curriculum. The special services department will keep the technology department informed of students with special needs.

Instructional Capacity

Fifty percent of teachers will integrate technology and information literacy skills into their teaching of the South Carolina academic standards as evidenced by the technology proficiency assurance forms and teacher portfolios.

Fifty percent of students will meet the information literacy and technology skills for their grade level as found on the SDE’s performance matrix for information literacy and technology education.

Community Connections

The district will continue to report a 10 percent yearly increase in community collaborations that result in better teacher and student access to technology, better teacher and student use of technology, more teacher and student real-world experiences in technology-related fields, more research and evaluation of technology projects, and more community collaboration technology grants submitted and dollars funded.

The district will maintain a K–12 educational portal that lists willing community participants and partners who can provide services to supplement the curriculum. The district will provide and document professional development training in how to access and use available community resources. Results will be reported through the SDE on-line professional development tracking system.

The district will continue to provide technology-related facilities after hours for parents, teachers, and community members.

Support Capacity

The district includes in this technology plan an assessment of their current technology needs, their current technology inventory, and their current technology support strategies.

Clarendon School District One's Estimated Technology Budget for 2017-2020

Source of Funds	Local	Local	Local	Local	E-rate	Federal	Federal/State Staff
Year	Consulting*	Maintenance*	Equipment*	E-rate match		Grants*	Development*
2017 – 2018	\$75,000.00	\$50,000.00	\$20,000.00	\$15,000.00	\$90,000.00		\$15,000.00
2018 – 2019	\$45,000.00	\$50,000.00	\$20,000.00	\$15,000.00	\$90,000.00		\$15,000.00
2019 – 2020	\$45,000.00	\$50,000.00	\$20,000.00	\$15,000.00	\$90,000.00		\$15,000.00

Acknowledgements

Clarendon School District One acknowledges The State Department of Education for their State Technology Plan template for use by the district. The district expresses appreciation to the following persons who provided input directly or in the strategic planning process, in addition to all those persons who have provided input throughout the year through the district's encouragement.

Russell M. Zimmerman, Sr.: Director of Technology
LaTonya West: PowerSchool Coordinator
Cherron Ragin: Technical Assistance Coordinator
District Technology Committee

District Strategic Planning Team Members

APPENDIX 1

1. The New Tech design provides an instructional approach centered on project-based learning, a culture that empowers students and teachers, and integrated technology in the classroom. Our hands-on, multi-year approach gives schools structure and support to ensure long-term success.
2. This technology plan outlines the district's intent to ensure that all students and teachers have increased access to educational technology. The district extends their commitment to the parents and community by extending hours the media centers are open, allowing use of computer technology for research, skill building and job searches and providing technology courses for parents and the public.
3. The entire district is classified as a high needs district due to the ninety percent poverty (free/reduced lunch count) and test scores not meeting state averages. Therefore, the district using all available federal, state and local funding to make certain all students have access to technology and teachers have the professional development/coaching needed to integrate technology into the curriculum. The district's strategic planning process requires collaboration by all persons supervising programs to avoid duplication of efforts and ensure that funds are maximized to meet the goals of the plan.
5. The district provides ongoing professional development throughout the year through on-line/24 hour access to improve technology literacy, on-site experts/consultants working individually and in groups with the teachers, traditional recertification and graduate courses, on-line courses, after school hour workshops with CEU credits, on-site technology coaching in the classroom, immediate email assistance from Director of Communications, etc. Central Carolina Technical College offers courses for the teachers both on-site and in the college ten miles away. They collaborate with the district to meet the needs of the teachers. Clemson University's Youth Learning Institute provides a reduced rate for the technology camp for students and provides consultants to work individually with teachers on their technology competencies and portfolios.
6. The district requires integration of technology into the curriculum and the administrators include this in the evaluation, both formal and informal. The technology coach also assesses the teacher's integration in reviewing lesson plans and in modeling/coaching in the classrooms.
7. The district has a VTel two way interactive equipment they can use for such distance learning and collaborate with the Pee Dee Consortium and the two other county districts on increasing use of this capability to extend the curriculum.
8. Parental involvement is increased through communicating through the school and district websites and teachers' class pages, through open houses where parents participate in hands-on activities in the wireless labs and the technology coach presents multimedia presentations on what's happening in the classrooms. Parents are sent newsletters and receive announcements about parent workshops and free computer courses designed specifically for them. The high school media center is open two days a week in the evenings for public use of computers.

