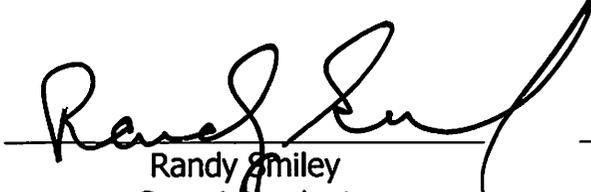
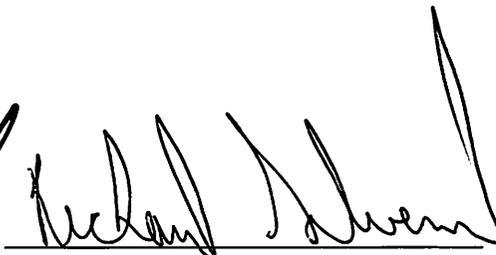


Florence 5 Technology Plan

July 1, 2015 - June 30, 2018

FLORENCE 5


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District Profile

With an ever-increasing level of achievement, a commitment to improving facilities, an emphasis on literacy, and a focus on technology, Florence 5 positively impacts the lives of students and the surrounding community. Students, parents, school leaders, teachers, and support staff work together daily to reach higher levels.

Florence School District 5 is composed of 3 schools located in the eastern corner of rural Florence County. The district serves 1,512 students in four year old child development through grade twelve. The district student population is comprised of 61% Caucasian, 35% African-American and 1% Hispanic. Of this population 52% qualify for free and reduced lunch in grades k-12. Currently there is one Title One schools in the district, Johnsonville Elementary. The instructional program is supported by 9 administrators, 103 teachers and 20 aides.

School	Grades Served	Enrollment
Johnsonville Elementary	PreK-4	595
Johnsonville Middle	5-8	410
Johnsonville High	9-12	425
District		1430

Student achievement data overall has improved each year in both the PASS testing and the HSAP test. The district has been rated excellent in three of the last 4 years. The data from the last four years shows a need to address the needs of disabled students, African American students and students in lower socio economic groups in all grades. The data shows that there is a problem in the area of fluency in all grade levels. Students need assistance in being able to read and understand what they read. High school students are performing well on EOC but there is a need to address disabled students and students receiving free and reduced lunch. In order to address these issues the district will examine its curriculum to assure it is aligned to the standards with materials to help support teaching staff. Class size must be reduced to provide as much individual attention as possible. Diagnostic data will be obtained through MAP, (Measures of Academic Achievement) to give teachers information so they can pinpoint each students need and address the identified needs of all groups of students.

Teacher Quality is very important in Florence 5. Currently 98% of teachers in Florence Five meet the highly qualified designation. All paraprofessionals also meet the highly qualified designation. Teachers are also required to be technology proficient. Currently 90% of teachers are proficient. Teachers must prove proficiency each time their certificate comes up for renewal. Quality professional development must be provided to assist each teacher in meeting this requirement.

Executive Summary

This three-year district technology plan is designed to guide the implementation of technology in the district. Students will be provided opportunities to utilize a variety of technology as part of their learning, and will increase their level of technological competency. There will be a significant concentration on assuring updated equipment and providing teachers with laptops, projectors, interactive whiteboards, wireless connections, tablets and other instructional technology. In order to assist in the integration of this technology into their instruction, professional development will be offered and a comprehensive system will be used to promote technology competency. Web sites and other innovative electronic means will be used to improve community and parental communications. The district will facilitate this infusion of technology with the support of the technology director. The district will also maintain robust networks and internet connectivity, and an extensive range of systems to protect resources. Administration, operations, and other supporting services will be provided required resources, upgrades, and communication systems to effectively and efficiently meet their assigned mission.

The Technology Plan will be evaluated yearly and modified as needed.

District Needs Assessment

When asked about the technology needs of the district teachers responded by saying the district should provide technology equipment other than computers, Interactive Whiteboards, ceiling mounted projectors, printers, software, laptops, wireless connections, and tablets led the way. Teachers also felt that more staff development was needed to properly implement the new equipment once it was obtained.

District Vision and Mission Statements

Florence 5 Mission Statement

The mission of Florence County School District Five is to develop responsible and productive citizens by providing challenging, developmentally appropriate opportunities which maximize the talents and abilities of all students in a safe, supportive environment.

Technology Vision Statement

All students, teachers, and administrators will be equipped with the tools, training, and support necessary to utilize technology to enhance learning, increase productivity, access information, and communicate with others. Students will be productive citizens in a society increasingly intertwined with technology through proficient use of technology. Staff will be empowered with technological tools and skills that enable them to provide relevant educational opportunities.

District Technology Budget (Estimate of Yearly Budget)

The districts estimated budget and expected expenditures from the budget based on the 2014-2015 school year budget. This does not include various curriculums and other funding available that may be used to purchase additional computers, programs, and related equipment. Maintenance and operations provided needed electrical connections and upgrades.

