Anderson School District Four
Instructional Technology Plan

Anderson School District Four
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From the Office of Superintendent

The Mission of Anderson School District Four, in partnership with the community, is to develop productive citizens prepared for the changing world by providing challenging, lifelong learning opportunities in a safe, healthy, and positive environment. In keeping with this mission, the Board of Trustees and the administration have made a commitment to embrace and integrate new technologies in the classroom, in the school, and in the district.

Current research indicates that technology expands the experiences of those that we serve, both children and adults. It is our goal to use technology to enhance student success, in addition to helping teachers augment their content knowledge and their pedagogical skills. The goal for our use of technology in Anderson School District Four is student learning. Technological opportunities in our district reflect the current and future advances in the technology field causing our school and community to be engaged as learners at all levels.

This foundation of thought caused Anderson School District Four to set about the task of developing a comprehensive technology plan. This plan has been developed to communicate technology competencies for instructional personnel and students, provide for a complete infrastructure design for schools, and to correlate technology to the district's curriculum and instructional program. We are confident that this plan will assist those we serve, students and teachers, in preparing our students for the challenges of the 21st century.

Dr. Joanne Avery, Superintendent

Mr. Bill Sheskey, Director of Digital Learning

Board of Trustees and District Administration

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Deputy Superintendent

District Profile

Number of schools in the district: **6**
Number of students enrolled in district schools: 2825
Percentage of students eligible for free and reduced lunches: 55%
Graduation rate: 81.5%
District E-rate discount: 65%

Schools in Anderson School District 4

Pendleton High School

Riverside Middle School

La France Elementary School

Mount Lebanon Elementary School

Pendleton Elementary School

Townville Elementary School

Executive Summary

The plan submitted by Anderson School District 4 is inline with the National as well as the State of SC Technology Plan. It is our goal to remain as one of the leaders in technology and instructional technology in the state of South Carolina as well as the nation. Our innovative approaches for using Google Apps for Education (GAFE) is to design, build, and maintain a world class digital learning environment for all students.

District Needs Assessment

Anderson School District Four over the past several years has invested in the hardware infrastructure. The District now must focus on the instructional software and tools to move it forward in its quest to become a World Class School District with respect to technology. Some of the areas of need are the following:

1. Comprehensive software for core content areas at the middle and high school level.
2. Software at the elementary and middle school level that targets identified areas of curricular weakness as determined by Measures of Academic Progress and PACT.
3. Staff training in the use of current and emerging technologies on Level B as identified in our plan for Proviso 1.40.

Funding

Funding for this technology plan is provided by general budget line items as indicated below. However, due to budget constraints and reductions, certain aspects of this plan may not be funded.

Item	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
workstations / network hardware	$825,000	$825,000	$825,000	$825,000	$825,000
software	$22,000	$22,000	$22,000	$22,000	$22,000
maintenance	$20,000	$20,000	$20,000	$20,000	$20,000
supplies	$20,000	$20,000	$20,000	$20,000	$20,000

District Vision and Mission Statements

The mission of Anderson School District Four, a historical and diverse community, strong in leadership and resources, is to develop all students into lifelong learners and responsible citizens, by providing educational opportunities involving home and community in a safe, supportive environment.

We believe that….

- The family is the most influential force in the life of an individual.
- All life is interdependent.
- Every individual has worth.

- Learning is a continuous lifelong process.
- There are strengths in our differences.
- Children are our first priority.
- Responsible citizenship is essential for a successful society.
- All children can learn.
- Academic, artistic, social, and technical skills are critical elements of our educational system.

Plans for the Five Individual Technology Dimensions

Dimension 1: Learners and Their Environment

Dimension 2: Professional Capacity

Dimension 3: Instructional Capacity

Dimension 4: Community Connections

Dimension 5: Support Capacity

Technology Dimension 1: Learners and Their Environment

A. Snapshot of Current Technology Use

Anderson School District Four actively pursues the effective use of technology to support teaching and learning. Anderson 4 has embarked on a 1:World Initiative that will place a Chromebook in the hands of every student grades 3 - 12 by the start of the 2015-16 school year. The elementary and middle schools have one open lab per 250-300 students, with another lab dedicated to academic skills reinforcement. The middle school also has three labs for business/technology programs. The high school has six additional labs for business/technology courses, all of which are open for one ninety-minute block each day for teachers to use. Students are formally taught technology skills in our middle school through Keyboarding and Discovering Technology classes and at our high school in business classes. Technology is integrated throughout the K-12 curriculum through projects, including research, writing, presentation, and credit recovery with the purpose of helping students' master key academic standards. Software programs vary within the schools with the focus on the needs of each schools' cliental.

Anderson School District Four also made a commitment to technology integration by providing laptops for each of the district teachers, an LCD projector and Smartboard and/or slate for each classroom for instructional purposes. The GAFE ecosystem enables the teacher the ability to work on curriculum instruction assignments and resources outside of the school environment.

Our goal over the next five years will be to build a device rich learning environment where all students are digitally connected to their teachers and classmates. We believe this will increase the level of rigor for our core academic classes as technology is used in an authentic environment for problem solving and projects. Our goal is to use technology to increase genuine, sustained understanding of the South Carolina Academic Standards.

Another goal is to develop elementary technology objectives that all students are expected to master and meet the State Technology Proficiency standards by 8th grade. These objectives will be taught in the context of core academic subjects. Student mastery of specific technology objectives will ensure that students are fully prepared in middle and high school to utilize technology in genuine ways.

B. Overall Goal for This Dimension

Anderson School District Four, in cooperation with the SDE, will use the ASD4 1: World Competencies Guide (Appendix 1) to create school and community environments conducive to our student achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement in South Carolina.

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

Objective 1.1: Students will use technology to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with state standards across the curriculum and will thereby increase their level of academic achievement.

> ***Strategy 1.1.1:*** 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.
>
> ***Strategy 1.1.2:*** Conduct student projects that will yield sustained, engaged learning and collaboration in the core content areas.
>
> ***Strategy 1.1.3:*** Have students present their collaborative projects to identified audiences.
>
> ***Strategy 1.1.4:*** Recognize and promote best practices that successfully integrate technology, including assistive technology, into the curriculum.
>
> ***Strategy 1.1.5:*** Provide appropriate accommodations for students with special needs when conducting tests, including standardized tests, using technology.
>
> ***Strategy 1.1.6:*** Provide District approved software, to enable blogging and other teacher lead, student interactive opportunities.

Objective 1.2: Students will engage in authentic learning activities that are aligned with state standards and that integrate technology, including assistive technology, into the core content.

> ***Strategy 1.2.1:*** Develop technology-enhanced learning activities aligned with state standards in core content areas.
>
> ***Strategy 1.2.2:*** Create and maintain student technology portfolios documenting grade-level appropriate technology competencies.

Strategy 1.2.3: Continue support for information specialist and instructional coaches 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.

Objective 1.3: Students will select the appropriate tools to complete authentic, real-life multidisciplinary tasks and will demonstrate technology competence by the end of the eighth grade.

Strategy 1.3.1: Create and use lesson activities in which students employ a variety of technology tools, including assistive technology, to complete authentic multidisciplinary tasks.

Strategy 1.3.2: Measure student technology proficiency by using surveys and performance-based assessments.

Strategy 1.3.3: Provide all students, including those with special needs, access to a range of high and low technology solutions, including software, peripherals, and other tools to increase student communication, participation, and collaboration.

Strategy 1.3.4: Provide students with access to the district's communications network infrastructure to enable communication and information exchange with other district users and the global community at large.

Objective 1.4: The SDE, the school districts, and the schools will provide students with an enhanced learning environment through technological tools, including assistive technology, that are designed to promote high academic achievement.

Strategy 1.4.1: Establish school and community learning environments that enable students to use technology for real-world problem solving and research.

Strategy 1.4.2: Adopt grade-level-appropriate technology standards and integrate them into the curriculum to enable students to fully participate in today’s information-rich global society.

Strategy 1.4.3: Adopt grade-level-appropriate technology standards and integrate them into the curriculum to prepare students to function in an information-rich global society.

Strategy 1.4.4: Adopt standardized computer programs to enable students to earn credits through credit recovery in order to keep students up to grade level.

