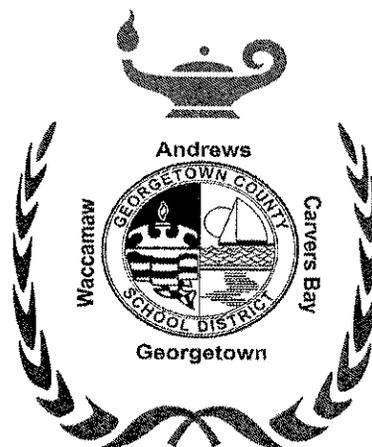


GEORGETOWN COUNTY SCHOOL DISTRICT



TECHNOLOGY PLAN

2016-2020
7/1/2016-6/30/2021

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Georgetown County School District
Technology Plan
2016-2020

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District Profile

Georgetown County School District has nine elementary schools, one intermediate school, four middle schools, four high schools, one adult education center and one optional placement school. There are a little under 10,000 students enrolled in Georgetown County Schools.

Based on the E-rate Free and Reduced posted on the South Carolina State Department of Education website 82% of Georgetown students receive free and reduced lunches.

Georgetown County Schools has 337 English as a Second Language (ESL) students.

GCSD has a 2.1% dropout rate.

GCSD has an 85.2% graduation rate.

Executive Summary

In order to provide appropriate and varied learning opportunities for all Georgetown County School District students, Georgetown County School District has adopted the use and integration of technology as a major tool for improving student achievement. Over one million dollars in technology dollars are spent annually by the district. The district technology plan which will provide direction for the implementation of technology for the next five years (2016-2020) includes five goals:

Goal 1: Learners and Their Environment

The Georgetown County School District will embed digital information systems into research-proven instructional strategies so that our students achieve technological literacy, attain 21st century skills, and meet the state's academic standards, and improve student achievement.

Goal 2: Professional Capacity

The Georgetown County School district will provide curriculum development and professional development/training to increase the technical competency of all Georgetown County School District educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement. Increasing the number of Tech Coaches can enhance this significantly.

Goal 3: Instructional Capacity

Georgetown County School District will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

Goal 4: Community Connections

Use technology, including assistive technology, and digital information systems to maximize community involvement and community partnerships and to increase student achievement.

Goal 5: Support Capacity

The Georgetown County School District, its schools, and employees will expand and support technology resources to assist educators and learners in meeting the state academic standards.

All goals are accompanied by extensive action lists/implementation steps to ensure that the goals are reached. An evaluation piece is also included with each goal. Examples of action list items and the way implementation will be measured are as follows:

Goal 1: Learners and Their Environment

Action items reflect the necessity of promoting technology integration by requiring teachers/students to reach levels of proficiency and requiring the demonstration of use of the technologies in lesson plans, training logs, etc. with the assistance of the District Instructional Technology Coaches.

Goal 2: Professional Capacity

This goal reflects the need for continuing professional development in order to increase student achievement. Action items include: promoting frequent and varied training opportunities including training provided by District Level Instructional Technology Coaches and Consultants at the elementary, middle, and high schools for all school staff; promoting the ISTE Standards; CIPA, COPPA, and FERPA compliance including the use of Common Sense Media Curriculum; and the continuation of technology leaders at the school level. Measurement data will include: documented professional development offerings, state test data, student learner surveys, student proficiency tests, etc.

Goal 3: Instructional Capacity

This goal deals with the teacher's ability to integrate and use technology along with the student's ability to create products using technology. Action items include: modeling, co-teaching, and co-planning with teachers and Instructional Technology Coaches during designated professional learning team meetings, during school, and after school professional development so they can learn to use technology and instructional strategies that engage learners and promote higher levels of thinking, and spotlighting the student's use of technology to create products. Evaluation measures include: surveys and documentation of sharing of student products on web pages, professional learning networks such as Edmodo, and the demonstration of the projects they have created at the GCSD Technology Fair., etc.

Goal 4: Community Connections

Realizing that community involvement and collaboration can promote student achievement, goal 4 action items include: providing opportunities for community members to view and use school technologies, and utilizing various communication tools such as teacher web pages, Remind, Edmodo, Podcasts, the public access TV channel, and teachers' voice mail to communicate with parents. Evaluation measures include: postings on district/school/teacher web pages, training schedules and documentation of participation, community/parent surveys, etc.

Goal 5: Support Capacity

This goal deals with the support needed in order for teachers and students to have and use hardware/software necessary for acquiring technology proficiency and integration with curriculum. Action items include: planning to provide and support a high performance infrastructure that supports data, voice, and video communication, a plan for continuous upgrades to equipment and adding Instructional Technology Coaches. Evaluation measures include: surveys, budget data, and SDE reports.

The ~~2010-2015~~ 2016-2020 Technology Plan for Georgetown County School District will be reviewed and revised annually with all updates submitted to the SC State Department of Education.

District Needs Assessment

A survey of Administrators, Curriculum Coaches and Certified Teachers was taken in the fall of 2015. The Google Doc survey revealed certified instructors perspectives on their progress for integrating technology in the classroom. The survey conducted with teachers on the Use of Technology at the beginning of the 2015-16 school year provided the following feedback:

- 37% of our teachers have either 0-5 years or 16-20 years of experience. 23.3% have 26 + years of experience
- 84.5% say they are much more comfortable with integrating technology since the Tech Coaches have been in schools
- 65.6% say they use an Interactive White Board from 3-5 days per week in class
- 68.1% say they use student Laptops 3-5 times per week with 54.6% saying they use them daily
- 34.0% have increased their use of Streaming Educational Videos to 1-2 times per week to mesh with lessons
- 26.3% say they use their Interactive White Board more than last year.
- 39.6% say they use student Laptops more than last year
- 27.5% say they are now using more Web 2.0 tools more than last year
- 81.7% say they feel that the Interactive White Board has a great potential to enhance education
- 84.9% say they feel that student Laptops/Tablets have a great potential to enhance education
- 96% say the benefits of technology can reinforce and expand on content being taught
- 96% say that the use of technology greatly increases student motivation and engagement
- 91.1% say that technology benefits the struggling student with additional hands on practice and practical application

In summary, the increased interaction of the Instructional Technology Coach in the schools, along with the teachers' comfort levels, the availability of Interactive White Boards and student Laptops has increased over the last five years, reflecting a positive direction for preparing our students to be successful in a highly competitive society once they leave high school and move on to higher educational opportunities.

In response to requests from the schools, the district Instructional Tech Coaches conduct PLT's (Professional Learning Times) which are mini-training sessions held before, during and after school on topics such as learning management systems, web page utilization, assessment tools, product based tools, research tools and techniques, using SCETV Streaming Videos, Office 365 Tools, One Note, etc. In addition, teachers were trained in School Net and Power School to enhance record keeping.

In response to numerous requests about interactive whiteboards, tablets and additional student laptops, school leaders and representatives collaborate to make purchasing recommendations.

In 2014-15 teachers also commented that they would prefer more support and professional development from district Instructional Technology Coaches at each level. One additional coach was added to assist at the elementary schools in 2014-15. Instructional Technology Coaches have taken on the job previously handled by outside consultants to conduct district-wide professional development for teachers and administrators based off of both individual and school-wide goals.

MISSION STATEMENT

The mission of the Georgetown County School District is to provide challenging educational programs that require all students to meet high academic standards and that prepare all students to be responsible citizens and lifelong learners.

TECHNOLOGY VISION STATEMENT

The vision of the Georgetown County School District is to ensure that technology is an integral component of our educational community, empowering all learners, complementing instruction, enhancing communication, and providing information management.

TECHNOLOGY DIMENSION 1

LEARNERS AND THEIR ENVIRONMENT

GOAL

The Georgetown County School District will embed digital information systems into research-proven instructional strategies so that our students achieve technological literacy, attain 21st century skills, and meet the state's academic standards, and improve student achievement.

SNAPSHOT OF CURRENT TECHNOLOGY USE

The Georgetown County School District's Vision is to ensure that technology is an integral component of our educational community, empowering all learners, complementing instruction, enhancing communication, and providing information management.

To support this vision, the district had a three-year laptop initiative; providing all certified staff were with a district-owned laptop. Along with being provided a laptop, certified staff were given staff development to create effective lesson plans integrating technology, enhancing communication, and providing information management. Since that first initiative, the five year warranty replacement program began in the fall of 2015, replacing 167 laptops with a newer and upgraded model. The Instructional Technology Coaches continue to work with administrators, curriculum coaches and teachers to integrate technology in the classroom.

As part of the laptop initiative, professional development was purchased. An educational consultant met monthly with instructional coaches from across the district to assist in integrating technology effectively into lessons. Instruction included digital literacy, 21st century learning skills, communication and collaboration, and critical thinking and problem solving.

In August of 2012, Instructional Technology Coaches for each level, (2) elementary, (1) middle, and (1) high school, were hired by the district to support all schools within the district. These coaches, along with technology consultants,

have helped each school build in awareness to their students' technology needs as well as their teachers' professional needs. These coaches have provided professional development and strengthened instructional practices through co-planning, modeling, and co-teaching instructional strategies which incorporate technology. Coaches have met with teachers during planning, at designated PLTs, before and after school, and on work days. The Tech Coaches began offering professional development by way of a graduate level course that held its first class in the summer of 2013 through the College of Charleston. The class continues to gain popularity, with more and more teachers gaining proficiency in the technology skills for the classroom.

Technology resources are widely available in the Georgetown County School District schools, and the district has follows the International Society for Technology in Education's National Educational Technology Standards for Students (ISTE NETS-S). The district has also began to implement and document Common Sense Media Curriculum lessons at each grade level to help comply with CIPA, COPPA, and FERPA requirements which need to be met to continue receiving e-Rate money. Increasingly the district is using rubrics, surveys, and other performance-based methods to conduct needs assessments and to measure students' technological proficiency. The district continues to partner with private business and higher education to offer technology training and resources to educators and students. In addition, teachers are aware of the online resources SCDE has established including SC Discus, ETV Streamline, Atomic Learning, etc.