Florence 5- 2015-16

Technology Budget

State

\$70,000.00 Technology Equipment

Federal

\$2500 Staff Development

Local

\$25,000.00 Computer replacement and supplies

Florence 5- 2016-17

Technology Budget

State

\$70,000.00 Technology Equipment

Federal

\$2500 Staff Development

EIA

\$25,000.00 Computer replacement and supplies

Technology Dimension 1: Learners and their Environment

A. Snapshot of Current Technology Use in District

Florence 5 schools have 100% of the classrooms wired with one or more computers available for student and/or teacher use. Students have many opportunities to access technology and the complexity of their interaction increases with their grade levels. The structure for this is provided primarily through each school. Computer labs are available to students in the elementary, middle and high schools with an assistant for curriculum work. The Middle School has three labs to allow students access to instructional software as well as other purposes. The high school has 4 labs, 2 labs are for BCA instruction, one lab is open for teachers to schedule time for student use and one lab is used for credit recovery. About 97% of district classrooms are equipped with electronic whiteboards, projectors and either desktop or laptop. One school building is wireless. All computer labs have been updated in the last year.

B. Overall Goal for This Dimension

Students in Florence 5 will be technologically literate by the end of the eighth grade and will use real life applications in grades 9 – 12.

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

Objectives	Strategies
1.1. All grade levels of students will have technology skills that will be acquired and demonstrated.	<ol style="list-style-type: none"> 1) Primary and Elementary students will have time in the computer labs and in classrooms to work on technology skills. 2) Technology skills will be integrated in to the expectations of all content areas. 3) Teachers will have resources at their fingertips to teach technology concepts and “how-to” skills. 4) Ensure the programs support keyboarding proficiency by the eighth grade. 5) Assistive technology will be in the schools to aid special needs with use of technology.
1.2. Students in grades 9-12 will demonstrate real life use of technology skills.	<ol style="list-style-type: none"> 1) High School curriculum realigned so that higher level technology skill classes will be available to students. 2) Assistive technology will be in the schools to aid special needs students with use of technology.

D. Implementation Action Steps for Districts and Schools

1. Have staff development for staff so that they understand the student technology standards.
2. Work with elementary administrators to ensure that schedules allow for adequate time in the computer lab.
3. Work within the vertical team structure to ensure technology components are addressed in each content area and each grade level.

E. Funding Considerations for District and Schools

1. Lesson Plan materials for the computer labs – existing funding
2. Skill development materials for the classroom – existing funding

G. Evaluation of Objectives

Strategies	Possible baseline data and data sources for evaluation.
Elementary students will have time in the computer labs and in classrooms to work on technology skills. The district will use the state provided assessment when available for middle school.	Use survey until assessment is available from the state, then use actual performance data.
Technology skills will be integrated in to the expectations of all content areas.	Survey of teachers
Teachers will have resources at their fingertips to teach technology concepts and “how-to” skills.	These will be updated in 2015-16. They will be available through the district technology website.
Ensure the programs support keyboarding proficiency by the eighth grade.	End of course test for all eighth graders.
Assistive technology will be in all schools to aid special needs with use of technology.	Report from Special Services on need compared to actual special resources provided. .
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Evaluation of Dimension 1: Learners and Their Environment

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Action List items achieved)				
			May 2015	May 2016	May 2017	May 2018	May 2019
Primary and Elementary students will have time in the computer labs and in classrooms to work on technology skills.							
Technology skills will be integrated in to the expectations of all content areas.							
Teachers will have resources at their fingertips to teach technology concepts and “how-to” skills.							
Ensure the programs support keyboarding proficiency by the eighth grade.							
Assistive technology will be in the schools to aid special needs with use of technology.							
High School curriculum realigned so that higher level technology skill classes will be available to students.							
Assistive technology will be in the schools to aid special needs students with use of technology.							

Technology Dimension 2: Professional Capacity

A. Snapshot of Current Technology Use in District

Teachers in the district currently have a widely varying range of technology expertise both in basic computer skills as well in their ability to integrate the technology into their day-to-day instruction. A district system of technology evaluation is used to determine proficiency. Teachers are 90% proficient. However, teachers have a long way to go in daily use of technology that is integrated into instruction.

B. Overall Goal for This Dimension

Florence 5 will provide on-going staff development to increase the technology proficiency of all staff so that all staff members can use instructional technology in the schools.

C. Objectives and Strategies

Objectives	Strategies
2.1. All District teachers will acquire and demonstrate technology proficiency based on the district defined technology skill sets which are based on the ISTE-A or the ISTE-T.	1) Staff will take the district assessment every 5 years. They will be evaluated yearly by the building administrator in their ongoing use of technology in their instruction.. 2) Beginning with the first recertification period beginning in 2007 or later, teachers will have a 5 –year window to take either a 3-hour technology course or earn 60 recertification credit points in technology. This is continuing.

D. Implementation Action Steps and Funding Considerations

- 1) Each principal will assure teachers participate through meetings, training, monitoring the recertification renewal program to meet the requirements of the technology proficiency (existing funding).
- 2) Provide training opportunities for staff (existing funding).

Technology Dimension 3: Instructional Capacity

A. Snapshot of Current Technology Use in District

School	Networked desktop computers	Smart Boards	Projectors
Johnsonville Elementary	167	28	28
Johnsonville Middle School	120	20	20
Johnsonville High School	155	21	21
Total			

B. Overall Goal for This Dimension

District 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

Objectives	Strategies & Implementation
3.1 Each school will have two updated labs. One will be staffed by a trained instructional assistant and the other will be for teachers to schedule their classes, or will consist of a portable laptop cart that can be used in the room..	<ol style="list-style-type: none"> 1) Purchase labs for schools 2) Replace old computers in labs. This will be an ongoing initiative and will be done on a yearly basis with one lab per year being upgraded through local funds and other labs as grants and other funding is available. 3) Add additional lab as building program allows addition of new classrooms
3.2 Facilitate on-line streaming or downloadable digital content on an “on demand” basis to provide teachers with a rich multimedia source of instructional video and materials	<ol style="list-style-type: none"> 4) Provide infrastructure to support the ability for streaming content..
3.3 Provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.	<ol style="list-style-type: none"> 5) Provide all teachers with Interactive whiteboards with projectors and tablets.. 6) Provide teachers with laptops and create a budget for a replacement cycle for laptops that are already in place. 7) Add additional items as needed to help

support use of white boards.

