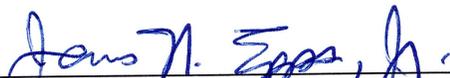


Technology Plan
For
07/01/2014 Thru 06/30/2017

Fort Mill School District
Fort Mill, South Carolina



<http://www.fort-mill.k12.sc.us/>



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Executive Summary

Fort Mill School District Four Technology Plan

- **Professional development** is the cornerstone of genuine integration. While looking to the future where our professional development goals are fully met, we have made great strides in providing for the learning needs of our teachers. Along with technology in-services and workshops, the technology department annually offers re-certification courses, dealing with technology infusion and integration, to our faculty. Our burgeoning technology professional development plan is based on the NETS for Teachers from ISTE (www.iste.org). We offer technology professional development via graduate courses, workshops, and on-site training for schools based on teacher's goals and needs. See our website for our current technology professional development opportunities:

http://www.fort-mill.k12.sc.us/group_profile_view.aspx?id=746a1fbc-dccc-496a-ad20-485e9a90fad6

- **Curriculum Integration Plan:** The ultimate goal of Fort Mill School District Four is to provide for the learning needs of our students. Computer-based technology is a curriculum tool. Integrated well, it can improve the effectiveness of the existing curriculum and help prepare students to be successful in an increasingly technology-infused world. Computer-based technology is well-suited as a tool to help our teachers and students to meet rigorous state and national education standards, while encouraging critical abilities through fostering higher order thinking skills.

The first important steps toward technology integration have already been taken in our district. Under the auspices of a supportive community; the technology staff, along with other district administrators, have outlined and implemented an equipment and software infrastructure. This infrastructure provides the framework for authentic technology integration, while trying to balance budget concerns and needs of our district.

Integration, though, cannot happen in isolation from the other aspects of technology infusion. The areas of support, professional development, and constant assessment have to be given necessary weight and energy in order to make integration possible.

While we as a district continue to make strides in the areas of infrastructure and support, more work is needed in all areas of integration, but most especially in the areas of curriculum integration and professional development.

Logistically, the first step toward achieving a professional development plan is to assess and provide steps toward curriculum integration, because, without knowing how we want to implement technology in the classroom, we can't begin to train teachers and administrators to meet those needs.

The International Society for Technology in Education, ISTE, is the "largest teacher-based, nonprofit organization in the field of educational technology."

ISTE is considered the foremost respected authority on educational technology in both the areas of professional development and student learning.

The primary goal of the ISTE National Educational Technology Standards (NETS) project is to enable stakeholders in PreK-12 education to develop national standards for the educational uses of technology that will facilitate school improvement in the United States. The NETS Project will develop standards to guide educational leaders in recognizing and addressing the essential conditions for effective use of technology to support PreK-12 education.

Both the state and national level educational governing bodies are adopting the ISTE standards as the benchmarks for technology integration progress. Over the last couple of years, committees have met that have aligned the ISTE and state curriculum standards. As well, those committees have developed lesson plans and scenarios to help teachers understand and use technology in the classroom.

- **Technology support** is the most expensive and fundamental element of a successful technology program. Obviously, technology support includes hardware and software acquisition, configuration, troubleshooting, and repair. Less obvious, though, is all of the work that is done in order to have hardware and software to support. These include: budgeting, assessment, management, licensing, and ensuring district-wide equity. Technology support in an educational organization is even more of a challenge. Unlike in a business model, there is a large variance on the software and hardware needed to be purchased and supported at each grade level and school. Likewise, district technology staffs support much higher numbers of equipment and software than their counterparts in the business world. The district relies on both operational technology to run and educational technology to instruct.

Types of Hardware and Corollary Issues

Funding. Along with district and state funding, it is necessary to pursue alternate funding sources in order to reach our technology goals. Technology grants at either the site or district level need to be sought, with potential grant writers being given the training and encouragement necessary to make the grants successful. E-Rate (Education Rate), established by the Telecommunications Act of 1996, allows schools and libraries to purchase certain network products at a discount. This discount and its funding are based on the percentage of qualifying free and reduced lunch students in the district. The technology department will seek professional E-Rate consultation and apply for funding every year.

Acquisition. In order to better leverage each year's hardware budget, the district will begin, in the 2012-13 school year, to extend our production lifecycle for PC desktops from three years to five years. This will allow the district to spread the growing cost of PC's across an additional year, while maintaining the ability to support these PC's through the extension of the warranty period to the fourth year.

Acquisition Process. Along with site input, the hardware needs for each site will be determined, budgeted and acquired by the district's technology department. Specific models of hardware will be decided by the technology department to coincide with needs, and supportability. All other site technology purchases must be discussed and approved by the technology department.

Infrastructure. Currently, the throughput needs of our in-district network technology users are being met by a) a shared 1000-BaseFX WAN connection, and b) a fully-switched, 1000-BaseT networking environment at each site.

Smart Technology in Classroom. In all education classrooms, our district is pleased to provide our instructional staff with a SmartBoard, Document Camera, Sound System, and Smart Response Systems.

Desktop Computers and Mobile Devices. Desktops computers are the frontline of technology in our district. Through the utilization of different kinds of software and peripherals, desktop computers and mobile devices provide almost limitless possibilities for educational enrichment. A major initiative was undertaken in the 2013-14 school-year to support a Bring-Your-Own Device model. In addition to providing a Wi-Fi network to support this model, the district also added 4000 mobile devices comprised of a mixture of iPads and Chromebooks. These district devices can be used as class sets or as supplemental devices for the BYOD program.

Servers. Operating in a mixed environment (Virtual and Physical) this category of equipment provide district-wide services like e-mail and Internet filtering and serve as central storage for important software packages in the district like finance software and integrated learning systems.

Background Information

District Profile

- Number of Schools in Fort Mill School District Four
 - Thirteen Schools
 - Fort Mill Elementary
 - Gold Hill Elementary
 - Orchard Park Elementary
 - Pleasant Knoll Elementary
 - Riverview Elementary
 - Springfield Elementary
 - Sugar Creek Elementary
 - Banks Trail Middle
 - Fort Mill Middle
 - Gold Hill Middle
 - Springfield Middle
 - Fort Mill High
 - Nation Ford High
- Number of Students Enrolled in Fort Mill School District Four by School on September 25, 2013.

Fort Mill Elementary	771
Gold Hill Elementary	903
Orchard Park Elementary	860
Pleasant Knoll Elementary	787
Riverview Elementary	636
Springfield Elementary	682
Sugar Creek Elementary	868
Banks Trail Middle	718
Fort Mill Middle	610
Gold Hill Middle	704
Springfield Middle	721
Fort Mill High	1790
Nation Ford High	1682
Total Students	11,732

- Percentage of Students Eligible for Free and Reduced Lunches **20.85%**
- Number of English as a Second Language (ESL) students **536**
- Number of Dropouts **13**
- Graduation Rate **93.3%**
- District E-rate Discount **44%**

District Mission Statements

- **District Mission:** The mission of the Fort Mill School District, distinguished by a tradition of excellence, is to put “Children First” by providing a progressive and challenging education that gives all of our students, and thereby the community, the opportunity to achieve their greatest potential.

