

Anderson School District Three

335 West Front Street

Iva, SC 29655

2015-2016 Technology Plans

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Office of Technology

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Criteria One: School Demographic Information

Anderson School District Three is located in Southern Anderson County. The District is made up of 1 High School, 1 Middle School, 3 Elementary Schools, and 1 District Office.

- Crescent High School is grades 9-12 with an enrollment of **763** students with **74** faculty and staff members.
- Starr-Iva Middle School is grades 6-8 with an enrollment of **583** students with **70** faculty and staff members.
- Starr Elementary is grades PK-5 with an enrollment of **505** students and with **60** faculty and staff members.
- Iva Elementary is grades PK-5 with an enrollment of **411** students and with **53** faculty and staff members.
- Flat Rock Elementary is grades PK-5 with an enrollment of **389** students and **52** faculty and staff members.
- District Office is a staff of **33** employees.

Approximate number of students in the district:	2651
Percentage for students eligible for free and reduced lunch:	69%
Number of English as a Second Language (ESL) students:	64
Percentage of dropouts:	2013-2014 was 1.2%
Graduation rate:	2013-2014 was 86.3%
District E-rate percentage discount:	80%

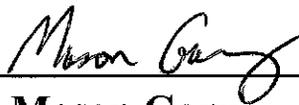
Executive Summary

The Technology Plan for Anderson County School District 3 follows the criterion established by the National and South Carolina State Technology Plan. It is the goal of our technology department to influence a global learning environment in rural South Carolina. Our technology integration supports teachers and administration to better serve the students of Anderson County School District 3. Our department installs and maintains innovative technology practices to assist students to become lifelong learners in a digital age.



Bruce Alverson

Director of Technology



Dr. Mason Gary

Superintendent

District Mission Statement and Belief

The mission of Anderson School District Three, serving a rural community with an agricultural heritage, is to develop well-rounded, productive citizens and life-long learners for a diverse society through challenging, innovative educational experiences in a safe environment, guided by competent, caring, committed staff in partnership with a supportive community.

We believe that:

- Children are our highest priority.
- All individuals have value and can learn.
- All individuals are entitled to a safe school environment.
- A quality education with a focus on academic excellence is a right of all individuals.
- A positive support system at home and school contributes to learning.
- Cultural diversity and individual differences strengthen our society.
- All individuals should be challenged to attain their greatest potential.
- Our responsibility is to assist in preparing each individual to become a productive citizen in a global society.
- Learning is a lifelong process.
- Responsible involvement of parents, students, school staff, and the entire community is imperative for quality education.

Criteria Two: Goals and Strategies

Our goal is to ensure that technology is an essential part of the learning, teaching, and administrative processes at Anderson School District Three in order that our students are technologically literate and proficient to address challenges in the 21st century.

Our goal is to accomplish a comprehensive integrated curriculum in a manner consistent with the school's teaching philosophy and approaches by a faculty trained and committed to developing their own technology skills with internal support services that provides quality equipment in classroom, library, labs, and offices.

Our goal is to implement the technology at a rate responsive to the evaluative process which will produce the most productive environment and supportive atmosphere for successfully reaching the goal of technology integration.

- **Crescent High School Strategies**

1. Continue routine maintenance and replacement of equipment as needed.
2. Change operating system from Novell Netware to Windows Server
3. Remove and replace all classroom desktops and teacher laptops.
4. Install WAP and Network access in the Softball Office.
5. Updated Sharp printer lease. Updated all teacher printers and installed Sharp copier/printers in Office and Teacher Workroom.
6. Planning to refresh older SMART Boards throughout School.
7. Upgraded to 1 GB switch
8. Removing Command Anti-virus moving to AVG
9. Electronics lab upgraded 25 pcs.