- | | |
|---|---|
| <p>3.4 Each classroom computer will be replaced with an up-to-date computer on a first-in/first-out basis and multiple computers in classrooms will be installed as determined at the school level.</p> | <p>8)The oldest computers will be replaced and additional equipment will be added as funds are made available through state provided funds and/or through other various funds when available to the district.</p> |
| <p>3.5 Provide necessary infrastructure to support above including wireless access in all buildings.</p> | <p>9) Install needed equipment</p> |

D. Implementation Action Steps and Funding Considerations

- 1) Purchase new labs at one per year (\$30,000 state, federal, or local).
- 2) Purchase computers on a 3 year cycle (\$80000).
- 3) Purchase wireless devices(new funding request)
- 4) Maintain support ETV streaming initiative (existing funding, ETV funding)
- 5) Replace oldest computers
- 6) Purchase Smart Boards and tablets (\$30,000).
- 7) Develop procedures, purchase, and issue laptops to teachers using replacement cycle funds and other local or state funds (see #2 above).

E. Evaluation of Objectives

Each of these objectives and be measured by the actual installation of services and equipment indicated in the Action Steps based on invoice documentation.

Evaluation of Dimension 3: Instructional Capacity

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Action List items achieved)				
			May 2015	May 2016	May 2017	May 2018	May 2019
Purchase labs for schools							
Replace old computers in labs. This will be an ongoing initiative and will be done on a yearly basis with one lab per year being upgraded through local funds and other labs as grants and other funding is available.							
Add additional lab as building program allows addition of new classrooms							
Provide infrastructure to support the ability for streaming content..							
Provide all teachers with Interactive whiteboards with projectors and tablets..							
Provide teachers with laptops and create a budget for a replacement cycle for laptops that are already in place.							
The oldest computers will be replaced and additional equipment will be added as funds are made available through state provided funds and/or through other various funds when available to the district.							

Technology Dimension 4: Community Connections

A. Snapshot of Current Technology Use in District

School	Networked desktop computers	Smart Boards	Projectors
Johnsonville Elementary	167	28	28
Johnsonville Middle School	120	20	20
Johnsonville High School	155	21	21
Total	292	69	69

B. Overall Goal for This Dimension

Florence 5 schools will use technology to create more partnerships with the community and parents to help increase student achievement.

C. Objectives and Strategies

Objectives	Strategies
1.1 Improve teacher communication with students and parents	<ol style="list-style-type: none"> 1) The district will provide a system for teachers to easily post information on a web page 2) Teachers will be trained on how to use the system and ways to maximize the instruction impact of a web system.
1.2 Allow parents and students access to computers and internet after hours.	<ol style="list-style-type: none"> 3) Keep school libraries open with computers available 30 minutes each day.
1.3 Provide a method for schools to be able to contact parents and students	<ol style="list-style-type: none"> 4) Use call system for special announcements and emergency announcements at schools. 5) Use current teacher web-pages to post homework and projects.
1.4 Provide a full featured web page for each school and the district to inform parents of news, schedules, menus,	<ol style="list-style-type: none"> 6) Maintain server and hosted site web presence. School web pages will be updated on a regular basis.

and other programmatic and athletic activities.	
1.5 Continue the parent portal which would securely provide parents with information about their children through a web or phone interface.	7) Provide parent Portal.

D. Implementation Action Steps and Funding Considerations

- 1) Provide web hosting and content management of the district and each schools website which includes the ability for teachers to create a full-functioned multi-page web site. (Existing funding)
- 2) Provide ongoing training to teachers on web page design, how to use the software, and provide information on how to maximize parental/community connection and collaboration. (Existing funding)
- 3) Open the libraries 30 minutes before or after school during the rest of the year. (funding would need to be budgeted)
- 4) Evaluate needs for implementing the service we currently contract with to provide more information to parents. Attendance calls, emergency calls, and special program announcements. (Existing Funding)
- 5) Provide “webmaster’s” at each school to maintain school core web pages. Continue to train so that websites for schools are a consistent information source for parents and community.(Existing funding)

E. Evaluation of Objectives

Possible baseline data and/or data sources are: teacher and parent surveys, content management system reports which show the number of teachers with web pages, actual invoices, and/or equipment inventories.