Current State of Technology – Assessment and Needs

Current State of Technology – Assessment and Needs

- Databases and Information Resources
 - The primary database source for the district is DISCUS. Discus – South Carolina’s Virtual Library is the “information place” for all South Carolinians. Discus – which stands for **D**igital **I**nformation for **S**outh **C**arolina **U**Sers – provides free access to an electronic library that’s available 24/7. Currently, there are over 40 databases available via DISCUS. In addition, the school libraries utilize Follett’s Destiny Webpath Express which provides reviewed and age-appropriate links to web-based materials.
- Servers
 - The district uses a mixed environment of physical and virtual servers.
- PC Workstations
 - Each classroom has a desktop computer for the teacher’s station. Each school also has at least two Windows based computer labs.
- Integrated School District or Library System (online catalog, circulation, etc.)
 - Fort Mill School District uses Follett’s Destiny Online Public Access Catalog for all school library collections. This is available to patrons 24/7.
- Network Equipment and Software (hubs, routers, etc.)
 - Each school in the district uses 1000Base-T switches to provide gigabit connectivity to the desktop. The schools are connected to the data center with a shared 1000Base-TX fiber ring. The district currently has a 500 Mbps internet connection.
- Telephone System
 - The district uses a hosted VoIP phone system.
- FAX
 - Each school has at least one analog fax machine.
- Maintaining staff skills and competence levels on new technology.
- A robust professional development program exists within the technology department aimed and providing technology-related staff development to faculty and staff. Sessions are scheduled daily during planning periods as well as afterschool workshops, summer workshops, and re-certification classes. During the recent school year, 4486 Recertification Credits were awarded and attendance exceeded 1700.
- Current technology needs include upgrading the virtual server environment hardware and expanding instructional support staff for technology. As the district continues to grow providing additional mobile devices and supporting them through mobile device management will be important.

The Technology Plan

Technology Vision:

- **Department Mission:** It is the mission of Fort Mill School District Four's technology department to implement and support the integration of innovative technology in a manner that will provide for the administrative needs of the district and enrich the learning of every student by creating a more engaging learning environment, encouraging educational reform, and empowering students and teachers to meet state and national curriculum standards, while providing the training and reliability that are necessary for adequate support.

Goals and Objectives for Improving Services:

Plans for the Five Individual Technology Dimensions

Technology Dimension 1: Learners and Their Environment

Goal

Fort Mill School District Four will use research-proven strategies to provide home, school, and community environments conducive to our students' achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement.

Snapshot of Current Technology Use

Fort Mill School District Four will infuse technology to help students meet the state academic standards. Computer labs and wireless carts are available in each school. Enrichment in the academic content areas is emphasized. Additional items in each of our classrooms include: polling devices, projector, white board, and sound amplification system for every teacher. Students are currently using laptops, polling devices, white boards, WIFI, mobile devices, BYOD (bring your own device), Google Docs and other interactive technologies.

Operation Plan

I. Objectives and Strategies

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 district schools to facilitate the development and implementation of effective communication and collaboration skills using technology in instructional content areas B. Conduct student projects that will yield sustained, engaged learning and collaboration in instructional content areas via Google Docs C. Recognize and promote best practices that successfully integrate technology into the curriculum D. Provide appropriate accommodations for students with special needs.
1.2 Students will engage in authentic learning activities that are aligned with state standards and that integrate technology into the core content.	A. Develop technology-enhanced learning activities aligned with state standards in instructional content areas and purchase software that aligns with state standards B. Expand technology integration specialist program to offer guidance to schools, train 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, multi-disciplinary 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 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

<p>1.4 District and the schools will provide students with an enhanced learning environment through technological tools which are designed to promote high academic achievement.</p>	<p>A. Establish learning environments that enable students to use technology for real-world problem-solving and technological tools which are research designed to promote high academic achievement</p> <p>B. Adopt grade-level-appropriate technology achievement. standards and integrate them into the curriculum to enable students to fully participate in today's information-rich global society</p>
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II. Action List

- District will 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.
- District will provide access to effective 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.
- District will develop strategies to ensure that school improvement plans address the use of technology to support a shared learning environment that includes educators, parents, and community members.
- District will establish grade-level-appropriate technology standards and competencies based on the ISTE NETS-S.
- District will ensure increased student access to technology inside and outside the school environment.
- District will complete initial and ongoing assessments to measure increased availability of technology opportunities and resources.
- School level technology specialists will identify best practices of seamless technology integration that will be disseminated via on-line district resources
- District and schools will develop methods of recognizing student technology achievement.

III. Implementation Action Steps

Fort Mill School District Four (District)

- Assign a technology assistant in each school to offer guidance
- Use district and school administrative staff to train 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
- Continue 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
- Encourage home and community involvement in the public school system by

electronic communications and other media

Fort Mill School District Four (Schools)

- Provide access to technology resources during nontraditional school hours
- Include goals and strategies for technology in school improvement plans
- Encourage home and community involvement in the public school system through the use of electronic communications

IV. Funding Considerations

Fort Mill School District Four (District)

- Technology professional development
- Technology course development
- Technology staff
- Technology resources to support standards based learning across the curriculum

Fort Mill School District Four (Schools)

- Technology professional development
- Technology course development
- Technology staff
- Technology resources to support standards based learning across the curriculum

V. Evaluation

Objectives	Evaluation Method
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.	<ul style="list-style-type: none">• Statewide achievement test scores• District report cards• Technology surveys• School technology and improvement plans
1.2 Students will engage in authentic learning activities that are aligned with state standards and that integrate technology into the core content.	<ul style="list-style-type: none">• Statewide achievement test scores• District report cards• Technology surveys• School technology and improvement plans
1.3 Students will select the appropriate tools to complete authentic, real-life, multi-disciplinary tasks and will demonstrate technology competence by the end of the eighth grade.	<ul style="list-style-type: none">• Statewide achievement test scores• District report cards• Technology surveys• School technology and improvement plans

<p>1.4 District and the schools will provide students with an enhanced learning environment through technological tools which are designed to promote high academic achievement.</p>	<ul style="list-style-type: none"> • Statewide achievement test scores • District report cards • Technology surveys • School technology and improvement plans
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Technology Dimension 2: Professional Capacity

Goal

Fort Mill School District Four will provide professional development opportunities for all staff in an effort to increase the technology competencies of district employees. The effective integration of instructional technologies in the design of engaging work for students will be the focus of all professional development activities designed for certified staff.

Snapshot of Current Technology Use

Fort Mill School District Four has a variety of professional development opportunities for certified and noncertified staff, including online and offline tutorials, workshops, and recertification/graduate-level coursework.

Recertification and graduate-level courses focus on the development of increasingly challenging technology skill sets and the subsequent integration of these skill sets in the design of engaging work for students.

Non-certified staff are invited and encouraged to participate in all workshops and course offerings.