Heavy emphasis has been and continues to be placed on helping students master the state academic standards, and technology is the key to this effort. Programs such as the *Enrich*, which compiles student data and, *PowerSchool*, an electronic grade book, are used by teachers to aid in assessing student achievement. The district also purchased *SchoolNet*, an electronic question bank that will allow teachers to create assessments that are aligned to State Standards and allow teachers to analyze assessments for student strengths and weaknesses. In addition, Georgetown County School District utilizes *Measures of Academic Progress* (MAP) from Northwest Evaluation Association. All students in grades K-10 take computer delivered MAP testing in reading, math, and science in September, December, and March of each school year. Schools and teachers use the results to focus on students' areas of need. MAP data projects how students will perform on the state achievement test (PASS), and on the high school exit exam (HSAP).

Integrating technology into the core curriculum is a major focus of technology initiatives in the Georgetown County School District. GCSD teachers, having a strong desire to use the skills they have acquired through professional development opportunities, and are receptive to the idea of integrating technology not only into the core curriculum but into all curricula.

The No Child Left Behind Act of 2001 charges that all students in America score at the proficient level on state tests by the year 2014. Georgetown County's ratings from the State of SC Annual School Report Card for the past 4 year are shown here:

	Absolute Rating	Growth Rating	Adequate Yearly Progress
2011	Good	At-Risk	No
2012	Excellent	Average	No
2013	Excellent	Good	-----
2014	Excellent	Excellent	-----
2015	Excellent	Excellent	

Year	Objectives Met	Attendance Rate	Graduation Rate
2011	85.6%	96.1%	83.8%
2012	76.6%	95.9%	86.1%
2013	-----	-----	86.3%
2014	-----	96.1%	85.2%

PASS Data for 2014

SC PASS						SC PASS					
SC PASS	2014 Reading	2014 Math	2014 Science	2014 Social Studies	2014 Writing	SC PASS	2014 Reading	2014 Math	2014 Science	2014 Social Studies	2014 Writing
	% Met or above	% Met or above		% Exemplary	% Exemplary	% Exemplary	% Exemplary	% Exemplary			
District	70.1%	71.0%	64.8%	71.4%	72.4%	District	37.1%	32.4%	21.0%	29.6%	32.9%
Districts with Students Like Ours**	74.0%	72.9%	70.0%	75.9%	75.9%	Districts with Students Like Ours**	41.4%	36.1%	25.4%	35.9%	36.9%
Average District	73.9%	72.3%	70.2%	75.9%	76.2%	Average District	42.4%	36.6%	26.6%	37.5%	38.6%

State and federal grants have encouraged the innovative implementation of technology in the classroom to address state standards and increase student achievement. Through grants and other sources of technology funding, many schools have utilized mobile laptop, tablets, and Netbook carts to make computers accessible in the maximum number of classrooms and to allow technology to touch every aspect of the student's environment. Recognizing the need for improved academic achievement in the middle schools, E2T2 funds have been used to purchase mobile Netbook carts for all of the middle schools in the district. The district also purchased laptop carts for both the middle and high schools in 2012. Elementary schools also purchased laptops and some additional tablets in 2012. In the fall of 2013 the school district ordered tablets for administrators to use with instructional walk-through templates. In addition, accountability and measurement of technology's impact in the schools have become a major area of focus. Our students must be ready for the twenty-first century's learning environment and the hands-on technology applications and project-based learning that it offers.

E-rate and local funds have been used to upgrade our network and wireless access in our schools. Our network carries large amounts of data and larger programs. Wireless gives easier access for large numbers of users and the ability for technology to be mobile. All of our classrooms are equipped with wireless access points. E-Rate funds have allowed us to install and upgrade wireless overlays in all of our schools and district office.

A critical component of the educational effort is an environment conducive to technology integration. Each school within the District is connected back to the District Office via a dedicated 100mbps MetroE connection. Average student-to-computer ratio is 2/1, which makes GCSD a high-tech district.—South Carolina's virtual library, DISCUS, is available via the Internet to the entire state. SCETV also provides the district with a huge library of streaming video resources from their www.streamlinesc.org, and the Learn360 site along with satellite programming available to all schools through the Distance Education Learning Center located at the district office. GCSD urges use of these valuable tools in all of its schools. The district uses APEX to allow all of the high schools to offer online credit recovery courses. The school district has an acceptable use policy regarding the Internet and uses Websense as the filtering software to comply with E-rate and federal grant requirements.

All district buildings are linked to the SC DISCUS databases to enable educators, parents, and students to access a wide range of information and learning resources. All parents and students have access to their gradebooks through PowerSchool.

Although tremendous strides have been made in the use of technology to create interactive learning environments that enhance student achievement, many steps in the process still remain. Equity of access and accountability must be addressed. Students must be provided with a level playing field within the district and state as well as the nation. The operational plan that follows should ensure that GCSD reaches its goal of providing home, school, and community environments conducive to assisting students in using technology to communicate effectively, and achieve high academic standards.

OPERATIONAL PLAN

<p>I. GOAL: The Georgetown County School District will embed digital information systems into research-proven instructional strategies so that our students achieve technological literacy, attain 21st century skills, meet the state's academic standards, and improve student achievement.</p>	
<p>OBJECTIVES</p>	<p>STRATEGIES</p>
<p>1.1 Students will use digital information systems 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>	<p>A. Provide opportunities and resources to schools to facilitate the development and implementation of effective communication and collaboration skills using technology in the core content areas as well as Elective areas</p> <p>B. Promote opportunities for student projects/collaborations that will yield sustained, engaged learning and collaboration in the core content areas as well as Elective areas</p> <p>C. Have students present their collaborative projects to identified audiences (Class, Internet presentations, GCSD Tech Fair)</p> <p>D. Recognize and promote best practices that successfully integrate technology, including assistive technology, into the curriculum</p> <p>E. Provide appropriate accommodations for students with special needs when conducting tests, including standardized tests, using technology</p>
<p>1.2 Students will engage in authentic learning activities using Problem Solving, Communication and Collaboration, Creativity and</p>	<p>A. Develop technology-enhanced learning activities aligned with state</p>

<p>Research skills that are aligned with state standards and that integrate technology, including assistive technology, into the core content.</p>	<p>standards in core content areas</p> <p>B. Create and maintain student technology benchmark skills and documentation at appropriate grade-level.</p> <p>C. Utilize district wide Instructional Technology coaches and consultants 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>
<p>1.3 The Georgetown County School District and the schools will provide students with an enhanced learning environment through technological tools, including assistive technology, that are designed to promote high academic achievement.</p>	<p>A. Establish school and community learning environments that enable students to use technology for real-world problem solving and research</p> <p>B. Adopt grade-level-appropriate technology guidelines and integrate them into the curriculum to prepare students to function in an information-rich global society</p> <p>C. Adopt grade-level-appropriate core standards and integrate them into the curriculum to prepare students to function in an information-rich global society.</p>

II. ACTION LIST

1.) The Georgetown County School District should continue to promote use of technology-infused lesson plans and classroom examples across the core content areas in alignment with the state academic standards, through the online resources provided by the SCDE including SC Discus, ETV Streamline, etc. Plus the district will provide professional development through the Instructional Technology coaches and consultants (as available) for elementary, middle, and high schools.

2.) The Georgetown County School District should continue to provide access to effective, research-based assistive technologies—including software, peripherals, Web 2.0 tools, 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.

- 3.) Georgetown County School District 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.
- 4.) Georgetown County School District should continue to implement the grade-level-appropriate technology standards and competencies based on the ISTE NETS-S. The Instructional Technology coaches provide these workshops and sessions.
- 5.) Georgetown County School District should ensure improved student achievement test scores in the core content areas, increased student access to technology, and increased student access to technology outside the school environment, through tools such as Office 365, One Drive, One Note, and student email.
- 6.) Georgetown County School District should maintain minimum requirements for student proficiency and continue to promote 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.
- 7.) Students themselves will be given opportunities to assess the effectiveness of technology tools, including the range of assistive technology, being used for classroom activities.
- 8.) Georgetown County School District will complete initial and ongoing assessments to measure increased availability of technology opportunities and resources.
- 9.) Educators and parents will complete initial and follow-up assessments to ensure that the use of technology, including the range of assistive technology tools, is effective in enhancing student learning.
- 10.) The Georgetown County School District curriculum/technology teams, including the Instructional Technology coaches, should identify best practices of seamless technology integration that will be disseminated via conferences and workshops (ED Tech, Edmodo, and In-Sites web pages, Tech Tips, and the Tech Connect Newsletter), and the Georgetown County School District Technology Fair Awards.
- 11.) The districts and the schools should continue to develop methods of recognizing student and teacher technology achievement, including the use of assistive technology; at technology nights, the GCSD Tech Fair, through technology awards, and posting projects on the district/school web pages.

III. IMPLEMENTATION ACTION STEPS

GEORGETOWN COUNTY SCHOOL DISTRICT

- Continue to utilize the district wide Instructional Technology coaches as integration specialist to offer guidance to teachers in their schools.
- Ensure that teachers have the necessary training to create and provide lesson plans and activities that incorporate a variety of technologies in ways that make them accessible to individuals with special needs.
- Offer professional development courses using innovative delivery strategies.
- Continue working with teachers in the classroom to create lesson plans that incorporate a variety of technologies into authentic multidisciplinary tasks.
- Recognize teachers and students who use technologies to enhance/showcase learning.

- Hold technology nights/fairs that showcase exemplary student technology projects and are advertised to the community.
- Post exemplary student projects on the district/school web pages.
- Encourage home and community involvement in the public school system by electronic communications and other media.