- **Starr-Iva Middle School Strategies**

1. Continue routine maintenance and replacement of equipment as needed.
2. Train teachers in new teaching strategies
3. Update PCs/Laptops per 4-year plan
4. Introduce student devices as teachers become ready to use them

- **Starr Elementary Strategies**

1. Continue routine maintenance and replacement of equipment as needed.
2. Train teachers in new teaching strategies
3. Update PCs/Laptops per 4-year plan
4. Introduce student devices as teachers become ready to use them

- **Iva Elementary Strategies**

1. Continue routine maintenance and replacement of equipment as needed.
2. Train teachers in new teaching strategies
3. Update PCs/Laptops per 4-year plan
4. Introduce student devices as teachers become ready to use them

- **Flat Rock Elementary Strategies**

1. Continue routine maintenance and replacement of equipment as needed
2. Train teachers in new teaching strategies
3. Update PCs/Laptops per 4-year plan
4. Introduce student devices as teachers become ready to use them

- **District Office Strategies**

1. Update PCs/Laptops per 4-year plan

- **District Technology Center Strategies**

1. Install Backup Generator
2. New “BOSS” Work order System so that all requests are handled quickly and more efficiently
3. New Dell VRTX server to virtualize physical server
4. New “Sonic Wall” firewall to replace ASA and web filter for better control of access to internet

Criteria Three Professional Development

Anderson County School District Three strongly believes a technically skilled, proficient faculty is both the foundation and crucial success factor to the effective integration of technology in the educational program. Providing ongoing, innovative training is the first stage and a priority for implementing and maintaining the integration of technology into classroom instruction. Therefore, the Anderson County School District Three technology plan must emphasize, prioritize and financially support the continual professional development of all faculty and staff.

To achieve this goal, Anderson County School District Three has adopted the ISTE National Educational Technology Standards (NETS) as its guide. These standards are organized around 5 key themes as listed below:

- 1. Facilitate and Inspire Student Learning and Creativity:** Teachers use their knowledge of subject matter, teaching, and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
- 2. Design and Develop Digital Age Learning Experiences and Assessments:** Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS-S.
- 3. Model Digital Age Work and Learning:** Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

4. **Promote and Model Digital Citizenship and Responsibility:**

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

5. **Engage in Professional Growth and Leadership:** Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

Throughout the year, teachers in Anderson County School District Three have multiple opportunities to participate in professional development workshops, trainings, and/or courses to achieve the goal of technology proficiency. The associated strategies and technology resources are included below.

1. **Graduate Level Courses:** Each year the district offers a course related to technology integration into classroom instruction. Teachers earn 3 hours of graduate credit through Winthrop University and 60 recertification points upon successful completion of the requirements for the course. The course is modified each year to include the most useful of the current technology resources.

Tools for Communicating, Collaborating, and Teaching in the 21st Century Classroom is a graduate course designed to enable teachers to use tools of communication effectively and appropriately to collaborate with other teachers, colleagues, students, and parents. Specifically, instruction will focus on constructing, sharing, and using documents via Google Docs and Google Apps, effectively utilizing social networks such as Twitter and

Facebook to communicate with students and parents, and to be made aware of Internet safety issues including but not limited to Cyber-bullying and sexting. Emphasis will be placed on developing proficiency in utilizing available technology in communicating and collaborating with teachers within the school, district, and beyond. Participants will explore Skype, wikis, blogs, glogs, and Nings, as well as presentation aids including Animato, Our Story, Live Binders, Web 2.0, SMART notebook software, and Wordle. Participants will show proficiency in integrating and using the tools available through MS Outlook/Exchange to enhance their communications to colleagues, students, and parents. The course assignments are aligned to the National Professional Development Standards (NPDS) and the National Educational Technology Standards (NETS-T).

2. ***Technology-Based Workshops and Conferences:*** Teachers and support staff are encouraged to participate in workshops and conferences. Each school in the district is allowed and encouraged to send at least 2 staff members to the South Carolina Educational Technology Conference. Those who participate in the conference then return to their home school and conduct trainings for the teachers in their building. The media specialists in the group become technology champions for their respective buildings and are a direct help to classroom teachers. Other workshops have emphasized trainings on iPads and other handheld technology in the classroom.
3. ***In-District Professional Development Opportunities:*** Periodically, the district hosts a professional development day, “Teachers Empowering Teachers,” for teachers to share best practices with each other. During this day, the technology sessions are very well attended by teachers.

Several of the sessions offered this past March include *Amazing Apps for Teachers*, *Flipping the Classroom*, *Common Core Speed Dating*, and *Teaching Millennials using Multimedia*. Many schools also host technology Wednesdays throughout the month to offer instruction on topics such as utilizing web 2.0 tools, using the SMART board in the classroom, methods of research using *Discus*, cyber-bullying and utilizing technology resources to support the preparation for newly implemented statewide assessments and currently adopted state content standards.