9. Adult literacy providers hold classes and meet with their students at the high school during the same day and evening hours the media center is open. The Director of Communication collaborates with the Director of Adult Education to meet the literacy and technology literacy needs of the district and the parents. The parenting center is open to the public with access to computers that have basic skill and on-line adult education resources. The district provides adult education classes computers with the same networking capabilities and Internet access.
10. The evaluation steps presented in this plan after each dimension are the same accountability measures for all district initiatives to determine the effectiveness of the strategies to increase integration of technology into the curriculum, student and teacher proficiency and increased academic achievement.
11. All teachers/staff have Internet accessible email to facilitate communication and encourage use of technology. Active, updated school and district websites exist for all to access. Teachers utilize the SDE website, links to shared lesson plans and ETV's streaming video to enhance their daily lesson plans. Teachers help choose the software and equipment based on demonstrations before ordering. All technology purchases are coordinated through the Director of Communications.

APPENDIX 2

To be in compliance with Proviso 1.40, the district has a summer technology boot camp for instructional application software and technology hardware integration in the classroom. The District Technology Director share the responsibility of coordinating teacher and staff throughout the school year.

APPENDIX 3.

The acceptable Use Policy is attached.

APPENDIX 4.

The E-rate areas have been addressed in the technology plan submitted. 1) The goals and strategies noted in the plan above are clear and realistic for using telecommunications and information technology to improve education and library services. 2) There is a professional development goal with strategies to ensure that staff members know how to use the new technologies. 3) The assessment of the hardware, software and other services needed is noted on the budget that requests four servers, switches, additional cabling and routers for 2013-14 that will not be requested again for three years. The network software, telephone services and network maintenance services are needed and are included in the budget annually. The web-based email is needed each year also. 4) The budget also reflects the district's commitment for providing a sufficient budget to acquire and maintain what is requested. The plan for hardware refreshment is included in the budgets as noted 5) and in the district's use of coordinated funding to keep modern, Internet accessible computers in all classrooms/schools and in the district and provides needed technical support. 6) This technology plan also includes an evaluation plan and benchmarks to monitor progress towards the goals.

APPENDIX 5.

Clarendon School District One is steadily increasing teacher technology proficiency levels. Gains in academic achievement are noted on the SCPASS/SCREADY and EOC performance level of students. Teacher “walk-through” evaluations, lesson plans and equipment checkout indicate increased integration of technology into the curriculum. Participation in the parent computer lab and use of email has also increased. The formal evaluation of last year’s progress will be more specifically addressed at the end of the 2016-17.

APPENDIX 6

Hardware resources, networking and telecommunications infrastructure

In order to fulfill the district’s curriculum and professional development phases of the plan, the district will be augmenting its current network infrastructure to optimize computing resources in the classroom (1 to 1 computing initiative), internet bandwidth, network storage and video conferencing capabilities for distance learning and professional development capabilities.

To accomplish this, the district will be performing the following improvements to its infrastructure:

- 1.) Purchasing or upgrading wireless access capabilities at each school site and the district office by installing 802.11g or better standard wireless access points to increase available wireless bandwidth.
- 2.) Purchasing all network switches and routers in the district to have full gigabit and VoIP capabilities, increasing connection speed and reducing latency on the network as new workstations are added to classrooms. This will also provide the necessary infrastructure to support distance learning and video-based staff development initiatives.
- 3.) Purchasing all new applicable network servers to accommodate distributed processing to the classroom allowing for faster and more reliable networking abilities. Current district servers do not have the hardware resources to support this initiative.
- 4.) Adding all new data cabling networks, to include fiber, to provide greater access and bandwidth for all teacher and student based activity, as well as increase in-classroom internet learning capabilities.

