Technology Plan for Laurens County School District 56

Technology Plan FY 2014

Laurens County School District 56
211 North Broad Street, Suite B
Clinton SC, 29325

3/1/14

Prepared by: Lance L, Taylor
Technology Director

March 01, 2014

This Technology Plan has been reviewed and submitted on behalf of Laurens County School District 56
Signatures:

Technology Director: _____

Date: 3/1/14

Superintendent: _____

Date: 3.1.14

Other (as needed) _____

Title: _____

Date: _____

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This plan has been reviewed and certified by the South Carolina State School District or Library. This certificate will be effective for the term of the plan, but not to exceed 3 years.

Approved by the SC State School District or Library:

_____

Date: _____

This Certification expires: _____

Executive Summary

The purpose of the Laurens County School District 56 District Technology plan is to provide guidance for the teachers, staff, and administrators so that we have an exciting environment for learning for the students. This can only be accomplished with a strong commitment from a Team of support that include the community, families, businesses and district employees with the focus on the technology needs of our students.

Technology Dimension 1: Learners and Their Environment

Technology is to be used as a tool that helps every teacher and student be successful, creating a mastery of basic skills and development of critical thinking and problem-solving abilities. Technology must be a support tool to reinvent and expand schools so that all students achieve more and are better prepared for the workplace. This will allow the district to nurture an environment for increasing student performance.

Technology Dimension 2: Professional Capacity

Because technology is used as a tool and resource of the teachers to stimulate learning and decrease the time spent on paperwork, increasing the time a teacher can teach and interact with students, while expanding their mastery of teaching skills. Technology does not remove the interaction of the teacher to the

student but allows for a greater window of opportunity to provide effective teachers, staff, and administrators.

Technology Dimension 3: Instructional Capacity

The use of technology into the retrofit and design of our schools allows us to create a safer environment for our students to learn. Schools that can include monitoring devices such as cameras, security systems, telephones, and other warning devices not only protect our children. They provide a caring and educational environment that is safe, orderly, and enjoyed by students and teachers.

Technology Dimension 4: Community Connections

One of the strongest benefits of technology is that it allows addition lines of communication with the community thru web access, e-mail, and increased telephone access. An environment that promotes community involvement can only enhance and excite teaching and learning for every individual. Education does not stop at the classroom. An educated community builds strong family and business support.

Technology Dimension 5: Support Capacity

Technology is not only a great tool for teaching and keeping our children and staff safe, but it should also be used to increase our productivity and time management. This can be done with the use of new phone switching, cell phones, voice mail, e-mail, PDA's, job

scheduling, SASI, Spectrum, and many other tools that will allow our teachers and administrators to focus on instruction of our future leaders. Productive and effectual operation allows for more funding to be directed to the instruction of our students.

Technology Plan Team Members:

Dr. David O'Shields: Superintendent

Dr. Laura Koskela: Assistant Superintendent

Dr. David Pitts: Assistant Superintendent

Mr. Lance L. Taylor: Technology Director

Ms. Kay Cleveland: Director of Special Programs

Background Information

Laurens County School District 56 is located in the piedmont region of South Carolina. This rural school district has been negatively impacted over the past decade with the loss of both the textile and bearing plants. The addition of new manufacturing plants like ZF Transmissions and Sterilite has given our county a brighter future. With support from our community, we completed construction of our new comprehensive high school and made significant upgrades to our facilities. Our vision statement speaks to our desire to be at the forefront of educational reform.

Vision

Where students become ethical and productive citizens by achieving excellence, embracing innovation, and forging new traditions.

Mission

Laurens County School District 56 will provide the highest quality of education and be an advocate for all students by preparing them for future learning. We will garner support through a culture of continuous improvement driven by integrity, teamwork, and perseverance.

Constancy of Purpose

All Students will graduate from high school.

District Profile

Schools in District 56 - 6

Clinton High School
Bell Street Middle
Clinton Elementary
Eastside Elementary
Mercer Silas Bailey Child Development Center
Joanna Woodson Elementary

Students enrolled in District 56 - 3101

Percentage of Students Enrolled in Free and Reduced Lunch - 72.5%

District E-Rate Discount – 82%

District Needs Assessment

This plan outlines the technical needs and wishes of the staff of Laurens County School District 56, Clinton, SC. These plans are the results of individual and collective site-based analysis of facility, staff, student and community needs. The plan is to provide guidance for teachers, staff, and administrators to allow us create an exciting environment for learning, that prepare all participants for life and work in the 21st century.

Part I.

The school district will enhance the district technology to provide increased student and teacher access to sources of information available through all of today's technology.

Part II.

The school district will expand classroom instruction through teacher and student use of technology.

Part III.

The school district will develop skills that students will need to succeed in an increasingly technical society.

Part IV.

The school district will provide effective and appropriate technical support for all technology utilized by the district.

Technology Environment:

Snapshot of Current Technology Use in District

1 : Windows Server based software to protect data & user rights
2 : SmoothWall Content Filter/Firewall
3 : Extenda Packet Shaper
4 : 1600+ Windows XP, 7, MAC - PCs
5 : 35 Windows based Servers
6 : TCP/IP Ethernet wiring using CAT 6 and Fiber
7 : Windows Office & Open Office
8 : 10 GIG Ethernet back bone to each location Except for Joanna Woodson at 1 GIG
9: 100 meg inter net connection

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

Goal: To actively embrace and seek out technologies to provide home, school, and community environments conducive to our students achieving technological literacy by the end of the Seventh grade and to raise the overall level of academic achievement in Laurens County School District 56.

OBJECTIVES	STRATEGIES
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.	**A. Provide opportunities and resources to the district and schools to facilitate the development and implementation of effective communication and collaboration skills using technology in the core content areas** **B. Conduct student projects that will yield sustained, engaged learning and collaboration in the core content areas** **C. Have students present their collaborative projects to identified audiences** **D. Recognize and promote best practices that successfully integrate technology, including assistive technology, into the curriculum** **E. Provide appropriate accommodations for students with special needs when conducting tests, including standardized tests, using technology**

I. OBJECTIVES AND STRATEGIES

Goal: To actively embrace and seek out technologies to provide home, school, and community environments conducive to our students achieving technological literacy by the end of the Seventh grade and to raise the overall level of academic achievement in Laurens County School District 56.