Action List

a. ASD4 will coordinate access to an online database of technology-infused lesson plans and classroom examples across the core content areas in alignment with the state academic standards, through the ASD4's Online Curriculum Map.

b. ASD4 will provide access to effective, research-based assistive technologies—including software, peripherals, and other tools to increase student communication, collaboration, and engagement—that will support inclusion of students with disabilities in the core content courses at all grade levels.

c. ASD4 will 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.

d. ASD4 will utilize grade-level-appropriate technology standards and competencies based on the ASD4 1: World Competencies Guide.

e. ASD4 will establish minimum requirements for student portfolios that document student progress by including technology collaborative scoring rubrics and checklists, videos and pictures of student activities, samples of individual and collaborative problem-solving and research projects, samples of student products created using a variety of technology tools, and samples of other student work.

f. Student portfolios and checklists in all grades as well as a performance-based technology applications evaluation at the completion of the fifth and eighth grades will be used to assess student technology proficiency as well as to assess the effectiveness of the assistive technology tools used by students with special needs.

g. Students themselves will be given opportunities to assess the effectiveness of technology tools, including the range of assistive technology, being used for classroom activities.

h. ASD4 will complete initial and ongoing assessments to measure increased availability of technology opportunities and resources.

i. 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.

j. ASD4, in conjunction with the SDE and the SCASA Instructional Technology Roundtable will identify best practices of seamless technology integration that will be disseminated via ASD4 online clearinghouse of resources. ASD4 will develop methods of recognizing student technology achievement, including the use of assistive technology, using resources such as Chromebooks and mobile tablets.

D. Implementation Action Steps for District and Schools

a. ASD4 will support information specialist and instructional coaches to offer guidance to schools.

b. ASD4 will assign instructional coaches to educate teachers and help ensure that lesson plans and activities incorporate a variety of technologies in ways that make them accessible to individual special needs.

c. ASD4 will offer professional development courses using innovative delivery strategies.

d. ASD4 will begin working with teachers in the classroom to create lesson plans that incorporate a variety of technologies into authentic multidisciplinary tasks. These activities will be published to ASD4's Online Pacing Guide.

e. ASD4 will recognize exemplary technology teachers and students.

f. ASD4 will develop a district online interface for parents and teachers to communicate .

g. ASD4 will encourage home and community involvement in the public school system by electronic communications and other media.

h. ASD4 schools will implement an online system for displaying student work such as e-mail projects, on-line projects, and so forth.

i. ASD4 schools will recognize exemplary student technology projects.

j. ASD4 schools will hold "technology nights" that showcase exemplary student technology projects and technology teachers to the community.

k. ASD4 schools will provide access to technology resources, including assistive technology, during nontraditional school hours.

l. ASD4 schools will include goals and strategies for technology and assistive technology development in school improvement plans.

m. ASD4 schools will encourage home and community involvement in the public school system through the use of electronic communications and other media.

E. Funding Considerations for District and Schools

a. SDE, ASD4, and school technology professional development

b. SDE, ASD4, and school technology course development

c. SDE, ASD4, and school statewide recognition programs

d. SDE, ASD4, and school technology resources to support standards-based learning across the curriculum

e. ASD4 and school technology staff

f. ASD4 and school recognition programs

g. ASD4 and school teacher and student portfolio materials

F. Evaluation of Objectives

EVALUATION					
Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report			
			2014-2015	**2015-2016**	**2016-2017**
1.1 Students will use technology to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with state standards across the curriculum and will thereby increase their level of academic achievement.	Statewide achievement test scores District report cards Technology surveys Student portfolios School technology and improvement plans District, school, and community surveys	Statewide achievement test scores District report cards Technology surveys Student portfolios Observations and interviews Anecdotal records Documented access to on-line resources Listing of recognition programs	Implement GAFE collaborative learning ecosystem that provides templates and storage for portfolios and documents aligned to objective 1.1	Implement GAFE collaborative learning ecosystem that provides templates and storage for portfolios and documents aligned to objective 1.1	Implement GAFE collaborative learning ecosystem that provides templates and storage for portfolios and documents aligned to objective 1.1
1.2 Students will engage in authentic learning activities that are aligned with state standards and that integrate technology, including assistive technology, into the core content.			Curriculum Mapping software	Curriculum Mapping software	Curriculum Mapping software
1.3 Students will select the appropriate tools to complete authentic, real-life multidisciplinary tasks and will demonstrate technology competence by the end of the eighth grade.			Exemplary technology teachers honored at school level	Exemplary technology teachers honored at school level	Exemplary technology teachers honored at school level

1.4 The SDE, the school districts, and the schools will provide students with an extended learning environment through technological tools, including assistive technology, that are designed to promote high academic achievement.			GAFE student accounts Access to the state provided technology tools for learning. Curriculum rich resources accessed from district web site.	GAFE student accounts Access to the state provided technology tools for learning. Curriculum rich resources accessed from district web site.	GAFE student accounts Access to the state provided technology tools for learning. Curriculum rich resources accessed from district web site.

G. Current Best Practices in District

The Anderson School District Four School Board has made a solid commitment to technology integration in our schools. Their support has allowed us to have a robust wireless overlay as well as a 2:1 Student to Laptop ratio in our district. For the 2014-15 school year, we will be moving the 1208 student laptops down into the elementary schools and middle school classrooms while going 1:1 with Google Chromebooks at the High School as well as going 1:1 with Google Chromebooks in the 4th grade and 7th Grades district wide.

In addition every classroom has state of the art audio and video capabilities using the FrontRow audio solution that is IP based.

Technology Dimension 2: Professional Capacity

A. Snapshot of Current Technology Use

In the 2013-2014 school year, the ASD4 implemented the 1:World Competencies Guide. (See Appendix 1) These competencies are correlated to the ISTE NETS-T standards.

Our Information Specialists and Instructional Coaches assist teachers with the use of technology that is unique to each classroom setting. These resources work with these teachers to help them master the hardware and software to enhance the learning experiences of students.

B. Overall Goal for This Dimension

Anderson School District Four, in cooperation with the SDE, will provide curriculum development and professional development to increase the competency of all South Carolina educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

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

Objective 2.1: The SDE 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.

> ***Strategy 2.1.1:*** Encourage an initial teacher certification process that requires demonstration of proficiency in integrating instructional technology standards
>
> ***Strategy 2.1.2:*** Adopt a process that requires teachers to demonstrate ongoing proficiency in integrating instructional technology standards
>
> ***Strategy 2.1.3:*** Adopt a state educator professional development program to aid districts in satisfying the requirements of the teacher technology proficiency proviso
>
> ***Strategy 2.1.4:*** Include in district technology plans a professional development program that provides a guide for teachers to progress from their current levels of ability in using technology, including appropriate assistive technology, to full proficiency

Strategy 2.1.5: Require district and school administrators to demonstrate technology proficiencies based upon the state-recommended standards for administrators (ISTE NETS-A)

Objective 2.2: The SDE and the school districts will provide the schools with full-time multidimensional technology leadership whose focus is to ensure that technology is making a significant instructional and administrative impact for students, teachers, and administrators.

Strategy 2.2.1: Fund Appoint or hire full-time Information Specialists and Instructional Coaches to assist with basic technology skills and the integration of the technology into classroom instruction in every school

Strategy 2.2.2: Require that Information Specialists and Instructional Coaches provide direct training and consultation to teachers in their classrooms, with special emphasis on helping administrators, teachers, and students meet the state-recommended technology standards (ISTE NETS-A, ISTE NETS-T, ISTE NETS-S) as well as helping students to meet the state's content standards in all areas

Objective 2.3: The SDE and the school districts will collaborate in planning for professional development, ensuring that teachers and district staff are trained to use technology, including assistive technology, to enhance learning.

Strategy 2.3.1: Develop and submit a technology plan that (1) is directed by the district's technology leadership, (2) is designed for the district and for each school in the district as applicable, and (3) calls for site-based input from technology committees or teams in each building

Strategy 2.3.2: Include in district technology plans professional development for district staff and teachers to be part of assistive technology assessment teams

Strategy 2.3.3: Include in district technology plans the training needed to ensure the accessibility of electronic and information technology to students with special needs

Strategy 2.3.4: Include in district technology plans the training needed for school and district 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

Objective 2.4: The SDE and the school districts will provide schools with information and training in technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum.

Strategy 2.4.1: 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, paying special attention to high-need schools and schools serving economically disadvantaged populations, including students with special needs

Strategy 2.4.2: Provide a list of professional development opportunities on the SCTLC (South Carolina: Teaching, Learning, Connecting) Web portal at http://www.sctlc.com and publicize other recognized professional opportunities for educators

Strategy 2.4.3: Provide professional development opportunities focused on aligning state technology standards with state content standards

Strategy 2.4.4: Develop alliances with subject, grade, or position-specific professional organizations to promote technology integration throughout the K–12 curriculum

Strategy 2.4.5: Increase the availability of technology professional development tools to teachers: access to laptop computers and presentation devices, Internet access at the classroom level, interactive on-line access to state curriculum standards and lesson plans, access to Web-based and/or CD-ROM-based training opportunities, and access to state-of-the art training centers in their particular geographic areas

Strategy 2.4.6: Develop an extensive statewide network of professional development providers who have the skills and experience necessary to prepare teachers for effective technology use.