Evaluation of Dimension 4: Community Connections

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Action List items achieved)				
			May 2015	May 2016	May 2017	May 2018	May 2019
The district will provide a system for teachers to easily post information on a web page							
Teachers will be trained on how to use the system and ways to maximize the instruction impact of a web system.							
Keep school libraries open with computers available 30 minutes each day.							
Use call system for special announcements and emergency announcements at schools.							
Use current teacher web-pages to post homework and projects							
Maintain server and hosted site web presence. School web pages will be updated on a regular basis.							
Provide parent Portal							

Technology Dimension 5: Support Capacity

A. Snapshot of Current Technology Use in District

School	Networked desktop computers	Smart Boards	Projectors
Johnsonville Elementary	167	28	28
Johnsonville Middle School	120	20	20
Johnsonville High School	155	21	21
Total			

B. Overall Goal for This Dimension

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

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

Objectives	Strategies
1.1 Maintain systems, upgrades, and provide user technical support	1) Provide district technical support personnel necessary to install and maintain technology
1.2 Evaluate/upgrade network infrastructure as needed to provide faster network connections, better functionality, and more efficient management of workstations	2) Replace/upgrade hardware and network software. 3) Evaluate and implement new software and network enhancements to provide for security, efficiency, performance, and/or redundancy.
1.3 Provide efficient and effective telecommunication capability	4) Upgrade and replace telephone systems to increase communication functionality.
1.4 Protect district data and assets	5) Provide antivirus, anti-spam, and network security to all systems and data. 6) Implement a robust backup strategy to protect the district's information

	resources and for disaster recovery
1.5 Provide and maintain a high-speed WAN and fast connection to the Internet.	7) Upgrade WAN to faster speeds as the current 10 Mbps is reaching capacity daily.
1.6 Assure adequate bandwidth by analyzing that traffic is appropriate for educational use.	8) Evaluate traffic using monitoring tools. Make firewall and content filter adjustments as needed.

D. Implementation Action Steps and Funding Considerations

Note: E-rate funds will be used where available to assist in purchasing any of the services or equipment.

- 1) Continue to employ a technology department staff (District funds, as needed)
 - A. Director of Technology
- 2) Maintain an equipment replacement cycle which was phased in beginning in 2006 of replacing equipment as needed or on the following rates per year. Existing funds including superintendent provided funds, budgeted technology local funds, state funds, erate reimbursements, federal funds, and curriculum funding.
 - A. Maintain comprehensive inventory of equipment and resources
 - B. Instructional computers: (3 year cycle).
 - C. Administrative computers: 3 year cycle (District, state, local technology funds).
 - D. Switches, network hardware: 15% (District, state, local technology funds)
 - E. Servers: 20% (District, state, local technology.
 - F. Expand and upgrade virtualization of servers
- 3) Evaluate need for software and hardware and provide needed resources (existing funding as in item 2)
 - A. Maintain Astaro Total Traffic control
 - B. Maintain Firewall
 - C. Add/maintain all core switches upgraded to layer III
 - D. Support ETV in streaming initiative
 - E. Install *unitedstreaming* media server or similar “on demand” video
 - F. Develop a full archival/disaster recovery plan.
- 4) Upgrade phone systems (New funds or existing funds as needed)
 - A. Evaluate need for upgrades on ongoing basis.
 - B. Evaluate district-wide system. Purchase/services equipment toward that end based on evaluation.
 - C. Provide cell phones to instructional leaders and those in schools and district that support instruction.
 - D. Upgrade phones as needed.

- E. Apply for E-rate funds to upgrade phone systems when eligible
- 5) Maintain continuing protection of district resources using software, hardware and administrative procedures. (Existing funding)
 - 6) Develop a comprehensive backup plan. Purchase/maintain resources to implement plan. (new funds needed)
 - 7) Upgrade systems as described. Upgrade circuits as needed. (Local and e-rate reimbursement)
 - A. Maintain 100 Mbps connectivity from district office to each school.
Upgrade connectivity to 1000 Mbps from district office to each school.
 - B. Upgrade Internet circuit form 10 Mbps to 20 Mbps.
 - 8) Monitor internet usage to stop inappropriate traffic using Astaro, SC CIO state provided “sensor” and other resources. (Existing funding)
 - 9) Connect classrooms: Connect multipurpose room at Primary, connect chorus and band rooms at GCO. Evaluate connectivity yearly and adjust plan as needed. (existing funding)

E. Evaluation of Objectives

Objectives may be evaluated based on equipment inventories, technology assessments, ad hoc surveys, Internet usage reports, and SDE *Technology Counts* on-line survey.

Evaluation of Dimension 5: Support Capacity

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Action List items achieved)				
			May 2015	May 2016	May 2017	May 2018	May 2019
Provide district technical support personnel necessary to install and maintain technology							
Replace/upgrade hardware and network software..							
Evaluate and implement new software and network enhancements to provide for security, efficiency, performance, and redundancy.							
Evaluate and implement new software and network enhancements to provide for security, efficiency, performance, and redundancy							
Upgrade and replace telephone systems to increase communication functionality.							
Provide antivirus, anti-spam, and network security to all systems and data.							
Implement a robust backup strategy to protect the district's information resources and for disaster recovery							

Appendix 1: Action Plan

1. A description of how your district will use federal funds including Enhancing Education through Technology (E2T2) competitive and/or formula funds to improve the academic achievement, including the technology literacy, of all students attending the schools served and to improve the capacity of all teachers teaching in these schools to integrate technology effectively into curricula and instruction.

2. A description of your school district's specific goals for using advanced technology to improve student academic achievement aligned with challenging state academic content and student academic achievement standards. This explanation should include a description of the curriculum and teaching strategies that integrate technology effectively into curricula and instruction, based on an intensive review of relevant research.

The methods and equipment outlined in question one have been shown to improve engagement and student achievement. The district uses the NWEA MAP tests two times during the year to provide teachers detailed feedback on how their class is performing on each instructional area. The district provides teachers and administrators with help in using data from the MAP test

3. A description of the steps your district will take to ensure that all students and teachers in schools served by the local education agency have increased access to educational technology.