OBJECTIVES	STRATEGIES
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.	**A. Develop technology-enhanced learning activities aligned with state standards in core content areas** **B. Create and maintain student technology portfolios documenting grade-level-appropriate technology competencies** **C. Appoint or hire district wide school technology coaches or form district wide technology integration teams to offer guidance to schools, educate teachers, and help ensure that lesson plans and activities incorporate a variety of technologies, including those appropriate for students with special needs**
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.	A. Create and use lesson activities in which students employ a variety of technology tools, including assistive technology, to complete authentic multidisciplinary tasks B. Measure student technology proficiency by using surveys and performance-based assessments C. Provide all students, including those with special needs, access to a range of high and low technology solutions, including software, peripherals, and other tools to increase student communication, participation, and collaboration
1.4 The SDE, the school district, and the schools will provide students with an enhanced learning environment through technological tools, including	A. Establish school and community learning environments that enable students to use technology for real-world problem solving and research B. Adopt grade-level-appropriate technology

I. OBJECTIVES AND STRATEGIES

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OBJECTIVES	STRATEGIES
assistive technology, that are designed to promote high academic achievement.	standards and integrate them into the curriculum to enable students to fully participate in today's information-rich global society C. Adopt grade-level-appropriate technology standards and integrate them into the curriculum to prepare students to function in an information-rich global society

II. ACTION LIST

- The SDE and the school district should coordinate access to an on-line database of technology-infused lesson plans and classroom examples across the core content areas in alignment with the state academic standards, through the SCTLC Web portal, and other digital resources.
- The SDE and the school district should provide access to effective, research-based assistive technologies—including software, peripherals, and other tools to increase student communication, collaboration, and engagement—that will support inclusion of students with disabilities in the core content courses at all grade levels.
- The district should develop strategies to ensure that school improvement plans address the use of technology, including assistive technology, to support a shared learning environment that includes educators, parents, and community members.
- The SDE should establish grade-level-appropriate technology standards and competencies based on the ISTE NETS-S.
- The SDE, the district, and the schools should ensure improved student achievement test scores in the core content areas, increased student access to technology (shown by the SDE Technology Counts on-line survey), and increased student access to technology outside the school environment.

II. ACTION LIST

- The SDE and the school district should establish minimum requirements for student portfolios that document student progress by including technology collaborative scoring rubrics and checklists, videos and pictures of student activities, samples of individual and collaborative problem-solving and research projects, samples of student products created using a variety of technology tools, and samples of other student work.
- Student portfolios and checklists in all grades as well as a performance-based technology applications evaluation at the completion of the fifth and eighth grades should be used to assess student technology proficiency as well as to assess the effectiveness of the assistive technology tools used by students with special needs.
- Students themselves should be given opportunities to assess the effectiveness of technology tools, including the range of assistive technology, being used for classroom activities.
- The district should complete initial and ongoing assessments to measure increased availability of technology opportunities and resources.
- Educators and parents should complete initial and follow-up assessments to ensure that the use of technology, including the range of assistive technology tools, is effective in enhancing student learning.
- The SDE, district, and regional curriculum/technology teams should identify best practices of seamless technology integration that will be disseminated via on-line resources such as the SCTLC Web portal and the *South Carolina Technology News* e-magazine, conferences and workshops, and the South Carolina Association for Educational Technology (SCAET) technology project awards.
- The district and schools should develop methods of recognizing student technology achievement, including the use of assistive technology, using resources such as CPU (Computer Power Users) and TNT (Teachers 'N Technology).

III. IMPLEMENTATION ACTION STEPS

III. IMPLEMENTATION ACTION STEPS

SDE

- **Begin designing recertification courses to include how to create and sustain both traditional and electronic portfolios on teaching and student work, project-based learning, on-line projects, interactive learning, and collaborative projects.**
- **Offer professional development courses using innovative delivery strategies**
- **Recognize exemplary technology integration programs and teachers at the South Carolina EdTech conference**
- **Recognize educators' exemplary use of assistive technology in teaching and learning at statewide events such as the EdTech conference and the South Carolina Assistive Technology Expo.**
- **Encourage statewide educator, student, and community involvement in the public school system via electronic communications and other media.**

DISTRICT

- Assign school technology coaches or form district wide technology integration specialist teams to offer guidance to schools
- Assign assistive technology coaches to educate teachers and help ensure that lesson plans and activities incorporate a variety of technologies in ways that make them accessible to individuals special needs
- Offer professional development courses using innovative delivery strategies
- Begin working with teachers in the classroom to create lesson plans that incorporate a variety of technologies into authentic multidisciplinary tasks
- Recognize exemplary technology teachers and students
- Hold technology fairs that showcase exemplary student technology projects to the community
- Encourage home and community involvement in the public school system by electronic communications and other media

SCHOOLS

- Implement an on-line system for displaying student work such as e-mail projects, on-line projects, and so forth
- Recognize exemplary student technology projects
- Hold "technology nights" that showcase exemplary student technology projects and technology teachers to the community
- Provide access to technology resources, including assistive technology, during nontraditional school hours
- Include goals and strategies for technology and assistive technology development in school improvement plans
- Encourage home and community involvement in the public school system through the use of electronic communications and other media

III. IMPLEMENTATION ACTION STEPS

IV. FUNDING CONSIDERATIONS

SDE

- Technology professional development
- Technology course development
- Regional Technology Center operation
- Statewide recognition programs
- Technology resources to support standards-based learning across the curriculum

DISTRICT

- Technology professional development
- Technology course development
- Technology staff
- Recognition programs
- Teacher and student portfolio materials
- Technology resources to support standards-based learning across the curriculum

SCHOOLS

- Technology professional development
- Technology course development
- Technology staff
- Recognition programs
- Teacher and student portfolio materials
- Technology resources to support standards-based learning across the curriculum

V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JAN. 2014	JAN. 2015	JAN. 2016	JAN. 2017	JAN. 2018
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					
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.							
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.							
1.4 The SDE, the school district, 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.							