Operation Plan

II. Objectives and Strategies

Objectives	Strategies
<p>2.1 District will expect educators to obtain proficiency in nationally recommended instructional technology standards (ISTE NETS-A, ISTE NETS-S, and ISTE NETS-T) that encourage and support the design of engaging work for students.</p>	<p>A. Provide teachers, administrators, and certified staff with a variety of assessment tools to identify technology proficiencies and areas of needed growth.</p> <p>B. Expect teachers to demonstrate technology proficiency in selected technology dimensions (see proficiency assessment) and demonstrate use of these technology dimensions in the design of engaging work for students.</p> <p>C. Expect district and school administrators to demonstrate technology proficiencies based upon the state recommended standards for</p>

	administrators (ISTE NETS-A)
2.2 District will collaborate across schools and department in planning and implementing technology related professional development opportunities.	<p>A. Ensure all technology related staff development supports and enhances systemic professional development initiatives across the district.</p> <p>B. Ensure instructional initiatives spotlighting model teaching practices including examples of meaningful instructional technology use.</p> <p>C. Provide opportunities for school and departmental input on the district's technology plan and initiatives.</p> <p>D. Provide ongoing support for professional development programs that encourage the attainment of increasingly higher levels of technology proficiency for all staff and which promote ethical technology use and practices.</p> <p>E. Design and implement professional development opportunities designed and facilitated by certified and non-certified staff across the district.</p>
2.3 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.	<p>A. Offer professional development activities and training in a variety of ways (on-site, offsite, on-line, self-paced, and combinations of these methods) to address the learning needs and styles of staff.</p> <p>B. Promote and encourage staff participation in technology related professional development.</p> <p>C. Increase the availability of technology professional development opportunities to teachers.</p>
2.4 District will assess the overall effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement.	<p>A. Establish minimum levels of teacher and administrator technology proficiency.</p> <p>B. Incorporate instructional technology dimensions into current teacher evaluation processes.</p> <p>C. Encourage departments, schools, and teachers to create and utilize repositories of model teacher and student work.</p>

II. Action List

- The technology department will review technology proficiency assessments every five years. This will ensure all teachers and administrators are measured by similar technology proficiency standards per proviso cycle.
- The technology department will introduce new administrator technology standards to principals (ISTE-A) and design staff development activities to support understanding of the standards.
- District will design staff development opportunities for teachers and administrators that have natural connections to district instructional initiatives.
- District will provide increased access to technology related professional development via online resources and coursework.
- District will provide teachers with tools and resources to share lessons and activities utilizing instructional technologies that best support instructional initiatives.
- District will continue to identify and train school based instructional technology leaders. These leaders will facilitate technology related staff development opportunities throughout schools and the district.

III. Implementation Action Steps

Fort Mill School District Four (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 guide the district technology professional development plan on the basis of current needs
- Provide ongoing, sustained professional development offerings
- Submit teacher technology proficiency assurance forms to the Office of Technology by the announced deadline
- 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

Fort Mill School District Four (Schools)

- Identify school technology leaders who are knowledgeable about technologies for each school and can address training and mentoring needs.
- Review needs assessments for their schools via reporting from the district proficiency assessments
- Monitor and adjust professional development in technology as indicated by needs assessments

IV. Funding Considerations

Fort Mill School District Four (District)

- Development and delivery of technology proficiency assessments for teachers and administrators
- Development and delivery of technology related professional development based upon proficiency needs
- Continued development and deployment of online resources to address technology skills sets and integration
- Identification and training of school based technology leaders
- Tracking and evaluation tools to identify and measure the impact of technology related professional development

Fort Mill School District Four (Schools)

- Committee development of school technology budgets or plans
- Identification and training of school based technology leaders

V. Evaluation

Objectives	Strategies
2.1 District will require educators to obtain proficiency in nationally recommended instruction technology standards (ISTE NETS-A, ISTE NETS-S, and ISTE NETS-T) that encourage and support the design of engaging work for students.	<ul style="list-style-type: none">• Achievement test scores• District report cards• Technology proficiency reports• Professional development evaluations• School technology plans
2.2 District will collaborate across schools and departments in planning and implementing technology related professional development opportunities.	<ul style="list-style-type: none">• Achievement test scores• District report cards• Technology proficiency reports• Professional development evaluations• School technology plans
2.3 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.	<ul style="list-style-type: none">• Achievement test scores• District report cards• Technology proficiency reports• Professional development evaluations• School technology plans
2.4 District will assess the overall effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement.	<ul style="list-style-type: none">• Achievement test scores• District report cards• Technology proficiency reports• Professional development evaluations• School technology plans

TECHNOLOGY DIMENSION 3 INSTRUCTIONAL CAPACITY

Goal

Fort Mill School District Four will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

Snapshot of Current Technology Use

Fort Mill School District Fours' current instructional capacity includes:

- Internet access for all classrooms
- WiFi at all schools and offices
- 1000 MB switches at all schools
- Well-equipped computer labs at all schools with network printers
- WAN access to network instructional software via a shared 1GB connection at all schools
- Destiny
- Accelerated Reader
- Virtual High School - PLATO
- Project Lead the Way
- Customized Portal: eChalk for parents to access child's assignments and PowerSchool to access grades and attendance
- Server access for each school via centralized Virtual Server Environment
- Instructional environments such as classrooms, labs, and media centers are equipped with SmartBoards, document cameras, polling devices, and surround sound for audio enhancement.

Goal

Fort Mill School District Four will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

Operation Plan

I. Objectives and Strategies

Objectives	Strategies
3.1 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.	A. Ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to significantly impact teaching and learning B. Facilitate the use of technologies to support and enhance instructional methods (including the use of hardware and software that develop higher-level thinking, decision-making, and problem-solving skills)
3.2 District and schools will provide teachers with the technology resources	A. Provide teachers with access to knowledgeable personnel, productivity

necessary to increase academic achievement by engaging students in active learning.	tools, on-line services, media-based instructional materials, and primary sources of data in settings that enrich and extend teaching goals
3.3 District and 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. Provide students with access to technology, online services, and media-based instructional materials, allowing them to select appropriate tools that will enrich and extend their learning
3.4 District will provide and support a variety of multimedia equipment and software for teaching and learning.	A. Communicate via 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

II. Action List

- District will conduct technology planning meetings to address curricular design, instructional needs of all teachers, instructional strategies, and appropriate learning environments.
- District will pursue funding opportunities such as grants to provide funds to acquire and maintain hardware and software for use in classroom instruction and home access when appropriate.
- Student products resulting from the integration of technology into the core curriculum areas will be showcased.

III. Implementation Action Steps

Fort Mill School District Four (District)

- Conduct technology curriculum planning meetings
- Evaluate hardware and software for desirable student outcomes and standardize selection when appropriate
- Designate technology leaders
- Participate in ongoing, sustained professional development offerings
- Submit teacher technology proficiency assurance forms to the Office of Technology by the announced deadline
- Pursue funding opportunities such as grants to acquire and maintain hardware and instructional software
- Pursue the delivery of courses for students and professional development courses for teachers via innovative methods

Fort Mill School District Four (Schools)

- Conduct technology curriculum planning meetings

- Hire or designate a school technology assistant for each school who will submit training and needs reports
- 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 and instructional software

IV. Funding Considerations

Fort Mill School District Four (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
- Distance learning/on-line learning
- Professional development

Fort Mill School District Four (Schools)

- 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
- Professional development

V. Evaluation

Objectives	Strategies
3.1 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.	<ul style="list-style-type: none"> • Statewide achievement test scores • District Report Cards • Teacher Technology Proficiency • School Technology and Improvement Plans • Technology Assessments
3.2 District and schools will provide teachers with the technology resources necessary to increase academic achievement by engaging students in active learning.	<ul style="list-style-type: none"> • Statewide achievement test scores • District Report Cards • Teacher Technology Proficiency • School Technology and Improvement Plans • Technology Assessments
3.3 District and schools will provide students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule.	<ul style="list-style-type: none"> • Statewide achievement test scores • District Report Cards • Teacher Technology Proficiency • School Technology and Improvement Plans • Technology Assessments