Funds are distributed to schools on an equitable basis except where specific funding is directed toward specific targeted populations by the funding source.

4. A description of how your district will use the E2T2 competitive and/or formula funds (including the combining of these funds with monies from other federal, state, and/or local sources) to help ensure that students in high-poverty and high-needs schools have access to technology and to ensure that teachers are prepared to integrate technology effectively into curricula and instruction.

The district schools all have high percentages of free and reduced lunch. The funds will be assigned to serve those populations.

5. A description of how your district will provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the local education agency, to further the effective use of technology in the classroom or library media center, including, if applicable, a list of the entities that will be partners with the local education agency involved in providing the ongoing, sustained professional development.

The district uses the a district designed assessment for teacher assessment and monitoring. All continuing teachers participate in yearly technology training which is conducted during ongoing professional development opportunities.

6. A description of the type and costs of technologies to be acquired for your technology program through the use of E2T2 competitive and/or formula funds, including supporting sources such as services, software, and digital curricula. Your explanation should include specific provisions for interoperability among the components of such technologies.

See response to question one above. This equipment will all be compatible with school, district, and state programs and systems. All purchases are monitored and procured through the district Technology Department in order to assure interoperability.

7. A description of how your district will integrate technology (including software and other electronically delivered learning materials) into curricula and instruction to support standards-based learning and provide a timeline for such integration.

We currently use standards based software at the Elementary school such as Compass as well as NWEA MAP. Other software is used in the district, such as Reading Plus, and Apex that offer the use of technology to support standards.

8. A description of how your district will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources.

The district allows teacher to write mini-grants for technology which describe their innovative plans for the technology, their ability to utilize the resources and/or participate in training, and the expected student outcomes. Virtual learning is used in the district.

9. A description of how your district will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education. Explain how these strategies will allow parents to reinforce at home the instruction their child receives at school.

Each School will implement a technology night where this is described under Dimension 4: Community Connections. The district also is implementing an extensive "Be There" campaign to get parents more involved in their children's education. All available hardware and software will be demonstrated.

10. A description of how programs in your district will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology.

Florence 5 and the Adult Education staff of Florence 31. A description of how your district will use federal funds including Enhancing Education through Technology (E2T2) competitive and/or formula funds to improve the academic achievement, including the technology literacy, of all students attending the schools served and to improve the capacity of all teachers teaching in these schools to integrate technology effectively into curricula and instruction.

continue to work closely to develop these collaborations and plan the use of technology together.

11. A description of the process and accountability measures that your district will use to evaluate the extent to which the activities in your technology plan, including those activities funded under the E2T2 program, are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging state academic content and student academic achievement standards.

The district monitors the student performance of students using the MAP (NWEA) testing through two administrations yearly. These results are monitored by student, classroom, grade level, grade, and school. Any special programs implemented can also be monitored using this level of student achievement. Electronic web-forms and surveys are also used to obtain survey responses through the district's web site.

12. A description of the supporting resources (such as services, software, other electronically delivered learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology.

The district has adopted a budget which allows for a robust infrastructure throughout the WAN and connectivity to the Internet, and has almost 600 computers, a 3-year replacement cycle of computers, servers, switches and other network equipment. All networking software and gateway equipment and services updated as needed.

Appendix 2: Teacher Technology Proficiency Proviso

Professional Development Plan

The district has developed its own method for meeting teacher technology proficiency. Teachers must demonstrate 6 of the following 8 competencies.

TECHNOLOGY SKILLS CHECKLIST

Proviso 1.28 (Teacher Technology Proficiency)

Proviso 1.28 states that to ensure the effective and efficient use of the funding provided by the General Assembly in Part IA, Section 1 XI.A.1 for school technology in the classroom and internet access, the State Department of Education shall approve teacher technology competency standards and local school districts must require teachers to demonstrate proficiency in these standards as part of each teacher's Professional Development Plan. Evidence that districts are meeting the requirement is a prerequisite to expenditure of a district's technology funds.

This plan contains the teacher technology competencies at both basic and advanced levels that all educators should eventually know.

The following list includes specific technology competencies for Florence County School District Five staff. To certify proficiency to meet the requirements of Proviso 1.28, teachers must achieve the level indicated in six(6) of the eight(8) basic components that follow:

Technology Competencies: Essential Knowledge and Skills for Educators

	1.00	BASIC HARDWARE
	1.01	Setup computer system and connect peripheral devices including mouse, keyboard, printer, network
	1.02	Clean computer components and printer
	1.03	Make backup copies of key documents
	2.00	SYSTEM OPERATION SKILLS
	2.01	Start up and shut down computer system and peripherals
	2.02	Identify and use icons, windows, menus and shortcuts on the desktop
	2.03	Select and start an application and create a document
	2.04	Name, save, retrieve, revise a document
	2.05	Use printing options