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Individual Technology Dimensions

Learners and their Environment:

Snapshot of Current Technology Use in District

1 : **Windows Server based software to protect data & user rights**
2 : **SmoothWall Content Filter/Firewall**
3 : **Extenda Packet Shaper**
4 : **1600+ Windows XP, 7, MAC - PCs**
5 : **35 Windows based Servers**
6 : **TCP/IP Ethernet wiring using CAT 6 and Fiber**
7 : **Windows Office & Open Office**
8 : **10 GIG Ethernet back bone to each location Except for Joanna Woodson at 1 GIG**
9: **100 meg inter net connection**

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Individual Technology Dimensions

Professional Capacity:

Snapshot of Current Technology Use in District

1: All Classrooms are equipped with at least one PC
CHS has a Mini Lab in each Classroom
2: All Schools have one or more computer labs
3: All Schools have Internet access
4: All teachers have E-Mail
5: 250 + Interactive White Boards
6: Wireless Access at All Schools and District Office
7: IP Phone System

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

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

OBJECTIVES	STRATEGIES
2.1 The District will enable educators to achieve and demonstrate proficiency in integrating state-recommended instructional technology standards (ISTE NETS-A, ISTE NETS-S, and ISTE NETS-T) into their specific area of professional practice to increase student achievement.	**A. Encourage an initial teacher certification process that requires demonstration of proficiency in integrating instructional technology standards** **B. Adopt a process that requires teachers to demonstrate ongoing proficiency in integrating instructional technology standards** **C. Adopt a state educator professional development program to aid the district in satisfying the requirements of the teacher technology proficiency proviso** **D. 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** **E. Require district and school administrators to demonstrate technology proficiencies based upon the state-recommended standards for administrators (ISTE NETS-A)**
2.2 The SDE and the school district will provide the schools with full-time multidimensional technology leadership whose focus is to ensure that technology is making a significant instructional and	A. Appoint or hire full-time technology coaches to assist with basic technology skills and the integration of the technology into classroom instruction in every school B. Require that technology coaches provide direct training and consultation to teachers

I. OBJECTIVES AND STRATEGIES

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

OBJECTIVES	STRATEGIES
administrative impact for students, teachers, and administrators.	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
2.3 The SDE and the school district will collaborate in planning for professional development, ensuring that teachers and district staff are trained to use technology, including assistive technology, to enhance learning.	A. Develop and submit a technology plan that (1) is directed by the district's technology leadership, (2) is designed for the district and for each school in the district as applicable, and (3) calls for site-based input from technology committees or teams in each building . Include in district technology plans professional development for district staff and teachers to be part of assistive technology assessment teams . Include in district technology plans the training needed to ensure the accessibility of electronic and information technology to students with special needs . 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
2.4 The SDE and the school district will provide schools with information and training in	A. Offer professional development activities and training in a variety of ways (i.e., on-site, off-site, on-line, self-paced, and

I. OBJECTIVES AND STRATEGIES

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

OBJECTIVES	STRATEGIES
technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum.	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 B. 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 C. Provide professional development opportunities focused on aligning state technology standards with state content standards D. Develop alliances with subject, grade, or position-specific professional organizations to promote technology integration throughout the K–12 curriculum E. 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 F. Develop an extensive statewide network of professional development providers who have the skills and experience

I. OBJECTIVES AND STRATEGIES

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

OBJECTIVES	STRATEGIES
	necessary to prepare teachers for effective technology use
2.5 The SDE and the school district will assess the overall effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement.	A. Establish minimum levels of teacher technology proficiency for replication and adaptation across the state B. Incorporate instructional technology assessment into current teacher and administrator evaluation processes C. Administer a statewide needs assessment to teachers and administrators to determine current levels and types of professional development that must be offered D. Administer evaluations to determine the effectiveness and impact of the professional development offered to teachers and administrators E. Encourage teachers to create and maintain technology portfolios showing examples of their students' work and documenting use of technology in their classrooms F. Develop an on-line professional development tracking system of teachers and administrators

II. ACTION LIST

- **District should hire or appoint full-time leadership for the use of technology, including that for assistive technology, to increase student learning.**
- **Leadership committees should include participants such as educators (including special educators), therapists, school administrators, parents, and librarians.**
- **The existing regional alliance structure that brings together service providers from the various groups should be strengthened. Each alliance should work to develop at least one technology initiative during each year that involves all members.**
- **Regional Technology Centers should be fully staffed.**
- **The SDE should utilize the expertise of staff members and faculty in the school district and institutions of higher learning throughout the nation.**
- **A school technology coach should be hired or appointed in every school in every district.**
- **An assistive technology specialist and an assistive technology assessment team should be hired or appointed in every school district.**
- **Each school district should 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.**
- **The SDE's Office of Technology should work with the Office of Curriculum and Standards to develop recommendations for teacher professional development plans, integrating technology and content standards into professional development opportunities.**
- **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.**
- **The SDE should create and promote, through its Regional Technology Centers and through the SCTLC Web portal, a professional development component that outlines the technology education offerings and requirements, including assistive technology, that exist throughout South Carolina and the nation as a whole. Usage reports should indicate that the SCTLC "Training" tab is being widely used by educators.**
- **The SDE and the school district should provide training to district- and building-level administrators so that they can effectively assess a teacher's ability to integrate technology, including assistive technology, into the curriculum.**
- **Regional technology specialists should develop or adopt a series of at least eight courses that address the highest professional development needs as determined by**

a statewide needs assessment. These courses should be offered in a variety of ways and include novice to advanced options.

- Each regional technology specialist should develop or adopt at least one assistive technology course that addresses professional development needs as determined by a regional assistive technology needs assessment. Such a course can be offered in a variety of formats.
- The SDE and the school district should provide training for assistive technology teams in assistive-technology assessment, options, and curriculum integration.
- The SDE and the school district should provide training for teachers in using assistive technology tools.
- The SDE and the school district should 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.
- The SDE and the school district should provide training in accessibility issues involving applicable state and federal legislation.
- Colleges and universities should demonstrate compliance with NCATE (National Council for Accreditation of Teacher Education) standards related to technology.
- Teachers should keep portfolios that include sample lesson plans indicating increased technology integration across the core content areas in alignment with the state academic standards.
- All school district should collect, maintain, and report documentation of teacher technology portfolio data.
- The state should adopt assessment instruments and develop a model or template for teacher portfolio content.
- The SDE and the school district should develop or adopt on-line assessment instruments and make them available to all school district in the state to determine teachers' level of technology proficiency.
- 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.
- District reports and evaluations of professional development initiatives and reports on the use of technology grant funds should show an increase in access to professional development.
- The SDE should continue to play a leadership role in working with the legislature and other entities in securing funding and training for technology, including assistive

II. ACTION LIST

technology, initiatives.