<p>3.4 District will provide and support a variety of multimedia equipment and software for teaching and learning.</p>	<ul style="list-style-type: none"> • Statewide achievement test scores • District Report Cards • Teacher Technology Proficiency • School Technology and Improvement Plans • Technology Assessments
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Technology Dimension 4: Community Connections

Goal

Fort Mill School District Four will strive to increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

Snapshot of Current Technology Use

Currently, Fort Mill School District Four maximizes community involvement and community partnerships in the area of technology by:

- Parent Portals: eChalk website and PowerSchool
- Online Catalog available via online access 24/7 (DESTINY)
- Web-based product designed to provide high school and middle school coursework on-line.
- SchoolMessenger automated phone message service provides instantaneous communication to parents, students, and the community.
- District and each school's web site provide opportunities for community involvement.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

Goal

Fort Mill School District School will strive to increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

Objectives	Strategies
<p>4.1 District will establish community technology partnerships and collaborations by providing tools, resources, and training that support student transition, achievement, and outcomes. (The term <i>community</i> includes parents, businesses, state and local agencies, nonprofit groups, and institutions of higher education.)</p>	<p>A. Form district-community partnerships to provide students with real-world experiences in the use of technology</p> <p>B. Provide recognition/reward programs and/or incentives for partnerships showing impact</p> <p>C. Write community-collaborative technology grants to develop and fund the</p>

	<p>use of technology to improve teaching and learning</p> <p>D. Form district-community partnerships to facilitate the use of technology in the public schools and to improve outcomes for students transitioning from school to work or higher education</p>
<p>4.2 District will fully utilize all available resources by fostering collaboration and cooperation among state supported organizations, institutions, and initiatives.</p>	<p>A. Identify all of the organizations, institutions, and initiatives that are currently focused on instructional technology applications.</p> <p>B. Partner with other school districts, as well as community entities, to collaborate in order to provide assistive technology demonstration and assessment</p>
<p>4.3 District will ensure that all its 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.</p>	<p>Host an electronic list through the district and school websites</p>

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.
- District will publicize successful collaborations with outside entities.
- District will post successful technology grant applications on the Internet for others to use as models.
- District will develop lists of possible partner organizations, institutions, and initiatives.
- District will develop flexible technology training schedules.

III. Implementation Actions Steps

Fort Mill School District Four (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
- Initiate partnerships with community entities to create greater access to technology and a community learning environment
- Include members of the community in writing technology grants to develop and fund better teaching and learning through technology

Fort Mill School District Four (Schools)

- Distribute parent and community information
- Develop, implement, and publicize flexible lab, media center, and classroom hours, including opportunities for community
- Initiate partnerships with community entities to create greater access to technology and a community learning environment
- Include members of the community in writing technology grants to develop and fund better teaching and learning through technology

IV. Funding Considerations

Fort Mill School District Four (District)

- High-quality sustained community training technology programs offered via innovative delivery methods
- Facility operation beyond the regular school day
- District survey administration, collection and analysis, and reporting
- Grant-writing experts and workshops

Fort Mill School District Four (Schools)

- High-quality sustained community training technology programs offered via innovative delivery methods
- Facility operation beyond the regular school day
- School survey administration, collection and analysis, and reporting

V.. Evaluation

Objectives	Strategies
4.1 District will establish community technology partnerships and collaborations by providing tools, resources, and training that support student transition, achievement, and outcomes. (The term <i>community</i> includes parents, businesses, state and local agencies, nonprofit groups, and C. institutions of higher education.)	<ul style="list-style-type: none">• Statewide achievement test scores• Lab, media center, classroom schedules,• SDE Technology Counts Survey• School Technology Plans• Documentation of offerings via innovative delivery methods
4.2 District will fully utilize all available resources by fostering collaboration and cooperation among state supported organizations, institutions, and initiatives.	<ul style="list-style-type: none">• Statewide achievement test scores• Lab, media center, classroom schedules,• SDE Technology Counts Survey• School Technology Plans• Documentation of offerings via innovative delivery methods
4.3 District will ensure that all its buildings are linked by the Internet to the State Library's DISCUS databases and to the	<ul style="list-style-type: none">• Statewide achievement test scores• Lab, media center, classroom schedules,

Web sites of universities, museums, and other institutions to facilitate virtual communication between home, school, and community.	<ul style="list-style-type: none"> • SDE Technology Counts Survey • School Technology Plans • Documentation of offerings via innovative delivery methods
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Technology Dimension 5: Support Capacity

Goal

Fort Mill School District Four will expand and support technology resources to assist educators and learners in meeting state academic standards.

Snapshot of Current Technology Use

Fort Mill School District Four is continuously working to expand and support its technology in an effort to assist educators and learners in meeting state academic standards. Fort Mill School District Four provides a state of the art network infrastructure, district level instructional technology coordinators, district level network support specialist, school based technology specialist, and school based technology integration specialist. The district, on an ongoing basis, replaces outdated equipment and develops pertinent training in the area of instruction technology.

Operation Plan

I.. Objectives and Strategies

Objectives	Strategies
5.1 District will ensure that all students, including those with special needs, and teachers have access to electronic information resources.	<p>A. Maintain a technology that ensures teachers have access to electronic workstations and other devices available for information resources. access, software applications available for addressing state academic standards, peripherals, and other factors related to universal access to resources</p> <p>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</p> <p>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</p> <p>D. Develop the district strategic plan with</p>

	<p>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 evaluation of the plan</p> <p>E. Seek school and district funding from available local, state, and federal sources, including Erate, grants, and bonds</p>
<p>5.2 District will ensure that its 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.</p>	<p>A. Communicate a district technology plan integrated, secure network infrastructure designed to infrastructure with dynamic support instruction</p> <p>B. Establish a system for identifying and specifying converged networks that allow for prioritizing and managing equipment for communication, data collection and multimedia development in direct support of curricular and professional development objectives</p> <p>c. Ensure the installation, maintenance, and support of multimedia -capable teacher stations in classrooms including projectors to support large-group instruction</p> <p>D. Research and implement an integrated network infrastructure capable of utilizing all distribution modules</p> <p>E. 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</p> <p>F. Assess LAN/WAN technology currently implemented</p> <p>G. Implement a district network management tool that performs automated software installation</p>
<p>5.3 The school district will have qualified technical staff</p>	<p>A. Develop district minimum staffing requirements and job descriptions for the positions of networking engineer, networking technician, educational technology director, and support technician</p> <p>B. Provide district-level network support</p>

<p>5.4 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.</p>	<p>A. Ensure that disaster recovery plans are included in district emergency procedures 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</p>
<p>5.5 District will implement an obsolescence and upgrade plan to replace and recycle equipment and software.</p>	<p>Ensure that the obsolescence and upgrade plans are included in the district technology plan</p>
<p>5.6 District will increase its 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.</p>	<p>Provide training in basic Web page accessibility principles to staff, teachers and, when appropriate, students-who design Web pages as part of the curriculum</p>

II. Action List

- District will have access to a database with a complete technology inventory 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 will 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 will 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 will maintain a strategic plan for acquiring and implementing 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 emergency procedures will include a disaster recovery plan.
- District technology plans should include an 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.

