

District One Schools, Spartanburg County  
Technology Plan  
July 1, 2013 – June 30, 2016

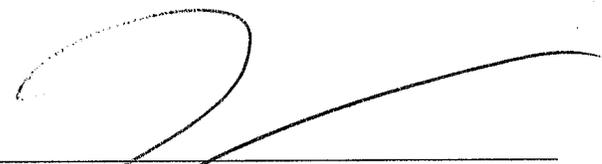


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## Executive Summary

The mission of Spartanburg School District One is “to provide a quality, student-centered education” and creates the framework of a strong commitment to student learning and continuous improvement. The District One Technology Department supports the District with integration of technology into to prepare students with 21st century skills to succeed in a rapidly changing world.

Seamless integration of technology is a core part of the classroom that supports the instructional goals of the school. The Technology Department manages systems that facilitate the education of students through the administration of the district.

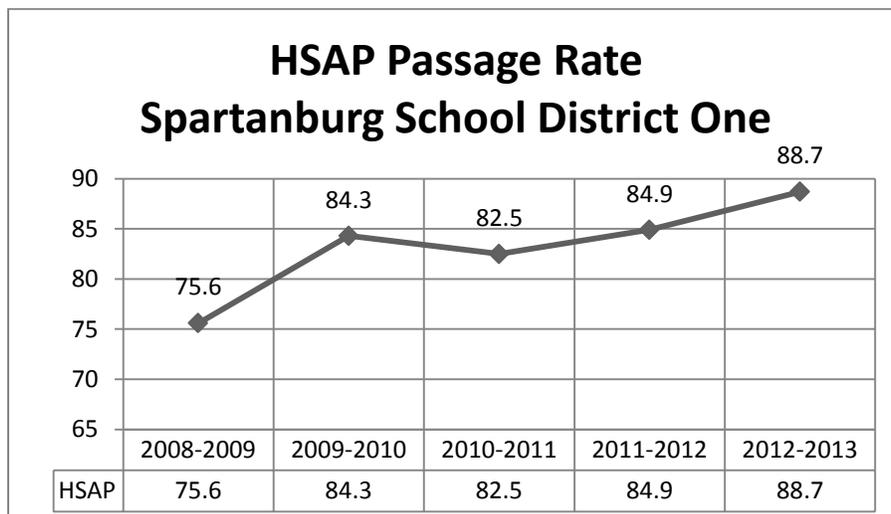
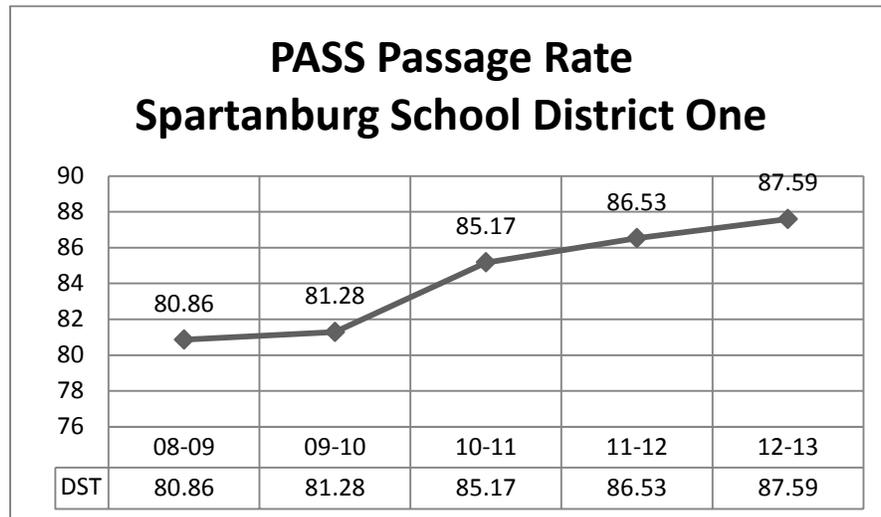
District One has successfully implemented and revised a continuing Technology Plan since 1996 through assessment, revision, and stakeholder input. Every version of the plan has always been to support the administrative and instructional capacity of the district for students to achieve at their highest potential. Revisions to the Technology Plan allow for realignment of goals and objectives to meet the ever changing landscape of education and technology. The 2013-2016 Technology Plan builds upon those previous plans and the work done to build the current infrastructure.

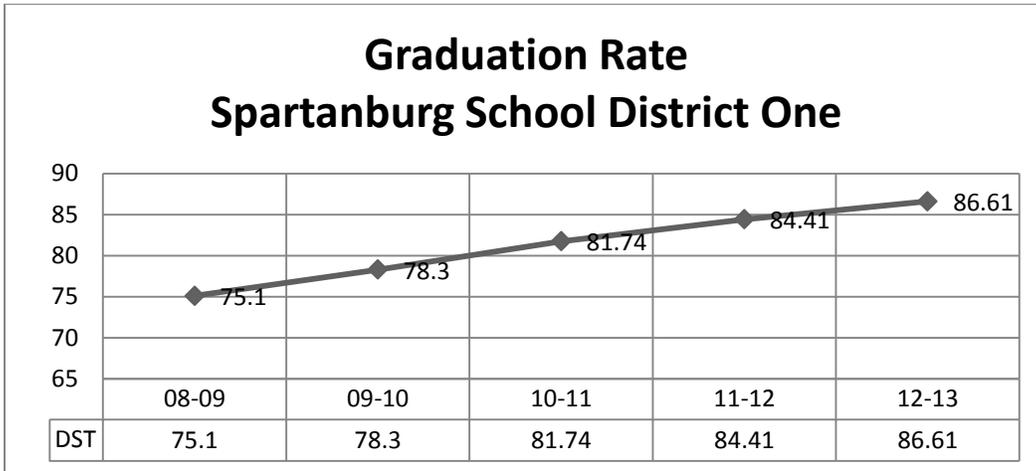
The structure of this District Technology Plan mirrors the current South Carolina State Technology Plan which can be found on the State Department of Education Website ([www.ed.sc.gov](http://www.ed.sc.gov)). Five technology dimensions comprise the plan providing our students the opportunity to obtain the necessary skills of digital information and 21st century digital literacy: *Learners and Their Environment, Professional Capacity, Instructional Capacity, Community Connections, and Support Capacity.*

Evaluation of this technology plan is critical to the long-range effectiveness and implementation. Spartanburg School District One Technology Plan envisions technology and digital information systems as tools that are a means to achieve the goal of preparing students academically and technically to succeed in this “information age.” Analysis of the implementation, effects on student achievement, alignment to curricular goals, and budget feasibility will be an ongoing component of this technology plan. The district will continue to provide a high quality student-centered education to our stakeholders which includes identifying and providing the appropriate technology.