III. IMPLEMENTATION ACTION STEPS

SDE

- **Design a portfolio of courses in technology integration, including assistive technology, that meet the highest professional development needs and are offered in a variety of ways**
- **Document receipt of teacher technology proficiency assurance forms**
- **Administer needs assessments to identify areas of weakness and follow up with assessments that measure the impact of professional development in technology**
- **Provide feedback concerning teacher and administrator portfolios to measure the impact of professional development in technology**
- **Evaluate and adjust technology professional development plans as indicated by needs assessments**
- **Initiate partnerships with community entities to create greater access to technology, including assistive technology, and a community learning environment**

DISTRICT

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

SCHOOLS

- Submit a technology plan, including a professional development plan, to the local district office
- Hire or appoint a school technology coach who is knowledgeable about assistive technologies for each school and will submit training and needs reports to the regional technology specialist

III. IMPLEMENTATION ACTION STEPS

- Begin keeping technology portfolios
- Evaluate teacher and administrator portfolios to measure the impact of professional development in technology
- Administer needs assessments to identify areas of weakness and follow up with assessments that measure the impact of professional development in technology
- Monitor and adjust professional development in technology as indicated by needs assessments

IV. FUNDING CONSIDERATIONS

IV. FUNDING CONSIDERATIONS

SDE

- Regional Technology Center professional development
- Collaboration and partnership meetings with schools, the schools district, institutions of higher education, business and community entities, and other states to determine professional development direction
- Professional development for distance-learning
- Scientifically based research

DISTRICT

- Committee development of professional development plans
- Committee development of district and school technology plans
- Professional development needs-assessment tools
- Evaluation tools to measure the impact and effectiveness of technology professional development
- Evaluation experts to help show the impact of programs and initiatives
- High-quality sustained professional development programs offered via innovative delivery methods
- Scientifically based research

SCHOOLS

- Committee development of district and school technology plans
- School technology leader salary
- Professional development needs-assessment tool
- Evaluation tools to measure the impact and effectiveness of technology professional development
- Evaluation experts to help show the impact of programs and initiatives
- Scientifically based research

V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JAN. 2014	JAN. 2015	JAN. 2016	JAN. 2017	JAN. 2018
2.1 The District will enable educators to achieve and demonstrate proficiency in integrating state-recommended instructional technology standards (ISTE NETS-A, ISTE NETS-S, and ISTE NETS-T) into their specific area of professional practice to increase student achievement.	• 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 district will provide the schools with full-time multidimensional technology leadership whose focus is to ensure that technology is making a significant instructional and administrative impact for students, teachers, and administrators.							
2.3 The SDE and the school district will collaborate in planning for professional development, ensuring that teachers and district staff are trained to use technology, including assistive technology, to enhance learning.							

IV. FUNDING CONSIDERATIONS

2.4 The SDE and the school district will provide schools with information and training in technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum.							
2.5 The SDE and the school district will assess the overall effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement							

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Individual Technology Dimensions

Instructional Capacity:

Snapshot of Current Technology Use in District

1: All Administrators, Teachers, and Students have access to updated computer labs

2: All Teachers and Students have technology access in their academic classroom and media center

3: Laptops, overhead projectors, Interactive Whiteboards, and other technology are available in the classrooms or media center

4: Intranet sites are available to all teachers to post questions and problems for their peers to respond.

OPERATIONAL PLAN

OBJECTIVES	
3.1 The District will develop a technology framework for local planning that addresses the steps necessary to create a technology-rich environment that will foster increased achievement by all students, including those with special needs.	
3.2 The school district and the schools will provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.	
3.3 The school district and the schools will provide students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule.	
A. **3.4** The school district will provide and support a variety of multimedia equipment and software for teaching and learning.	

II. ACTION LIST

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

III. IMPLEMENTATION ACTION STEPS

DISTRICT

- Conduct technology curriculum planning meetings
- Include an instructional technology plan and an assistive technology plan in the technology plan to be submitted to the Office of Technology for approval
- Create methods of gauging technology readiness
- Evaluate hardware and software for desirable student outcomes and standardize selection when appropriate
- Designate technology leaders

- Participate in ongoing, sustained professional development offerings, maintaining a log and a journal for each course, workshop, event, conference, and so forth, to place in portfolios
- Submit teacher technology proficiency assurance forms to the Office of Technology by the announced deadline
- Initiate partnerships with community entities to create greater access to technology and a community learning environment
- Pursue funding opportunities such as grants to acquire and maintain hardware, instructional software, and assistive technology
- Pursue the delivery of courses for students and professional development courses for teachers via innovative methods

SCHOOLS

- Conduct technology curriculum planning meetings
- Submit a technology plan, including a professional development plan, to the local district office
- 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
- Ensure that teachers and administrators begin keeping technology portfolios
- Evaluate teacher and administrator portfolios to measure the impact of technology integration, including assistive technology, on student achievement
- Interview students to assess information literacy and the integration of technology into the classroom
- Pursue funding opportunities such as grants to acquire and maintain hardware, instructional software, and assistive technology

IV. FUNDING CONSIDERATIONS

IV. FUNDING CONSIDERATIONS

DISTRICT

- Committee development of district and school technology plans
- Evaluation tools to measure the impact and effectiveness of the integration of technology with regard to student achievement
- Portfolio creation
- Evaluation experts to help show the impact of programs and initiatives
- Scientifically based research
- Distance learning
- Seventh-grade proficiency measurement
- School technology leader implementation
- Professional development

SCHOOLS

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

V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JAN. 2014	JAN. 2015	JAN. 2016	JAN. 2017	JAN. 2018
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					
3.2 The SDE, the school district, and the schools will provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.							
3.3 The SDE, the school district, and the schools will provide students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule.							
3.4 The school district will provide and support a variety of multimedia equipment and software for teaching and learning.							

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Individual Technology Dimensions

Community Connections:

Snapshot of Current Technology Use in District

Computer labs, media centers, and classrooms are the primary technology resources available to the community beyond the school day. Laurens County School District 56 and its schools have employed various strategies to provide students, parents, and community members with after-hours access to technology.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

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

OBJECTIVES	STRATEGIES
4.1 The school district will establish community technology partnerships and collaborations by providing tools, resources, and training that support student transition, achievement, and outcomes. (The term *community* includes parents, businesses, state and local agencies, nonprofit groups, and institutions of higher education.)	A. Form district-community partnerships to provide students with real-world experiences in the use of technology, including assistive technology, that enhance academic achievement B. Form district-community partnerships to help research and evaluate school and district technology projects C. Provide recognition/reward programs and/or incentives for partnerships showing impact D. Write community-collaborative technology grants to develop and fund the use of technology to improve teaching and learning E. Form district-community partnerships to facilitate the use of technology, including assistive technology, in the public schools and to improve outcomes for students transitioning from school to work or higher education
4.2 The school district will fully utilize all available resources by fostering collaboration and cooperation among state-supported organizations, institutions, and initiatives.	A. Identify all of the organizations, institutions, and initiatives that are currently focused on instructional technology applications B. The SDE will 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