Objective 2.5: The SDE and the school districts will assess the overall effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement.

Strategy 2.5.1: Establish minimum levels of teacher technology proficiency for replication and adaptation across the state

Strategy 2.5.2: Incorporate instructional technology assessment into current teacher and administrator evaluation processes

Strategy 2.5.3: Administer a statewide needs assessment to teachers and administrators to determine current levels and types of professional development that must be offered

Strategy 2.5.4: Administer evaluations to determine the effectiveness and impact of the professional development offered to teachers and administrators

Strategy 2.5.5: Encourage teachers to create and maintain technology portfolios showing examples of their students' work and documenting use of technology in their classrooms

Strategy 2.5.6: Develop an online professional development tracking system of teachers and administrators

Action List

a. ASD4 will hire or appoint full-time leadership for the use of technology, including that for assistive technology, to increase student learning.

b. Leadership committees will include participants such as educators (including special educators), therapists, school administrators, parents, and information specialists.

c. The SDE should utilize the expertise of staff members and faculty in school districts and institutions of higher learning throughout the nation.

d. ASD4 will submit to the SDE an annual technology plan that documents site-based input and includes a plan for professional development that outlines the technology education offerings and requirements, including assistive technology.

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

f. ASD4 will provide training to district and building-level administrators so that they can effectively assess a teacher's ability to integrate technology, including assistive technology, into the curriculum.

g. ASD4 will provide training for assistive technology teams in assistive-technology assessment, options, and curriculum integration.

h. ASD4 will provide training for teachers in using assistive technology tools.

i. ASD4 will provide training 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.

j. ASD4 will provide training in accessibility issues involving applicable state and federal legislation.

k. ASD4 teachers will keep portfolios that include sample lesson plans indicating increased technology integration across the core content areas in alignment with the state academic standards.

l. ASD4 will collect, maintain, and report documentation of teacher technology portfolio data.

m. The SDE and the school districts should 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.

n. 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.

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

D. Implementation Action Steps for District and Schools

a. ASD4 will submit a technology plan, including a professional development plan, to the Office of Technology for approval.

b. ASD4 will 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.

c. ASD4 will 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.

d. ASD4 will submit teacher technology proficiency assurance forms to the Office of Technology by the announced deadline.

e. ASD4 will initiate partnerships with community entities to create greater access to technology, including assistive technology, and a community learning environment.

f. ASD4 will perform random and periodic checks of teacher and administrator portfolios to measure the impact of professional development in technology.

g. ASD4 will administer needs assessments to identify areas of weakness and follow up with assessments that measure the impact of professional development in technology.

h. ASD4 will evaluate and adjust technology professional development plans as indicated by needs assessments.

i. ASD4 schools will submit a technology plan, including a professional development plan, to the local district office.

j. ASD4 schools will hire or appoint a school technology coach who is knowledgeable about assistive technologies for each school and will submit training and needs reports to the regional technology specialist.

k. ASD4 schools will begin keeping technology portfolios.

l. ASD4 schools will evaluate teacher and administrator portfolios to measure the impact of professional development in technology.

m. ASD4 schools will administer needs assessments to identify areas of weakness and follow up with assessments that measure the impact of professional development in technology.

n. ASD4 schools will monitor and adjust professional development in technology as indicated by needs assessments.

E. Funding Considerations for District and Schools

a. SDE collaboration and partnership meetings with schools, schools districts, institutions of higher education, business and community entities, and other states to determine professional development direction

b. SDE professional development for distance-learning

c. SDE, ASD4, and school scientifically based research

d. ASD4 committee development of professional development plans

e. ASD4 and school committee development of district and school technology plans

f. ASD4 and school professional development needs-assessment tools

g. ASD4 and school evaluation tools to measure the impact and effectiveness of technology professional development

h. ASD4 and school evaluation experts to help show the impact of programs and initiatives

i. ASD4 high-quality sustained professional development programs offered via innovative delivery methods

j. School technology leader salary

k. State technology funds (when made available)

F. Evaluation of Objectives

V. EVALUATION					
Objectives	**Possible Baseline Data**	**Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report**			
			2014-15	**2015-16**	**2016-17**
2.1 The SDE 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.	Statewide achievement test scores District report cards Teacher technology proficiency proviso forms Professional development surveys Teacher and administrator portfolios School technology and improvement plans SCTLC "Training" tab Technology assessments	Statewide achievement test scores District report cards Professional development tracking and surveys Teacher technology proficiency proviso forms Teacher and administrator portfolios Observations and interviews Anecdotal records Documented access to on-line resources SCTLC "Training" tab Technology assessments			
2.2 The SDE and the school districts will provide the schools with full-time multidimensional technology leadership whose focus is to ensure that technology is making a significant instructional and administrative impact for students, teachers, and administrators.			Continue support for Information Specialists and Instructional Coaches	Continue support for Information Specialists and Instructional Coaches	Continue support for Information Specialists and Instructional Coaches

2.3 The SDE and the school districts will collaborate in planning for professional development, ensuring that teachers and district staff are trained to use technology, including assistive technology, to enhance learning.			Graduate technology course offered. During school and after-school trainings held.		Graduate technology course offered. During school and after-school trainings held.
2.4 The SDE and the school districts will provide schools with information and training in technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum.					Graduate technology course offered. During school and after-school trainings held.
2.5 The SDE and the school districts will assess the overall effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement			Technology Professional Development needs survey administered in early fall..		Technology Professional Development needs survey administered in early fall..

G. Current Best Practices in District

Currently the school Information Specialists and Instructional Coaches work with teachers to help them master the technology skills necessary to fully integrate technology into the classroom curricula. These resources have a plan over the next five years to move all teachers to a high level of technology proficiency, consistently working with teachers using the 1: World Competencies Guide (See appendix 1) The Curriculum and Instruction Department is facilitating a cohort of Digital Learning Lead Teachers (DLLT) from each school to provide model classrooms and best practices aligned to the ASD4 1: World Competencies Guide. This allows for certain teachers at each school to be “technology leaders” who can master new digital learning applications and serve as an encouragement and motivation to others who are struggling to master basic technology competencies.

Technology Dimension 3: Instructional Capacity

A. Snapshot of Current Technology Use

Currently Anderson School District Four has sufficient hardware resources, thanks to a school board that has a solid commitment to technology. In August of 2014 ASD4 moved to the GAFE digital learning ecosystem. We have added data analysis software that allows for greater technology integration, as well as skills software that will meet instructional weaknesses as identified by MAP, PASS, and teacher diagnostic assessments.

B. Overall Goal for This Dimension

Anderson School District Four, in cooperation with the SDE, will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

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

Objective 3.1: The SDE 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.

Strategy 3.1.1: 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.

Strategy 3.1.2: Facilitate the use of technologies to support and enhance instructional methods (including the use of hardware, software, and assistive technology) that develop higher-level thinking, decision-making, and problem-solving skills.

Objective 3.2: The SDE, the school districts, and the schools will provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.

Strategy 3.2.1: Provide teachers with access to knowledgeable personnel, productivity tools, online services, media-based instructional materials, and primary sources of data in settings that enrich and extend teaching goals.

Objective 3.3: The SDE, the school districts, and the schools will provide students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule.

> ***Strategy 3.3.1:*** Provide students with access to technology, online services, and media-based instructional materials, allowing them to select appropriate tools that will enrich and extend their learning.

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

> ***Strategy 3.4.1:*** Communicate via the district technology plan a vision for multimedia infrastructure designed to support instruction
>
> ***Strategy 3.4.2:*** Establish a system for identifying, specifying, prioritizing, and managing equipment for multimedia development in direct support of curricular and professional development objectives

Action List

a. ASD4 will conduct technology planning meetings to address curricular design, instructional needs of all teachers, instructional strategies, and appropriate learning environments.

b. ASD4 will conduct technology planning meetings to address the inclusion of appropriate assistive technology into curriculum design, instructional strategies, and learning environments (general and special education).

c. ASD4 will pursue funding opportunities such as grants to provide funds to acquire and maintain hardware and software for use in classroom instruction.

d. ASD4 will pursue funding opportunities such as grants to acquire and maintain assistive technology for use in classroom instruction and home access when appropriate.

e. Student portfolios will display products resulting from the integration of technology into the core curriculum areas and documentation of student presentations that illustrate the ability to synthesize and analyze information.