	2.06	Insert and eject floppy disk and CD-ROM
	2.07	Use the mouse right and left click buttons
	2.08	Copy document from hard disk to floppy disk and vice versa
	2.09	Create and name/rename folders
	2.10	Save, open, place documents inside folders
	2.11	Open and work with more than one application at a time
	2.12	Start and shut down the computer
	3.00	WORD PROCESSING/DESKTOP PUBLISHING
	3.01	Enter, edit, cut, copy, paste and move a block of text
	3.02	Save (and Save As), open and print documents
	3.03	Change text format and style, set margin, line spacing, tabs
	3.04	Check spelling, grammar, word usage
	3.05	Create a header or footer
	3.06	Insert date, time, page number
	3.07	Create numbered or bulleted lists
	3.08	Insert clip art into document
	4.00	INTERNET BROWSER
	4.01	Use a file server (connect/log on, retrieve a program or document, save a document to a specified location)
	4.02	Start the browser to access "home page"
	4.03	Type a specific URL on the address line and go to a specific web site
	4.04	Add a URL to a "favorites" or "bookmarks" list
	4.05	Access a "search engine" (i.e., Google, Yahoo, Lycos, etc.) and find sites related to a specific topic
	4.06	Explain terms such as access rights, security passwords, file server, acceptable use policy
	5.00	TELECOMMUNICATIONS
	5.01	Connect to the Internet
	5.02	Use Electronic Mail (compose, send, retrieve, read, respond)
	5.03	Access and use resources on Internet
	5.04	Send an electronic mail (e-mail) with an attachment
	5.05	Create and use group addresses for electronic mail (e-mail)

	5.06	Read, save, print, reply to, forward electronic mail (e-mail)
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	6.00	PRESENTATION/MULTIMEDIA
	6.01	Create a presentation using a template or wizard, or from scratch
	6.02	Produce electronic slides/overheads
	6.03	Add and format text, backgrounds, graphics and pictures to a slide or slides
	6.04	Use the slide sorter view to arrange slides
	6.05	Run a presentation for an audience
	6.06	Set up and operate a videocassette recorder/player and monitor/TV
	6.07	Connect a video output device (e.g., LCD panel or projector) to computer for large screen display
	7.00	INSTRUCTIONAL APPLICATIONS
	7.01	Coordinate use of hardware, software and peripheral devices within the classroom
	7.02	Teach, support, and supervise student use of technology
	7.03	Integrate technology resources into lessons and learning activities
	7.04	Integrate local information resources into lessons and learning activities
	7.05	Integrate Internet resources into lessons and learning activities
	7.06	Actively encourage and provide for appropriate student use of all technology resources
	8.00	Ethical Use of Technology
	8.01	Explain the relevance of fair use guidelines for educators
	8.02	Explain and abide by the software licensing restrictions

Appendix 3: Acceptable Use Policy

The district's acceptable use policy is available below
:

Appendix III: Acceptable Use Policy

TECHNOLOGY RESOURCES

Code **IFBGA(1)** Issued **6/00**

Staff access to networked information resources

With the spread of telecommunications throughout the modern workplace, the board recognizes that employees will shift the ways they share ideas, transmit information, and contact others. As staff members are connected to the global community, their use of new tools and systems brings new responsibilities as well as opportunities.

The board expects that all employees will learn to use electronic mail and telecommunications tools and apply them daily in appropriate ways to the performance of tasks associated with their positions and assignments. Toward that end, the board directs the superintendent to provide staff with training in the proper and effective use of telecommunications and electronic mail.

Communication over networks should not be considered private. Network supervision and maintenance may require review and inspection of directories or messages. Messages may sometimes be diverted accidentally to a destination other than the one intended. Privacy in these communications is not guaranteed. The district reserves the right to access stored records in cases where there is reasonable cause to suspect (expect) wrongdoing or misuse of the system. Courts have ruled that old messages may be subpoenaed, and network supervisors may examine communications in order to ascertain compliance with network guidelines for acceptable use.

The board directs the superintendent to specify those behaviors which are permitted and those which are not permitted, as well as appropriate procedures to guide employee use. In general, employees are expected to communicate in a professional manner consistent with state laws governing the behavior of school employees and with federal laws governing copyrights. Electronic mail and telecommunications are not to be utilized to share confidential information about students or other employees.

The board encourages staff to make use of telecommunications to explore educational topics, conduct research, and contact others in the educational world. The board anticipates that the new systems will expedite the sharing of effective practices and

lessons across the district and will help staff stay on the leading edge of practice by forming partnerships with others across the nation and around the world.

Adopted 8/12/96; Revised 6/12/00

Florence 5

Administrative Rule

TECHNOLOGY RESOURCES

Code IFBGA-R(1) Issued 6/00

Technology Guidelines for Staff

1. **User Name IDs and Passwords.** The user name IDs and passwords issued to staff will remain confidential and not be revealed to other individuals. Only the media specialist(s) and one administrator at the school will have access to this information so that Internet access will not be interrupted by the absence of the media specialist(s). Passwords should be changed on a periodic basis or at any time that there is cause to believe that security has been compromised.
2. **Independent Navigation on the Internet by Faculty and Staff.** Individual faculty and staff are encouraged to explore WWW resources through our Internet connection and become familiar with Netscape, Internet Explorer, and other features. Clearly, such explorations are for educational purposes. Downloading or printing files and images and participating in newsgroups and chat discussion groups with content inappropriate for a K-12 school is prohibited. This policy prohibits all activities which do not support the mission of Florence 5. A “rule of thumb” test regarding appropriateness is: Would you feel comfortable if the parents of your students were viewing these particular Internet resources with you?
3. **Personal Use.** Personal use of school computers and networks must not interfere with an employee’s job performance and must not violate any of the rules of the district’s Acceptable Use Policies. Sending an e-mail message from the school is the same as using school letterhead. Employees must be careful not to have their own statements mistakenly attributed to Florence 5.
4. **Whole Class Navigation on the Internet Led by Teacher or Media Specialist.** Teachers or media specialists who are exploring World Wide Web sites with a class do not need special parental permission for such activity if the teacher or media specialist is in control of the navigation to known educational sites.
5. **Independent Navigation of the Internet by Students in Grades K-5.** Independent navigation of the Net by students below Grade 6 is not permitted at this time.
6. **Independent Navigation of the Internet by Students in Grades 6-12.** Independent navigation of the Net by students in Grades 6-12 will be permitted during school