I. OBJECTIVES AND STRATEGIES

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

OBJECTIVES	STRATEGIES
	another and generate ideas C. Partner with other school districts as well as community entities to collaborate in order to provide assistive technology demonstration, loan, and assessment for students with special needs
4.3 The school district will provide after-hours training and community access to labs, media centers, and classrooms.	A. Create and publish flexible schedules of after-hours technology access and training for students, parents, teachers, and community members B. Create opportunities for access to facilities for after-hours assistive technology training for students, parents, teachers, and community members
4.4 The school district will ensure that all their buildings are linked by the Internet to the State Library's DISCUS databases and to the Web sites of universities, museums, and other institutions to facilitate virtual communication between home, school, and community.	Host an electronic list through the SCTLC Web portal for school districts and community entities interested in collaborative initiatives

II. ACTION LIST

- **District and schools 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.**
- **District and schools should publish school lab schedules showing after-hours technology access and training.**
- **The district should maintain logs of professional development, community offerings, and internship opportunities in technology.**
- **The district should maintain logs of partnerships and their role in helping research and evaluate technology projects.**
- The school district should publicize successful collaborations with outside entities in the demonstration, loan, and assessment of assistive technology.
- The school district should post successful technology grant applications on the Internet for others to use as models
- The school district should develop lists of possible partner organizations, institutions, and initiatives that may include the following:
  - South Carolina Commission on Higher Education
  - Distance education learning centers (DELCs)
  - Instructional Television (ITV)
  - School Technology Initiative
  - Math and Science Hubs
  - South Carolina: Teaching, Learning, Connecting (SCTLC) Web portal
  - South Carolina Assistive Technology Advisory Committee
  - South Carolina Assistive Technology Project
  - South Carolina Commission for the Blind
  - South Carolina Department of Disabilities and Special Needs
  - South Carolina Department of Education
  - South Carolina Educational Television
  - South Carolina State Library
  - South Carolina Vocational Rehabilitation Department
- The district should 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.
- District surveys should provide increased access and use of school facilities for after-hours technology training.
- Each school district should utilize its Web site to publish a list of volunteers for

II. ACTION LIST

possible technology partnerships to benefit that district's schools.

III. IMPLEMENTATION ACTION STEPS

DISTRICT

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

SCHOOLS

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

IV. FUNDING CONSIDERATIONS

SDE

- Regional Technology Center professional development for teachers
- Collaboration and partnership meetings with schools, schools district, institutions of higher education, and business and community entities
- State surveys and data analysis
- SCTLC Web portal maintenance
- Grant-writing experts and workshops
- Collection of district and school data

DISTRICT

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

SCHOOLS

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

V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JAN. 2014	JAN. 2015	JAN. 2016	JAN. 2017	JAN. 2018
4.1 The school district will establish community technology partnerships and collaborations by providing tools, resources, and training that support student transition, achievement, and outcomes. (The term *community* includes parents, businesses, state and local agencies, nonprofit groups, and institutions of higher education.)	• 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	• 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					
4.2 The school district will fully utilize all available resources by fostering collaboration and cooperation among state-supported organizations, institutions, and initiatives.							
4.3 The school district will provide after-hours training and community access to labs, media centers, and classrooms.							

4.4 The school district will ensure that all their buildings are linked by LAN, 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.	methods	• District and school list of grants and community partnerships					

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Individual Technology Dimensions

Support Capacity:

Snapshot of Current Technology Use in District

1: Technology Director
2: System Analyst
3: System Administrator
4: Technician's
5: PowerSchool Specialist

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: The school district and the schools will expand and support technology resources to assist educators and learners in meeting the state academic standards.

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

I. OBJECTIVES AND STRATEGIES

GOAL: The school district and the schools will expand and support technology resources to assist educators and learners in meeting the state academic standards.

OBJECTIVES	STRATEGIES
	including E-rate, grants, and bonds
5.2 The school district will ensure that their schools have an integrated, secure network infrastructure with dynamic bandwidth capacity to support fully converged networks that allow for communication, data collection and distribution, and distance learning.	A. Communicate in the district technology plan a vision for multimedia infrastructure designed to support instruction B. Establish a system for identifying, specifying, prioritizing, and managing equipment for multimedia development in direct support of curricular and professional development objectives C. Ensure the installation, maintenance, and support of multimedia-capable teacher stations in classrooms including data projectors to support large-group instruction D. Research and implement an integrated network infrastructure capable of utilizing all distribution modules E. Use bundled distribution packages as a primary means of distribution to manage fully converged networks F. Install and maintain networks, virus protection, and Internet filtering according to industry standards by implementing systemic, state-of-the-art network security tools at all levels of access to LANs, WANs, and other networks G. Assess LAN/WAN technology currently implemented to determine SNMP (simple network management protocol) compliance H. Implement a district network management tool that performs automated software installation
5.3 The school district will have qualified technical staff, including one networking engineer per LANs, one networking technician	A. Develop minimum staffing requirements and job descriptions, with a state-guided salary schedule, for the positions of networking engineer, networking

I. OBJECTIVES AND STRATEGIES

GOAL: The school district and the schools will expand and support technology resources to assist educators and learners in meeting the state academic standards.

OBJECTIVES	STRATEGIES
per LAN, and one end-user support technician per every five hundred users.	technician, educational technology director, and support technician
5.4 The school district will implement a disaster recovery plan for all points of failure in LANs and WANs, including redundant data storage, robust automated backup, and immediate hardware recovery.	A. Ensure that disaster recovery plans are included in the district technology plan B. Ensure that schools will have electrical distribution systems that provide isolated circuits in all classrooms and redundant power sources for mission-critical equipment C. Implement a district management application that monitors bandwidth on the LAN and WAN and provides network failure alarms that can be accessed remotely
5.5 The school district 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
5.6 The school district will increase their ability to design Web pages and Web-based instruction that are accessible to students and staff with special needs in accordance with Section 508 of the Rehabilitation Act of 1973 as amended by the Workforce Improvement Act of 1998.	Provide training in basic Web page accessibility principles to staff, teachers—and, when appropriate, students—who design Web pages as part of the curriculum

II. ACTION LIST

- District 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.
- District 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.
- District should include in their local budgets line items for technology, including assistive technology, with sufficient funding to implement the designated strategies.
- District 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.
- District 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.
- District technology plans should include a strategic vision for building a multimedia infrastructure to support instruction.
- District technology plans should include a disaster recovery plan.
- District technology plans should include obsolescence and upgrade plan, including strategies to refurbish, resell, recycle, or donate obsolete devices.
- District policies outlined in district technology plans should include security accountability, virus protection, and Internet filtering guidelines.
- District technology plans should provide for outlets and amperage and for meeting industry standards and building codes.
- The district should use professional discussion groups to share the results of their research about the implementation of integrated network infrastructures and bundled distribution practices.
- The district should have records to show that they have assessed their current LAN/WAN technology.
- District network managers should provide the district office with quarterly reports of statistics on bandwidth utilization.
- The district should ensure that new school construction provides for isolated power in

II. ACTION LIST

each classroom, computer lab, telecommunications closet, and work area.