As a part of the total instructional program, the district has implemented and trains teachers on technology that helps with instructional planning and assessment, and/or is also used by students for instruction and remediation. The district uses *CASE 21* three times a year for formative assessment. Designated participants are trained on the features of the *CASE 21* system, steps for administering the tests, accessing and understanding test data, and specifically on the variety and uses of data reports. *Enrich* is a data storage warehouse that allows queries of testing data on individual students, classes, grade levels, etc. Special education teachers use an adaptation of the *Enrich* program to write and modify their IEP's. Teachers and administrators study trends and plan educational experiences and programs accordingly. Several programs are used with students to supplement and remediate instruction. These include *GradPoint* which is used at the high school for credit recovery and initial credit. *SuccessMaker* and *Classworks* are used at the elementary and middle schools to level students and provide them individualized instruction. *READ 180* and *System 44* are used to assist students with their reading skills. Another instructional support area now infused with technology follows each textbook adoption cycle. Many textbook supplemental resources are now internet based, with applications integrated throughout classroom instruction. With our ELA adoption of *Journeys*, teachers were trained on the peripheral materials, the

online testing models, and resources for direct instruction. The district has recently adopted the *My Math* series for K-5 and will provide a similar training during the summer.

While teachers are expected to exhibit technology proficiency in the teaching/assessment realm, they are also expected to utilize technology for district- mandated training through the *Public School Works* program. All employees of the district are assigned online modules to complete based on job responsibilities. Content includes district policies, Internet usage and compliance policies, safety training, intruder training, and blood borne pathogen training. Beginning with the July 2013 cycle of recertification, middle and high school teachers will complete online training on suicide prevention required by the Jason Flatt Act.

The district now uses *School Wires* to host its web page. In an effort to increase and document teacher technology proficiency, each certified staff member is required to host a web page and to post weekly updates. Teachers are required to plan for classroom technology use in their weekly lesson plans. Teacher participation in technology professional development opportunities is also tracked throughout the cycle, and teachers are observed and evaluated on technology integration effectiveness.

4. Online courses and webinars: Teachers and administrators are participating in graduate level courses through various online platforms. Teachers seeking gifted & talented endorsement are now completing these courses online instead of through face to face meetings. With the new testing programs of ACCESS, ACT Aspire, and NCSC-Alt, all of the training is completed through webinars followed by required online testing to be certified as a test administrator.

Criteria Four: Assessment of Needs

When students graduate from Anderson School District Three, they have a solid foundation in the technology skills they need to function in today's society. Students use computers for word processing in all their classes and frequently ask for and receive guidance from their teachers over the campus network. Papers, especially in grades nine through twelve, are required to be typed, and in some classes may be revised and filed electronically. Increasingly, library research is being done by computer. Students in most classes produce a multimedia research project at sometime during the school year. This project combines scanned images, digital sound, and text into a slide show style presentation often used to teach a specific topic to the rest of the class. A variety of CD-ROM based encyclopedias and other sources are available. Online sources such as Encyclopedia Britannica are available over the Internet. Students have full access to all the rich resources of the Internet. Math and science students learn the basics of spreadsheets. Students also use technology such as graphing calculators in math. In high school, students may elect to take courses in computer applications. We are increasing school and home communication using World Wide Web and E-mail for ease, speed, and cost savings and to inform student's educational progress to parents.

- **Hardware Platform**

1. Moving from HP to Dell Servers
2. Use Cisco and HP Switches
3. Barracuda Internet Filtering
4. Net Equalizer for Network Traffic Shaping
5. Barracuda Incoming and Outgoing E-mail Filtering
6. Windows 7 on Desktops
7. Network Printers
8. 1 Macintosh OS X Mountain Lion/Win7 Lab (25)

- **The District Network**

The Anderson School District Three local area network is running a 1000 Base-T network with a fiber optic backbone. The wide area network has been upgraded to 100 Mb at each location with a 1GB backbone located at Starr-Iva Middle School. Our servers run Windows server 2003/2008/2012. The district's internet circuit is a 100 Mb circuit. Every classroom has wired and wireless network connectivity. Each student's parents must agree to and sign an "Acceptable Use Policy" which applies to the school's Philosophy and Code of Conduct prior to using the network.