## Background Information

Number of schools in the district	10
Number of students enrolled in district schools	5126
Elementary Schools	6
Middle Schools	2
High Schools	2
Grades	PK-12
Absolute Index Rating 2012	Excellent
Growth Rating	Excellent
ESEA Waiver Rating	A
Poverty Index	64.96
Graduation rate, 5-year average	84.4%
District E-rate discount	72%





Spartanburg County School District One is one of seven school districts in Spartanburg County. The municipalities that compose District One are Inman, Campobello, Landrum, and a number of smaller communities that include New Prospect, Gowensville, Holly Springs, Motlow, and Gramling. The school district encompasses approximately 120 square miles and has an estimated population of 30,000. The district is primarily residential and agricultural with a limited amount of industrial and commercial development. The school district is bordered by Greenville County on the South and West; on the North by Polk County NC; on the East by Spartanburg School District Two; on the South and South West by Spartanburg School Districts Five and Six. A small portion of the school district along the western side is located in Greenville County. The school district is in close proximity to the I-85 corridor between Charlotte and Atlanta and I-26 runs through a portion of the district. The school district is also in close proximity to the Greenville-Spartanburg International Airport.

#### *DEMOGRAPHICS*

Spartanburg County School District One is comprised of students who are: 82.5% White; 8.4% African American; 4.7% Hispanic; and 6.8% of other ethnic categories. Approximately 52% of the students receive subsidized meals. District One serves approximately 5132 students in PK-12. There are two high schools that serve students in 9th through 12th grades. The district also shares a career center with Spartanburg School District Two. There are two middle schools and six elementary schools. Four of the six elementary schools are Title I schools (Holly Springs-Motlow, New Prospect, Inman, and O.P. Earle Elementary Schools). The school district employees 655 people. There are 430 certified staff members. Of the certified staff members, 19% have bachelor's degrees, 9% have a bachelors + 18 graduate hours, 37% have masters degrees, 32.5% have masters + 30 hours or specialist degrees, and 2.5% have doctorate degrees. The district has 33 teachers who hold National Board Certification.

#### *MISSION*

Our mission is to provide a quality, student-centered education.

## *VISION*

We envision a district where:

- The focus is student-centered education.
- Education prepares all students to become productive and responsible citizens.
- Students, faculty, and staff strive to “Become Their Best” in all aspects of the school.
- Students graduate from our schools with a planned path for success.

## *BELIEFS*

In Spartanburg School District One, we believe:

- Student achievement is our priority.
- Education prepares all students for life.
- All students can learn when provided the appropriate learning opportunities.
- Our schools strive to foster cooperation between the home, the school, and the community.
- Attractive and clean schools provide a safe and productive learning environment.
- Parental and community involvement and support are crucial to the learning process.

## *GOALS*

Student Achievement

- We will achieve high academic success for all students.
- We will strengthen the instructional programs of the elementary, middle, and high schools.

Teachers, Administrators, and Staff Quality

- We will recruit, develop, and retain highly qualified staff in all positions.

School Climate

- We will provide a safe and positive environment for students, faculty, and staff.
- We will develop and enhance partnerships with our stakeholders to ensure a quality, student-centered education.

## *Technology Department*

The Technology Department of Spartanburg School District One provides support for all computerized or electronic automated information handling throughout the district. All functions of voice communications, electronic communications, audio/video technologies, local and wide area networks, workstations, software development, Internet applications and data management are managed through the IT department. This centralized management of technology services encompasses all divisions of the district including instructional technology integration, administration and operational technologies. In addition, the Technology Department also trains the staff of the District in computer skills and integration of technology into the educational environment.

## *Technology Department Values:*

- The integration of technology into education that will help to prepare students with 21st century skills to succeed in a rapidly changing world.

- Seamless integration of technology that is a core part of the classroom and supports the curricular goals of the school.
- The management of support systems that facilitate the education of students through the management of the district.

### *Technology Department Mission*

The Mission of the Technology Department is to maintain the infrastructure of the district, assist instructional leaders in using technology effectively and to lead the district in technology related decisions.

## **Current State of Technology – Assessment and Needs**

Spartanburg School District One currently has approximately 2500 desktop and laptops in instructional and administrative facilities. Computers in service vary in age, configuration and operating system. The district currently has approximately 50 physical or virtual servers in service.

Spartanburg School District One facilities are networked with capabilities to provide data, voice and video services. The District Administrative Office is connected to the local provider with a 1GB circuit, eight schools are connected directly to the local provider with a 100MB circuit and three schools connect to a school with a direct connection to the local provider with a 1GB fiber connection. All Internet traffic is filtered through the District Administrative Office over a 200MB circuit to the local provider.

Spartanburg School District One currently employs seven full time staff to support technology resources, a coordinator of technology, an administrative assistant, a student database and instructional technologies manager, a senior network engineer, and three technology specialists. Each school has a designated technology administrator and a “wire wiggler” that cooperate to provide initial technology support. The district utilizes a help desk and a ticket system to support and track the maintenance of technology resources.

Technology is seen as an instructional tool in our District. The support structure in District One primarily supports the teacher in the use of the technology. We provide a layered approach to and an array of staff development deliveries. We continue to work on the connection between the teacher and student skills and classroom use. We will continue to support structure and present a more robust staff development plan, while focusing on the true integration side of technology.

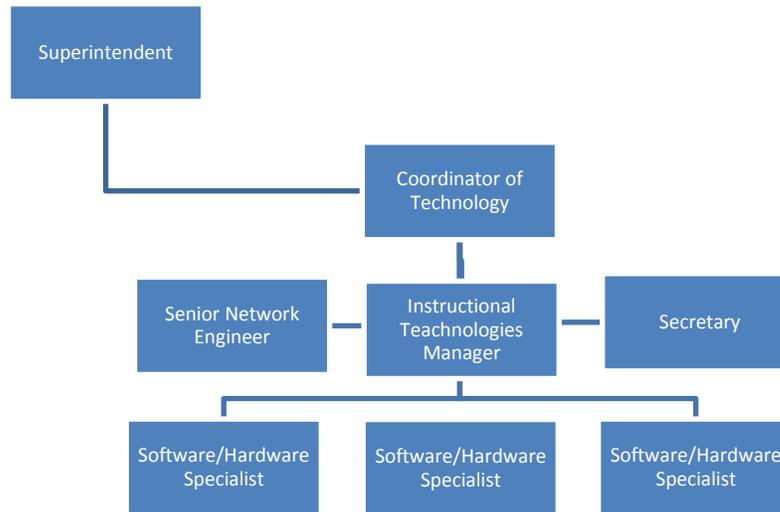
Spartanburg School District One has participated in the *Technology Readiness Survey* as the state prepares for Smarter Balanced testing. For the past year, Spartanburg One has created snapshots using the technology readiness tool to assess the state of technology, including bandwidth, in preparation for online testing 14-15. The current results of the *Technology Readiness Survey* are listed in the Appendix at the end of this document.

### *Technology Inventory*

The business office maintains a district inventory of serial numbers in a database that is tagged according to the funding stream providing the technology. The Technology Department is developing a barcoding system and asset tracking system to assist in maintenance tracking, refresh planning, and service notes. Each new item will be barcoded and entered into the asset inventory. The inventory system will be a component of the ticket support system and can be accessed through Big Web Apps.

### *Technology Support Strategies*

The Technology Department supports the best interest of the student by providing operation support, instructional support, database support and school end-user support.