- The district should provide UPS (uninterruptible power supply) systems for all critical equipment.
- The district should use the minimum staffing and salary requirements for the positions specified in objective 4.3.
- The district should have a network manager in place.
- District staff, teachers, and students should be aware of basic Web accessibility guidelines when designing Web pages.
- The district should designate a Web accessibility resource person to coordinate training and information sharing among district personnel.

III. IMPLEMENTATION ACTION STEPS

DISTRICT

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

SCHOOLS

- Create a strategic technology plan that includes strategies for acquiring and implementing required technology, including assistive technology
- Seek funding from local, state, and federal sources
- Create flexible schedules for access to technology
- Provide multimedia-capable workstations
- Install and maintain secure networks
- Employ staff for adequate network maintenance and support
- Provide adequate electrical distribution systems

IV. FUNDING CONSIDERATIONS

IV. FUNDING CONSIDERATIONS

SDE

- Technical assistance for the district in developing updated technology plans
- 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
- Upgraded technology inventory reporting system

DISTRICT

- Total cost of ownership (TCO) calculation to determine the allocation per student per year necessary to keep the pace with the need for access to network resources
- Technology committee meetings to develop products such as the multimedia infrastructure plan and the disaster recovery plan
- Materials to publish an updated technology plan
- Multimedia teacher workstations including data projectors
- Hardware and software to secure all LANs to comply with district, state, and industry standards
- Technology director, networking engineer, and networking technician
- Equipment inventory assessment program
- Isolated circuit plan
- Support planning
- Technology needs assessments and surveys

SCHOOLS

- Total cost of ownership (TCO) calculation to determine the allocation per student per year necessary to keep the pace with the need for access to network resources
- Technology committee meetings to develop products such as the multimedia infrastructure plan and the disaster recovery plan
- Materials to publish an updated technology plan
- Multimedia teacher workstations including data projectors
- Hardware and software to secure all LANs to comply with district, state, and industry standards
- Support planning
- Technology needs assessments and surveys

V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JAN. 2014	JAN. 2015	JAN. 2016	JAN. 2017	JAN. 2018
5.1 The school district 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 developmen t tracking and surveys • District, school, and community surveys • School technology and improvemen t plans • Documented access to technology resources • Technology needs assessment s • 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					
5.2 The school district will ensure that their schools have an integrated, secure network infrastructure with dynamic bandwidth capacity to support fully converged networks that allow for communication, data collection and distribution, and distance learning.							
5.3 The school district will have qualified technical staff, including one networking engineer per, one networking technician per LAN, and one end-user support technician per every five hundred users.							
5.4 The school district will implement a disaster recovery plan for all points of failure in LANs, including redundant data storage, robust automated backup, and immediate hardware recovery.							

V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JAN. 2014	JAN. 2015	JAN. 2016	JAN. 2017	JAN. 2018
5.5 The school district will implement obsolescence and upgrade plan to replace and recycle equipment and software.							
5.6 The school district will increase their ability to design Web pages and Web-based instruction that are accessible to students and staff with special needs in accordance with Section 508 of the Rehabilitation Act of 1973 as amended by the Workforce Improvement Act of 1998.							

Time Period	Activities	Budget
July 2013 - December 2013		
	Expand capacity for formative and summative assessments: infrastructure and hardware	$350,000.00
	Add Keyboarding to elementary curriculum: upgraded hardware and software purchased	$15,000.00
	Develop a "seamless" process for "troubleshooting"	N/A
	Coordinate curriculum/assessment/instruction to technology K-12; study needs for common core: conduct technology "audit"	N/A
	Expand security Cameras at strategic locations, to include elementary schools	$75,000.00
	Maintain Web filtering Software	$12,000.00
	Maintain Firewall Services	$12,000.00
	Maintain Packet Shaping Software	$10,000.00
	Pursue Grant opportunities	N/A
	Ensure that all teachers maintain a Class Website	N/A
	Continue to use and adapt the AUP for all students and staff; enforce policies for responsible use of technology (copyright, etiquette)	N/A
	Develop a plan for a Hardware and Software replacement cycle	N/A
	Work to continue to apply aggressively for E-Rate Funding	N/A
	Expand Video production class	$75,000.00
January 2014 – June 2014		
	Prioritize needs assessment from technology audit	N/A
	Prioritize professional development for teachers, staff, and parents	$40,000.00

	Develop personalized learning plans and the technology to support individualized instruction	$400,000.00
	Develop Board policies to address expanding technology, including social networking sites as "drop box"	N/A
	Address replacement cycle needs(hardware/software)	$300,000.00
	Expand media center operations for more public access at pilot locations	$15,000.00
	Study global partnerships using technology tools and web collaboration software- (foreign language)	$20,000.00
	Expand distance learning opportunities	$50,000.00
	Examine readiness for Smarter Balance Assessment	N/A
	Collaborate with special needs administration to address needs of exceptional children	N/A
	Expand use of data access across all classrooms to maximize accessibility	$500,000.00
July 2014 – December 2014	Investigate emerging technologies through the establishment of a district-wide "Tech Team" with school representation; survey teachers for needs	N/A
	Study the feasibility of technology specialist at each school location	N/A
January 2015 – June 2015	Participate in FY 2016 Budget process	N/A
	Promote the use of technology and introduce the innovations needed to support our 21st century classrooms	N/A
	Expand home, school, and community communication using latest technology	TBA

July 2015 – December 2015	Assess innovation initiatives Redirect technology plan accordingly Pilot electronic textbooks Ensure that resources (human and technology) are available for 21st century classroom needs	TBA N/A $25,000.00 $1,500,000.00
January 2016 – June 2016	Continue to address new technologies and define strategic direction for growth	N/A
July 2016 – December 2016	Address replacement cycle needs	TBD
January 2017 – June 2017	Plan for Budget Fiscal Year 2018	TBD
July 2017 – December 2017	Start planning for replacement of technology plan	N/A
January 2018 – June 2018	Develop new strategic direction for 2018 and beyond	N/A

Evaluation

In order to monitor the progress of one's technology implementation, the plan will be updated and modified to address emerging technologies and needs of our system. This planning will occur through the combined efforts of the Laurens County School District 56 administration, cabinet, district leadership team, district strategic planning team, and the technology planning team. Under their direction a system for assessment will be conducted annually using online surveying systems and other tools for gathering information. All professional development will be assessed using exit interviews and survey instruments.