- District will use professional discussion groups to share the results of their research about the implementation of integrated network infrastructures and bundled distribution practices.
- District will use the SDE Technology Counts on-line survey to report on its use of network management tools.
- District will ensure that new school construction provides for isolated power in each classroom, computer lab, telecommunications closet, and work area.
- District will provide UPS (uninterruptible power supply) systems for all critical equipment.
- District will have a network manager.
- District staff, teachers, and students will be aware of basic Web accessibility guidelines when designing Web pages.
- District will designate a Web accessibility resource person to coordinate training and information sharing among district personnel.

III. Implementation Action Steps

Fort Mill School District Four (District)

- Maintain technology inventories
- Conduct needs assessments to identify required 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
- 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

Fort Mill School District (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

Fort Mill School District Four (District)

- 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 and WANs to comply with district, state, and industry standards
- Equipment inventory assessment program
- Isolated circuit plan
- Support planning
- Technology needs assessments and surveys

Fort Mill School District Four (Schools)

- 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 and WANs to comply with district, state, and industry standards
- Support planning
- Technology needs assessments and surveys

V.. Evaluation

Objectives	Strategies
5.1 District will ensure that all students, including those with special needs, and teachers have access to electronic information resources.	<ul style="list-style-type: none"> • Statewide achievement test scores • SDE Technology Counts Survey • School Technology Plans • District Report Cards • Professional Development Tracking • District, School and Community Surveys • School and Technology Improvement Plans • Documented Access to Technology Resources • Budget Data
5.2 District will ensure that its 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.	<ul style="list-style-type: none"> • Statewide achievement test scores • SDE Technology Counts Survey • School Technology Plans • District Report Cards • Professional Development Tracking • District, School and Community Surveys • School and Technology Improvement Plans • Documented Access to Technology Resources • Budget Data
5.3 The school district will have qualified technical staff	<ul style="list-style-type: none"> • Statewide achievement test scores • SDE Technology Counts Survey • School Technology Plans • District Report Cards • Professional Development Tracking • District, School and Community Surveys • School and Technology Improvement Plans • Documented Access to Technology Resources • Budget Data

<p>5.4 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.</p>	<ul style="list-style-type: none"> • Statewide achievement test scores • SDE Technology Counts Survey • School Technology Plans • District Report Cards • Professional Development Tracking • District, School and Community Surveys • School and Technology Improvement Plans • Documented Access to Technology Resources • Budget Data
<p>5.5 District will implement an obsolescence and upgrade plan to replace and recycle equipment and software.</p>	<ul style="list-style-type: none"> • Statewide achievement test scores • SDE Technology Counts Survey • School Technology Plans • District Report Cards • Professional Development Tracking • District, School and Community Surveys • School and Technology Improvement Plans • Documented Access to Technology Resources • Budget Data
<p>5.6 District will increase its 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.</p>	<ul style="list-style-type: none"> • Statewide achievement test scores • SDE Technology Counts Survey • School Technology Plans • District Report Cards • Professional Development Tracking • District, School and Community Surveys • School and Technology Improvement Plans • Documented Access to Technology Resources • Budget Data

Cumulative TARGETS AND BENCHMARKS

Note: The following targets and benchmarks will be monitored and adjusted annually for each of the years within the technology plan.

2014 - 2018

Learners and Their Environment

- Sixty percent of Fort Mill Schools' students will have created a technology document through the use of a variety of technology tools to complete authentic tasks.

- Sixty percent of Fort Mill Schools' students will possess effective communication skills and technology literacy as evidenced by teacher and student technology presentation.

Professional Capacity

- Ninety percent of Fort Mill Schools' teachers will possess technology proficiency as evidenced by teacher technology self-assessment surveys.
- One hundred percent of Fort Mill Schools' will have a technology assistant who supports teachers with the implementation of instructional technology.

Instructional Capacity

- Seventy percent of the district's teachers will integrate technology and information literacy skills into their teaching of the South Carolina academic standards as evidenced by self-assessment surveys.
- Seventy percent of district's students will meet the information literacy and technology skills for their grade level as found on the State Department of Education's performance matrix for information literacy and technology education.

Community-Connections

- Seventy percent of the district's schools will provide and document professional development training in how to access and use available community resources.
- One hundred percent of the district's elementary, middle, and high schools will provide access to on-line resources including: teacher/school/district web pages, assessment data, SchoolMessenger messaging on-line recourses after hours for parents, teachers, and community members.

Support Capacity

- The district will include in its technology plan an assessment of its current technology needs, its current technology inventory, and its current technology support strategies.

Staff Training/Professional Development Strategy:

a. *Specific resources and strategies that you plan to implement to ensure that your staff is ready to use and maintain the telecommunications and information technologies?*

A robust professional development program exists within the technology department aimed and providing technology-related staff development to faculty and staff. Sessions are scheduled daily during planning periods as well as afterschool workshops, summer workshops, and re-certification classes. During the recent school year, 4486 Recertification Credits were awarded and attendance exceeded 1700. The Instructional Technology wing of the department employs 2 full-time trainers/technology integration specialists who are primarily responsible for conducting the training. In addition, the department contracts with vendors as well as district teachers to offer additional technology workshops and classes.

b. *Who will be in charge of coordinating the professional development activities?*

Within the area of technology, the primary responsibility for planning and coordinating professional development activities falls under the guidance of the Director of Instructional Technology.

c. *Are there in-service slots set aside for technology-related professional development?*

The Technology Department offers an extensive array of professional development workshops and classes. The classes and workshops are offered at schools during the instructional day to accommodate teacher schedules as well as after-school, summers, and teacher workdays.

d. *Will the professional development be required for all that use it, or is it optional? If optional, what incentives exist to encourage teachers and librarians to pick up these new skills?*

The majority of technology-related professional development opportunities are optional. The primary incentive for attendance is the awarding of re-certification credits. Additionally, graduate courses are typically offered each year free of charge to teachers.

e. *What models of professional development would work in your organization to train your staff?*

The district utilizes multiple models for professional development. These include:

- School-based technology sessions offered during the school day. Teachers and staff attend during planning periods. These trainings are scheduled at all district schools on a rotation basis.
- A dedicated technology integration specialist works with individual teachers by modeling and co-teaching lessons. These sessions are arranged between the teacher and the integration specialist.
- After-school workshops are offered throughout the year. These workshops are typically conducted by a member of the Instructional Technology staff and are open to all district employees.
- Summer classes and workshops are offered each year. In the most recent year, 30 sessions were available to faculty and staff.
- Occasionally, outside trainers are contracted to provide on-site staff development on specific software used by the district. Recent examples have been SmartNotebook, eChalk, InfoSnap, and Google Docs.

f. *What professional development opportunities and resources exist for your technical staff?*

Technical staff members are offered on-site training as well as enrollment in professional learning classes out-of-district. A combination of district and school-based technical support staff receive periodic professional development in district. Examples include training on SmartBoard troubleshooting, basic PC repair, WiFi troubleshooting, printer connectivity, and mobile device management. District-level network support associates also attend out-of-district certification classes and product trainings. Examples include Aruba WiFi, Brocade switches, Microsoft Exchange, and AirWatch mobile device management.

g. Do you have the resources in house to train these staff members or do they need to go to outside courses, or a combination of the two?