- The **Coordinator of Technology** meets regularly with the Technology Leadership Team to identify major projects, initiatives, acts as a bridge to curriculum and administration.
- The **Department Secretary** acts as the procurement officer and the accounting clerk for the program.
- The **Senior Network Engineer** includes virus protection, email, proxy protection, WAN connectivity, file server administration, end-user management, software rollouts, wiring and physical plant concerns, phone systems, and surveillance systems.
- The **Instructional Technologies Manager** oversees the ticket system for reporting hardware-software issues, dispatching technicians, the training, report cards, software support, PowerSchool management and training.
- The school end-user support area is the first line of defense in hardware and software troubleshooting, facilitating classroom use of technology, facilitating presentations and other audio-visual equipment in the school.

### **BigWebApps Help Desk & Ticket System**

Big WebDesk is a web-based tool that is available from both inside and outside the district. BigWebDesk allows better communication between user and technician, allows a user to follow the progress of their requests and allows classification tracking which enables technicians to focus on critical areas.

### **Current Personnel**

Coordinator of Technology (1)  
Software/Hardware Technician (3)  
Secretary to Coordinator of Technology (.5)  
Senior Network Engineer (1)  
Instructional Technologies Manager (1)

### *Current Needs*

Update and increase instructional technology.

Provide a means of projection through the use of flat screen televisions or lcd projectors in K-2 classrooms.

Replace all CRT monitors with flat panel screens.

Refresh teacher instructional PCs in grades k-8.

Provide a mac lab in high schools and middle school.

Purchase iPad carts of 30 for each school.

Provide Media Centers with accessibility to Mac computers for students to utilize iLife suite.

Provide training in iOS and OSX to instructional leaders and implement a “train the trainer” model.

Refresh Computer Labs at each school in preparation for common core testing.

Replace 3 main phone routers that serve the district calls.

Upgrade laptop carts at the two High Schools.

Upgrade/Update network infrastructure to include switches and servers.

Use of virtual servers to reduce the number of physical servers.

Expand wireless capabilities in all schools and offices.

### *Funding*

District One Schools has a technology refresh plan that is funded by the general budget. Under a renovation and construction plan since 1995, funding for renovation of the physical layer of technology is covered in the renovations.

# The Technology Plan

## *Five Technology Dimensions*



### ***Learners and Their Environment***

Goal: Embed digital information systems into research-proven instructional strategies so that our students achieve technological literacy, attain 21st century skills, and meet the state’s academic standards.

Business and industry leaders repeatedly discuss the need for the workforce to possess 21st century skills and the American public agrees. In a survey of registered voters conducted September 2007, 70 percent defined computer and technology skills as “basic skills.” They also see critical thinking and problem-solving skills as core 21st century skills. Those polled ranked these abilities as almost as important as reading comprehension to competing in today’s economy.

This dimension relies on strategies to enable students to meet the state’s high academic standards and master core 21st century skills. The environment should be one of shared learning and should be designed to enhance student academic achievement through scientifically based learning practices and modern technologies.



### ***Professional Capacity***

Goal: Provide curriculum development and professional development/training to increase the technical competency of all South Carolina educators so that research-proven strategies and the effective integration of instructional technology systems can continue to increase student achievement. This includes assistive technology.

Professional capacity emphasizes strategies to develop ongoing and sustained professional development programs for all educators—teachers, principals, administrators, instructional technology personnel, guidance counselors, school library media personnel, and technical staff.



### ***Instructional Capacity***

Goal: Use current and emerging technologies to create learner-centered instructional environments that enhance academic achievement.

Instructional capacity targets the development of strategies to integrate technology into curricula and teaching and also explores ways to promote teaching methods that are based on solid and relevant scientific research.



### **Community Connections**

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

This dimension supports the development of partnerships and collaborative efforts to provide technology-related activities and to maximize community involvement in education in ways that will increase student achievement and teacher technology proficiency.



### **Support Capacity**

Goal: Expand and support technology resources to assist educators and learners in attaining 21st century skills and meeting the state academic standards.

Support capacity underscores the necessity of physical and staff infrastructure and supporting resources such as services, software and other electronically delivered learning materials, and print resources in order to ensure efficient and effective uses of technology.

## **Technology Dimension 1: Learners and Their Environment**

### *A. Snapshot of Current Technology*

Currently the district does not have a replacement timeline for its technology. Increasing concerns for the budget have prohibited any new funds to be applied to the replacement of older technology. The district is always seeking alternatives to traditional funding. The district is currently exploring tracking options to aide in creating replacement cycles based on hardware maintenance and longitudinal records.

All schools have a minimum of 2 computer labs with at least 24 student computers. In addition, classrooms are equipped with teacher workstations, document cameras, presentation system (ie. Projector or television) for instructional use in grades 3-12. Additional student computers are also included in some classrooms.

General computer labs are used for access to Study Island in grades K-8 and enrichment softwares in grades 9-12. The on-line software is used to enhance and remediate instruction. PLATO is also used to provide credit recovery opportunities for high school students.

Schools in the district have begun using iPads and other tablets to enhance instruction and for differentiation. At this time there are no plans for a one-to-one initiative. However, interest seems to be growing from the stakeholders in exploring the educational and instructional benefits.

### *B. Overall Goal for This Dimension*

Maximize the availability and use of technology as a teaching tool to improve student academic achievement in Spartanburg School District One.

*C. Objectives, Action, Funding, and Evaluation List to Reach Goal*

Objective	Action Steps	Funding Considerations	Evaluation
1.1 Create and implement a four year technology replacement cycle to ensure accessibility and availability of up to date technology resources.	<ul style="list-style-type: none"> <li>a. Seek recommendations from Technology Director, Instruction Technology Advisory Committee, District Curriculum Elementary, Middle, and High School Coordinators</li> <li>b. Request funding in annual budget</li> <li>c. Seek board approval for funding</li> <li>d. Provide manpower for completion of annual replacement</li> </ul>	Utilize available QZAB funding to implement four year technology replacement cycle to ensure accessibility and availability of up to date technology resources.	Objective will be evaluated via regular scheduled monthly technology update meetings with the superintendent.
1.2 Explore alternative funding sources to address need for additional technology resources in the district.	<ul style="list-style-type: none"> <li>a. Identify needs for which funding will be sought</li> <li>b. Conduct searches for additional funds</li> <li>c. Prepare and submit requests for funding</li> </ul>	Apply for E-Rate funding for Internal Connections	Evaluation of this objective will include listing of alternative funding sources to support technology.
1.3 Explore various software and internet based curricula options for use in the district.	<ul style="list-style-type: none"> <li>a. Identify needs for which curricula options will be considered</li> <li>b. Identify resources available</li> <li>c. Schedule meetings to explore options</li> </ul>	Explore alternative funding sources to address need for additional technology resources in the district. The district will continue to explore grant funds and other sources to address identified, projected needs.	Notes from curriculum meeting and correspondence with vendors will serve as data sources for evaluation of this objective.