D. Implementation Action Steps for District and Schools

a. ASD4 will conduct technology curriculum planning meetings.

b. ASD4 will include an instructional technology plan and an assistive technology plan in the technology plan to be submitted to the Office of Technology for approval.

c. ASD4 will create methods of gauging technology readiness.

d. ASD4 will evaluate hardware and software for desirable student outcomes and standardize selection when appropriate.

e. ASD4 will designate technology leaders.

f. ASD4 will 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.

g. ASD4 will submit teacher technology proficiency assurance forms to the Office of Technology by the announced deadline.

h. ASD4 will initiate partnerships with community entities to create greater access to technology and a community learning environment.

i. ASD4 will pursue funding opportunities such as grants to acquire and maintain hardware, instructional software, and assistive technology.

j. ASD4 will pursue the delivery of courses for students and professional development courses for teachers via innovative methods.

k. ASD4 schools will conduct technology curriculum planning meetings.

l. ASD4 schools will submit a technology plan, including a professional development plan, to the local district office.

m. ASD4 will hire or appoint a school technology coach who is knowledgeable about assistive technologies for each school and will submit training and needs reports to the regional technology specialist.

n. ASD4 schools will ensure that teachers and administrators begin keeping technology portfolios.

o. ASD4 schools will evaluate teacher and administrator portfolios to measure the impact of technology integration, including assistive technology, on student achievement.

p. ASD4 schools will interview students to assess information literacy and the integration of technology into the classroom.

q. ASD4 schools will pursue funding opportunities such as grants to acquire and maintain hardware, instructional software, and assistive technology.

E. Funding Considerations for District and Schools

a. SDE equity of instructional technology access

b. SDE distance learning

c. SDE, ASD4, and school scientifically based research

d. SDE committee development of curriculum guides for integrating technology

e. District and school technology audit visits

f. SDE evaluation tools to measure the impact and effectiveness of the integration of technology on student achievement

g. SDE and ASD4 eighth-grade proficiency measurement

h. SDE, ASD4, and school professional development

i. ASD4 and school committee development of district and school technology plans

j. ASD4 and school evaluation tools to measure the impact and effectiveness of the integration of technology with regard to student achievement

k. ASD4 portfolio creation

l. ASD4 and school evaluation experts to help show the impact of programs and initiatives

m. ASD4 distance learning

n. ASD4 and school technology leader implementation

o. School professional development needs-assessment tools

p. Ed Tech Formula Grant (E2T2)

q. State Technology Funds (when made available)

F. Evaluation of Objectives

EVALUATION					
Objectives	**Possible Baseline Data**	**Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report**			
			2014-15	**2015-16**	**2016-17**
3.1 The SDE 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.	Statewide achievement test scores Technology readiness and access surveys District report cards Teacher technology proficiency proviso forms Teacher and administrator portfolios School technology and improvement plans Technology assessments Documentation of offerings provided via innovative delivery methods	Statewide achievement test scores District report cards Technology readiness and access surveys Teacher technology proficiency proviso forms Teacher and administrator portfolios Observations and interviews Anecdotal records Documented access to on-line resources Technology assessments Documentation of offerings provided via innovative delivery methods	Hardware Review Process for upcoming year Software review process for upcoming year	Hardware Review Process for upcoming year Software review process for upcoming year	Hardware Review Process for upcoming year Software review process for upcoming year
3.2 The SDE, the school districts, and the schools will provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.					
3.3 The SDE, the school districts, and the schools will provide students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule.			Apex software used to provide credit recovery and supporting extended learning opportunities.	Apex software used to provide credit recovery and supporting extended learning opportunities.	Apex software used to provide credit recovery and supporting extended learning opportuniti es. .

3.4 The school districts will provide and support a variety of multimedia equipment and software for teaching and learning.			All teachers and students have access to Mediacast. A web based digital media content provider.	All teachers and students have access to Mediacast. A web based digital media content provider.	All teachers and students have access to Mediacast. A web based digital media content provider.

G. Current Best Practices in District

Currently, Anderson School District Four uses a variety of instructional technologies to create learner-centered instructional environments that enhance academic achievement. We use Apex for specific students at the middle and high school for credit recovery, skills mastery, homebound instruction, home-based special ed. Instruction, GED preparation at the Family Learning Center. Some of our high school students take online courses through Florida Virtual High School and AMDG. Our teachers know how to use Mediacast for instructional technology resources. We also have developed the ASD4 Online Pacing Guide and Curriculum MAP that has a wealth of resources and teaching strategies, including many that integrate technology.

We use MAP data and PASS data analysis to set goals for individual student achievement in order to meet NCLB's goal of 100% proficiency in student achievement across core academic areas.

We use several assisted technologies including Test Talker, screen enhancers, and software specifically designed for the needs of students receiving special services.

Technology Dimension 4: Community Connections

A. Snapshot of Current Technology Use

Currently in Anderson School District Four we work with Anderson County Adult Education Center to offer classes for staff.

B. Overall Goal for This Dimension

Anderson School District Four, in cooperation with the SDE, will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

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

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

> ***Strategy 4.1.1:*** Form district-community partnerships to provide students with real-world experiences in the use of technology, including assistive technology, that enhance academic achievement.
>
> ***Strategy 4.1.2:*** Form district-community partnerships to help research and evaluate school and district technology projects
>
> ***Strategy 4.1.3:*** Provide recognition/reward programs and/or incentives for partnerships showing impact
>
> ***Strategy 4.1.4:*** Write community-collaborative technology grants to develop and fund the use of technology to improve teaching and learning
>
> ***Strategy 4.1.5:*** Form district-community partnerships to facilitate the use of technology, including assistive technology, in the public schools and to improve outcomes for students transitioning from school to work or higher education

Objective 4.2: The SDE and the school districts will fully utilize all available resources by fostering collaboration and cooperation among state-supported organizations, institutions, and initiatives.

> ***Strategy 4.2.1:*** Identify all of the organizations, institutions, and initiatives that are currently focused on instructional technology applications
>
> ***Strategy 4.2.2:*** Compile a database of institutions willing to partner with high-need school districts by creating a message board on the South Carolina: Teaching, Learning, Connecting (SCTLC) Web portal (http://www.sctlc.com) where potential partners can communicate with one another and generate ideas
>
> ***Strategy 4.2.3:*** Partner with other school districts as well as community entities to collaborate in order to provide assistive technology demonstration, loan, and assessment for students with special needs

Objective 4.3: The school districts will provide after-hours training and community access to labs, media centers, and classrooms.

> ***Strategy 4.3.1:*** Create and publish flexible schedules of after-hours technology access and training for students, parents, teachers, and community members
>
> ***Strategy 4.3.2:*** Create opportunities for access to facilities for after-hours assistive technology training for students, parents, teachers, and community members

Objective 4.4: The school districts will ensure that all their buildings are linked by the Internet to the State Library's DISCUS databases and to the Web sites of universities, museums, and other institutions to facilitate virtual communication between home, school, and community.

> ***Strategy 4.4.1:*** Host an electronic list through the SCTLC Web portal for school districts and community entities interested in collaborative initiatives

Action List

a. ASD4 will initiate and increase community collaborations that give students, teachers, and members of the local community increased access to and training in technology, including assistive technology.

b. ASD4 schools will develop a rubric to measure the success of their community partnerships.

c. ASD4 will publish school lab schedules showing after-hours technology access and training.

d. ASD4 will maintain logs of professional development, community offerings, and internship opportunities in technology.

e. ASD4 will maintain logs of partnerships and their role in helping research and evaluate technology projects.

f. ASD4 will publicize successful collaborations with outside entities in the demonstration, loan, and assessment of assistive technology.

g. ASD4 will post successful technology grant applications on the Internet for others to use as models

h. ASD4 will develop lists of possible partner organizations, institutions, and initiatives that may include the following:

    i. South Carolina Commission on Higher Education

    ii. School Technology Initiative

    iii. Math and Science Hubs

    iv. South Carolina: Teaching, Learning, Connecting (SCTLC) Web portal

    v. South Carolina Assistive Technology Advisory Committee

    vi. South Carolina Assistive Technology Project

    vii. South Carolina Commission for the Blind

    viii. South Carolina Department of Disabilities and Special Needs

    ix. South Carolina Department of Education

    x. South Carolina Educational Television

    xi. South Carolina State Library

    xii. South Carolina Vocational Rehabilitation Department

i. ASD4 will lead the formation of consortia among local education agencies, business and industry, public entities, private organizations, museums, libraries, colleges, and private schools for the full utilization of technology and assistive technology expertise.

j. ASD4 will publish a list of successful consortia, partnerships, and initiatives on the SDE Web site and the SCTLC Web portal.

k. ASD4 surveys will provide increased access and use of school facilities for after-hours technology training.

l. ASD4 will provide flexible technology training schedules to SDE.

m. ASD4 will provide information about assistive technology training opportunities on the SDE Web site and through the SCTLC Web portal.

n. ASD4 will utilize its Web site to publish a list of volunteers for possible technology partnerships to benefit that district's schools.