IV. FUNDING CONSIDERATIONS

Technology professional development
 Technology course development
 Technology Coaches
 GCSD Tech Fair
 Recognition programs
 Teacher and student documentation materials for technology proficiency
 Technology resources to support standards-based learning across the curriculum

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 2016	JAN 2017	JAN 2018	JAN 2019	JAN 2020
<p>1.1</p> <p>Students will use digital information systems to acquire and demonstrate communication, collaboration, creativity, problem-solving, research and engagement skills that are aligned with state standards across the curriculum and will thereby increase their level of academic achievement.</p>	<p>Statewide achievement test scores</p> <p>Technology surveys</p> <p>District technology and improvement plans</p> <p>Listing of recognition programs</p> <p>Sample projects / collaborations</p> <p>State Report Card</p>	<p>Statewide achievement test scores</p> <p>Technology surveys, and rubrics</p> <p>Documented access to on-line resources</p> <p>Listing of recognition programs</p> <p>Sample projects / collaborations</p> <p>State Report Card</p>						
<p>1.2</p> <p>Students will engage in authentic learning activities that are aligned with state standards and that integrate technology, including assistive technology, into the core content, as well as the Elective areas.</p>	<p>Teachers' lesson plans</p> <p>Student technology surveys</p> <p>Time logs – District Technology Team Members</p>	<p>Teachers' lesson plans</p> <p>Student proficiency documentation, surveys, teacher observations, and assessment rubrics</p> <p>Time logs – District Technology Team Members</p>						
1.3								

<p>Working with Instructional Technology Coaches and teachers, 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, according to the 6-8 Scope and Sequence Guidelines</p>	<p>Teachers' lesson plans</p> <p>Technology Surveys</p> <p>Student Projects</p>	<p>Teachers' lesson plans</p> <p>Technology surveys</p> <p>Projects with assessment rubrics</p>						
<p>1.4 The school district and the schools will provide students with an extended online learning environment through technological tools, including assistive technology, that are designed to promote high academic achievement.</p>	<p>List of assistive technologies being utilized</p> <p>Student/community surveys</p>	<p>List of assistive technologies being utilized</p> <p>Student/Community surveys Student proficiency documentation</p>						

PROFESSIONAL CAPACITY

GOAL

The Georgetown County School district will provide curriculum development and professional development/training to increase the technical competency of all Georgetown County School District educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

<h3>I. SNAPSHOT OF TECHNOLOGY USE</h3>
<p>Meaningful, sustained professional development is the key to ensuring that Georgetown County's educators are well-trained in using research-proven technology integration strategies across the curriculum to improve student achievement. Georgetown County continues its commitment to professional development by supplying resources, training, and support to enable the county's educators to use technology effectively. Professional development/training on technology topics is offered for teachers and administrators. Over the past year, professional development/training has been offered on Interactive Whiteboards, digital storytelling, e-Portfolio, teacher webpages, and PowerSchool, with ongoing Professional Development provided through our District Technology Coaches.</p>
<p>All certified educators were surveyed in the Spring of 2010 as to their use, student use, and needs with regard to technology. Five hundred ninety-three surveys were returned in completed form and the data from those surveys was compiled. A summarization of the results follows:</p>

-

- **SURVEY**

-

Many teachers and school administrators entered the education profession prior to the pervasive use of information technology in schools and districts. In order to integrate technology effectively into lessons and to serve as instructional leaders, teachers and administrators must be informed and involved in technology developments. Administrators, Curriculum Coaches and Teacher Leaders should go through workshops to be current with technology trends and ways to be involved in the integration for the classrooms in their buildings.

In order to inform and involve teachers, administrators, and curriculum coaches, the Georgetown County School District has created positions under the Student Performance and Federal Programs called Instructional Technology Coaches. At the start of 2015-16, the District employs four coaches: two for the elementary schools, one for middle schools, and one for high schools. Over the next five years, the Tech Coaches will incorporate the following themes: Communication and Collaboration, Creativity and Innovation, Critical Thinking and Problem Solving, Research and Information Fluency, and Digital Citizenship.

The use of technology in the Georgetown County School District is encouraging. The 2015 survey indicates that district teachers are much improved from the previous survey results as far as integrating technology into instructional activities across the curriculum. Professional development will be a continuous, long-term commitment for the Georgetown County School District, the schools, and the SCDE, so that greater teacher proficiency and increased student performance can be realized as we prepare students to be successful students in the fast paced 21st Century.

OPERATIONAL PLAN

<p>I. OBJECTIVES AND STRATEGIES</p> <p>GOAL: The Georgetown County School district will provide curriculum development and professional development/training to increase the technical competency of all Georgetown County School District educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.</p>			
<p>OBJECTIVES</p>			<p>STRATEGIES</p>
	<p>2.1 The GCSD will</p>	<p>A. Create an evaluation</p>	

	<p>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>	<p>method that requires teachers to demonstrate ongoing proficiency in integrating instructional technology standards.</p> <p>B. District, school administrators, and teachers will demonstrate technology proficiencies based upon the state-recommended standards for administrators (ISTE NETS-A, ISTE NETS-T)</p> <p>C. Plan for professional development, ensuring that administrators, teachers and district staff are trained to use technology, including assistive technology, to enhance learning.</p>	
	<p>2.2 The GCSD will continue to provide to fulltime multi-dimensional leadership whose focus is to ensure that technology is making a significant instructional and administrative impact for students, teachers, and administrators.</p>	<p>A. Appoint technology trouble-shooters in each school to assist with basic technology issues.</p> <p>B. Appoint technology Teams at each school to provide training to teachers, 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 GCSD and the schools will collaborate in planning for professional development, ensuring that teachers and</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 each school, and (3) calls for site-based input from technology teams or committees in each</p>	

	<p>district staff are trained to use technology, including assistive technology, to enhance learning.</p>	<p>building.</p> <p>B. Include in district & school technology plans professional development for district staff and teachers to be part of assistive technology assessment teams.</p> <p>C. Include in district & school technology plans the training needed to ensure the accessibility of electronic and information technology to students with special needs.</p> <p>D. Include in district technology the training needed for school & staff to evaluate software in order to make decisions that ensure the promotion of higher order thinking skills for all students, including those with special needs.</p>	
	<p>2.4 The GCSD will provide schools with information and training in technology integration so that teachers can use research-based best practice instructional methods throughout the curriculum.</p>	<p>A. Administrators and district staff will identify exemplary lessons. These lessons will be shared by video with all teachers in the appropriate grade level as part of staff development. Lessons can be shared using the district's Lync, Skype or recorded video.</p> <p>B. The district and the schools will offer professional development activities and training in a variety of ways (i.e., on-site, off-site, on-line, self-paced, and combinations of these methods) to address the technology needs of staff.</p> <p>C. Encourage use of SCTL Web portal, a professional development</p>	

		<p>component that outlines the technology education offerings and requirements, including assistive technology, that exist throughout South Carolina and the nation as a whole.</p> <p>D. Plan district wide technology in-service for all grades and all subjects where tech integration is featured and software for the specific area is demonstrated or an existing software product and activity is highlighted</p> <p>E. Increase availability of technology professional development tools to teachers: access to laptop computers and presentation devices.</p>	
	<p>2.5 The district and schools will assess the overall effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement.</p>	<p>A. Incorporate instructional technology into annual goals.</p> <p>B. Continue annual needs assessment.</p> <p>C. Evaluate professional development programs with surveys.</p> <p>D. Develop guidelines for technology portfolios.</p>	

II. ACTION LIST

1. A school technology Team will continue to be appointed in every school in the district to promote the use of technology to increase student learning. The district special services department will provide awareness and use training for assistive technology.
2. Schools will appoint a school-based technology team with representation from all teams or departments to

work with the Instructional Technology coaches to help share new technologies and support technology integration.

3. The district level technology Team should develop recommendations for teacher professional development plans, and integrating technology and content standards into professional development opportunities. These should be shared with school-based technology leaders.

4. **The school district should provide training to district- and building-level administrators so that they can effectively assess a teacher's ability to integrate technology, including assistive technology, into the curriculum.**

5. School administrators should submit to their supervisors an annual professional development plan that includes technology goals aligned with ISTE NETS and that is reviewed as part of the administrator's annual evaluation.

6. The district should promote the training and use of the SCTLC Web portal, a professional development component that outlines the technology education offerings and requirements, including assistive technology, that exist throughout South Carolina and the nation as a whole.

7. The Instructional Technology coaches should continue to provide technology professional development as determined by needs surveys.

8. The Instructional Technology coaches should provide assistance in the evaluation of software in order to make decisions that ensure the promotion of higher-order thinking skills for all students, including those with special needs.

9. The use of technology should be documented, monitored and maintained by administration and teachers, in daily lesson plans, units and long range plans.

10. The school district should continue to work with the SDE to develop or adopt on-line assessment instruments and make them available to all school districts in the state to determine teachers' level of technology proficiency.

11. SDE- and district-developed tracking tools (electronic or Web-based surveys) of district professional activities should be completed each year in conjunction with ADEPT (Assisting, Developing, and Evaluating Professional Teaching) or other district evaluation procedures that include an instructional technology component.

12. District reports and evaluations of professional development initiatives and reports on the use of technology grant funds should show an increase in access to professional development.

III. IMPLEMENTATION ACTION STEPS

GCS

§ 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. Do we have this in house?

§ 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

IV. FUNDING CONSIDERATIONS

GCSD

§ Committee development of professional development plans

§ Committee development of district and school technology plans

§ Professional development needs-assessment tools

§ Evaluation tools to measure the impact and effectiveness of technology professional development

§ Evaluation experts to help show the impact of programs and initiatives

§ High-quality sustained professional development programs offered via innovative delivery methods

§ Scientifically based research

§ School certified technology leader salary

§ Add Instructional Technology coaches

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 2016	JAN 2017	JAN 2018	JAN 2019	JAN 2020
<p style="text-align: center;">2.1</p> <p>The GCSD 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>	<p>Statewide achievement test scores</p> <p>District report cards</p> <p>Professional development surveys</p> <p>Teacher technology proviso forms</p> <p>Teacher and administrator portfolios or plans</p> <p>School technology and improvement plans</p>	<p>Statewide achievement test scores</p> <p>District report cards</p> <p>Professional development tracking and surveys</p> <p>Teacher technology proficiency proviso forms</p> <p>Teacher and administrator portfolios or plans</p> <p>Observations and interviews</p>						

	District Training schedule posted on district web site.	Documented access to innovative training resources						
	Technology assessments	Documented professional development offerings						
		Technology assessments						
<p>2.2</p> <p>The GCSD will continue provide to fulltime multi-dimensional leadership whose focus is to ensure that technology is making a significant instructional and administrative impact for students, teachers, and administrators.</p>			Hire more Tech Coaches					
			Continue to improve Infrastructure					
<p>2.3</p> <p>The GCSD and the schools will collaborate in planning for professional development, ensuring that teachers and district staff are trained to use technology, including assistive technology, to enhance learning</p>								
<p>2.4</p> <p>The GCSD will provide schools with information and training in technology integration through the Instructional Technology coaches so that teachers can use research-based best practice instructional methods throughout the curriculum.</p>								

<p style="text-align: center;">2.5</p> <p>The district and schools will assess the overall effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement.</p>	Online Surveys	Online Surveys	Face-to-Face meetings for resolving issues and planning for success.					