<p>1.4 Explore the usage of mobile technologies to enhance instruction (chomebooks, iPads, tablets, etc.).</p>	<p>a. Identify emerging mobile technologies  b. Determine technology infrastructure needs for implementation  c. Monitor usage of mobile devices to increase student achievement  d. Develop and implement district policy for mobile device management.</p>	<p>Explore various costs associated with each type of mobile technologies to identify hidden costs in maintenance and infrastructure requirements.</p>	<p>Qualitative data from observation will be collected in written form. Qualitative feedback from teachers will be collected via online survey as to the effectiveness mobile devices in the classroom as a viable option.</p>
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## Technology Dimension 2: Professional Capacity

### *A. Snapshot of Current Technology Use in District*

Meaningful, sustained professional development is the key to ensuring that District One Schools’ staff is using research-proven technology integration across the curriculum. The technology department has an intranet that maintains files of “how to’s” for all software in the district. Each new hire must complete NETO-New Employee Technical Orientation – before they are added to the network. Technology Leaders in each school attend Advanced Technology Workshops each month called “Technology Special Sessions”..

### *B. Overall Goal for This Dimension*

District One Schools Spartanburg County will provide on-going staff development to increase the technology proficiency of all staff so that all staff members may use instructional technology in the schools.

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

Objectives	Strategies
<p>2.1 All District One staff will acquire and demonstrate technology proficiency based on the ISTE Standards for Teachers or district defined technology skill sets.</p>	<p>a. All new staff to District One Schools will take NETO, New Employee Technical Orientation.  b. Computer-based instruction is delivered for all skills that a teacher needs.  c. Peer groups for teachers in the same skill group will be formed at each school.  d. Hands-on training will be delivered as appropriate for specific skills.  e. Principals and Administrators will demonstrate</p>

	technology proficiency based on the ISTE along with district defined standards.
2.2 Insure base level of teacher and staff technology competency.	<ul style="list-style-type: none"> <li>a. All new staff to District One Schools will take NETO, New Employee Technical Orientation.</li> <li>b. Provide access to an online repository of “how to” tutorials for teachers and staff to enhance technology skills.</li> <li>c. Utilize the Apple inventory of technology skills to determine baseline.</li> </ul>

*D. Action List*

1. Each school will host a meeting of all this year’s recertification renewal staff to cover the requirements of the technology proficiency.
2. Form peer-to-peer meetings so that all staff has a support group in learning the technology.
3. Locate materials that support the integration of the technology into classrooms and place in the appropriate location
4. Build up online resources.
5. Contact Apple for more information in the technology skills inventory.

*E. Funding Considerations for District and Schools*

1. Materials for the reward system of the Teacher Technology Proficiency
2. Materials for the integration of the technology into classrooms
3. Sustain the intranet, the current location for online and other professional development resources.

*F. Evaluation of Objectives*

Strategies	Evaluation Method
2.1. All District One staff will acquire and demonstrate technology proficiency based on the ISTE or district defined technology skill sets.	Use the Apple inventory of skills test.
2.2 Insure base level of teacher and staff technology competency.	100% of teachers that use district resources will complete NETO.

## Technology Dimension 3: Instructional Capacity

### *A. Snapshot of Current Technology Use in District*

The hardware in classrooms in District One Schools supports the whole classroom approach to the presentations. We have at least one computer in each regular classroom. The teacher can use it with a projector that she can use from the media center or with the stationary TV that is in each classroom. The special ed classrooms have 4 computers in each so that students may access more software. There are special area classrooms such as journalism, where technology is vital to the curriculum. Each of these classrooms is appropriately equipped with both hardware and software. Computer labs are available in each school for enrichment. Media centers have mini-labs, where there are enough computers for at least half of a class to use the Internet for research. The ratio of students to computers is 3:1 in the district.

All computers have Internet access, provided by the state network. There are many applications that are district wide such as StreamlineSC and DISCUS. Softwares that test children are regularly used. Accelerated Reader and Study Island is available K-8. NWEA MAP benchmark tests are in classroom and are used in grades 2-10 in our district. Prescriptive software identifies areas of academic standards that are needed for the individual child and then produces lessons for these children.

Tablet devices are becoming more and more common throughout the district for instruction and differentiated learning. Wireless infrastructure to support the full potential of these devices is a concern.

### Overview of Technology Resources in District One Classrooms:

District One Schools has integrated the following technology into instructional spaces:

Networked, high-end teacher computer

Networked black and white printer

100 Mbps wired Ethernet network connectivity to local school network

Internet access via local network to central 100 Mbps Metro-Ethernet

Streaming digital video aligned with curriculum standards (StreamlineSC)

Content filtering system for Internet access control (Bloxx)

Color networked printer, available in central locations throughout the school

Networked fax and scanner capabilities in central locations throughout the school

Collection of local and web-based curriculum software

Wireless network overlay

Telephone communications

Ceiling-mounted projector

Document Camera

Sound system

Access to wireless mobile laptop cart

Wireless Networking (802.11 b/g)

Video over Ethernet media access system (Vbrick EthernetTV)

Student computers – various quantities from 1–10 stations

### *B. Overall Goal for This Dimension*

District One Schools of Spartanburg County will maintain a student-centered environment that supports student achievement by using current research-based technologies in all the instructional settings, including the hardware needed to allow access to both students and teachers.

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

Objectives	Strategies
3.1 Expand the use of digital resources for students	a. The district will provide stable and easily accessible resources to students. b. The district will make as much of the resources available at home and all day. c. Teachers will be versed in the standards where technology resources can aid instruction.
3.2 Teachers will share lesson plans and strategies for the integration of technology in the classroom.	a. The district will maintain the “warehaus” for teacher resources. b. The district will support all special areas, regular classrooms and special education classrooms in lessons with technology integrated into them. c. The district will explore the possibility of providing cloud based storage for teacher access and sharing of resources.
3.3 Multimedia equipment and software for teaching and learning will be accessible and easy to use.	a. The district will manage the equipment in all instructional areas to support student achievement.

### *D. Action List*

1. The district will promote the resources to students such as DISCUS, StreamlineSC, Video on Demand, teacher websites, Destiny, the district library catalog..
2. The “warehaus” will be organized and promoted for teacher resources and the teachers will be trained in sharing resources there.
3. The inventory will be studied to allow for aged equipment to be refreshed. The ideal classroom policy will be covered with school administrators so that classrooms are set up in the most effective ways and the connectivity has been addressed.
4. Google educational services will be explored as a possible resource to provide a cloud-based system for teacher, students, and staff.

### *E. Funding Considerations for District and Schools*

1. Technology refresh for classrooms
2. Funding of the portal for collaboration to work smoothly

- 3. Fund the BigWebApps for communication for needs in technology
- 4. Associated costs for training

*F. Evaluation of Objectives*

Strategies	Evaluation Method
3.1 The district will provide stable and easily accessible resources to students.	Downtime of resources is measured.
3.2 The district will make as much of the resources available online.	Increase in the resource available from pre-assessment to post assessment.
3.3 Teachers will be versed in the standards where technology resources can aid instruction.	Pre and post random sample of teacher lesson plans for usage of technology in their instruction. Online survey to gauge knowledge.
3.4 The district will maintain the “warehaus” for teacher resources.	The number of lesson plans in the “warehaus” will increase.
3.5 The district will support all special areas, regular classrooms and special education classrooms in lessons with technology integrated into them.	Technology components of training will be scheduled in each area. A calendar and roster of attendance will show the areas are supported.
3.6 The district will manage the equipment in all instructional areas to support student achievement.	BigWebApps will report management of resources.
3.7 The district will provide a solution for online lesson plan and resource sharing.	Determine the effectiveness through surveys and usage monitoring.