D. Implementation Action Steps for District and Schools

a. ASD4 will submit a technology plan, including a professional development plan, to the Office of Technology for approval.

b. ASD4 will encourage flexible lab, media center, and classroom hours among schools, including opportunities for community members to see and try assistive technology.

c. ASD4 will initiate partnerships with community entities to create greater access to technology and a community learning environment.

d. ASD4 will initiate partnerships with community entities to research technology projects.

e. ASD4 will include members of the community in writing technology grants to develop and fund better teaching and learning through technology, including assistive technology.

f. ASD4 will utilize the Web site to publish a list of volunteers for possible technology partnerships.

g. ASD4 will measure access and use of school technology facilities.

h. ASD4 schools will submit a technology plan, including a community partnership plan, to the local district office.

i. ASD4 schools will distribute parent and community information through report cards.

j. ASD4 schools will develop, implement, and publicize flexible lab, media center, and classroom hours, including opportunities for community members to see and try assistive technology.

k. ASD4 schools will initiate partnerships with community entities to create greater access to technology and a community learning environment.

l. ASD4 schools will initiate partnerships with community entities to research technology projects.

m. ASD4 schools will include members of the community in writing technology grants to develop and fund better teaching and learning through technology, including assistive technology.

E. Funding Considerations for District and School

SDE collaboration and partnership meetings with schools, schools districts, institutions of higher education, and business and community entities

a. State surveys and data analysis

b. SCTLC Web portal maintenance

c. SDE and ASD4 grant-writing experts and workshops

d. SDE collection of district and school data

e. ASD4 and school evaluation experts to help show impact of community programs and initiatives

f. ASD4 and school high-quality sustained community training technology programs offered via innovative delivery methods

g. ASD4 community and apprentice internships

h. ASD4 / school facility operation beyond the regular school day

i. ASD4 district survey and school survey administration, collection and analysis, and reporting

j. School community internships

F. Evaluation of Objectives

EVALUATION					
Objectives	**Possible Baseline Data**	**Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report**			
			2014-15	**2015-16**	**2016-17**
4.1 The school districts will establish community technology partnerships and collaborations by providing tools, resources, and training that support student transition, achievement, and outcomes. (The term *community* includes parents, businesses, state and local agencies, nonprofit groups, and institutions of higher education.)	Statewide achievement test scores Community technology access surveys Lab, media center, and classroom schedules SDE Technology Counts survey School technology plans Documentation of offerings provided via innovative delivery methods	Statewide achievement test scores Community technology access surveys Lab, media center, and classroom schedules SDE Technology Counts survey School technology plans Observations and interviews District and school Web site information Documentation of offerings provided via innovative delivery methods Districts and school list of grants and community partnerships			
4.2 The SDE and the school districts will fully utilize all available resources by fostering collaboration and cooperation among state-supported organizations, institutions, and initiatives.					
4.3 The school districts will provide after-hours training and community access to labs, media centers, and classrooms.			Graduate class through Clemson. Afterschool training offered in the	Graduate class through Clemson. Afterschool training offered in the prescriptive Learning Lab.	

			prescriptive Learning Lab.		
4.4 The school districts will ensure that all their buildings are linked by LAN, WAN, and/or the Internet to the State Library's DISCUS databases and to the Web sites of universities, museums, and other institutions to facilitate virtual communication between home, school, and community.			Links to the state resources found on school and district home pages	Links to the state resources found on school and district home pages	

Technology Dimension 5: Support Capacity

A. Snapshot of Current Technology Use

Refer to the District Technology Standards which follow.

B. Overall Goal for This Dimension

Anderson School District Four, in cooperation with the SDE, will expand and support technology resources to assist educators and learners in meeting the state academic standards.

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

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

Strategy 5.1.1: Maintain a technology inventory that includes the status of current network/Internet access, workstations and other devices available for access, software applications available for addressing state academic standards, peripherals, and other factors related to universal access to network resources

Strategy 5.1.2: Conduct needs assessments (1) to identify required network components, workstations, and other devices needed for network access, including assistive technology devices, and (2) to identify and evaluate software applications required to meet academic needs as well as peripherals and other resources required to create universal access to network resources

Strategy 5.1.3: Create a district strategic plan for acquiring and implementing the technology, including assistive technology, that is required to provide universal access to network resources

Strategy 5.1.4: Develop the district strategic plan with input from all segments of the school community— students, teachers, therapists, administrators, parents, community members, community agencies, and local businesses—and include in the plan a mechanism for review and revision as needed.

Strategy 5.1.5: Seek school and district funding from available local, state, and federal sources, including E-rate, grants, and bonds

Objective 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.

Strategy 5.2.1: Communicate in the district technology plan a vision for multimedia infrastructure designed to support instruction

Strategy 5.2.2: Establish a system for identifying, specifying, prioritizing, and managing equipment for multimedia development in direct support of curricular and professional development objectives

Strategy 5.2.3: Ensure the installation, maintenance, and support of
multimedia-capable teacher stations in classrooms including data projectors to support large-group instruction

Strategy 5.2.4: Research and implement an integrated network infrastructure capable of utilizing all distribution modules

Strategy 5.2.5: Use bundled distribution packages as a primary means of distribution to manage fully converged networks

Strategy 5.2.6: Install and maintain networks, virus protection, and Internet filtering according to industry standards by implementing systemic, state-of-the-art network security tools at all levels of access to LANs, WANs, and other networks

Strategy 5.2.7: Assess LAN/WAN technology currently implemented to determine SNMP (simple network management protocol) compliance

Strategy 5.2.8: Implement a district network management tool that performs automated software installation

Objective 5.3: The school districts will have qualified technical staff, including one networking engineer per WAN or per ten LANs, one networking technician per LAN, and one end-user support technician per every five hundred users.

Strategy 5.3.1: Develop statewide minimum staffing requirements and job descriptions, with a state-guided salary schedule, for the positions of networking engineer, networking technician, educational technology director, and support technician

Strategy 5.3.2: Provide state-level network support for district engineers

Strategy 5.3.3: Appoint a district network manager who will lead a committee in identifying and evaluating network management tools that will meet the needs of the district

Objective 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.

Strategy 5.4.1: Ensure that disaster recovery plans are included in the district technology plan

Strategy 5.4.2: Ensure that schools will have electrical distribution systems that provide isolated circuits in all classrooms and redundant power sources for mission-critical equipment

Strategy 5.4.3: Implement a district management application that monitors bandwidth on the LAN and WAN and provides network failure alarms that can be accessed remotely

Objective 5.5: The school districts will implement obsolescence and upgrade plan to replace and recycle equipment and software.

Ensure that the obsolescence and upgrade plans are included in the district technology plan

Objective 5.6: The SDE and the school districts will increase their ability to design Web pages and Web-based instruction that are accessible to students and staff with special needs in accordance with Section 508 of the Rehabilitation Act of 1973 as amended by the Workforce Improvement Act of 1998.

Provide training in basic Web page accessibility principles to staff, teachers—and, when appropriate, students—who design Web pages as part of the curriculum

Action List

a. School districts should have access to a database with a 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.

b. Districts should maintain a needs-assessment document showing technology-based resources and applications required to address the mission of the district, including networking, hardware/devices, and software applications as well as assistive technology.

c. Districts should include in their local budgets line items for technology, including assistive technology, with sufficient funding to implement the designated strategies.

d. Districts should publish a procedure for the perpetual review of equipment used in multimedia development processes. Reviews should quantify equipment and processes by their impact on teaching and learning.

e. Districts should maintain a strategic plan for acquiring and implementing technology, including assistive technology, 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.

f. District technology plans should include a strategic vision for building a multimedia infrastructure to support instruction.

g. District technology plans should include a disaster recovery plan.

h. District technology plans should include an obsolescence and upgrade plan, including strategies to refurbish, resell, recycle, or donate obsolete devices.

i. District policies outlined in district technology plans should include security accountability, virus protection, and Internet filtering guidelines.

j. District technology plans should provide for outlets and amperage and for meeting industry standards and building codes.

k. Districts should use professional discussion groups to share the results of their research about the implementation of integrated network infrastructures and bundled distribution practices.

l. Districts should have records to show that they have assessed their current LAN/WAN technology.

m. District network managers should provide the district office with quarterly reports of statistics on bandwidth utilization.

n. Districts should use the SDE Technology Counts on-line survey to report on their use of network management tools.

o. Districts should ensure that new school construction provides for isolated power in each classroom, computer lab, telecommunications closet, and work area.

p. Districts should provide UPS (uninterruptible power supply) systems for all critical equipment.

q. Districts should use the minimum staffing and salary requirements for the positions specified in objective 4.3.

r. Districts should have a network manager in place.

s. The SDE should establish network security support within the Office of Technology. District staff, teachers, and students should be aware of basic Web accessibility guidelines when designing Web pages.

t. Districts should designate a Web accessibility resource person to coordinate training and information sharing among district personnel.