The majority of training for technology staff members is conducted in-district. When highly specialized training is required, such as Brocade switching, the staff member responsible for supporting the equipment or software is sent to outside courses.

h. What financial and time resources exist to keep the staff up-to-date in learning about new technologies?

The technology department maintains a travel/professional development budget that is available to send staff to out-of-district workshops or conferences as well as secure on-site trainers. When warranted, staff members are provided professional leave to attend out-of-district trainings and conferences.

i. What professional development opportunities are available from outside sources (such as service providers, courses at institutions of higher education, conferences, courses delivered via distance learning or over the Internet: courses sponsored by your state education or School District or Library agency)?

As needed, the district contracts with outside vendors to provide on-site training sessions. Recently, these have included eChalk, Google Docs, SmartNotebook, InfoSnap, iVisions, and AESOP. Teachers have also taken advantage of on-line courses offered through PBS and graduate courses offered at nearby Winthrop University. Additionally, several staff have attended technology conferences including Midlands Technology Summit, Upstate Technology Conference, and SC Edtech.

j. What professional development opportunities and resources exist for your professional staff (i.e., librarians) to ensure that they can not only use the new technologies, but to use them to deliver improved School District or Library service?

The library-media specialists are encouraged to attend the annual SCASL conference. Training is also provided in-district. For example, Follett has presented in-district multiple times on topics including eBooks, Titlewave, and collection development. Starting in 2013, quarterly professional development meetings are scheduled for media specialists. Additionally, school-level professional learning opportunities are scheduled and organized by the media specialists.

k. What classes or seminars are available to your staff on an ongoing basis within your organization?

Regularly scheduled trainings sessions are offered on the primary software applications supported by the district. These include PowerSchool, PowerTeacher, eChalk, Google Docs, and SmartNotebook. These trainings are offered at the school sites on a pre-defined and published schedule.

l. Can your staff meet with others who are already further along in implementing technology in another School District or Library?

As part of the technology planning and implementation process, site visits to other districts are encouraged. Recent visits have focused on Chromebooks, iPads, Google Docs, and Learning Commons.

m. What professional development is available from service providers?

The majority of technology-related staff development is conducted by district staff. However, outside service providers are secured for specific training needs. The district has recently contracted with eChalk, SmarterSystems, InfoSnap, eSchool Solutions, and AESOP to provide on-site training on their products.

Timeline

Ongoing activities:

- Continue with the district's five year computer replacement cycle.
- Maintain the district's wired and wireless network.
- Maintain the district's Smart classrooms.

Activities by Fiscal Year:

GOALS	OBJECTIVES	BUDGET REQUIRED	TARGET COMPLETION
Provide WiFi Access	Enable implementation of BYOD and Enable utilization of Mobile Devices	\$500,000.00	2013-14
Support Mobile Device Integration	Integrate iPads and Chromebooks in classrooms	\$ 2.5 Million	2013-14
Provide students and staff cloud-based document creation and collaboration	Establish a Google Apps for EDU domain for the district.	\$100,000.00	2013-14

- **Budget Summary**

Fort Mill Schools Technology Budget

Funding Source	Description	2013-14	2014-15	2015-16	2016-17	2017-18	Total
Annual Technology Bond	Network Equipment	\$ 220,000		\$100,000		\$ 100,000	\$ 420,000
Annual Technology Bond	Server Hardware	\$ 110,000					\$ 110,000
General Fund	Technology Supplies	\$ 14,000	\$ 14,000	\$ 14,000	\$ 14,000	\$ 14,000	\$ 70,000
General Fund	Microsoft Campus Agreement	\$ 70,000	\$ 70,000	\$ 70,000	\$ 70,000	\$ 70,000	\$ 350,000
General Fund	Hardware Repair and Maintenance	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 250,000
General Fund	Mobile Device Management	\$ 18,000	\$ 20,000	\$ 22,000	\$ 22,000	\$ 22,000	\$ 104,000
General Fund	Contracted Maintenance, Software Licensing & Service Renewel	\$ 275,000	\$275,000	\$275,000	\$275,000	\$ 275,000	\$ 1,375,000
General Fund	Staff Development	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 75,000
Annual Technology Bond	New Computers		\$300,000	\$300,000	\$300,000	\$ 300,000	\$ 1,200,000
Annual Technology Bond	Mobile Devices				\$200,000	\$ 200,000	\$ 400,000
Total		\$ 772,000	\$ 744,000	\$846,000	\$946,000	\$ 1,046,000	\$ 4,354,000

Evaluation

a. ***How frequently will you update the plan?***

The Technology Plan will be reviewed annually and updated as needed based on hardware, software, or changes in instructional focus that alter goals, objectives, or mission.

b. ***Who is responsible for updating the plan?***

The Directors of Network Engineering and Instructional Technology will be responsible for coordinating and facilitating updates to the technology plan.

c. ***How will you determine if the technology plan was successful in meeting the goals of your institutional plans, i.e your School District or Library service plan? [e.g. Interview/survey staff, patrons, other stakeholders; measuring progress made towards the benchmarks you set out in your goals; observations]***

A variety of data sources will be used to evaluate the success of the Technology Plan including:

- Statewide achievement test scores
- SDE Technology Counts Survey
- School Technology Plans
- District Report Cards
- Professional Development Tracking
- District, School and Community Surveys
- School and Technology Improvement Plans
- Documented Access to Technology Resources
- Budget Data

d. ***What goals and objectives of the Technology Plan were you able to meet? To what extent?***

The major goals met to date in the technology plan center on the mobile computing initiative. The district has upgraded bandwidth from 30mb to 500mb, provided WiFi access at all district sites, revised policies to allow for BYOD implementation, and added approximately 4000 mobile devices at schools. In addition, the district established a Google Apps for Education domain for all staff and all students grades 2-12.

e. ***Were there any unexpected outcomes or benefits to having the technology in place?***

The addition of WiFi, mobile devices, and Google Apps for EDU has resulted in an educational environment that encourages and supports 21st Century skills including collaboration, communication, and remote learning.

f. ***What developments in technology have emerged that you can take advantage of to improve School District or Library service for your community? How do you identify potentially useful new technologies (e.g. attending conferences, reading publications, networking with peers)?***

The recent advancements in cloud computing and mobile technologies have been the most significant developments impacting the instructional setting. To take advantage of these areas, the district upgraded bandwidth, developed BYOD policies, purchased school-sets of iPads and Chromebooks, and established a Google Apps for Education domain. The sources of information on emerging technologies come from attendance at state and regional technology conferences, attendance at state-level leadership forums, and informal networking with area districts.