**Technology Dimension 4: Community Connections**

*A. Snapshot of Current Technology Use in District*

Use of technology for community connections includes the following:

- Websites are available for the entire district and each school containing basic information as well as information on current events. These are all accessible locally as well as with links to various other sources.
- SchoolMessenger, a computerized voice messaging system is used as a regular vehicle of communication from schools to parents and other groups.
- All employees in the district have access to email and regularly use this as a method of communication internally and externally with staff, parents, other schools, etc.
- The district utilizes technology for various personnel reasons to include job postings and accepting applications.
- Parent Portal is available to parents as part of PowerSchool to allow parents access to classroom grades, teacher comments, teacher communication tools.

*B. Overall Goal for This Dimension*

To utilize available technology as a tool to increase awareness of and access to information about Spartanburg School District One for the community.

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

Objectives	Strategies
4.1 Update district website to increase ease of use for the general public	<ul style="list-style-type: none"> <li>a. Maintain current information regarding district activities and events.</li> <li>b. Monitor usage to determine effectiveness.</li> <li>c. Post to the District One web site information of interest to the community audience, such as events and resources.</li> </ul>
4.2 Expand use of SchoolMessenger to increase communication between school and the home environment.	<ul style="list-style-type: none"> <li>a. Provide staff development as needed for new hires</li> <li>b. Encourage use of school messenger as a communication tool</li> <li>c. Monitor usage to determine effectiveness.</li> </ul>
4.3 Continue use of email as a method of communication between schools and with parents.	<ul style="list-style-type: none"> <li>a. Provide staff development as needed for new hires and other identified staff.</li> <li>b. Continue to express need for additional bandwidth.</li> </ul>

4.4 Explore the benefits of social media as a positive tool for communication.	<ul style="list-style-type: none"> <li>a. Investigate best practices for facebook and twitter</li> <li>b. Develop a policy committee to evaluate current board policy and possible amendments.</li> </ul>
--	---

*D. Funding Considerations for District and Schools*

1. Update district website to increase ease of use for the general public. No additional cost is incurred, website maintained by district staff.
2. Expand use of school messenger to increase communication between school and the home environment. Cost for this service is \$7,750 annual covered by general funds.
3. Continue use of email as a method of communication between schools and with parents. No additional costs.
4. Investigation of social media and best practices should not incur any additional expense.

*E. Evaluation of Objectives*

Strategies	Evaluation Method
4.1 Update district website to increase ease of use for the general public	The existence of a new website as well as the number of hits on the website will serve as evaluation tools for this objective.
4.2 Expand use of school messenger to increase communication between school and the home environment.	Results of parent responses to the annual school survey will serve as an indicator of progress toward achievement of this objective.
4.3 Continue use of email as a method of communication between schools and with parents.	Results of parent responses to the annual school survey will serve as an indicator of progress toward achievement of this objective
4.4 Create social media accounts for the district and investigate best practices.	Notes from policy committee meetings will serve as evaluation.

## Technology Dimension 5: Support Capacity

### *A. Snapshot of Current Technology Use in District*

Technology support systems play a vital role in providing the foundation for teaching, learning, communication, and administration in the public schools. Investment in technology resources can be seen in the amount of hardware and connectivity available to the schools. Goals have been met in critical areas such as the number of servers per school and the number of schools connected to a wide-area network (WAN). In addition to backbones, factors of paramount importance are hardware and software, adequate support, technical assistance, maintenance, daily operations, and upgrades. Funding programs such as the School Renovation, IDEA, and Technology Grants have helped make building, network, and technical repairs.

### *B. Overall Goal for This Dimension*

The goal for this year is Districts One Schools will maintain and upgrade the technology resources to assist staff and students in meeting the state academic standards.

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

Objectives	Strategies
5.1 The school districts will ensure that all instructional spaces have the technology resources that are easily available.	a. Maintain a technology inventory that takes into consideration special area instructional spaces. b. Implement a plan for the physical requirements for the technology in the instructional spaces. c. Communicate with students and teachers on their expectations and needs in the specific instructional areas.
5.2 The district will have a network that is secured.	a. Increase the knowledge of the technical staff in the maintenance of the firewall. b. Monitor all traffic in and out of the network. c. Install BLOXX filter. d. Install malware software.

### *D. Funding Considerations for District and Schools*

1. Salary of the technology staff
2. Firewall and virus protection
3. Technology refresh for all equipment

### *E. Evaluation of Objectives*

Strategies	Evaluation Method
5.1 Maintain a technology inventory that takes into consideration special area instructional spaces	Surveys of teachers

5.2 Implement a plan for the physical requirements for the technology in the instructional spaces.	Photos of model spaces and comparison to actual spaces.
5.3 Communicate with students and teachers on their expectations and needs in the specific instructional areas	Pre and post surveys
5.4 Increase the knowledge of the technical staff in the maintenance of the firewall.	Pre and post assessment
5.5 Monitor all traffic in and out of the network	Reports of the traffic

## Acknowledgements

School and community members who contributed to the planning process.

Allyson Allen	Teacher (Elementary)	Joan Green	Teacher (Elementary)
Amber Keeran	Teacher (Elementary)	John Branyon	Teacher (Middle School)
Amber Pitts	Teacher (Elementary)	Josh Fowler	Teacher (High School)
Amy Ballentine	Media Specialist	Kancy Cleveland	Teacher (Elementary)
Angie Bailey	Teacher (High School)	Kathryn Mitchell	Teacher (Elementary)
Ashley Paddock	Teacher (Middle School)	Kaye Foxworth	Teacher (Elementary)
Barbara Cummings	Teacher (Elementary)	Kegan Flynn	Teacher (High School)
Becky Cornwell	Teacher (Elementary)	Kelly Buster	Media Specialist
Beth Kennerly	Media Specialist	Lisa Jones	Teacher (Elementary)
Brandi Simmons	Teacher (Middle School)	Lisa Pace	Teacher (Middle School)
Brenda Linder	Teacher (Elementary)	MaryAnn Solesbee	Teacher (Middle School)
Brent Driggers	Teacher (Middle School)	Michelle Dover	Teacher (High School)
Brian Sherman	Principal	Michelle Pope	Media Specialist
Casey Atkins	Senior Network Engineer	Mitchell Pack	Teacher (Elementary)
Christina terry	Teacher (Elementary)	Rhonda Henson	Teacher (Elementary)
Crystal McSwain	Principal	Robin Lu	Teacher (Middle School)
Dana Hodge	Teacher (Elementary)	Ryan Mandlove	Teacher (High School)
Danielle Hamrick	Teacher (Elementary)	Sherry Mullinax	Teacher (Elementary)
Debbie Belue	Media Specialist	Teresa Lee	Instructional Technology Manager
Emma Wilkins	Media Specialist	Jennifer Johnson	Teacher (High School)
Erika Center	Principal	Jennifer Malone	Teacher (Elementary)
Ginger Wesolowski	Media Specialist	Jessica O'Sullivan	Teacher (Elementary)
		Jimmy Pryor	Technology Coordinator

# District Policy IJNDB - TECHNOLOGY RESOURCES, INTERNET

The Board of Trustees believes that any use of the Internet should be in support of education and research and consistent with educational objectives of our district.