D. Implementation Action Steps for District and Schools

DISTRICT

a. Maintain technology inventories, including assistive technology.

b. Conduct needs assessments to identify required technology, including assistive technology.

c. Create a strategic technology plan that includes strategies for acquiring, managing, and implementing required technology, including assistive technology

d. Implement a district disaster recovery plan and an obsolescence and upgrade plan

e. Seek funding from local, state, and federal sources

f. Encourage and publicize flexible access schedules

g. Create a vision for a multimedia infrastructure

h. Encourage schools to provide multimedia-capable workstations

i. Research and implement an integrated network infrastructure

j. Use bundled distribution packages to manage fully converged networks

k. Install and maintain secure networks

l. Employ staff for adequate network maintenance and support

m. Implement a district management application that monitors bandwidth on the LAN and WAN

n. Ensure that schools have adequate electrical distribution systems

o. Publish procedures and schedules for review of equipment and software used in multimedia development including rubrics for judging impact on teaching and learning

p. Provide schools with the necessary guidance and training in creating Web pages to ensure that electronic information is accessible to students and teachers with special needs

SCHOOLS

a. Create a strategic technology plan that includes strategies for acquiring and implementing required technology, including assistive technology

b. Seek funding from local, state, and federal sources

c. Create flexible schedules for access to technology

d. Provide multimedia-capable workstations

e. Install and maintain secure networks

f. Employ staff for adequate network maintenance and support

g. Provide adequate electrical distribution systems

Funding Considerations

DISTRICT

a. Total cost of ownership (TCO) calculation to determine the allocation per student per year necessary to keep the pace with the need for access to network resources [Consortium for School Networking's TCO tool available on-line at http://www.classroomtco.org]

b. Technology committee meetings to develop products such as the multimedia infrastructure plan and the disaster recovery plan

c. Materials to publish an updated technology plan

d. Multimedia teacher workstations including data projectors

e. Hardware and software to secure all LANs and WANs to comply with district, state, and industry standards

f. Technology director, networking engineer, and networking technician

g. Equipment inventory assessment program

h. Isolated circuit plan

i. Support planning

j. Technology needs assessments and surveys

SCHOOLS

a. Total cost of ownership (TCO) calculation to determine the allocation per student per year necessary to keep the pace with the need for access to network resources [Consortium for School Networking's TCO tool available on-line at http://www.classroomtco.org]

b. Technology committee meetings to develop products such as the multimedia infrastructure plan and the disaster recovery plan

c. Materials to publish an updated technology plan

d. Multimedia teacher workstations including data projectors

e. Hardware and software to secure all LANs and WANs to comply with district, state, and industry standards

f. Support planning

g. Technology needs assessments and surveys

F. Evaluation of Objectives

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.)**		
			2014-15	**2015-16**	**2016-17**
5.1 The school districts will ensure that all students, including those with special needs, and teachers have access to electronic information resources.	Statewide achievement test scores District report cards Professional development tracking and surveys District, school, and community 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	Statewide achievement test scores District report cards 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 resources Technology needs assessments SDE Technology Counts on-line survey Budget data State personnel reports	Computers placed in classrooms, mobile labs for teacher checkout, and computer stations in the media center.		
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 .			Renewal of the Total Traffic Control Security Software		Renewal of the Total Traffic Control Security Software

5.3 The school districts will have qualified technical staff, including one networking engineer per WAN or per ten LANs, one networking technician per LAN, and one end-user support technician per every five hundred users.			Continue contract for network manager and staff		Continue contract for network manager and staff
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.			Back-ups performed daily utilizing a centralized back-up server.		Evaluate amount of data storage. Adjust storage capacity and data types as necessary.
5.5 The school districts will implement an obsolescence and upgrade plan to replace and recycle equipment and software.			Hardware / software updated as necessary.		Replace Desktop units
5.6 The SDE and the school districts will increase their ability to design Web pages and Web-based instruction that are accessible to students and staff with special needs in accordance with Section 508 of the Rehabilitation Act of 1973 as amended by the Workforce Improvement Act of 1998.			Purchase and integration of School Fusion		

G. Current Best Practices in District *(if applicable)*

See District Technology Standards that follow.

District Technology Standards

Where specific products are mentioned, the manufacturers specifications of these products are intended as minimum functional requirements for these components. Substitutes that meet or exceed these product specifications may be used. As emerging technologies stabilize and Anderson School District Four proceeds with phased implementations of technology, it is likely the new and improved products and connectivity methods will be available. Anderson School District Four will continually evaluate and modify these technology standards as appropriate

Local Area Networking

This element of the technology standards encompasses all intra-building network communications connectivity for all sites within Anderson School District Four.

Desktop/ Application Hardware Connectivity

Anderson School District Four's infrastructure will consist of 1GB connectivity between closets with 1000BaseT switch connectivity to workstations and printers.

For all data and voice station cabling, each station cable will be a 4 pair, 24 AWG, Category 5/6 unshielded twisted pair cable. The cable and installation practice must meet or exceed all specifications as set forth by the current release of the National Electric Code, manufacturer's installation guidelines, BISCI's Telecommunications Distribution Methods Manual, EIA/TIA 568, EIA/TIA 569 guidelines and in accordance with EIA/TIA Technical Systems Bulletin (TSB-36) as summarized below. All Category 5 unshielded twisted pair cable must be performance verified by Underwriters Laboratories, Inc.

Cable Specifications

- 24AWG
- Solid Copper Four Unshielded Twisted Pair
- Maximum DC resistance per 1000 ft: 28.6 Ohms
- Mutual capacitance at 1 Khz-17 *pF/ft,* max

Characteristic Impedance

Frequency	Impedence
1 MHz	85-115 Ohms
4 MHz	85-115 Ohms
10 MHz	85-115 Ohms
16 MHz	85-115 Ohms
20 MHz	85-115 Ohms
25 MHz	85-115 Ohms
31.25 MHz	85-115 Ohms
62.5 MHz	85-115 Ohms
100 MHz	85-115 Ohms

In addition to the above-mentioned standards, the following installation specifications will also apply:

- No workstation run is to exceed 270'
- All runs must be continuous without any splices.
- Observe the 568B color code scheme for UTP termination.
- Each drop tested to current Category 5 specifications with two copied of test reports generated and submitted.
- Wall mounted UTP patch panels and hinged brackets should be avoided.
- Station cabling patch panels should be 48 ports in density, 3U in height, and consist of a 110-type displacement contact.
- Wire management to include one 2U wire management panel per station cable patch panel.
- All equipment to be rack mounted.
- All racks to be bolted to floor, grounded to suitable ground, and provided with 3' Ladder rack access to provide access for ALL cables to the rack structure. Should the drop density in a single area exceed 96 pulls, and then a dual rack structure should be deployed. A 6" vertical wire manager should be used to join a dual rack structure.

Workgroup Switches

To minimize the complexity of supporting the LAN infrastructure, the number of different connectivity electronic components must be limited and a simple graphical means to remotely manage all of these different components must be provided.

Anderson School District Four will utilize Cisco Switches for connectivity to workstations and printers. Connectivity to each device will be at a speed of 1000Mbps. Any new switches purchased will also have the capability to connect to other switches via either a 1GB Copper connection or a 1GB Fiber

Connection. This configuration will allow for the increased bandwidth needed to support streaming video, voice, and data.

Any new remote closet switches will consist of the following:

- Twenty-Four to Forty-Eight ports with and RJ45 Interface for 1000 connectivity.
- Two modular ports for GB Connectivity using either copper of fiber.
- Switches will have SNMP capability built in to report on RFC 1368 IEEE MIB and MIBII. The Switches management software will provide a graphical user interface that is supported directly through a browse or management packages such as HP Openview/Windows and HP Openview/UNIX.
- Switches will be rack mounted.
- Wire management panels will be utilized as well on the data rack.