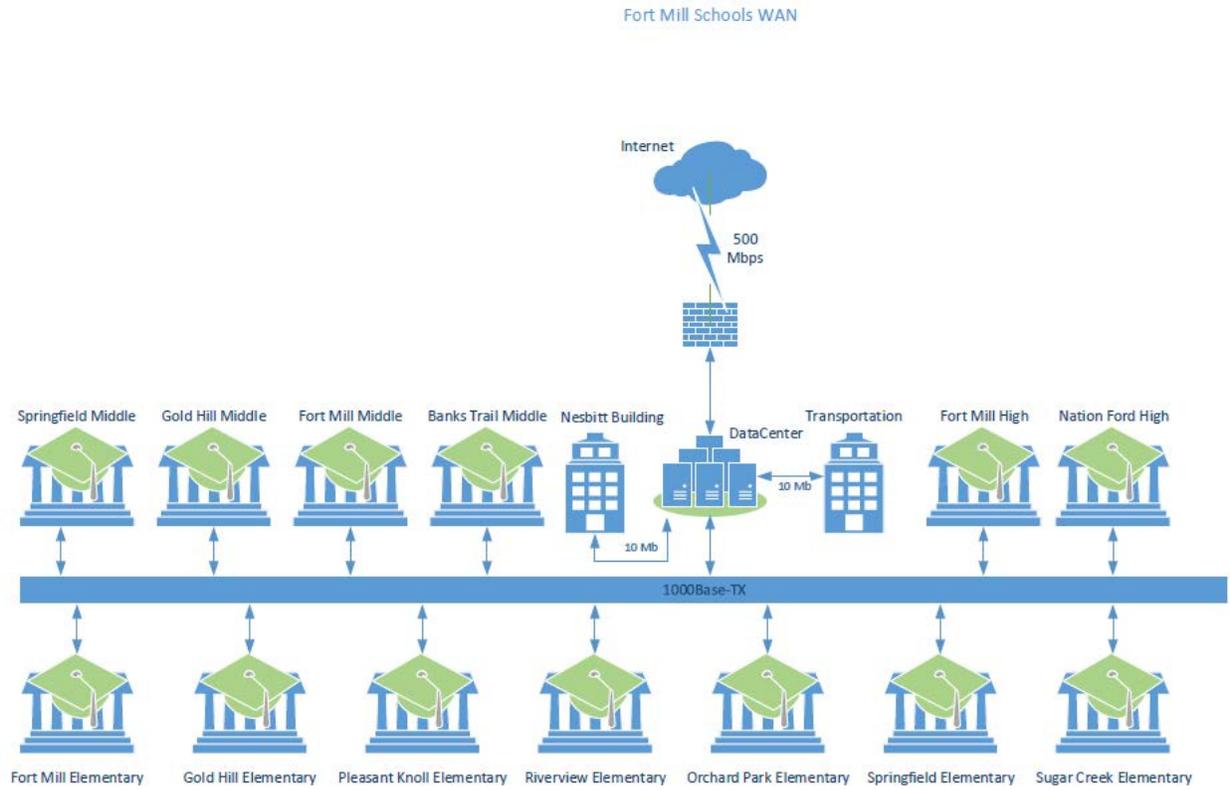
Attachment 1: Technology Inventory & IT Skills Inventory

- Over 460 laptops
- Over 4,350 desktop PCs
- Over 700 SMART Boards
- Over 700 projectors
- Over 700 document cameras
- Over 4,000 mobile computing devices
- Over 35 servers
- Campus wireless mesh in every district facility

Technology Staff Skills

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

Attachment 2: Network Diagram



USE OF TECHNOLOGY RESOURCES IN INSTRUCTION

Code **IJNDB** Issued **04/10/2012**

Purpose: To establish the board's vision and the basic structure for the use of technology resources in instruction.

The Internet can provide a vast collection of educational resources for students and employees. It is a global network that makes it impossible to control all available information. Because information appears, disappears and changes constantly, it is not possible to predict or control what students may locate. The school district makes no guarantees as to the accuracy of information received on the Internet. Although students will be under teacher supervision while on the network, it is not possible to constantly monitor individual students and what they are accessing on the network. Some students might encounter information that is not of educational value.

Accessing inappropriate sites

Student Internet activities will be monitored by the district to ensure students are not 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 and at least one public hearing or meeting to address and communicate its Internet safety measures.

Reporting

District and school computer technicians who are working with a computer and come across sexually explicit images of children must report this to local law enforcement. The report must include the name and address of the owner or person in possession of the computer.

Add other internal district reporting procedures here such as a report to the superintendent and the board and disciplinary procedures.

Online behavior

The district will educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. The superintendent or his/her designee will develop a program to educate students on these issues.

Off-campus conduct

Students, parents/legal guardians, teachers and staff members should be aware that the district may take disciplinary actions for conduct initiated and/or created off-campus involving the inappropriate use of the Internet or web-based resources if such conduct poses a threat or substantially interferes with or disrupts the work and discipline of the schools, including discipline for student harassment and bullying.

Adopted ^

Legal references:

A. Federal law:

1. 47 USC Section 254(h) - Children's Internet Protection Act.
2. The Digital Millennium Copyright Act of 1998, Section 512 - Limitations on liability relating to material online.

B. S.C. Code of Laws, 1976, as amended:

1. Section 10-1-205 - Computers in public libraries; regulation of Internet access.
2. Section 16-3-850 - Encountering child pornography while processing film or working on a computer.
3. Section 16-15-305 - Disseminating, procuring or promoting obscenity unlawful; definitions; penalties; obscene material designated contraband.
4. Section 59-19-90 - General powers and duties of school trustees.

C. Court cases:

1. Purdham v. Fairfax Co. Sch. Bd., 637 F.3d 421, 427 (4th Cir. 2011).

ELECTRONIC COMMUNICATIONS AND DATA MANAGEMENT (ACCEPTABLE USE OF TECHNOLOGY)

Code **IJND-R** Issued **04/10/2012**

Administrative procedures for acceptable use guidelines

This administrative rule governs the use of the district's computers, network, Internet and electronic research and communication resources and is intended to protect the integrity of district operations and instructional programs, as well as to outline the rights and responsibilities of district employees and students. These rules will be in effect at all times and places whether on or off of district property.

Scope

This administrative rule applies to the following persons/entities.

- all district employees including regular, part-time, temporary and contract employees
- all students enrolled in district schools
- all other authorized users of any of the district's technology resources, regardless of district affiliation or reason for usage
- all district owned or operated technology resources or systems which are subscribed to and/or paid for by the district

Confidential information

The district's research, information and communication resource systems have security measures in place; however, such measures do not guarantee total security. As a result, information generally considered to be personal or confidential should not be sent via the district's communication resources except through means deployed for that purpose or approved for that purpose by the Superintendent or his/her designee. The district cannot assume responsibility for lost or stolen information sent or received via the district's communication resources.

General computer usage

The following actions are prohibited.

- knowingly loading or creating viruses
- loading or attempting to load software or files onto a school computers or district network without the permission of the technology department
- accessing or modifying data without authorization gaining or attempting to gain unauthorized access to files, computers, servers, or network resources by "hacking" or using proxy servers or proxy bypass applications
- modifying passwords without authorization
- computer vandalism, defined as any malicious or unauthorized attempt to harm or destroy equipment or data, files or other electronic information not belonging specifically to the user
- destruction of electronic records once the potential for litigation has been identified

Network and Internet usage

Access to the district network and Internet is made available to authorized users for educational and district operational purposes.

The district will not be liable for the users' inappropriate use of the district's electronic communication resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The district will not be responsible for ensuring the accuracy or usability of any information found on the Internet.

The district prohibits the use of its network and the Internet to intentionally access, view, download, store, transmit or receive any information that contains material which is in violation of any district policy or administrative rule, or any local, state and/or federal laws or regulations.

Prohibited material includes, but is not limited to, the following.