All Internet users within District One Spartanburg are expected to act responsibly, ethically and legally in accordance with District One Acceptable Use Guidelines and the laws of the states and United States. Guidelines will be distributed to all students, teachers, staff and administration.

Student Internet activities will be monitored by the district to deter students from accessing inappropriate sites that have visual depictions that include obscenity, child pornography or are harmful to minors. The school district will use technology protection measures to protect students from inappropriate access.

The district will provide reasonable notice of at least one public hearing or meeting to address and communicate its Internet safety measures.



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## ***Acceptable Use Policy for Technology Services: Faculty/Staff Agreement***

Spartanburg School District One provides technology services to its students, faculty, and staff. These services include all computer hardware, network and Internet services and associated software. All that access these technology services must agree to certain assurances. All use of Technology Services must be in support of the educational purpose and objectives of District One. The District firmly believes that the valuable information and interaction available through the Internet and Network Services outweighs the risk of certain user behaviors not consistent with the educational goals of the District.

An employee who violates the terms of this District Acceptable Use Guidelines will be subject to disciplinary action consistent with the nature of the offense, including suspension or cancellation of technology privileges, loss of employment, and/or loss of license or certification. Violations of the laws of the United States or the State of South Carolina also may subject the user to criminal prosecution. If a user incurs unauthorized costs, the user will be responsible for all such costs. Acceptable use of technology is at the discretion of the district administration. Unacceptable behaviors include, but are not limited to, the examples listed below:

- Accessing inappropriate or restricted information or other information not directly related to the educational or staff use purposes for which access is being provided.
- Damaging computers, computer systems or computer networks (Any deliberate tampering with or misuse of District network services or equipment will be considered vandalism)
- Attempting to bypass district filters or security measures
- Sending, displaying, or accessing offensive messages or graphics
- Using obscene or vulgar language
- Harassing, insulting or attacking others
- Violating copyright laws
- Trespassing in others' folders, work or files, moving, accessing or tampering with another individual's files or folders
- Intentionally disrupting the system or wasting resources in any way
- Using the Network Services for illegal commercial purposes (i.e. business transactions)
- Revealing personal addresses or phone numbers via internet, email, or other communication services
- Accessing file sharing or downloading music, games, or software
- Behaving in any inappropriate manner, i.e. participating in electronic social networking such as myspace and facebook, to the extent of adversely affecting the employee's ability to perform his/her work

- Using the equipment in any way that is inconsistent with individual school policies
- Utilizing services for financial, commercial, or personal gain
- Communicating student information that does not comply with policies on Data Privacy and Public Use of School Records
- Sharing password protected information, data, or resources with students.

Any links to District Web pages that are not specifically curriculum-related will meet the criteria established in the District Internet Acceptable Use Guidelines. Any other non-curricular materials should be limited to information about other youth activities, agencies, or organizations which are known to be non-sectarian, exclusively devoted to community interests or child welfare, are non-profit, and non-discriminatory. Web page links may not include entities whose primary purpose is commercial or political advertising.

Users should consider all communications and information accessible via the network to be private property of Spartanburg District One. All users of the Internet must adhere to all federal and state laws and local board policy.

*Search and Seizure*

System users do not have a privacy expectation in the contents of their personal files on the District system. Routine maintenance and monitoring of the system may lead to discovery that the user has or is violating the District Acceptable Use Guidelines, the school's disciplinary code, or the law. An individual search will be conducted if there is reasonable suspicion that a user has violated the law or the school's disciplinary code. The nature of the investigation will be reasonable and in the context of the nature of the alleged violation. District employees should be aware that their personal files are discoverable under state public records laws and **Freedom of Information Act**.

*Due Process*

The District will cooperate fully with local, state, or federal officials in any investigation concerning to or relating to any illegal activities conducted through the District system. In the event there is an allegation that a staff/teacher/administrator has violated the District Acceptable Use Guidelines, the person will be provided with an oral notice of the alleged violation and an opportunity to present an explanation before a neutral administrator or will be provided with notice and opportunity to be heard. Disciplinary actions consistent with the nature of the offense could result in suspension or cancellation of Internet privileges and/or loss of employment. Administration and principals reserve the right to investigate supposed violations of District Acceptable Use Guidelines.

\_\_\_\_\_  
*Employee Name*

\_\_\_\_\_  
*Employee Signature*

\_\_\_\_\_  
*Date*

*Failure to return this policy with signed acknowledgment does not exclude*

Reviewed/Revised 7/09



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## ***Acceptable Use Policy for Technology Services: Student Agreement***

Spartanburg School District One provides technology services to its students. These services include all computer hardware, network and Internet services and associated software. All students that access these technology services must agree to certain assurances.

All use of Technology Services must be in support of the educational purpose and objectives of District One. The District firmly believes that the valuable information and interaction available through the Internet and Network Services outweighs the risk of certain user behaviors not consistent with the educational goals of the District.

The use of technology services is a privilege, not a right. Spartanburg District One reserves the right to monitor and track the use of Network Services and to suspend, or revoke privileges and take appropriate disciplinary action for unacceptable use. Inappropriate use will result in cancellation of those privileges and possibly other disciplinary or legal actions including suspension, expulsion, or criminal prosecution. Acceptable use of technology is at the discretion of the school administration. Unacceptable behaviors include, but are not limited to, the examples listed below:

The following student activities are **NOT** permitted:

- Damaging computers, computer systems or computer networks (Any deliberate tampering with or misuse of District network services or equipment will be considered vandalism)
- Attempting to bypass district filters or security measures
- Sending, displaying, or accessing offensive messages or graphics
- Using obscene or vulgar language
- Harassing, insulting or attacking others
- Violating copyright laws
- Trespassing in others' folders, work or files, moving, accessing or tampering with another individual's files or folders
- Intentionally disrupting the system or wasting resources in any way
- Using the Network Services for illegal commercial purposes (i.e. business transactions)
- Revealing personal addresses or phone numbers via internet, email, or other communication services.
- Accessing file sharing or downloading music, games, or software
- Accessing personal email accounts
- Participating in electronic social networking such as myspace and facebook while at school.
- Using another person's password to access the network, programs or the Internet.
- Using the equipment without staff permission and supervision
- Using the equipment in any way that is inconsistent with individual school policies

The following student activities require **Teacher Permission and Supervision**:

- Printing
- Use of "removable media" such as a flash or jump drive
- Saving any files to the computer's harddrive or school network
- Use of any multimedia devices
- Use of any electronic communications software (i.e. email)

All of these rules apply to any district equipment. Any personal equipment brought to school must adhere to these same rules.

Failure to return this policy with signed acknowledgment from parent and student does not exclude either from responsibility for violations.