TECHNOLOGY DIMENSION 3

INSTRUCTIONAL CAPACITY

GOAL

Georgetown County School District will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement. GCS D utilizes Instructional Technology Coaches to facilitate, develop, and collaborate with teachers to ensure technologies are best used for student success.

SNAPSHOT OF CURRENT TECHNOLOGY USE

Georgetown County School District has made strides in acquiring instructional technologies and Instructional Technology Coaches and using these learning tools to increase student achievement. Funds have been available for access to technologies. The District has purchased technologies such as student and teacher laptops, mobile computer carts, Dell tablets, ipads, Interactive whiteboards (Smart, Promethean, Intelli and Aqous), projectors, digital cameras and camcorders, printers, and scanners. Additionally, specific web tools, licenses, and software are used in combination with District purchased hardware and support from Instructional Technology Coaches. This list is continuously growing and includes such items: TI Nspire calculators, Journey, Accelerated Reader, Kuta, USA Test Prep, Connect Ed, Brain Pop, Razz Kids, Tumble Books, APEX, ALEKS, Exam Time, Kahoot, Plickers, Poll Everywhere, Quizlet, Rubistar, Socrative, Study Jams, Kid Blog, Remind, Blendspace, Diigo,

Edmodo, Fur.ly, Inspiration, Padlet, Symbaloo, Prezi, eMaze, Flipsnack, Knowio, Little Birdtales, Movie Maker, Paper Slice Video, Photo Story, Piktochart, PowToons, Screencast-O-Matic, BuzzSprout, Performance Tasks, PowerPoint, Common Sense Media, Brain Pop, ETV Streamline, Google Advanced Search, Khan Academy, Flipped Classrooms, Zaption, KnowItAll, PBS Learning, SAS Pathways, SC Discus, Thinkfinity, Flocabulary, GeoGebra, iCivics, My Storybook, Schoolnet. Question Pro, Advance Youtube Search, Sumdog, Tagxedo, Tiny Url, Today's Meet, Video Notes, Voki, Weather Whiz Kids, Wordle, Weebly, Google, Promethean Planet, Smithsonian History



GCSD schools utilize telecommunication connections provided by the Division of Technology (DT). GCSD has policies for equity of access and acceptable use of the Internet. Our Technology Needs Assessment Survey indicates that— through cooperative learning, engaging activities, and mentoring— teachers use technology to enhance the teaching of critical-thinking, real-world and college readiness skills. Teachers with support from Instructional Technology Coaches use curriculum-focused technology tools to support the core subject areas.

DES has incorporated an online portal for teachers to access channels and uploaded videos through the web. The IP Video-on Demand (VOD) delivery system streams live video and records a minimum of 8 channels, including ETV/PBS, the SC Channel, ETV-World, the (NEW) K-12 channel, History Channel, The Discovery Channel, The Weather Channel, Headline News, and local district programming.

GCSD Internet users make use of DISCUS, our South Carolina State virtual library. DISCUS resources include magazine articles, professional periodicals, newspapers, encyclopedias and other reference publications, government documents, lesson plans, maps, photographs, and historic documents. South Carolina Educational Television provides access to Discovery Education's United Streaming, an extensive digital library correlated to South Carolina's K-12 curriculum standards and MediaShare, a local networked library for teachers to share and collaborate on best practices.

Georgetown County uses E-rate funds to help pay for Internet access via Metro E network. E-rate funds also help provide for internal connections, which include local phone service, file servers, switches, hubs, routers, building wiring, and network operating systems.

GCSD utilizes the services of Northwest Evaluation Association, an organization which provides research-based educational growth measures, professional training, and consulting services to improve teaching and learning. All schools in the Georgetown County School District use MAP testing to assist in the assessment of student learning. Teachers use Enrich, a web based analytical tool that integrates standardized test score data with demographic, class, and teacher data to track and analyze the academic progress of students. PowerSchool, an electronic grade book, is utilized by GCSD teachers to manage grades and grade reports.

GCSD's instructional technology efforts have a solid foundation that has grown greatly since its inception. The close work of teachers with Instructional Technology Coaches has greatly improved efforts to engage, motivate, and prepare students for the 21st Century. The district needs to continue to provide appropriate professional development. Educators need to use technology for student data management to streamline administrative duties in order to be able to spend more time on teaching the state's academic standards. In addition, instructional technology has placed an emphasis on using technology tools to support learning. Teachers should be trained to use data to make informed decisions for continuous improvement and change.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES	
GOAL: Georgetown County School District will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.	
OBJECTIVES	STRATEGIES
<p>3.1 GCSD will develop a technology framework for local assessment 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. Use Instructional Technology Coaches to support and collaborate with teachers to 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>C. Utilize ISTE Technology Standards for Students. ISTE standards include six categories: (1) demonstrate creativity and innovation; (2) communicate and collaborate; (3) conduct research and use information; (4) think critically, solve problems, and make decisions; (5) understand digital citizenship; (6) demonstrate an understanding of operations and concepts.</p>
<p>3.2 GCSD will provide teachers with the technology resources, including professional development, necessary to increase academic achievement by engaging students in active learning.</p>	<p>Provide teachers with access to instructional technology coaches, 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 GCSD will provide students with access to current and emerging technology resources that will extend their learning beyond the traditional</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. Instructional Technology Coaches will support teachers in the</p>

classroom setting and schedule.	development and implementation of strategies that allow for learning opportunities outside of the classroom.
3.4 GCSD will provide and support a variety of multimedia equipment and software for teaching and learning.	<p>A. Communicate via the district technology plan a multimedia infrastructure designed to support instruction</p> <p>B. Establish a system for identifying, specifying, prioritizing, and managing equipment for multimedia development in direct support of curricular and professional development objectives</p>

II. ACTION LIST

1. GCSD will conduct technology planning meetings to address curricular design, instructional needs of all teachers, instructional strategies, and appropriate learning environments for all students including those requiring assistive technologies.
2. GCSD will pursue funding opportunities such as grants to provide funds to acquire and maintain hardware and software for use in classroom instruction.
3. Student productions will exemplify the integration of technology into the core curriculum areas. Student presentations will illustrate the ability to synthesize and analyze information.
4. Student productions will be shared on school web pages and spotlighted at school and District technology fairs.

III. IMPLEMENTATION ACTION STEPS

- GCSD*
- Conduct technology curriculum planning meetings
 - Include an instructional technology plan in the technology plan to be submitted to the Office of Technology for approval
 - Create methods of gauging technology readiness using technology benchmark skills
 - Evaluate hardware and software for desirable student outcomes and standardize selection when appropriate
 - Designate instructional technology coaches at the elementary, middle, and high school levels
 - 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
- Purchase programs/Licenses of programs that are productive in the schools: (USA TEST PREP, Brain Pop, etc.)

GCSD

- Committee development of district technology plan
- Evaluation experts to help show the impact of programs and initiatives
- Distance learning
- Eighth-grade proficiency measurement
- School technology leader implementation
- 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. 2016	JAN 2017	JAN 2018	JAN 2019	JAN 2020
<p>3.1 GCSD 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>Statewide achievement test scores</p> <p>District report cards</p> <p>School technology and improvement plans</p> <p>Technology assessments</p> <p>Documentation of sharing of student productions</p> <p>Documentation of offerings provided via innovative delivery methods</p>	<p>Statewide achievement test scores</p> <p>District report cards</p> <p>Surveys</p>					

		<p>Technology assessments</p> <p>Documentation of sharing of student productions</p> <p>Documentation of offerings provided via innovative delivery methods</p>				
<p>3.2 GCSD will provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.</p>						

<p>3.3 GCSD 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>3.4 GCSD will provide and support a variety of multimedia equipment and software for teaching and learning.</p>							

COMMUNITY CONNECTIONS

TECHNOLOGY DIMENSION 4

GOAL

Use technology, including assistive technology, and digital information systems to maximize community involvement and community partnerships and to increase student achievement.

SNAPSHOT OF CURRENT TECHNOLOGY USE

Instructional Technology Coaches, computer labs, laptop carts media centers, and classrooms are the primary technology resources available to the community beyond the school day. Georgetown County School District and the schools have employed various strategies to provide student, parents, and community members with after-hours access to technology. Microsoft Office 365 and Web 2.0 tools ~~have been~~ are used to provide students, parents, community members, teachers, and administrators with important information beyond typical school hours.

GCSD involves the community in the local technology planning process and is innovative in disseminating information on a district wide basis.

GCSD uses numerous resources in order to facilitate communication between home, school, and community including: e-mail; telephone; voice mail, where teachers post homework assignments; school and teachers' Web sites; a public access TV channel, and a multitude of Web 2.0 tools such as Edmodo and Remind School library media centers and computer labs are regularly open after school hours. The district's Adult Education Program provides a variety of evening classes in computer technology at various instructional levels.

GCSD has established numerous school-to-business partnerships. Most of the schools have business partners who provide mentors and materials, often in the form of technology assistance and communication. The business community is a partner in the district wide technology fair.

OPERATIONAL PLAN

1. OBJECTIVES AND STRATEGIES

GOAL: Use technology, including assistive technology, and digital information systems to maximize community involvement and community partnerships and to increase student achievement.