Our primary concern is the budgeting shortfalls that will limit our ability to stay on the "cutting Edge". Our plans and dreams for technology may be tempered by our fiscal resources. Our desire is to determine specific outcomes; seek the resources to fulfill those outcomes, identify the barriers to implementation, and regularly monitor for the success of each innovation.

Attachment 1: Technology Inventory & IT Skills Inventory

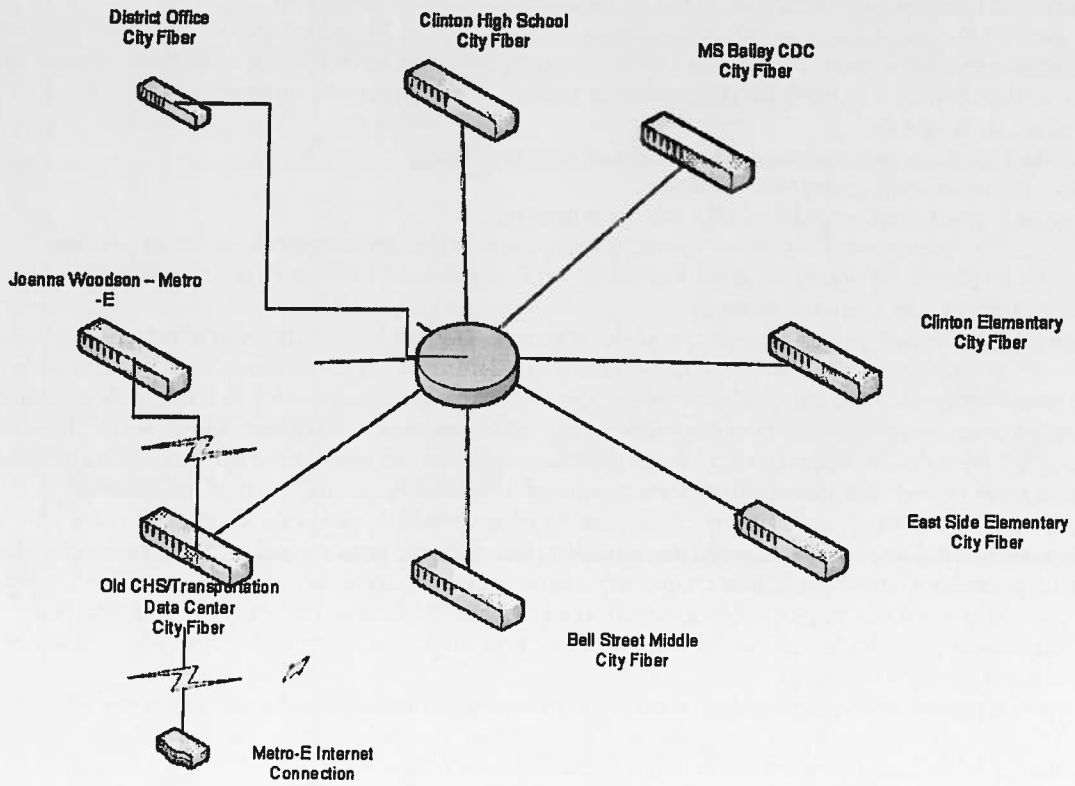
	How many?	Date Obtained
1. Client Devices & Software		
Client Devices		
District PCs	1600	2004-2012
Client Software		
Waterford	30	
Vexira	1600	
Classworks	100	
DoceScan	30	
Fitnessgram	10	
Destiny	10	
Open Office	1600	
MS Office	1600	
2. Servers and Printers		
Servers		
Active Directory	1	
GroupWise/Mobility	1	
Doc-E-Scan	1	
Waterford	1	
PRTG	1	
FitnessGram	1	
Discovery	1	
Kurtwell	1	
Vexira	1	
Destiny	1	
PowerSchool	1	
Printers		
HP- Kycera	450	

MFP	16	
Networked (Y/N):Y	All	
Color (Y/N):Y	20	
Telecommunications Services		
Telecommunications lines (voice and data)		
Voice/fax telephone	175	2011
Wireless service telephone (cellular phones, pagers, etc.)	35	
Computer workstations with modems (dial-access)	0	
Leased data circuits (i.e., WAN & Internet)	1	
Special telecommunications equipment (TDD – telecommunications devices for the deaf)		
Internal Connections		
Equipment		
Switches – #	165	2004-2012
Routers - #	1	2012
Data wiring – what kind?	Cat 6/Fiber	
Network servers - #	59	2006-2012
Internet Access		
Direct connections (MPLS)	1	
Direct connections (T1, 56kbs, ISDN lines)	0	
Satellite	0	
Modem	0	

Technology Staff Skills

Ability	Skill needed	Skill Available In-House?	Contracted additional tech support?
Technical Staff Skills	Yes	Some	Yes
PC Skills		Yes	Yes
Install & Configure hardware		Yes	Yes
Load & update software		Yes	Yes
Troubleshoot & repair problems	Yes	Yes	Yes
LAN Skills			
Design Network		Yes	Yes
Install & configure hardware		Yes	Yes
Load & update software		Yes	Yes
Troubleshoot & repair problems	Yes	Yes	Yes
WAN Skills			
Install & configure hardware	Yes	Yes	Yes
Load & update software	Yes	Yes	Yes
Troubleshoot & repair problems	Yes	Yes	Yes

Attachment 2: Network Diagram



Attachment 3: Internet Use Policy

Laurens County School District 56

Internet/Network/Computer Acceptable Use Agreement

Please read this document carefully before signing.

Internet access is available to our employees in the Laurens County School District 56.

We are very pleased to offer this access to Laurens County School District 56 and believe the Internet offers vast, diverse, and unique resources to our employees. Our goal in providing this service to our employees is to promote educational excellence in schools by facilitating resource sharing, innovation and communication.

Our employees have access to:

1) Electronic mail (email) communication with people all over the world;

2) Information and news from throughout the world;

3) Public domain software and graphics of all types for school use;

4) Discussion groups on many topics ranging from Chinese culture to the environment to music to politics;

5) Access too many university library catalogs, the Library of Congress and ERIC, a large collection of relevant information for educators and students;

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. Laurens School District 56 has taken precautions to restrict access to controversial materials. However, on a global network it is impossible to control all materials, and an industrious user may discover controversial information. We (Laurens County School District 56) firmly believe that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may obtain material that is not consistent with the educational goals of the District.