*Search and Seizure*

*System users do not have a privacy expectation in the contents of their personal files on the District system. Routine maintenance and monitoring of the system may lead to discovery that the user has or is violating the District Acceptable Use Guidelines, the school's disciplinary code, or the law. An individual search will be conducted if there is reasonable suspicion that a user has violated the law or the school's disciplinary code. The nature of the investigation will be reasonable and in the context of the nature of the alleged violation.*

*Due Process*

*The District will cooperate fully with local, state, or federal officials in any investigation concerning to or relating to any illegal activities conducted through the District system. In the event there is an allegation that a student has violated the District Acceptable Use Guidelines, the person will be provided with a written notice of the alleged violation and an opportunity to present an explanation before a neutral administrator or will be provided with notice and opportunity to be heard in the manner set forth in the district's disciplinary code.*



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## Technology Services Acceptable Use Guidelines: Agreement

*As the parent/guardian of this child, I have read and understand the District Technology Services Acceptable Use Policy. I understand that the use of technology services is designed solely for educational purposes. I further understand that if my child violates these conditions and rules, his/her access privilege may be suspended or canceled and disciplinary action may be taken. If the student incurs unauthorized costs, the student and I will be responsible for all such costs.*

\_\_\_\_\_  
*Parent/Guardian Name  
(please print)*

\_\_\_\_\_  
*Parent/Guardian Signature*

\_\_\_\_\_  
*Date*

*I have read and understand the District Technology Services Acceptable Use Policy. I understand that I will abide by the conditions and rules set forth therein. Should I commit any violation, my access privileges may be suspended or canceled, disciplinary action may be taken, and appropriate legal action may also be instituted. I also agree to be responsible for any unauthorized costs incurred by my use of Technology Services.*

\_\_\_\_\_  
*Student Name (please print)*

\_\_\_\_\_  
*Student Signature*

\_\_\_\_\_  
*Date*

## **Personal Electronic Device (PED) Guidelines**



Students are living in a world with immediate access to information and personally owned devices that can be used to allow them to learn in their own style and at their own pace. We believe these 'Personal Electronic Device' guidelines can be used to enhance the educational experience for students.

Access to the Internet is provided via a wireless local area network. To be granted access, students confirm they accept the Terms and Conditions of the Spartanburg School District One "Acceptable Use Policy for Technology Services" (AUP) and the "Personal Electronic Device Usage Agreement" (PED). By accepting the Terms and Conditions, students are expected to uphold the contents as well as the Student Code of Conduct on their student-owned devices while on District property. Additionally, in compliance with the Children's Internet Protection Act (CIPA), Spartanburg School District One filters all content for users connected to the internet.

All Personal Electronic Devices attached or connected to the Spartanburg School District One network are subject to the same policies and procedures established for the use of district owned equipment. The student and parent/guardian must have signed and returned the PED prior to using the device and accessing the district network.

Students should see their media specialist or teacher for instructions on accessing the school's wireless network.

District technicians will not service, repair, or maintain any Personal Electronic Device.

Cell-data Network Access is Prohibited - Students who bring cell-enabled devices must access the Internet via the District's filtered Wi-Fi connection. Violators may have their devices confiscated, their participation in the Personal Electronic Device program restricted, and be subject to other disciplinary action.

At this time, there is no printing allowed from personal devices, though this may be added in the future.

Each classroom teacher will choose whether or not mobile devices will be used within their classroom. Depending on the specific instruction planned for that period mobile devices may or may not be used at the discretion of the teacher. The use of Personal Electronic Device will be voluntary.

## **Personal Electronic Device (PED) Agreement**

As part of the Personal Electronic Device guidelines, allowing student personal device use in a class setting, students agree to abide by the following requirements. Any violation of this agreement, or "Acceptable Use Policy for Students" may result in suspension of this privilege and/or disciplinary action. The privilege to bring and/or use a personal electronic device may be revoked at any time.

1. The device is only to be used during the instructional class period with the expressed permission and under direct supervision of the classroom teacher.
2. Students may use the personal device during non-instructional time only in adult supervised areas at the discretion of the school administration.
3. The owner takes full responsibility of their personal device. All devices are brought to school at the owner's risk. Neither Spartanburg School District One nor the school are responsible for theft or damage of the device.
4. No device may be used to record, store, or transmit any type of image, sound, or video, without the expressed permission of the teacher or school administrator.
5. The District reserves the right to confiscate or inspect a student's personal electronic device if there is reason to believe that it was used to violate policies, administrative procedures, school rules, or general misconduct. Devices may be confiscated at any time if guidelines are not followed. Return of the device is contingent on the outcome of a meeting with the student and parents.

\*Personal Electronic Device can include, but is not limited to, laptops, netbooks, electronic readers (such as Kindles and Nooks, etc.), tablets/ iPads, iPod Touches, and smartphones, etc.). The sole purpose of using the device during an instructional period is for educational reasons only.

*“As a student, I understand and agree to abide by the Personal Electronic Device Agreement and applicable policy and guidelines. I further understand that violations may result in the loss of my network and/or device privileges, and possibly other disciplinary or legal action.”*

---

Print Student's Name

Student's Signature

Date

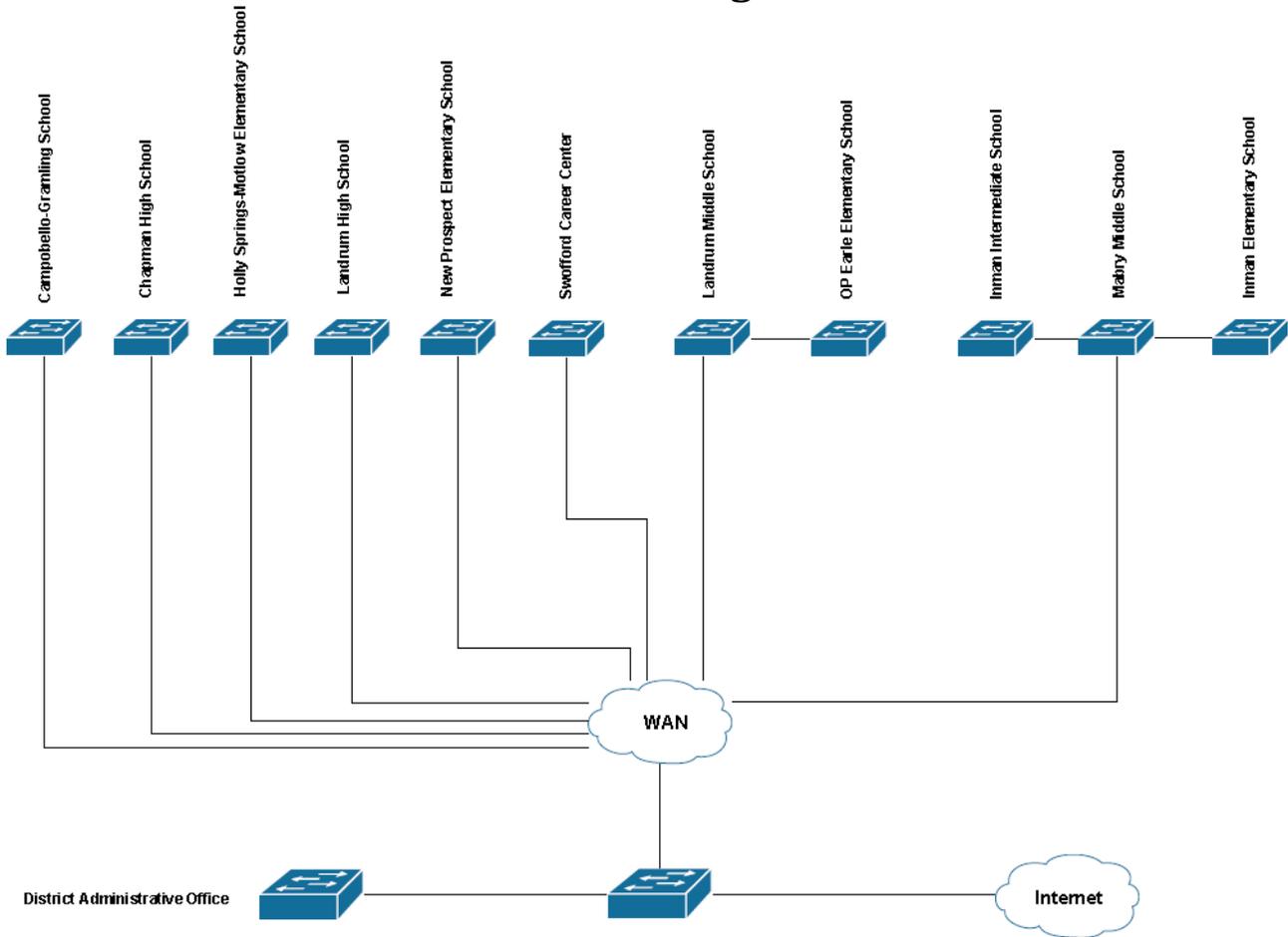
*“As a parent, I understand that my child will be responsible for abiding by the above agreement and guidelines. I have read and discussed this with her/him and they understand the responsibility they have while using their personal electronic devices. In the event that he/she violates this agreement, the district may confiscate and inspect the device, and appropriately discipline my child.”*