OBJECTIVES	STRATEGIES
<p>4.1 Georgetown County School District (GCSD) will establish community technology collaborations by providing tools, resources, and training that support student achievement. (The term <i>community</i> includes all students, GCSD employees, families, businesses, state and local agencies, nonprofit groups, and institutions of higher education.)</p>	<ul style="list-style-type: none"> A. Form community alliances to provide students with real-world experiences in the use of technology that enhance academic achievement. B. Recognize positive contributions of community programs that show impact on student achievement. C. Collaborate with other school districts, existing consortiums, and nearby colleges and technical colleges to share innovative technological strategies that enhance student achievement. D. Write community-collaborative technology grants to develop and fund the use of technology to improve teaching and learning
<p>4.2 Georgetown County School District will provide opportunities for the community to familiarize themselves with instructional technology hardware and software used within the schools to elevate the community's level of knowledge of the impact of technology on a child's education and post-high school employment prospects.</p>	<ul style="list-style-type: none"> A. Showcase schools' use of instructional technology. B. The District's Instructional Technology Coaches will organize the annual technology fair. C. Communicate with the public using multimedia venues.
<p>4.3 Georgetown County School District will use technology to inform the community about the Georgetown County School District and the schools.</p>	<ul style="list-style-type: none"> A. Promote GCSD news and events using technology. B. Promote parent, student, and teacher communication through technology.

<p>4.4 Georgetown County School District will provide after-hours training and access to labs, laptop carts, media centers, and classrooms.</p>	<p>A. Create opportunities for access to computer labs, laptop carts, media centers, and classrooms for after-hours use of technology by the community.</p> <p>B. Establish flexible schedules of after-hours technology access and training for the community.</p>
<p>4.5 Georgetown County School District will continue to provide access to the Internet, including access to Microsoft Office 365, the State Library's DISCUS databases and to the websites of universities, museums, and other institutions to facilitate virtual communication between home, school, and community.</p>	<p>A. Host electronic databases through the school district and school websites.</p> <p>B. Provide access teachers and students with access to cloud-based storage and web-based Microsoft products.</p>
<p>4.6 GCSD will work to equalize the accessibility of instructional technology throughout the school district and community.</p>	<p>A. Maintain an inventory of laptops that have the same software installed used at school for home checkout by GCSD faculty, staff, and students.</p> <p>B. Develop outreach programs within the community that focus on improving student achievement through technology.</p> <p>C. Inform GCSD faculty and staff of Dell's special incentives for educators and students.</p> <p>D. Use technology as a means of communication between school and community</p>

II. ACTION LIST

1. Georgetown County School District will work with GCSD schools, local businesses, technical schools, and universities to provide opportunities for students to experience real-world use of technology in the work place by hosting career fairs and creating job-shadowing and work-based experiences for students.
2. GCSD will recognize community contributions at school board meetings, on the GCSD web site, and in the local news media.
3. Georgetown County School District will develop lists of partner organizations, institutions, and

initiatives.

4. GCSD will send representatives to area technical colleges and universities, consortiums, conference and nearby school districts to assess innovative, successful technology practices.
5. Georgetown County School District will continue supporting the consortia among local education agencies, business and industry, and public and private entities such as museums, libraries, and colleges, for the full utilization of technology.
6. GCSD will send representatives including teachers, media specialists, administrators, Guidance personnel; instructional technology coaches other GCSD staff and Career and Technology students to technology conferences.
7. GCSD will encourage schools to showcase their technology at school-community events such as open houses, orientations, curriculum nights, and PTA and PTO meetings, with tours displaying the school's instructional technology. A District wide technology fair will showcase instructional technology at the end of each school year.
8. GCSD will encourage schools to hold a "computer day" for the community offering brief hands-on instruction on use of some of the software and hardware students use daily.
9. GCSD will assure that district and school web pages are easily assessable and current, comprehensive, instructive, and reliable sources of information.
10. GCSD will work to expand the viewing area of the Government and Education television channel to all attendance areas in the district.
11. GCSD will use a variety of media, for example, telephone, email, pagers, text-messaging, newspaper, newsletters, web 2.0 tools and other electronic sources, to inform the parents on their child's progress and important happenings.
12. Georgetown County School District will survey the community to ascertain the need for after-hour technology training.
13. GCSD will identify technology facilities throughout the district for the community to hold training during non-school hours.
14. Georgetown County School District and schools will publish school lab schedules showing after-hours technology access and training.
15. GCSD will secure and maintain an inventory of laptop computers with instructional software installed for limited checkout by GCSD employees and students.
16. GCSD will work with community organizations to establish and support a computer lending program to various churches/off-school sites for providing after-school tutorial assistance.
17. GCSD will inform and support faculty and staff Work-At-Home rights to use a copy of a limited selection of Microsoft software products on either a home or portable computer for work-related purposes, <http://www.microsoft.com/education/WorkHome.msp>, subject to the requirements and restrictions set forth by Microsoft. <http://www.microsoft.com/Education/StudentMedia.msp>
18. GCSD will inform the community of Microsoft's discounted pricing of a selection of Microsoft software for use by educators and students. <http://www.microsoft.com/Education/HowToBuyConsumer.msp>

III. IMPLEMENTATION ACTION STEPS

- Georgetown County School District's Technology Committee and members of the community will examine and update the technology plan annually and publish the results for the community.
- GCSD will solicit assistance from the community for the annual Technology Fair, held toward the end of May.
- GCSD will encourage flexible lab, media center, and classroom hours among schools, including opportunities for community members to see and use assistive technology.
- GCSD will initiate partnerships with community entities to create greater access to technology and a community learning environment and to research technology needs.
- GCSD will measure access and use of school technology facilities.
- GCSD will establish enforceable acceptable use practices for use of GCSD technology off GCSD premises or outside of normal school hours.
- GCSD will explore security and staffing issues associated with opening up facilities after regular hours.

IV. FUNDING CONSIDERATIONS

- Community programs and initiatives.

- High-quality sustained community training technology programs offered via innovative delivery methods.
- Facility operation and staffing beyond the regular school day.
- Laptops for check-out including technical support.
- Staff training for programs and initiatives.

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 2016	JAN 2017	JAN 2018	JAN 2019	JAN 2020
4.1 Georgetown County School District (GCSD) will establish community technology collaborations by providing tools, resources, and training that support student achievement. (The term <i>community</i> includes all	<ul style="list-style-type: none"> • State/District achievement test scores • Input from the GCSD 	<ul style="list-style-type: none"> • Statewide/District achievement test scores 						

<p>students, GCSD employees, families, businesses, state and local agencies, nonprofit groups, and institutions of higher education.)</p>	<p>instructional technology coaches</p> <ul style="list-style-type: none"> • Lab, media center, and classroom schedules • School technology plans • Documentation of offerings provided via innovative delivery methods • Documentation of school information on web site www.gcsd.k12.sc.us • Documentation of information posted on Time Warner, Chan. 12 • SCI Reports 	<ul style="list-style-type: none"> • Input from the GCSD instructional technology coaches • Lab, media center, and classroom schedules and participation logs. • School technology plans • Observations and interviews • District and 					
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		<p>school Web site inform ation</p> <ul style="list-style-type: none">• District and school inform ation, Chann el 12• SCI Report s• Docum entatio n of offerin gs provid ed via innova tive deliver y metho ds• District s and school list of grants and comm					
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		unity partner ships					
<p>4.2 Georgetown County School District will provide opportunities for the community to familiarize themselves with instructional technology hardware and software used within the schools to elevate the community's level of knowledge of the impact of technology on a child's education and post-high school employment prospects.</p>							
<p>4.3 Georgetown County School District will use technology to inform the community about the Georgetown County School District and the schools.</p>							
<p>4.4 Georgetown County School District will provide after-hours training and access to labs, media centers, and classrooms.</p>							

<p>4.5 Georgetown County School District will continue to provide access to the Internet, including access 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>4.6 GCSD will work to equalize the accessibility of instructional technology throughout the school district and community.</p>							

TECHNOLOGY DIMENSION 5

SUPPORT CAPACITY

GOAL

The Georgetown County School District, its schools, and employees will expand and support technology resources to assist educators and learners in meeting the state academic standards. Georgetown County School District will include and expand professional support and learning opportunities by allocating Instructional Technology Coaches as resources to all learners.

SNAPSHOT OF CURRENT TECHNOLOGY USE

The Georgetown County School District recognizes the vital role of technology support systems in providing the foundation for teaching, learning, communication, and administration in its schools. The district's investment in technology resources can be seen in the amount of hardware, software, connectivity, as well as professional support from Instructional Technology Coaches currently available to the schools. District goals have been met in critical areas such as network upgrades, an ongoing commitment to technology funding from the School Board, a computer replacement cycle designed to maintain a hardware inventory capable of managing increasingly sophisticated application. In the fall of 2015, the district has successfully completed the first round of a three year replacement cycle for educators' laptops. New laptops were provided to educators while their used laptops were reimaged and allocated for student use. Priorities dealing with bandwidth, security, and replacement of aging equipment are set by the Computer and Technology Services Department of GCSD. The introduction and support of technologies is led by the office of Student Performance and Federal Programs through professional development, co-planning, co-taught and model lessons opportunities provided from Instructional Technology Coaches based on what is needed to increase student achievement.

Factors of paramount importance are support from Instructional Technology Coaches for learners, hardware and software, adequate support, technical assistance, maintenance, daily operations, and upgrades. Funding programs have helped schools make building, network, and technical repairs; led to professional development opportunities such as an increased need for Instructional Technology Coaches available to all learners, including multiple offerings for a 3 credit graduate level course, and implemented use of applications that support curricular and instructional efforts. .

The Georgetown County School District, which consists of 18 schools and 1 administrative site, allocates funds specifically for Instructional Technology coaches, connectivity, technology hardware, and software. Each school site have been allocated a number student laptops based on the size of their schools. These laptops are used to support and enhance student learning in all areas. The District utilizes Microsoft Office 365 for both intranet and internet email needs. Internet access is available at all sites. GCSD uses School InSites for all official district, school, and teacher websites. The address for the GCSD homepage is <http://www.gcsd.k12.sc.us>. *Websense* software is used for internet content filtering to help protect learners as well as ensure correspondence to the Children's Internet Protection Act.