- obscenity or pornography
- threats
- material that is intended, or could reasonably be perceived, to be harassing or discriminatory
- inappropriate use of material that is copyrighted or protected by trade secret
- material used to further any commercial business, product advertising, virus transmission or political activity
- material that is potentially disruptive of the learning environment

The district reserves the right to monitor and/or review all uses of the district network and the Internet, and users should not have any expectation of privacy in any information accessed, viewed, downloaded, stored, transmitted or received.

Electronic mail (email) usage

The district's email system is made available to authorized users for educational and district operational purposes.

The district prohibits the use of its email system for unprofessional and/or inappropriate purposes to include, but not be limited to, the following.

- creating, transmitting or receiving emails containing any language or depictions that could reasonably be perceived by others as being offensive, threatening, obscene, sexual, racist or discriminatory
- any use that violates local, state and/or federal laws or regulations
- setting up or operating a commercial business
- E-mail signatures should not include religious statements, political statements, or group/organization memberships

All electronic messages created, transmitted or received via the district's email system, including those created, transmitted or received for personal use, are the property of the district. The district reserves the right to archive, monitor and/or review all use of its email system and users should not have any expectation of privacy in any electronic message created, transmitted or received on the district's email system.

District and school Web pages

This electronic publication provides two-way communication for the following purposes.

- sharing accurate information within the district and with the world about curriculum and instruction, school-authorized activities and other information relating to the Fort Mill School District mission and schools
- promoting authentic assessment by providing a means for publication of student work for a real audience
- providing instructional resources for staff and students
- informing the citizens of the board of trustees' position in relation to issues that may have an impact on the district schools that are being considered by state or federal elected representatives

Subject matter

All subject matter on the Fort Mill School District pages and their links must relate to curriculum and instruction, school authorized activities or information about Fort Mill School District or its mission. Staff or student work may be published only as it relates to a class project, course or other school-related activity. Students, staff or other individuals may not use the district's Web pages to provide access to their personal home pages. Web page links to commercial sites should be made only for educational purposes. Web pages may not be used to promote political or religious beliefs.

Documents may not include a student's phone number, address or the names of other family members or friends. In addition, no identifying numbers may be used. Students will be identified by first name only with the exception of information routinely released to the press, such as athletic rosters. Published e-mail addresses are restricted to staff members or to a general group address whose arriving mail is forwarded to a staff member.

Photographs, digital images, images on videotape and other electronic images (as related to school-sponsored or district-sponsored events, activities and special recognitions) are considered directory information, which is information not generally considered harmful or an invasion of privacy if disclosed. Parents/Legal guardians/eligible students have the right to refuse to permit the release of this category of directory information by submitting written notification to the principal.

School board policy compliance

All documents on the Fort Mill School District site must conform to school board policies and administrative rules as well as established guidelines. Any non-curricular materials or links should be limited to information about other youth activities, agencies or organizations which are known to be nonsectarian, exclusively devoted to community interests or child welfare, and are nonprofit and nondiscriminatory.

Handheld communication device usage

District-issued cell phones or other handheld communication devices are to be used only by the employee to whom the phone or communication device was issued and are to be used only for matters directly related to the employee's job responsibilities. The district reserves the right to monitor and/or review all use of district-issued phones and communication devices and users should not have any expectation of privacy in any use of a district-issued phone or communication device.

Removable media security/transportation of data

Removable media means any device or process capable of storing or transporting data that can be removed from, introduced to or electronically transmitted to or from the fixed data storage systems of Fort Mill School District. Removable media refers, but is not limited to, flash drives, thumb drives, memory sticks, memory pens, generic MP3 players, digital cameras, CD ROM media, DVD media, magnetic tape, electronic handheld devices (PDAs, cell phones, iPods, or Blackberry devices), portable computers, external hard disk drives, floppy disks or any device capable of storing data. Removable media also refers to any process capable of transferring data or information. These processes include, but are not limited to, electronic mail or file transfer protocols capable of transferring data or information.

All district employees have a personal responsibility to keep employee information and student information secure and confidential. The use of removable media for the purpose of transporting and/or storing data is restricted to data that is only of a non-sensitive, non-confidential nature. Unless under specific agreement or instructions, employees or district contractors are prohibited from using removable media for the purpose of storing and/or transporting sensitive or confidential information about employees or students.

Personal use of district research, information and communication resources

Limited personal use of district computers, the district network and the Internet and electronic research and communication resources is permitted to the extent that such use does not disrupt or interfere with the operation of the district and its instructional programs. Excessive personal use that may or does so disrupt or interfere is prohibited.

Third party access to systems and/or data

Within limited circumstances, Fort Mill School District sub-contracts specific work to be performed on behalf of the district in areas including, but not limited to, software development, system support, hardware acquisition and provisioning, and training. As part of these agreements, specific authority is granted to the sub-contracted third party to access the district's network and data, including student information and financial information. These agreements and authorities of access to systems, networks or data are temporary in duration and bound by non-disclosure principles, confidentiality and time frames established within the agreement between the district and any third party. All local, state and federal statutes, laws or regulations regarding confidentiality of student information or financial information apply.

Sub-contracted work being performed on behalf of the district is limited to the specified parameters within the agreement. Upon completion of the agreed upon work, access to district systems or data is to be considered terminated. This termination of access will be accomplished either by manual action taken by Fort Mill School District technology department, or considered as the default access status of the third party following the completion of agreed upon work or tasks.

At no time will access to systems or data be continued beyond the completion of work, or duration of specified time. Any physical or virtual access, either locally or remotely, to networks, systems or data must be approved by district information services or the district superintendent. No other district entity holds the authority to grant access to any networks, systems or data. In circumstances where access is granted, the specific access is valid only for the duration of specifically agreed upon work and/or time frames. At the completion of agreed upon work, access is considered terminated. Once access is considered terminated, new authority of access must be granted by district technology department or the district superintendent prior to any new work, continuance of work or attempted access. Continuance of access authority is never automatic or to be assumed by any third party.

Violations

All authorized users of district research and communication resources are expected to report any use that is believed to be unauthorized, excessive or otherwise in violation of this administrative rule. District employees who witness, experience or otherwise learn about a suspected violation should report the matter to their immediate supervisor. Students who witness, experience or otherwise learn about a suspected violation should report the matter to a teacher or school administrator. Other authorized users who witness, experience or otherwise learn about a suspected violation should report the matter to a district administrator.

The personal life of an employee, including personal use of privately-owned electronic equipment outside of working hours such as email, text messages, instant messages or social networking sites, will be the concern of and warrant the attention of the board only as it may directly prevent the employee from effectively performing his/her assigned job duties or disrupts the educational environment or as it violates state or federal law, board policy or contractual agreements (see policy GBEB).

I verify that all above components for the Fort Mill School District Four technology plan have been addressed.

Director of Network Engineering: Brian Spittle

Director of Network Engineering signature: _____ _____
Date Signed

Director of Instructional Technology: Rick Warner

Director of Instructional Technology signature: _____ _____
Date Signed

Superintendent's name: Dr. James N. Epps

Superintendent's signature: _____ _____
Date Signed

I verify that all above components for the **Fort Mill School District Four** technology plan have been addressed.

Director of Network Engineering: Brian Spittle

Director of Network Engineering signature: Brian Spittle 10-30-13
Date Signed

Director of Instructional Technology: Rick Warner

Director of Instructional Technology signature: Rick Warner 10-30-13
Date Signed

Superintendent's name: Dr. James N. Epps

Superintendent's signature: James N. Epps 10-30-13
Date Signed