---

Parent's Signature

Date

# Network Diagram



Spartanburg School District One Wide-Area Network

	10/20/2013	
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# Appendix

## *General Budget*

District One Schools plans for the maintenance of the instructional technology through the funding of a technology refresh of workstations every four years. On-site warranty is funded for the workstations. WAN and LAN equipment is refreshed on a five-year cycle. In the event of failure, we have maintenance agreements

### General Budget for 2013 (pending Board Approval)

Code	Account	Budgeted Expenditure
100	Salaries	334,255
200	Employee Benefits	126,621
300	Purchased Services	57,500
332	Travel	6,400
400	Supplies	16,000
500	Capital Outlay	150,000

# Technology Readiness Survey

## Device Indicators

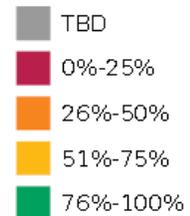
As of February 08, 2013 at 3:12AM CT

SBAC

# Device Indicators

**Spartanburg School District 1 (4201) - 100% of Devices Meet the Minimum Requirements**

### Meeting Requirements



Organization	Total Devices	# Devices Meeting All Minimum Requirements	% Devices Meeting All Minimum Requirements
Campobello-Gramling Elementary (4201006)	58	58	100%
Chapman High (4201002)	60	60	100%
Holly Springs-Motlow Elementary (4201009)	49	49	100%
Inman Elementary (4201010)	53	53	100%
Inman Intermediate (4201088)	46	46	100%
Landrum High (4201003)	60	60	100%
Landrum Middle (4201087)	50	50	100%
New Prospect Elementary (4201011)	61	61	100%
O. P. Earle Elementary (4201007)	54	54	100%
T. E. Mabry Middle (4201004)	56	56	100%

## Network Indicators

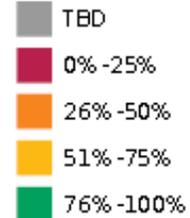
As of February 08, 2013 at 3:12AM CT

SBAC

# Network Indicators

Spartanburg School District 1 (4201) - 100% of Schools have Sufficient Infrastructure to Carry the Data Traffic for this Assessment based on Minimum Requirements

### Test Data Capacity



Organization	Est Internet Bandwidth	Est Bandwidth Utilization	Est Max Network Speed	Est Network Utilization	Total # Test Starts Needed per School	Testing Window (Days)	Max # Possible Test Starts in Window	% of Students that can be Tested in the window
Campobello-Gramling Elementary (4201006)	100 Mbps - Fast Ethernet	50	100 Mbps - Fast Ethernet	30	2012	60	150000	>100%
Chapman High (4201002)	100 Mbps - Fast Ethernet	50	100 Mbps - Fast Ethernet	30	832	60	150000	>100%
Holly Springs-Mottlow Elementary (4201009)	100 Mbps - Fast Ethernet	50	100 Mbps - Fast Ethernet	30	948	60	150000	>100%
Inman Elementary (4201010)	100 Mbps - Fast Ethernet	50	100 Mbps - Fast Ethernet	30	372	60	150000	>100%
Inman Intermediate (4201088)	100 Mbps - Fast Ethernet	50	100 Mbps - Fast Ethernet	30	1268	60	150000	>100%
Landrum High (4201003)	100 Mbps - Fast Ethernet	50	100 Mbps - Fast Ethernet	30	524	60	150000	>100%
Landrum Middle (4201087)	100 Mbps - Fast Ethernet	50	100 Mbps - Fast Ethernet	30	1144	60	150000	>100%
New Prospect Elementary (4201011)	100 Mbps - Fast Ethernet	50	100 Mbps - Fast Ethernet	30	888	60	150000	>100%
O. P. Earle Elementary (4201007)	100 Mbps - Fast Ethernet	50	100 Mbps - Fast Ethernet	30	784	60	150000	>100%
T. E. Mabry Middle (4201004)	100 Mbps - Fast Ethernet	50	100 Mbps - Fast Ethernet	30	1664	60	150000	>100%

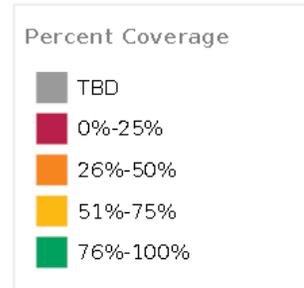
## Test Taker Indicator

As of February 08, 2013 at 3:12AM CT



# Device to Test-Taker Indicators

**Spartanburg School District 1 (4201) - 100% of Eligible Test-Takers can be Tested on Existing Devices based on Minimum Requirements**



Organization	# Devices Meeting Minimum Requirements	# of Test-Takers	Testing Window (Days)	# Sessions per Day	% of Students that can be Tested
<b>Campobello-Granling Elementary (4201006)</b>	58	503	60	5	100%
<b>Chapman High (4201002)</b>	60	208	60	4	100%
<b>Holly Springs-Motlow Elementary (4201009)</b>	49	237	60	5	100%
<b>Inman Elementary (4201010)</b>	53	93	60	5	100%
<b>Inman Intermediate (4201088)</b>	46	317	60	5	100%
<b>Landrum High (4201003)</b>	60	131	60	4	100%
<b>Landrum Middle (4201087)</b>	50	286	60	5	100%
<b>New Prospect Elementary (4201011)</b>	61	222	60	5	100%
<b>O. P. Earle Elementary (4201007)</b>	54	196	60	5	100%
<b>T. E. Mabry Middle (4201004)</b>	56	416	60	5	100%