Sites within the Georgetown County School District receive technical support from the Informational Technology (IT) Department, which maintains and operates the District's main servers and web server from the main administrative office. Each site within the district is supported by a technology troubleshooter and a designated Instructional Technology Coach. These support personnel serve primarily as contacts that coordinate

service, professional development, and purchasing needs. Technology trouble shooters receive compensation in the form of small annual stipends funded by district budget allocations and grant money. The school district has developed a strategic plan that documents technology standards and goals. 100 percent of the district's teachers have adequate access to computers, and have access to printers. Other available technology includes digital cameras, wireless laptop labs, interactive whiteboards, and video-conferencing equipment. The ratio of students to devices is 2/1.

The Georgetown County School District is continually developing and accessing state and district data warehouse and retrieval systems. Steady progress continues to be made in implementing the NCS (National Computer Systems) student-information collection system, PowerSchool, throughout the district. In addition, student data is compiled through the use of networked applications such as PowerSchool, DRA-Developmental Reading Assessment, PALS-Phonological Awareness Literacy Screening, Measures of Academic Progress, Accelerated Reader, and the Enrich. An IBM/AS400 system located at the district office administers finance, human resource, procurement, and payroll applications. Each site within the district is ensured connectivity to the central database through Client Access. The implementation process for use of all systems includes introductory workshops, end-user training, site surveys, data conversion, and school and district office setup. Technical assistance is provided by the South Carolina State Department of Education and the district's Informational Technology (IT) Department. These systems allow the school district to maintain dynamic system wide databases of all available student data.

Effective collection and evaluation of information will lead to decisions backed by quantitative as well as qualitative data. Through ongoing centralized planning and implementation, technical and administrative services and support can be efficiently provided to streamline operations and improve services.

To support the vision to ensure that technology is an integral component of our educational community, empowering all learners, complementing instruction, enhancing communication, and providing information management, the district had a three-year laptop initiative. In the fall of 2015 Georgetown County School District has entered the first year of a teacher laptop replacement program. Over the previous three-years, all certified staff were provided with a district-owned laptop. Along with being provided a laptop, certified staff were provided given staff development from Instructional Technology Coaches to create effective lesson plans integrating technology, enhancing communication, and providing information management.

Instructional Technology Coaches for each level (primary, intermediate, middle, and high) are provided by the district to support all schools within the district. These coaches help each school build in awareness to their students' technology needs as well as their teachers' professional needs. These coaches continue to provide professional development and strengthened instructional practices through co-planning, modeling, and co-teaching instructional strategies which incorporate technology. Coaches meet with teachers during PLTs, after school professional development, and through providing a graduate level course in the summer through the College of Charleston. Coaches also support teachers with the implementation of the SchoolNet testing program and the continual upgrading of school and district websites.

Support to teachers in the area of compliance is done through Web 2.0 Tools to ensure schools implement and document Common Sense Media Curriculum lessons at each grade level to help comply with CIPA, COPPA, and FERPA requirements which need to be met to continue receiving e-Rate money.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: The Georgetown County School District, its schools, and employees will expand and support technology resources to assist educators and learners in meeting the state academic standards. Georgetown County School District will include and expand professional support and learning opportunities by allocating Instructional Technology Coaches as resources to all learners.

OBJECTIVES

5.1 The Georgetown County School District will ensure that all students, including those with special needs, and teachers have access to electronic information resources.

STRATEGIES

- A. The Georgetown County School District will maintain a technology inventory through the Fixed Assets Database and records from the Computer and Technology Services department that include 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. The Georgetown County School District conducts needs assessments on a regular basis (1) to identify required network components, workstations, and other devices needed for network access, including assistive technology software and 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. The Georgetown County School District has a strategic plan for acquiring and implementing the technology, including assistive technology, that is required to provide universal access to network resources
- D. The Georgetown County School District will develop a strategic plan that includes technology planning, and includes input from all segments of the school community— students, teachers, therapists, administrators, parents, community members, community agencies, and local businesses—and include in the plan a mechanism for review and revision as needed
- E. Georgetown County School District does seek school and district funding from available local, state, and federal sources,

	including E-rate, grants, and bonds
<p>5.2 The Georgetown County 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>	<ul style="list-style-type: none"> A. Georgetown County School District will communicate within the district a strategic plan that provides a vision for multimedia infrastructure designed to support instruction B. Georgetown County School District has establish through fixed assets an inventory for identifying, specifying, prioritizing, and managing equipment for multimedia development in direct support of curricular and professional development objectives C. Ensure the installation, maintenance, and support of multimedia-capable teacher stations in classrooms should be maintained at the school level. D. Georgetown County School District has researched and implemented an integrated network infrastructure capable of utilizing all distribution modules such as video conferencing E. Georgetown County School District installs and maintains networks, has virus protection, uses Websense as its Internet filtering system 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 F. Assess LAN/WAN technology currently implemented to determine SNMP (simple network management protocol) compliance G. Implements Microsoft Application Delivery that performs automated software installation
<p>5.3 The Georgetown County School District has qualified instructional technology support and technical staff, including one networking engineer/technician per WAN or per ten LANs, and one end-user support technician per every 500 computers.</p>	<ul style="list-style-type: none"> A. Develop district/board approved staffing requirements and job descriptions, with a competitive salary schedule, for the positions of instructional technology coaches, networking engineer, networking technician, educational technology director, and support technician
<p>5.4 The Georgetown County School District has implemented 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>	<ul style="list-style-type: none"> A. Ensure that disaster recovery plans are included in the district technology plan B. Ensure that schools will have electrical distribution systems that provide isolated circuits in all classrooms and redundant power sources for mission-critical equipment C. Implement a district management application that monitors bandwidth on the LAN and WAN and provides network failure alarms that can be accessed remotely
<p>5.5 The Georgetown County School</p>	Georgetown County School District will ensure that the

District has implemented an obsolescence and upgrade plan to replace and recycle equipment and software.	obsolescence and upgrade plans are included in the district technology plan

II. ACTION LIST

- The Georgetown County School District will continue to provide a database with a fixed assets complete technology inventory, including assistive technology, showing the type of equipment/device, its location, its use, peripherals to which it has access, applications to which it has access, and other relevant information.
- The Georgetown County School District will continue to maintain needs-assessment documents 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 Georgetown County School District should include in its budget lump sums for technology, including assistive technology, with sufficient funding to implement the designated strategies.
- The Georgetown County School District should publish a procedure for the perpetual upgrades of equipment used in multimedia development processes. Upgrades should quantify equipment and processes by their impact on teaching and learning.
- The Georgetown County School District should maintain a strategic plan for acquiring and implementing technology, including assistive technology (hardware and software), for universal access to network resources. This document should show the strategies for addressing the identified needs, the persons responsible for addressing and completing each strategy, and the resources/funds necessary to fully implement the strategies.
- The Georgetown County School District technology plan should include a strategic vision for building a multimedia infrastructure to support instruction.
- The Georgetown County School District technology plan should include a disaster recovery plan.
- The Georgetown County School District technology plan should include an obsolescence and upgrade plan, including strategies to refurbish, resell, recycle, or donate obsolete devices.
- The Georgetown County School District policies outlined in the district technology plan should include security accountability, virus protection, and Internet filtering guidelines.
- The Georgetown County School District technology plan should provide for outlets and amperage and for meeting industry standards and building codes.
- The Georgetown County School District should use a District Technology Team to share the results of their research about the implementation of integrated network infrastructures and bundled distribution practices.
- The Georgetown County School District should have records to show that they have assessed their current

LAN/WAN technology.

- The Georgetown County School District network managers should provide the district office with quarterly reports of statistics on bandwidth utilization.
1. The Georgetown County School District should use the SDE Technology Counts on-line survey to report on their use of network management tools.
 2. The Georgetown County School District should ensure that new school construction provides for isolated power in each classroom, computer lab, telecommunications closet, and work area.
 3. The Georgetown County School District should provide UPS (uninterruptible power supply) systems for all critical equipment.
 4. The Georgetown County School District should use the competitive staffing and salary requirements for the positions specified in objective 5.3
 5. The Georgetown County School District should continually review work order documentation to ensure that proper technician / computer support ratios are maintained.
 6. The Georgetown County School District should have a network manager in place.
 7. The Georgetown County School District will have an appropriate number of instructional technology coaches per instructional level.
 8. The Georgetown County School District should establish network security support within Computer and Technology Systems.
 9. The Georgetown County School District should designate a Web accessibility resource person to coordinate training and information sharing among district personnel.

			JAN 2011	JAN 2012	JAN 2013	JAN 2014	JAN 2015
<p>5.1 The school districts will ensure that all students, including those with special needs, and teachers have access to electronic information resources.</p>	<ul style="list-style-type: none"> • Statewide achievement test scores • District report cards • Measures of Academic Progress scores • Professional development tracking and surveys • District, school, community, and student surveys • School technology and improvement plans • Documented access to technology resources • Technology needs assessments • SDE Technology Counts on-line survey • Budget data • State personnel reports • Fixed Assets Inventory • Surveys • District Strategic Plan 	<ul style="list-style-type: none"> • Statewide achievement test scores • District report cards • Measures of Academic Progress scores • Professional development tracking and surveys • Observations and interviews • Documented access to technology resources • District, school, and community surveys • School technology and improvement plans • Documented access to technology 					

		<p>resources</p> <ul style="list-style-type: none"> • Technology needs assessments • SDE Technology Counts on-line survey • Budget data • State personnel reports • Fixed Assets Inventory • Surveys 					
<p>5.2 The school districts 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>5.3 The school districts will have qualified technical staff, including instructional technology support and 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>5.4 The school districts 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>5.5 The school districts will implement an obsolescence and upgrade plan to</p>						

replace and recycle equipment and software.							
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CUMULATIVE TARGETS AND BENCHMARKS

Note: These targets and benchmarks will be monitored and adjusted annually in the report to the people of South Carolina.