hours if access time is available and written parental permission is obtained. A district-wide form will be used for this purpose. Staff must be in the *immediate* vicinity during student use in order to provide monitoring of the student's session on the Net. Students will not be permitted to access newsgroups or chat rooms or to send e-mail. Students will not be permitted to download files without prior permission from the school's media specialist(s). Students must obtain permission from the teacher or the media specialist before printing pages from the WWW. Students will be permitted to search the Net for information or research under their assurance that such searches are for legitimate educational purposes. Violations of these guidelines by students will result in the loss of Internet access privileges and appropriate disciplinary action.

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7. **Copyright.** Illegal publication or copying of copyrighted material is prohibited. Employees will be held personally liable for any of their own actions that violate copyright law.
8. **Confidentiality.** Employees must not transmit confidential information concerning students or others over systems not designated for that use.
9. **Privacy.** All data stored or transmitted on school computers can and will be monitored. Employees have no right to privacy with regard to such data.
10. **Misuse of networks, hardware, or software.** Damage caused by intentional misuse of equipment will be charged to the user. It is also the responsibility of employees to report abusers of school technology. Equipment includes, but is not limited to, computers, scanners, LCD projectors, digital cameras. Vandalism includes, but is not limited to, removal of mouse ball and/or mouse, deliberate erasing of files and/or data, placing foreign objects (i.e. paper clips) in disk/CD drives, removing or altering keyboard keys.
11. **Downloading or Loading Software.** Employees must obtain pre-approval from the system administrator before downloading or installing any software on school computers.
12. **E-mail Usage.** The transmission of any material in violation of any federal or state laws or regulations to include, but not limited to, copyrighted material, threatening or obscene material, material protected by trade secret, sexual harassment or other forms of discrimination, is prohibited.
13. **Web Page Development.** Staff members who develop web pages for their classes and/or teams will exercise caution in publishing student photos. Neither student names nor any other personal information will accompany photos published on the WWW.

14. **Acknowledged Receipt of Guidelines.** Each staff member who will navigate the Internet or use networked resources will receive a copy of these guidelines and indicate their receipt by signature.
15. **Violation of Guidelines.** Any staff member who violates these guidelines will lose access to the Internet and other networked resources and will face possible disciplinary action.

STATEMENT BY EMPLOYEE:

I have read these guidelines and agree to abide by them in my assigned role as an employee of Florence 5.

Signature

Date

Adopted 8/12/96; Revised 6/12/00

administrative Rule

TECHNOLOGY RESOURCES

Code IFBGA-R(2)

Issued 6/00

Student access to networked information resources

PROGRAM DEVELOPMENT

In order to match electronic resources as closely as possible to the approved district curriculum, district personnel will review and evaluate resources in order to offer “home pages” and menus of materials which comply with board guidelines governing the selection of instructional materials. In this manner, staff will provide developmentally appropriate guidance to students as they make use of telecommunications and electronic information resources to conduct research and other studies related to the district curriculum. All students will be informed by staff of their rights and responsibilities as users of the district network prior to gaining access to that network, either as an individual user or as a member of a class or group.

As much as possible, access to district information resources will be designed in ways which point students to those which have been reviewed and evaluated prior to use. While students may be able to move beyond those resources to others which have not been evaluated by staff, they shall be provided with guidelines and lists of resources

particularly suited to the learning objectives. Students may pursue electronic research independent of staff supervision only if they have been granted parental permission and have submitted all required forms. Internet permission will be indicated on the student's ID badge, which must be in his/her possession. Permission is not transferable and may not be shared.

INTERNET RULES

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature; there is no guarantee of privacy when using any school technology. Tracking software will be used to monitor Internet searches. General school rules for behavior and communications apply to network use. All activities which do not support the mission of Florence 5 are prohibited.

The network is provided for students to conduct research and access information. Independent access to network services is provided to students who agree to act in a considerate and responsible manner. Parent permission is required for minors. Access is a privilege, not a right. Access entails responsibility.

Individual users of district computer networks are responsible for their behavior and communications over those networks. It is presumed that users will comply with district standards and will honor the agreements they have signed.

Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly.

During school, teachers will guide students toward appropriate materials. Outside of school, families bear responsibility for such guidance as they must also exercise with information sources such as television, telephones, movies, radio, and other potentially offensive media.

The following are not permitted:

- Sending or displaying offensive messages or pictures
- Using obscene language
- Harassing, insulting, or attacking others
- Damaging computers, computer systems, or computer networks
- Violating copyright laws
- Publishing confidential or protected information on web sites (i.e., exams, teacher-made tests, AR information)
- Using others' passwords
- Trespassing in others' folders, work, or files
- Intentionally wasting limited resources
- Employing the network for commercial purposes
- Downloading files or software from the Internet
- Playing games that serve no educational purpose
-

SANCTIONS

Violations may result in loss of access.

Additional disciplinary action may be determined at the building level in line with existing practice regarding inappropriate language or behavior.