1. Windows 2003/2008/2012 Application Servers
2. iPhones for administration
3. SuccessMaker
4. Cafeteria Manager Program (WebSmartt)
5. Emma System at all Schools
6. PowerTeacher Gradebook Grading System at all Schools
7. Read Naturally for Elementary and Middle School Reading Assistance
8. ETV Learn360 Video Database to enhance teaching in the classroom
9. Heavy overlay Cisco Wireless for teacher/student devices (one AP per classroom)
10. iPads used by teachers/administrators/students

- **Timeline for Implementation of Goals and Strategies**

The timeline for completing our Goals and Strategies is by June 2016. There are many factors when working in the technology arena. We are continually working with limited funding which has postponed some projects at the present. We constantly work to maintain the current technology with efforts to improve as funding becomes available.

Criteria Five: Assessment of Needs

2015-2016 Technical Budget

Crescent High School

Technical Activity	Funding Source	Cost
Health Master License		\$
Routine Maintenance	Local	\$10,000
PC/Laptop Upgrade	Local	\$50,000
Barracuda User License	Local	\$2092
Windows EES License	Local	\$3500

Starr-Iva Middle School

Technical Activity	Funding Source	Cost
Health Master License		\$
Routine Maintenance	Local	\$10,000
PC/Laptop Upgrade	Local	\$50,000
Barracuda User License	Local	\$2092
Compass User License	Local	\$2135
Windows EES License	Local	\$3500

Starr Elementary

Technical Activity	Funding Source	Cost
Health Master License		\$
PC/Laptop Upgrade	Local	\$50,000
Routine Maintenance	Local	\$10,000
Barracuda User License	Local	\$2092
Compass User License	Local	\$2135
Windows EES License	Local	\$3500

Iva Elementary

Technical Activity	Funding Source	Cost
Health Master License		\$
Routine Maintenance	Local	\$10,000
Barracuda User License	Local	\$2092
Compass User License	Local	\$2135
Windows EES License	Local	\$3500
PC/Laptop Upgrade	Local	\$50,000

Flat Rock Elementary

Technical Activity	Funding Source	Cost
Health Master License		\$
Routine Maintenance	Local	\$10,000
Desktop/Laptop Upgrade	Local	\$50,000
Barracuda User License	Local	\$2092
Compass User License	Local	\$2135
Windows License		\$3500

District Office

Technical Activity	Funding Source	Cost
Routine Maintenance	Local	\$10,000
Windows License	Local	\$3500
		\$0

District Technology Center

Technical Activity	Funding Source	Cost
Generator		\$25000
Backup Solution		\$25000
Disaster Recovery		\$30000
Student Devices	Local	\$500,000

Criteria Six: Evaluation

The goal of the evaluation is to:

- monitor success/ failure of the Recommendations
- review visions, goals, objectives in light of new material
- adjust action plans as needed
- review / seek resources and new sources of funding
- assure that the ultimate beneficiary of technology is the learner
- assess the impact of the Recommendations on teaching and learning
- evaluate the impact of emerging technologies

Annual evaluations will include consideration of any changes in the educational environment and in technology.

District Contacts

These individuals are the primary contacts for the implementation and management of this plan.

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In addition, all of our computers have Internet connections. Our **Internet Acceptable Use Policy** is below.

Internet Acceptable Use Policy

Technology is a vital part of education and the curriculum of the School District. In an effort to promote learning and expand educational resources for students, the District has made arrangements to provide Internet access to students and staff. The District's goal in providing this service is to promote educational excellence by facilitating resource sharing, communication, and innovation. Access to the internet, an "electronic highway" connecting millions of computer users all over the world, will allow School District students and staff the opportunity to communicate with others on a global level and access educational materials worldwide.

Access to the internet is a privilege, not a right. With this privilege, there also is a responsibility to use the Internet solely for educational purposes and not to access inappropriate materials not suited for students. To that end, the School District administration is directed to develop appropriate guidelines governing the use of District computers to access the Internet.

As part of the implementation of the administrations guidelines, students and staff must be instructed on the appropriate use of the internet. In addition, parents must sign a permission form to allow students to access the internet. Students also must sign a form acknowledging that they have read and understand the Internet Acceptable Use Policy and administrative regulations, that they will comply with the policy and regulations, and that they understand the consequences of violating the policy or regulations. District staff must sign a similar acknowledgement form before they will be allowed to access the Internet. Inappropriate use by any person will not be tolerated.