2015-16

Learners and Their Environment

- Fifty percent of the districts’ students will have created technology projects documenting their acquisition of grade-level-appropriate competencies as well as their use of a variety of technology tools to complete authentic tasks. (By May 2015 – Develop a check-list to measure student proficiency of grade level appropriate technology standards. Measure of attainment: survey data, sample projects with accompanying assessment rubrics.)
- Fifty percent of the districts’ students will possess effective communication skills and technology literacy as evidenced by teacher observation and student technology projects and by presentations at school technology nights and fairs. (Measure of attainment: listing of recognition programs and samples of student projects – on going throughout the year.)

Professional Capacity

- Fifty percent of the districts’ teachers will possess technology proficiency as evidenced by teacher technology proficiency assurance forms. Fifty percent of the district’s teachers will also demonstrate proficiency by maintaining teacher web pages, interacting with the school technology team leaders, and integrating technology into the curriculum to teach the state curriculum standards. (By May 2010 a teacher proficiency checklist will be in place and will be used to assess teachers’ technology proficiencies. (Measure of attainment: teacher proficiency checklists and assurance forms-December 2011)
- One hundred percent of the district’s schools will have technology leaders who train teachers to help teachers integrate technology into the curriculum. (Measure of attainment: time log showing the time technology leaders spend providing training-December 2011)
- The district maintains an Instructional Technology coaches who trains teachers and visits classrooms to help teachers integrate assistive and other technology into the curriculum. (Measure of attainment: Special services records that show time spent on training and class visitations)

Instructional Capacity

- Fifty percent of the districts' 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, surveys, observations, lesson plans, training records, and teacher web pages. (Measurement of attainment: Sample units of study from the Intel: Teach to the Future training and training records – December 2011)
- 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. (Measurement instrument will be developed by December 2015.)

Community Connections

- Fifty percent of the schools in the district will 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. (Measure of attainment: SIC reports, surveys, documentation of sharing of student projects, surveys – Ongoing)
- Fifty percent of the districts' schools will have a community partnership that provides research and evaluation for a district's major (school wide or larger) technology projects. (Measure of attainment: SCI reports – December 2011.)
- Twenty percent of the districts' elementary, middle, and high schools will provide access to technology-related facilities after hours for parents, teachers, and community members. (Measure of attainment: training logs – December 2011.)

Support Capacity

- The school district will include in their technology plans an assessment of their current technology needs, their current technology inventory, and their current technology support strategies. (Information will be included in annual updates to the SDE.)

2016-17

Learners and Their Environment

- ~~Forty~~ Sixty percent of the district's 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~~ Sixty percent of the district's students will possess effective communication skills and technology literacy as evidenced by teacher and student technology portfolios and by presentations at technology conferences and fairs.

Professional Capacity

- Sixty percent of the district's teachers will possess technology proficiency as evidenced by teacher technology proficiency assurance forms. Seventy percent of the state's teachers will also demonstrate proficiency by maintaining teacher and student technology portfolios, keeping a journal of course experiences, interacting with

the school technology coach, and integrating technology into the curriculum to teach the state curriculum standards.

- One hundred percent of the schools will have a technology leader, who will train teachers and visits classrooms to help teachers integrate technology into the curriculum.
- The district will have an adequate number of assistive technology coaches who train teachers and visit classrooms in all schools to help teachers integrate assistive technology into the curriculum.
- One hundred percent of the schools will have access to a district assistive technology assessment team that coordinates assistive technology assessments for students with special needs.

Instructional Capacity

- Sixty 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.
- Sixty 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

- Sixty percent of the schools will 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.
- Sixty percent of the schools will have a community partnership that provides research and evaluation for a district's major (school wide or larger) technology projects.
- Seventy percent of the districts will maintain a K-12 educational portal that lists willing community participants and partners who can provide services to supplement the curriculum.
- Sixty percent of the districts 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.
- Thirty percent of the district's elementary, middle, and high schools will provide access to technology-related facilities after hours for parents, teachers, and community members.

Support Capacity

- One Hundred percent of the school districts will include in their technology plans an assessment of their current technology needs, their current technology inventory, and their current technology support strategies and personnel.

2017-18

Learners and Their Environment

- Seventy percent of the state's 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.

- Seventy percent of the state's students will possess effective communication skills and technology literacy as evidenced by teacher and student technology portfolios and by presentations at technology conferences and fairs.

Professional Capacity

- Seventy percent of the district's teachers will possess technology proficiency as evidenced by teacher technology proficiency assurance forms. Eighty percent of the state's teachers will also demonstrate proficiency by maintaining teacher and student technology portfolios, keeping a journal of course experiences, interacting with the school level technology coach and educational consultants as available and integrating technology into the curriculum to teach the state curriculum and ISTE standards.
- Seventy percent of the schools will have a technology coach who trains teachers and visits classrooms to help teachers integrate technology into the curriculum.
- One Hundred percent of the schools will have an assistive technology coach who trains teachers and visits classrooms to help teachers integrate assistive technology into the curriculum.
- One Hundred percent of the schools will have an assistive technology assessment team that coordinates assistive technology assessments for students with special needs.

Instructional Capacity

- Seventy 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.
- Seventy 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

- Seventy percent of the state's school districts will 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.
- Seventy percent of the school districts will have a community partnership that provides research and evaluation for a district's major (school-wide or larger) technology projects.
- Eighty percent of the districts will maintain a K-12 educational portal that lists willing community participants and partners who can provide services to supplement the curriculum.
- Seventy percent of the districts 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.
- Forty percent of the state's elementary, middle, and high schools will provide access to technology-related facilities after hours for parents, teachers, and community members.

Support Capacity

- One-Hundred percent of the school district will include in their technology plans an assessment of their current technology needs, their current technology inventory, and their current technology support strategies.

2018-19

Learners and Their Environment

- Eighty percent of the district's students will begin collecting work samples to place in their 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.
- Eighty percent of the district's students will begin collecting work samples to place in the technology portfolios that demonstrate that the student possesses effective communication skills and technology literacy as evidenced by teacher and student technology portfolios that are being created and by presentations for their peers and at technology conferences and fairs.

Professional Capacity

- Eighty percent of the district's teachers will possess technology proficiency as evidenced by teacher technology proficiency assurance forms to be completed at the end of each school year in May. Ninety-five percent of the district's teachers will also demonstrate proficiency by creating and maintaining teacher and student technology portfolios. Teachers will keep a journal of course experiences, interactions with the school level technology coach, educational consultants as available and integrating technology into the curriculum to support the state curriculum and ISTE standards.
- Fifty percent of the schools will have a technology coach who trains teachers and visits classrooms to help teachers integrate technology into the curriculum.
- Forty percent of the schools will have an assistive technology coach who trains teachers and visits classrooms to help teachers integrate assistive technology into the curriculum.
- Forty percent of the schools will have an assistive technology assessment team that coordinates assistive technology assessments for students with special needs.

Instructional Capacity

- Eighty 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.
- Eighty 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

- Eighty percent of the state's school districts will report a ~~10~~ 20 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/student real-world experiences in technology-related fields, more research and evaluation of technology projects, more use of tools that collaborate teachers, students and parents, and more community collaboration technology grants submitted and dollars funded.

- Eighty percent of the school districts will have a community partnership that provides research and evaluation for a district's major (school-wide or larger) technology projects.
- Ninety percent of the districts will maintain a K–12 educational portal that lists willing community participants and partners who can provide services to supplement the curriculum.
- Eighty percent of the districts will provide and documented 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.
- Fifty percent of the state's elementary, middle, and high schools will provide access to technology-related facilities after hours for parents, teachers, and community members.

Support Capacity

- One-Hundred percent of the school districts will include in their technology plans an assessment of their current technology needs, their current technology inventory, and their current technology support strategies.

2019-2020

Learners and Their Environment

- Ninety percent of the districts' students will have created technology projects documenting their acquisition of grade-level-appropriate competencies as well as their use of a variety of technology tools to complete authentic tasks. Students will follow guidelines to measure their proficiency of grade level appropriate technology standards.
- Ninety percent of the districts' students will possess effective communication skills and technology literacy as evidenced by teacher observation and student technology projects and by presentations at school technology nights and fairs. A measure of attainment will include any listing of recognition work or programs.
- Students will enter one piece or project each month into their Technology Portfolio.

Professional Capacity

- Ninety percent of the district's teachers will possess technology proficiency as evidenced by teacher technology proficiency assurance forms to be completed at the end of each school year in May. Ninety percent of the district's teachers will also demonstrate proficiency by maintaining teacher and student technology portfolios, keeping a journal of course experiences, interacting with the school level technology coach, and educational consultants as available and integrating technology into the curriculum to support the teaching of the Common Core State Standards and ISTE standards.
- Sixty percent of the schools will have a technology coach who trains teachers and visits classrooms to help teachers integrate technology into the curriculum.
- Forty percent of the schools will have an assistive technology coach who trains teachers and visits classrooms to help teachers integrate assistive technology into the curriculum.
- Forty percent of the schools will have an assistive technology assessment team that coordinates assistive technology assessments for students with special needs.

Instructional Capacity

- Ninety percent of teachers will integrate technology and information literacy skills into their teaching of the Common Core State Standards as evidenced by the technology proficiency assurance forms and teacher portfolios.
- Ninety 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

- Seventy-five percent of the state's school districts will report a 10 percent yearly increase over the previous year 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.
- Seventy-five percent of the school districts will have a community partnership that provides research and evaluation for a district's major (school-wide or larger) technology projects.
- Ninety percent of the districts will maintain a K–12 educational portal that lists willing community participants and partners who can provide services to supplement the curriculum.
- Eighty percent of the districts 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.
- Fifty percent of the state's elementary, middle, and high schools will provide access to technology-related facilities after hours for parents, teachers, and community members.

Support Capacity

One Hundred percent of the schools will include in their technology plans an assessment of their current technology needs, their current technology inventory, and their current technology support strategies.