Internet access is coordinated through a complex association of government agencies and regional and state networks. In addition, the smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided here so that you are aware of the responsibilities you are about to acquire. In general this requires efficient, ethical and legal utilization of the network resources. If a Laurens County School District 56 user violates any of' these provisions, his or her account may be terminated and future access could possibly be denied.

The signature(s) at the end of this document is (are) legally binding and indicate(s) the party (parties) who signed has

(have) read the terms and conditions carefully and understand(s) their significance.

Internet/Network -- Terms and Conditions of Use

1) Acceptable Use -- The purpose of the District networks making up the Internet access is to support research and education in and among academic institutions by providing access to unique resources and the opportunity for collaborative work. The use of your account must be in support of education and research and consistent with the educational objectives of the Laurens County School District 56. Use of other organization's network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any national or state regulation is prohibited. This includes, but is not limited to; copyrighted material, threatening or

Laurens County School District 56

Internet/Network/Computer Acceptable Use Agreement

Please read this document carefully before signing.

Internet access is available to our employees in the Laurens County School District 56.

We are very pleased to offer this access to Laurens County School District 56 and believe the Internet offers vast, diverse, and unique resources to our employees. Our goal in providing this service to our employees is to promote educational excellence in schools by facilitating resource sharing, innovation and communication.

Our employees have access to:

1) Electronic mail (email) communication with people all over the world;

2) Information and news from throughout the world;

3) Public domain software and graphics of all types for school use;

4) Discussion groups on many topics ranging from Chinese culture to the environment to music to politics;

5) Access too many university library catalogs, the Library of Congress and ERIC, a large collection of relevant information for educators and students;

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. Laurens School District 56 has taken precautions to restrict access to controversial materials. However, on a global network it is impossible to control all materials, and an industrious user may discover controversial information. We (Laurens County School District 56)

firmly believe that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may obtain material that is not consistent with the educational goals of the District.
Internet access is coordinated through a complex association of government agencies and regional and state networks. In addition, the smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided here so that you are aware of the responsibilities you are about to acquire. In general this requires efficient, ethical and legal utilization of the network resources. If a Laurens County School District 56 user violates any of these provisions, his or her account may be terminated and future access could possibly be denied.
The signature(s) at the end of this document is (are) legally binding and indicate(s) the party (parties) who signed has
(have) read the terms and conditions carefully and understand(s) their significance.
Internet/Network -- Terms and Conditions of Use
1) Acceptable Use -- The purpose of the District networks making up the Internet access is to support research and education in and among academic institutions by providing access to unique resources and the opportunity for collaborative work. The use of your account must be in support of education and research and consistent with the educational objectives of the Laurens County School District 56. Use of other organization's network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any national or state regulation is prohibited. This includes, but is not limited to; copyrighted material, threatening or

Laurens County School District 56

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2) Privileges -- Use of the Internet and the Network is a privilege, not a right, and inappropriate use may result in a cancellation of those privileges. The system and district administrators will deem what is inappropriate use and their

decision is final. Also, the system administrators may close an account at any time. The administration of Laurens County School District 56 may request that the system administrators deny, revoke or suspend specific user accounts.

3) Network Etiquette -- Users are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

a) Be polite. Do not get abusive in your messages to others.

b) Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
Illegal activities are strictly forbidden.

c) Do not reveal your network ID, password, or personal address.

d) Note that electronic mail (email) is not guaranteed to be private. The system administrators' do have access to all e-mail. Messages relating to or in support of illegal activities may be reported to the authorities.

e) Do not use the network in such a way that you would disrupt the use of the network by other users.

f) All communications and information accessible via the network should be assumed to be the property of Laurens School District 56.

4) Security -- Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on the Internet, you must notify a system administrator or your District Internet Coordinator. Do not demonstrate the problem to other users. Do not use another individual's account. Attempts to logon to the network as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Network. District and/or System administrators reserve the right to monitor any user accounts thought in violation of the Acceptable Use Agreement.

5) Vandalism -- Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet, or any of the above listed agencies or other networks that are connected to any of the Internet backbones. This includes, but not limited to, the uploading or creation of computer

Please keep this Page for your Records:

Laurens County School District 56 Acceptable Use Agreement

I understand and will abide by the above Acceptable Use Agreement. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked and school disciplinary action and/or appropriate legal action may be taken.

User's Full Name (Print): _____
User's Signature: _____
Last four Digits of SS#: _____
Date: _____

**Return this Sheet to Your Supervisor **

District Office Use only:
Department Head / Principal: _____ Date: _____
Requesting the Following:
Network User ID: Y/N _____
E-Mail Address: Y/N _____
CSI ID: Y/N _____
Soft Docs: Y/N _____
Student Information System: Y/N _____
Locations:
CHS: ___ BST: ___ ACD: ___ CE: ___ EE: ___ JWE: ___ CDC: ___ DO: ___ DO/MSB: ___
Job Title: _____
Human Resources Approval: _____ Date: _____
Processed by Technology Services: _____ Date: _____
User/Department Head Notified by: _____ Date: _____ Time: _____
Modified: 09/02/2009

This Technology Plan has been reviewed and submitted on behalf of Laurens County School District 56
Signatures:

Technology Director: _____

Date: _____

Superintendent: _____

Date: _____

Other (as needed) _____

Title: _____

Date: _____

FOR USE BY THE SOUTH CAROLINA STATE SCHOOL DISTRICT

This plan has been reviewed and certified by the South Carolina State School District or Library. This certificate will be effective for the term of the plan, but not to exceed 3 years.

Approved by the SC State School District or Library:

_____

Date: _____

This Certification expires: _____

2014-2015

Description	Cost	Location
Switching Upgrade Whole School	$82,039.00	Middle School
Smart Board Upgrades and Repairs	$30,000.00	All Schools
Printer Upgrades and Repairs	$30,000.00	All Schools
Wireless Upgrades	$11,000.00	MSB 4K Center
Server upgrades	$15,000.00	DO
PC repairs	$15,000.00	All Schools
Amps, Speakers, Microphones, Wiring, Misc	$30,000.00	All Schools
Network Support	$25,000.00	All Schools
Software Support, Purchases	$50,000.00	DO
Wiring Upgrade	$150,000.00	Middle School
	$438,039.00	