When applicable, law enforcement agencies may be involved.

Adopted 8/12/96; Revised 6/12/00

File: IFBGA(2)-E

PERMISSION FORM FOR INTERNET USE

STUDENT ASSURANCES FOR NETWORK OR INTERNET USE

When using the school computer network or conducting research on the Internet, I will

1. ask permission of the media specialist or teacher before using the computer terminal.
2. sign in when I use the computer.
3. use appropriate language. I will not swear or use vulgarities or any other inappropriate language.

4. not register either my or anyone else's name, home address, or telephone number at any location on the Internet.
5. not download or save files to the computer hard drive or to a floppy disk.
6. not insert a floppy disk into the drive without approval of the media specialist or teacher
7. obtain permission of the teacher or media specialist **before** printing from the Internet.
8. advise students who may wish to view my Internet session that they must have parental permission to do so.
9. not divulge my password to anyone else.
10. use the Internet session for legitimate educational purposes.
11. not play games unless they are educational and have been approved by the teacher.
12. obey all copyright laws.
13. report vandalism or damage to the network to a teacher or the media specialist.
14. not attempt to access files to which I have not been given appropriate authorization.
15. not participate in any form of electronic chat.

I understand that violating the above guidelines and prohibitions will result in losing access and possible disciplinary action. I also understand that I will be charged the cost of repairing any damage I have caused either to equipment or to the network.

Date

Student Signature

I give my permission for my child to conduct independent research on the Internet under the conditions described above.

Parent Signature

TECHNOLOGY RESOURCES

Code **IFBGA(2)** Issued **6/00**

Student access to networked information resources

The board recognizes that as telecommunications and other new technologies shift the ways that information may be accessed, communicated, and transferred by members of society, those changes may also alter instruction and student learning. The board generally supports access to students to rich information resources along with the development by staff of appropriate skills to analyze and evaluate such resources. In a free and democratic society, access to information is a fundamental right of citizenship.

Telecommunications, electronic information sources, and networked services significantly alter the information landscape for schools by opening classrooms to a broader array of resources. In the past, instructional and library media materials could usually be screened—prior to use—by committees of educators and community members intent on subjecting all such materials to reasonable selection criteria. Policy IFA requires that all materials follow state board of education regulations as well as other legal requirements and support the schools' educational philosophy, goals, and objectives. Telecommunications, because they may lead to any publicly available file server in the world, will open classrooms to electronic information resources which have not been screened by educators for use by students of various ages.

Electronic information research skills are now fundamental to preparation of citizens and future employees during an Age of Information. The board expects that staff will blend thoughtful use of such information throughout the curriculum and that the staff will provide guidance and instruction to students in the appropriate use of such resources. Staff will consult the guidelines for instructional materials contained in Policy IFA and will honor the goals for selection of instructional materials contained therein.

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply (see Policy JC and JCD). The network is provided for students to conduct research and access information. The district will provide access to network services to students who agree to act in a considerate and responsible manner.

Independent student use of telecommunications and electronic information resources will be permitted upon submission of permission and agreement forms signed by parents of minor students (under 18 years of age) and by students themselves. Independent student use will be limited to students in grades 6-12.

Access to telecommunications will enable students to explore thousands of libraries and databases throughout the world. The board believes that the benefits to students from access in the form of information resources and opportunities for collaboration exceed the disadvantages. Ultimately, however, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, Florence 5 schools support and respect each family's right to decide whether or not to apply for independent access.

PAGE 2 – IFBGA(2) – TECHNOLOGY RESOURCES (STUDENTS)

The board authorizes the superintendent to prepare appropriate procedures for implementing this policy and for reviewing and evaluating its effect on instruction and student achievement.

Adopted 8/12/96; Revised 6/12/00

Appendix 4: How E-Rate Areas Have Been Addressed

Part B of the “Guidelines for District Technology Plans” section of the South Carolina State Technology Plan 2003–08 includes the following five E- rate areas. The Telecommunications Act of 1996 stipulates the following:

1. The district technology plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education and library services.

The plan does identify goals and realistic strategies under each Dimension.

2. The district technology plan must have a professional development strategy to ensure that staff members know how to use the new technologies to improve education.

One of the strengths of the district’s technology plan is that it does include a strong professional development component. See “Dimension 3: professional Capacity.”

3. The district technology plan must include an assessment of the telecommunications services, hardware, software, and other services that will be needed to improve education.

These items are listed throughout the plan.

4. The district technology plan must provide for a sufficient budget to acquire and maintain the hardware, software, professional development, and other services that will be needed to implement the strategy for improved education. Specifically, how does the district intend to fund those items of equipment, software, services, and training *not* covered by the E-rate discount? It is recommended that a plan for hardware refreshment be built into all district technology plans.

The technology budget does cover the items listed in the plan including additional services needed to implement the strategies and action steps. Some of the funding is based on expected revenue from state and other sources and funding for those steps are not within the control of the district.

5. The district technology plan must include an evaluation process that enables the district and its schools to monitor progress toward the specified goals and make midcourse corrections in response to new developments and opportunities as they arise.

There is an evaluation process at the end of each Dimension. This will be used to evaluate the progress and will guide adjustment to the plan as it is reviewed on a yearly basis.

Appendix 5: District Survey

School	Networked desktop computers	Smart Boards	Projectors
Johnsonville Elementary			
Johnsonville Middle School			
Johnsonville High School			
Total			

Acknowledgements

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