I. Internet Access

Because technology is a vital part of the educational process and the curriculum of the School District, students, and staff will be provided access to the Internet. By providing this access, the District intends to promote educational excellence and allow access to resources unavailable through traditional means. Through the Internet, students and staff will have access to the following:

- Electronic mail communication with people all over the world.
- Information and news from NASA, as well as the opportunity to correspond with scientist at NASA and other research institutions.
- Public domain software and graphics of all types for school use.

- Many university library catalogs, the Library of Congress and a large collection of information of educational use.

With access to computers and people all over the world also comes the availability of material that may not be of educational value. The School District has taken precautions to restrict access to controversial and inappropriate materials. However, on a global network, it is impossible to control all materials and limit all access to information which has no educational value. The School District firmly believes that the valuable information and the interaction available on this worldwide network far outweigh the possibility that users may procure material that is not consistent with the educational goals of the School District.

The smooth operation of the Internet relies on the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided here so that you are aware of your responsibilities when using the Internet. Any violations of these guidelines will subject the user to appropriate disciplinary action and possible denial to access to the Internet.

Prior to accessing the Internet, students and staff must receive instruction on the appropriate use of the Internet. In addition, parents will be required to sign a permission form at the beginning of each school year before students will be allowed access. Students must also sign a form annually acknowledging that they have read and understand this Administrative Rule, that they will comply with the guidelines set forth herein, and that they understand the consequences for violating these guidelines. Employees must sign a similar acknowledgement form.

II. Terms and Conditions of Use

A. Acceptable Use

The purpose of the School District's decision to provide Internet access is to allow an expanded opportunity for collaborative work. All use of the Internet must be in support of education and research and consistent with the educational objectives of the School District. Use of other organizations' network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any national or state laws or regulations is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secrets.

B. Procedures for Use

1. Administrators and teachers may access the Internet for educational or work-related purposes at any time which is not disruptive and does not interfere with the performance of other responsibilities by the employee or other staff member.
2. Students will be allowed access to the Internet only through their teachers. No students may have access to the Internet without permission. Student use must be supervised at all times by staff member.
3. All users must sign in on a log-in sheet before each use. Log-in sheets will be available for each terminal.

C. Rules Governing Use

1. The use of the Internet is a privilege, not a right, and inappropriate use will result in cancellation of Internet privileges. All staff and students must abide by the generally accepted rules of network etiquette, including the following: Be polite. Do not be abusive in messages to others. Always use appropriate language. Profanity, vulgarities, or other inappropriate language is prohibited. Illegal activities are strictly forbidden.
2. Never reveal the personal address or phone number of yourself or others.
3. Note the electronic mail is not guaranteed to be private. People who operate the system have access to all mail. Messages relating to or in support of illegal or inappropriate activities will be reported to the appropriate authorities.
4. Do not disrupt, harass, or annoy other users.
5. All communications and information accessible via the network should be assumed to be private property. Always cite all quotes, references, and sources.
6. Never access inappropriate or restricted information, such as pornography or other obscene materials, or other information not directly related to the educational purposes for which access is being provided. Restricted information includes obscene, libelous, indecent, vulgar, profane, or lewd materials, advertisements or products or services not permitted to minors by law, insulting, fighting and harassing words, and other materials which may cause a substantial disruption of the academic environment.
7. Vandalism also is prohibited and will result in cancellation of privileges. Vandalism includes any malicious attempt to harm or destroy data of another user, and includes, but is not limited to, the uploading or creation of computer viruses.
8. All users should remain on the system only as long as necessary to complete their work, so that other individuals will have equal opportunities to access the Internet.
9. All users should use the Internet only for research and academic reasons; non-academic uses are prohibited. Do not use the system for financial or commercial gain.
10. Always follow the instructions of the supervising staff members.

III. Penalties for Improper Use

An employee who violates the terms of the Administrative Rule or otherwise misuses the Internet to access inappropriate material will be subject to disciplinary action, up to and including discharge. In addition, the privilege of access the Internet also will be subject to cancellation for up to one year. Students who violate the terms of this Administrative Rule or who otherwise misuse their access to the Internet also will be subject to disciplinary action in accordance with the District's Student Behavior Code. Internet access privileges also may be cancelled for up to one year. Violations of the laws of the United States or South Carolina also may subject the user to criminal prosecution. If a user incurs unauthorized costs, the user, as well as the user's parents, if the user is a student, will be responsible for all such costs.