Core Switches

All remote closets will connect to a core switch in the main closet in a star configuration. Reducing the number of hops to the file server and router are critical to performance and a star configuration is the most effective way of handling latency. All closets will connect to the main closet core switch via full duplex 1GB. Core Switches at schools that have more than 300 PCs will be capable of handling Layer 3 routing for VLAN support. Separating the school network into many VLAN's or sub-networks will increase performance significantly and allow for future growth without seriously impacting the network. Locations that have less than 300 PCs do not need a Layer 3 capable switch. Consequently, a combination of Cisco Modular Layer 3 switches and Cisco Fixed Configuration Layer 2 switches will be utilized at the core.

Local Area Network Backbone

Anderson School District Four will utilize full duplex 1GB Backbone at a minimum between all remote wiring closets and the main closet

For fiber optic cabling, the cable and installation practice will meet or exceed all specifications as set forth by the current release of the National Electric Code, manufacturer's installation guidelines, BISCI's Telecommunications Distribution Methods Manual, EIAITIA 568 and EIAITIA 569 guidelines.

In addition to the above-mentioned standards, the following specifications will also apply:

- Maximum attenuation for 62.5x125um 3.5dB/km@850nm
- Maximum attenuation for 62.5x125um 1.25dB/km@1300nm
- Maximum attenuation for 8.3x125um 0.80dB/km@1300nm

- Maximum attenuation for 8.3x125um 0.50dB/km@1550nm
- No single run exceed 5000'
- Each strand of multimode must be bi-directionally tested with power loss meter @ 850nm and 1300nm with two copies of test reports generated and submitted.
- Each strand of single mode must be bi-directionally tested with power loss meter @ 1300nm and 1550nm with two copied of test reports generated and submitted.
- If any fusion or mechanical splicing is involved, all strands involved must be tested with optical time domain reflectometer, with two copies of test reports generated and submitted.
- Wall mounted fiber patch panels to be avoided.
- Fiber optic patch panels should be modular in construction providing for optional bulkhead types
- All fibers should be terminated directly to ST type terminations.
- All fiber ST terminations must be of epoxy and polish type construction that utilizes the Kevlar strength member.
- Crimp type, and crimp type with index matching gel should be avoided.
- All fiber should be strain relieved with Kevlar strength member to fiber patch panel chassis at both ends to resist shear and strain forces.
- A 20' service loop, formed in a figure 8 should be provided and stored unobtrusively for every pull of fiber at both the IDF and MDF sides.
- Wire management to include one 2U wire management panel per fiber optic patch panel.
- All equipment to be rack mounted.
- All fiber optic patch panels should be located at the top of the racks.
- All fiber should be 62.5x125um unless otherwise specified-
- All fiber patches should be ST to ST duplex multimode 62.5x125um (2 meter lengths)
- All underground fiber cable should be placed in conduit and inner duct. A locator wire should be placed in the trench or duct during installation.

Wide Area Networking

Anderson School District Four will construct a meshed WAN configuration using AT&T Switched Network. Utilizing the most appropriate products as the WAN routing solutions, the district will use the most appropriate connection speed and medium (as determined by the allocation of the State Department of Education) to the Internet. The routing solution provides various functionality for the Anderson School District Four and will allow for future bandwidth expansion to the Internet and school sites.

Computer Hardware and Associated Peripherals

This element of the infrastructure encompasses both the computing and non-computing hardware and the associated peripherals used in schools. This element of the infrastructure will ensure that the appropriate computers and other hardware technologies (Desktop/Application Hardware) are placed within easy reach of every student and teacher throughout Anderson School District Four. Anderson 4 has embarked on a 1:World Initiative that will place a Chromebook in the hands of every student grades 3 - 12 by the start of the 2015-16 school year.

The issues and items to be considered here include teacher and student desktop computers, file-servers, computer hardware details (e.g., CPU power, memory, disk, monitor, audio/video capabilities, keyboard, and mouse), computer peripherals (e.g., CD-ROM, LCD projection panels, printers, and scanners), video and television equipment (e.g., DVD Players, Digital Cameras, Digital Video Recorders, and TV monitors), and laptop computers.

Elementary Schools

It is envisioned that computers will be distributed within elementary schools according to staff input and evolving instructional models. All computers will be networked to enable in-classroom printing and classroom-wide viewing/display for each class.

The following is an initial set of general guidelines:

Classroom Resources

Each elementary school classroom grades K through 6 will contain the following as a goal of this plan:

- One Teacher laptop
- LCD Projector
- FrontRow Audio System
- Cisco Telephone
- SmartBoard (Electronic Whiteboard)
- FlexCamera
- Optional Classroom Performance System (CPS)

Note: For the purposes of this *Plan,* each elementary school classroom is populated with one teacher and twenty-five students.

The inclusion of technological tools in and throughout each elementary school classroom for instructional enhancement and student enlightenment is at the

forefront of this *Plan.* It is also recognized that technological changes leading to rapid hardware obsolescence, staff development and re-education requirements, and funding source availability, will require an effective phased inclusion of these tools at a pace that parallels industry trends, instructional staff readiness and resource availability. Therefore, it is recommended that a planned phased inclusion occur whereby a limited number of technological tools are made available at the onset of inclusion allowing shared classroom based access to information. The breadth of this inclusion will depend on factors specific to each school. Careful attention should be given to all factors depicted in this *Plan.*

Full information resource access via a one to one ratio of student to computer is the basis on which this *Plan* proceeds, thus enabling the student's access to all available learning and educational resources.

Basic Technological Components (Technology Laboratory)

- Twenty-six student workstations
- One DVD player (on-board the Lab teacher laptop)
- LCD Projector for classroom-wide viewing of teacher's computer screen
- One IP based telephone
- FrontRow Audio System

Non-classroom Rooms and Administrative Office Resources

Each administrative person in the elementary school will be provided with a networked computer workstation equipped comparably to student workstations. Administrative and other support personnel will use these printers for school administrative functions.

Instructional Support Area Resources (teacher work areas)

Every elementary school teacher must have access to technological tools. Maximum provisions for this access must be made to enable attitudinal and instructional adaptations to occur thereby positively impacting classroom instructional practices.

Building-wide Resources

The following is a listing of the basic technological components that should be included in each elementary school building local area network as sub-devices to the over-all LAN infrastructure. This listing is to be used as general guidelines. Specialized applications or directed processes may warrant inclusion of additional devices, however, careful consideration should be given to the "openness" of such devices in that open and seamless access to all resources is

the cornerstone of the infrastructure of this *Plan.*

Basic Technological Components

- One or more building file server(s) able to support all administrative and classroom computers within the building equipped with appropriate file server and network system wide backup capabilities
- One flatbed color scanner
- Fax capability (either via a stand-alone fax machine or preferably a networked fax server accessible to all network users)
- One liquid crystal display (LCD) projection device/panel for auditorium/large group use. (Minimum of 2500 lumen XGA compatible)

Middle Schools

It is envisioned that computers will be distributed within middle schools according to staff input and evolving instructional models. The following is an initial set of general guidelines:

Classroom Resources

Each middle school classroom grades 7 through 8 will contain the following as a goal of this plan:

- One Teacher laptop
- LCD Projector
- FrontRow Audio System
- Cisco Telephone
- Smartslate
- FlexCamera
- Optional Classroom Performance System (CPS)

For the purposes of this *Plan,* each middle school classroom is populated with one teacher and twenty-five students.

The inclusion of technological tools in and throughout each middle school classroom for instructional enhancement and student enlightenment is at the forefront of this *Plan.* It is also recognized that technological changes leading to rapid hardware obsolescence, staff development and re-education requirements, and funding source availability, will require an effective phased inclusion of these tools at a pace that parallels industry trends, instructional staff readiness and resource availability. Therefore, it is recommended that a planned phased inclusion occur whereby a limited number of technological tools are made available at the onset of inclusion allowing shared classroom based access to information. The breadth of this inclusion will depend on factors specific to each school and/or district. Careful attention should be given to all factors depicted in this *Plan.*

This plan pushes the use of technology laboratories rather than the previous classroom computer model. Anderson Four strives to make the technology resources available to all students in the class versus the one computer to five student model of the past. Below is the composition of the equipment for the technology laboratory:

Basic Technological Components (Technology Laboratory - Fixed)

- Thirty student workstations
- One DVD player (on-board the Lab teacher laptop)
- LCD Projector for classroom-wide viewing of teacher's computer screen

- One IP Phone

Non-classroom Rooms and Administrative Office Resources

Each administrative person in the middle school will be provided with a networked computer workstation equipped comparably to student workstations. There will also be one laser printer and five printers for each 300 students attending the school. These printers will be used for school administrative functions by administrative and support personnel.