Acknowledgements

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Jenny Cox – Elementary School Technology Coach
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Michael Bland – GCSD Director of Technology

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Appendix 1: No Child Left Behind Action Plan

The No Child Left Behind Act (NCLBA), the reauthorization of the Elementary and Secondary Education Act that was enacted in January 2001, sets forth new requirements for state and school district technology plans. In addition to mandating that each district have a current and approved technology plan that meets all state and federal requirements, the NCLBA (Title II, Part D: Enhancing Education through Technology, Section 2414, Local Applications) requires that in order for a school district to apply for competitive and formula grants under the Act, that district's technology plan must contain the following specific narratives:

1. Georgetown County School District is committed to using advanced technology to improve student academic achievement aligned with challenging state academic content and student academic achievement standards. The goal is to have all teachers and students proficient in the use of technology in order to engage learners and improve student academic achievement. GCSD has adopted a curriculum that adheres to the state standards, and in most content areas, is based on national standards. GCSD has been using the *Intel: Teach to the Future* model as the training model for professional development for the past 3 years. Teachers have developed units of study that teach standards and incorporate the students' use of technology. The *Intel: Teach to the Future* model is research based. Research shows that the use of technology engages students in the learning, and creating projects such as multimedia projects allows students to reach those higher levels of thinking. The research is available from Intel's web site at www.intel.com/education. As part of the unit, teachers develop rubrics to assess the students' learning of the content as well as the students' use of programs such as PowerPoint, Publisher, Word, and Excel.
2. GCSD has adopted a computer replacement plan, where all of the computers used for instruction are leased and replaced after 5 years. All classrooms are wired and have Internet access, with most classrooms having 2-5 computers. GCSD recently added additional bandwidth in order to accommodate the use of video streaming from sources such as SCETV.
3. E2T2 funds have been used to provide technology leaders at each of the schools. The technology leaders serve on a district technology team and make recommendations on technology topics such as professional development and acquisitions. They teach the classes throughout the district and receive small stipends for serving on the tech team and additional stipends if they teach the Intel class for graduate credit. These classes are advertised by the district and are offered throughout the year and in the summer at various locations in the district. E2T2 funds have also provided funding for programs such as Enrich that allow teachers to create online academic plans with all of the testing data such as MAP and PACT being pulled from PowerSchool. Teachers do not have to manually enter student information and data into the plan. The district purchased Middle/High laptops and carts in 2012-13; Elementary laptops, netbooks and tablets; Administrators (Tablets, etc.) All of the middle schools received mobile computer labs using E2T2 funds. E-rate funding has been used to support the network. Recently, GCSD has added additional bandwidth with funding provided through e-rate. Local and state funds have provided the majority of the 4,500 computers in the district.
4. GCSD has found that the best model for delivering staff development is through a "train the trainers" approach. The district administrative technology specialist meets with the tech. leaders and media specialists on a monthly basis and is instrumental in providing monthly technology training for these two groups. During the 2009-10 school year, tech. leaders and media specialists received training in "Web Page Design", "Using

ETV Video Streaming Resources”, and “e-Portfolio.” The tech. leaders and media specialists then provide training for teachers and administrators at the school level.

5. 2010-11 E2T2 funds will be used to pay the annual support cost for programs such as Limelight and Inform. Professional development on the use of PowerSchool, Limelight, and Inform will be provided.
6. E2T2 funds were used to purchase *School Center* a service that allows all teachers to have their own web pages and the ability to update those pages as needed. Teachers have been asked to have a contact form, class schedules, homework information, etc. on their pages in order for parents and students to be able to view the site for school and class information (available from the www.gcsd.k12.sc.us web site.) E-rate funding and local funds have also provided voice mailboxes for all teachers. Parents can call the teachers’ mailboxes and receive information about homework assignments and other activities. Parents have been informed of these services at PTA meetings and through school newsletters. The county in collaboration with the two cable TV companies in the area also provides the district with a local access TV channel. The district public information officer maintains a scrolling information board with information about the local schools, the schools’ programs, students’ awards, etc.
7. GCSD has an adult education program with a Literacy/Community Education program for adult learners housed in a former high school building on the Howard School campus. The adult ed. program has a computer lab with several software programs used to engage adult learners. Many ESOL adults are enrolled in the Literacy/Community Education program.
8. GCSD will use surveys, observations, checklists; and measures such as School Net testing data, itemized analysis tools, state testing data, and MAP data to ensure that teachers are effectively integrating the use of technology into the curricula and that students are meeting academic achievement standards. Measures of Academic Progress (MAP) from Northwest Evaluation Association has been a valuable resource for our teachers. Students in grades 3-10, take computerized reading, math, and science tests three times a year. The results identify the specific areas of need (something the state testing does not do) and teachers can use small group instruction to teach specific skills to individual students. The MAP data gives a good correlation as to how a student will perform on the state end of the year assessment.
9. Local funds recently purchased a server that will house an extensive library of streaming video resources. GCSD has a state funded (materials, not personnel) Digital Education Services center (DES) that provides video resources from SCETV. In November 2004, SCETV began providing video streaming from United Streaming to all of the schools in the state. Tech. leaders have received training in order to train the teachers at the various schools and the tech. leaders along with the district administrative tech. specialists are continuing to train teachers and administrators on the use of the resources. As a DES, we are eligible to receive the entire library of resources to house locally. Those services will be available from our local server as soon as installation takes place. DISC, an extensive research database, available from the SC State Library is accessible from the GCSD web site. GCSD has a Computer and Technology Services (CTS) Department with a Director, 2 senior tech network managers, 3 computer technicians and a network administrator. The CTS department maintains the network and all of the 4500+ computers in the district. All teachers/students have access to software programs such as Microsoft Office, Inspiration, Movie Maker, PhotoStory, and various other software programs that track progress such as Accelerated Reader, MAPS, Enrich, and Success Maker.

Appendix 3: Acceptable Use Policy

IJND-R

ACCEPTABLE USE

Issued: 1/08

Revises: IJND-R

Issued: 1/07

Page 1 of 4

This administrative rule governs the use of the District's computer, internet and electronic research and communication resources and is intended to protect the integrity of District operations and instructional programs, as well as to outline the rights and responsibilities of District employees and students.

Scope

This administrative rule applies to the following persons/entities:

- All District employees including regular, part-time, temporary and contract employees
- All students enrolled in District schools
- All other authorized users of any of the District's technology resources, regardless of District affiliation or reason for usage
- All District owned or operated technology resources or systems which are subscribed to and/or paid for by the District

Confidential Information

The District's research and communication resource systems have security measures in place; however, such measures do not guarantee total security. As a result, information generally considered to be personal or confidential should not be sent via the District's communication resources. The District cannot assume responsibility for lost or stolen information sent or received via the District's communication resources.

General Computer Usage

The following actions are prohibited:

- Knowingly loading or creating viruses
- Loading or attempting to load software or files onto a school computer without the permission of the school's media specialist
- Loading or attempting to load software or files onto the District network without the permission of the Information Technology Department
- Accessing or modifying data without authorization
- Modifying passwords without authorization
- Computer vandalism, defined as any malicious or unauthorized attempt to harm or destroy equipment or data, files, or other electronic information not belonging specifically to the user

Georgetown County Board of Education

Appendix 4: How E-rate Areas Have Been Addressed

1. The GCSD technology plan has established clear goals and a realistic strategy for using telecommunications and information technology to improve education and library services. All classrooms will have ~~at least 6~~ drops for Internet connectivity, as well as a wireless Internet Access Point. ~~Each~~ Most school ~~has~~ have at least one computer lab that can be used for class Internet collaborations. Every school ~~middle school, high school, and some elementary schools have~~ has multiple ~~at least one~~ mobile computer lab carts. All classrooms and teachers have webpage, phone and voicemail capabilities.
2. The GCSD technology plan does have a professional development strategy to ensure that staff members know how to use the new technologies to improve education. Teachers are expected to demonstrate technology proficiencies through a proficiency survey tool developed by the Instructional Technology Coaches to include ISTE/NETS standard proficiency skills, in order to meet the state's teacher technology proviso for professional development.
3. The GCSD technology plan does include an assessment of the telecommunications services, hardware, software, and other services that will be needed to improve education. All teachers/administrators complete an annual survey indicating technology needs, using a Needs Assessment and Progression Survey Tool developed by our Instructional Technology Coaches. A district technology team makes recommendations to administration on technology needs.
4. The GCSD technology plan provides a sufficient budget to acquire and maintain the hardware, software, professional development, and other services that will be needed to implement the strategy for improved education. GCSD has a plan for hardware refreshment. E-rate funds allow the district to replace routers, switches, and other internal connections on a regular basis as dictated by e-rate guidelines. Local funds are used to maintain the servers, routers, switches for the non e-rate schools on the same rotation plan as e-rate schools. Other federal funds from title programs, grants, etc. generate another million in technology dollars.
5. The district technology plan includes an evaluation process that enables the district and its schools to monitor progress toward the specified goals and make midcourse corrections in response to new developments and opportunities as they arise. The district plan is evaluated and updated annually.

Appendix 5 – Budget

	2015-16	2016-17	2017-18	2018-19	2019-20
Computers/Hardware	2,300,000	1,700,000	1,650,000	3,475,000	2,700,000
Services and Licenses	546,000	546,000	546,000	546,000	546,000
Software	85,000	85,000	85,000	85,000	85,000
Professional Development/Training	100,000	100,000	100,000	100,000	100,000
Salaries	350,000	350,000	350,000	350,000	350,000
Benefits	136,500	136,500	136,500	136,500	136,500
Supplies	103,000	103,000	103,000	103,000	103,000
Total	3,620,500	3,020,500	2,970,500	4,795,500	4,020,500

I verify that all above components for Georgetown County School District's technology plan have been addressed.

This technology plan has been reviewed and submitted on behalf of Georgetown County School District.

School District Director of Technology (Printed Name): MICHAEL BLAND

School District Director of Technology
(Signature): Michael Bland Date: 3/23/16

School District Superintendent (Printed Name): H. RANDALL DOZIER, Ph.D.

School District Superintendent
(Signature): H. Randall Dozier Date: 3/25/16