FUNDING AND BUDGET COMPONENT

List of established and potential funding sources and cost savings, present and future

Clarendon School District 1 is an active participant in the federal E-Rate program, as well as other local, state, and federal grant and funding opportunities. E-Rate will be used to the fullest extent possible to enhance and expedite attainment of the goals and objectives outlined in the district’s technology plan. The current infrastructure that the District has invested in has been a direct result of all sources of available funding. In addition, a portion of the General Fund allocation is also used to support technology each year. Schools have also joined in support of the plan by using their State and Federal categorical funds for this purpose as well. The superintendent and the Governing Board have made a significant investment in the support of technology over the years. It will remain a high profile item in the District budget for many years to come. The District is committed participation in the E-RATE program and has identified funds that have been set aside in the budget to meet its required match of funding as required by E-RATE regulations.

Funding Alternatives

The Technology Planning Committee recognizes that the requirements for the District to meet the goals stated in this plan are beyond normal budgetary capabilities. Therefore, the District must identify sources of funding outside of normal channels. Fortunately, there are a number of sources available to assist the District in acquiring technology. The District further recognizes that we are entering challenging budgetary times that will require creative approaches in identifying funding sources that will assist us in accomplishing the goals of this plan. The District will aggressively identify potential alternative funding sources to support the implementation of this plan, including but not limited to, the following sources:

- State Grants
- Federal E-rate Discounts
- State Building Program Funds
- Title I
- EIA
- Title II
- Competitive grants
- Before and After School Funding
- Renovation Grants

Projected Budget for District Infrastructure Goals:

Servers	Switches	Access Points	Routers	Data Cabling	Telephony switches	Installation	Basic Maintenance	UPS
\$40,000	\$150,000	\$187,500	\$17,500	\$375,500	\$25,000	\$60,000	\$30,000	\$18,750

Administrative Software

Administrative Software				
Product	Use	District Office	School	Grade
Powerschool	Student Information System	yes	All	All
PowerTeacher	Student gradebook		All	
MealsPlus	Food Services	yes	All	All
Enrich	Special Education/ State Reporting	yes	All	All
School Dude	Trouble reporting system for Maintenece and Technology	yes	All	All
Destiny	Library Managment system	yes	All	All
Jamf/Casper	MacBook management software	yes	SPES/SBMH	6 thru 12
Ivisions	Finance management system	yes	All	
Barracuda	data backup and recovery	yes	All	
ETV	Digital Educational TV	yes	All	
Microsoft	Office Suite	yes	All	All
Destiny Textbook Manager	textbook management software	yes	All	All
FrontLine	Time and Attendance System	yes	All	
PeachJar	Electronic Flyer	Yes	All	
SchoolMessenger	school notification system	yes	All	
Microsoft 365	software as a service	yes	All	All
TalentEd	Web based Recruitment software	yes	yes	

Instructional Software

Instructional Application	Use	District Office	School	Grade
Assessments				
ACT Aspire	Online assessment		SPES/SBMS/SBHS	3 thru 8
ReadyTest A-Z	Online assessment		SECC/SPES	k thru 12
USA Test Prep	Online assessment		SBMS/SBHS	6 thru 8
Write Score	Online assessment		All	All
MasteryConnect	Online assessment		SPES/SBMH	3 thru 12
Appreson	Scantron assessment system		All	Pre-K - 12
Cross Curricular				
Brain Pop	Instructional		SPES/SBMS	3 thru 12
Study Island	Instructional		SECC/SPES/SBMH	k thru 12
Odysseyware	Instructional		SPBHS	3 thru 12
IXL	After School			
Literacy				
Raz-Kids	Instructional		SECC/SPES	k thru 12
Reading A - Z	Instructional		SECC/SPES	k thru 12
Ticket To Read	Instructional		SECC/SPES/SBMH	k thru 8
Triumph Learning	Instructional		SECC/SPES/SBMH	k thru 12
Vocabulary A - Z	Instructional		SECC/SPES/SBMH	k thru 12
Math				
V-Math	Instructional		SECC/SPES/SBMH	k thru 8
Writing				
Writing A - Z	Instructional		SECC/SPES/SBMH	k thru 12
Science				
Science A - Z	Instructional		SECC/SPES/SBMH	k thru 12