Basic Technological Components

- One networked computer (student workstation configuration) per administrator or support staff personnel.

Instructional Support Area Resources (teacher work areas)

Every middle school teacher must have access to technological tools. Maximum provisions for this access must be made to enable attitudinal and instructional adaptations to occur thereby positively impacting classroom instructional practices.

Building-wide Resources

The following is a listing of the basic technological components that should be included in each middle school building local area network as sub-devices to the over-all LAN infrastructure. This listing should be used as general guidelines. Specialized applications or directed processes may warrant inclusion of additional devices, however, careful consideration should be given to the "openness" of such devices in that open and seamless access to all resources is the cornerstone of the infrastructure of this *Plan.*

Basic Technological Components

- One or more building file server(s) able to support all administrative and classroom computers within the building equipped with appropriate file server and network system wide backup capabilities. The students will be creating portfolios in the GAFE Ecosystem.
- One flatbed color scanner
- Fax capability (either via a stand-alone fax machine or preferably a networked fax server accessible to all network users)
- One Chromebook per student
- One liquid crystal display (LCD) projection device/panel for auditorium/large group use. (Minimum of 2500 lumen XGA compatible)
- Video recording and playback equipment: camcorder(s) and VCR(s)

High Schools

It is envisioned that computers will be distributed within the high school according to staff input and evolving instructional models. What follows is an initial set of general guidelines.

Classroom Resources

It is envisioned that computers will be distributed within middle schools according to staff input and evolving instructional models. The following is an initial set of general guidelines:

Each high school classroom grades 9 through 12 will contain the following as a goal of this plan:

- One Teacher laptop
- LCD Projector
- FrontRow Audio System
- Cisco Telephone
- FlexCamera
- Optional Classroom Performance System (CPS)
- *Optional: SmartBoard or Wireless Slate (Electronic Whiteboard)*
- *Optional: Classroom Performance System (CPS)*

For the purposes of this *Plan,* each classroom is populated with one teacher and twenty-five students.

The inclusion of technological tools in and throughout each high school classroom for instructional enhancement and student enlightenment is at the forefront of this *Plan.* It is also recognized that technological changes leading to rapid hardware obsolescence, staff development and re-education requirements, and funding source availability, will require an effective phased inclusion of these tools at a pace that parallels industry trends, instructional staff readiness and resource availability. Therefore, it is recommended that a planned phased inclusion occur whereby a limited number of technological tools are made available at the onset of inclusion allowing shared classroom based access to information. The breadth of this inclusion will depend on factors specific to each school and/or district. Careful attention should be given to all factors depicted in this *Plan.*

Non-classroom Rooms and Administrative Office Resources

Each administrative person in the middle school will be provided with a networked computer workstation equipped comparably to student workstations. There will also be one laser printer and five color inkjet printers for each 300

students attending the school. These printers will be used for school administrative functions by administrative and support personnel.

Basic Technological Components

- One networked computer (student workstation configuration) per administrator or support staff personnel.

Instructional Support Area Resources (teacher work areas)

Every high school teacher must have access to technological tools. Maximum provisions for this access must be made to enable attitudinal and instructional adaptations to occur thereby positively impacting classroom instructional practices.

Computer Lab Resources

There will be a minimum of **five** fixed computer labs in the high school. The five fixed high school labs will be designed and equipped with specialized hardware and software for use as subject-specific labs. Subjects requiring specialized arrangements include (but are not limited to) mathematics, business, technology, and foreign language.

All computer labs will be integrated into the building's networking infrastructure.

Unless otherwise stated below, each lab will be equipped with one teacher workstation, thirty student workstations, in-lab network printing, and lab-wide viewing/display capabilities. The following are possible additional configuration requirements for five labs to facilitate subject specific instruction. This is a non-exclusive listing. To meet specific student population instructional needs, multiple labs of the same or varied configurations may be appropriate.

This plan pushes the use of technology laboratories rather than the previous classroom computer model. Anderson Four strives to make the technology resources available to all students in the class versus the one computer to five student model of the past. Below is the composition of the equipment for the technology laboratories:

Engineering Academy - CAD, Graphics, Media Production, Technical Drawing Lab

Lab One is to be used in the delivery of specific course objectives and instruction in the following areas: computer aided design, graphic communications, communication systems, media production technology, technical drawing, architectural drawing, and design drawing for production.

Basic Technological Components

- One teacher workstation
- Twenty to twenty-five student workstations
- One LCD projector for lab-wide viewing
- One networked graphics/CAD compatible plotter
- One color flatbed scanner
- One networked postscript capable color or black and white printer
- One telephone and regular business phone line

Business Analysis, Computer Applications, Business Mathematics Lab

Lab Two is envisioned to be used in the delivery of specific course objectives and instruction in the following areas: accounting; business analysis, business computer applications; business mathematics, electronic information processing; business communications, and other business subjects.

Basic Technological Components

- One Teacher laptop
- Student desktops
- LCD Projector
- FrontRow Audio System
- Cisco Telephone
- SmartBoard (Electronic Whiteboard)
- FlexCamera
- Optional Classroom Performance System (CPS)

Computer Programming Lab

Lab Three is envisioned to serve the needs of computer programming.

Basic Technological Components

- One Teacher laptop
- Student Desktops
- LCD Projector
- FrontRow Audio System
- Cisco Telephone
- SmartBoard (Electronic Whiteboard)
- FlexCamera
- Optional Classroom Performance System (CPS)

Building-Wide Resources

The following is a listing of the basic technological components that should be included in each high school building local area network as sub-devices to the over-all LAN infrastructure. This listing should be used as general guidelines. Specialized applications or directed processes may warrant inclusion of additional devices, however, careful consideration should be given to the "openness" of such devices in that open and seamless access to all resources is the cornerstone of the infrastructure of this *Plan.*

Basic Technological Components

- One or more building file server(s) able to support all administrative and classroom computers within the building equipped with appropriate file server and network system wide backup capabilities. The students will be creating portfolios on the file server with a minimum of 100MB per student. This will require a separate file server with backup capabilities.
- Fax capability (either via a stand-alone fax machine or preferably a networked fax server accessible to all network users)
- One liquid crystal display (LCD) projection device/panel for auditorium/large group use. (Minimum of 2500 lumen XGA compatible)

Media Centers

It is important that elementary, middle and high school libraries/media centers incorporate today's technology and automation services as we prepare our students for lifelong learning and develop their ability to access information. Automation of a media center incorporates the functions of an on-line public access catalog, circulation arrangement of the media center resources, and the periodic inventory of these resources. The requirements for a school and/or district-wide *media automation application* can be summarized as follows:

- The ***media automation application*** must provide for such media center activities as on-line catalog, circulation, search, checkout, inter-library loans, and inventory.
- The ***media automation application*** must be customizable per school building and must be capable of providing a hierarchical view of various building and district collections. For example, a user in a particular elementary school should be able to view that particular building's collection only, or all elementary schools' collections, or the high school collection, or the entire district's collection, thus comprising a union catalog.
- The ***media automation application*** will include all necessary hardware and software to provide on-line catalog, circulation, search, checkout, and inventory throughout each school building.

- The ***media automation application*** will use and will be fully integrated with each building's local area network(s).
- Access to the ***media automation application*** will be available from all desktop computers attached to the building's local area network as well as from the media center workstations. Access to *media automation system* also will be available from home via dial-in capabilities.

In addition to basic automation every media center staff person will have full access to a workstation and laptop. The number of media center staff stations will vary depending on school size.

Each media center will also be configured with multimedia workstations (Research Station below).

Basic Technological Components

- Media automation application (basic functions as described above)
- One lookup workstation per 100 students used for resource *"lookup"* (electronic resource catalog)
- One catalog workstation per school dedicated for *"cataloging"* media and related resources
- One checkout workstation per 300 students equipped with appropriate bar code reading /scanning devices dedicated to resource reservation and *"check-out"*
- One research station per 100 students and includes:
- One workstation (classroom teacher workstation configuration)
- One color or black and white laser jet printer
- One Digital Video Recorder
- One Digital Camera
- One color flatbed scanner

Acknowledgements

Executive Writing Committee

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Bibliography

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Appendix 1: How E-Rate Areas Have Been Addressed

ERATE has and continues to be used primarily for reimbursement of local, long distance and cell phone services including data access. We are in the process of updating our network infrastructure to accommodate the AT&T Switched Ethernet network. We continue to look at the possibility of filing for ERATE for other sites as the percentage of funding drops to levels that could possibly meet our District Wide rate.

Appendix 2: 1:World Competencies Guide

Link to 1:World Competencies Guide