

**School District Five
of Lexington and Richland Counties
Irmo, South Carolina**

<http://www.lex5.k12.sc.us>



**Technology Plan
2011 – 2014**

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DISTRICT TECHNOLOGY PLAN CHECKLIST

Please complete the shaded box on page 3 of this checklist form and return *all three sheets* as the *cover pages* of the completed technology plan.

☒ Cover Page

This page should contain the following:

- district name,
- name and signature of district superintendent,
- name and signature of technology coordinator,
- mailing address, phone and fax numbers, and e-mail address of district technology coordinator,
- district home page URL, and
- effective dates covered by the plan (i.e. 2009 – 2011 etc.)

☒ District Profile

This section should include the following:

- number of schools in the district,
- number of students enrolled in district schools,
- percentage of students eligible for free and reduced lunches,
- number of English as a Second Language (ESL) students,
- number of dropouts,
- graduation rate, and
- district E-rate discount

☒ Executive Summary

This section must be a concise description of the entire technology plan.

☒ District Needs Assessment

This section should describe the district's current technology needs, current technology inventory, and current technology support strategies. All goals should specifically address your district's needs.

☒ District Vision and Mission Statements

These overarching statements should address the district's needs, including assistive technology needs, and should be aligned with the 2009–2013 state technology plan as well as the No Child Left Behind legislation.

✓Plans for the Five Individual Technology Dimensions

The narrative of the district's plans for the individual Technology Dimensions should be organized on the basis of the following five sections, which should *be labeled and ordered as shown here*:

- Technology Dimension 1: Learners and Their Environment
- Technology Dimension 2: Professional Capacity
- Technology Dimension 3: Instructional Capacity
- Technology Dimension 4: Community Connections
- Technology Dimension 5: Support Capacity

In each of the above sections, the narrative for the technology dimension should be organized on the basis of the following seven sections, which should *be titled and lettered as shown here*:

- A. Snapshot of Current Technology Use in District
- B. Overall Goal for This Dimension
- C. Objectives, Strategies, and Action List to Reach Goal
- D. Implementation Action Steps for Districts and Schools
- E. Funding Considerations for District and Schools
- F. Evaluation of Objectives (including baseline data sources and ongoing data sources)
- G. Current Best Practices in District (if applicable)

✓Cumulative Benchmarks

This section should list the benchmarks expected to be met during the period covered by the plan. Include a timeline and method for assessing benchmarks periodically.

✓Acknowledgements

This section should contain a list of stakeholders that shows a wide diversity of school and community members who contributed to the planning process.

✓Bibliography

This section should provide full publication information and specific page references for all secondary sources utilized.

✓Appendixes

- **Appendix 1: No Child Left Behind Action Plan**
Provide narratives for each of the twelve items in part C of the "Guidelines for District Technology Plans" section of the *South Carolina State Technology Plan 2009–2013*.
- **Appendix 2: Teacher Technology Proficiency Proviso Professional Development Plan**
- **Appendix 3: District's Acceptable Use Policy**
- **Appendix 4: How E-Rate Areas Have Been Addressed**
See part B of the "Guidelines for District Technology Plans" section of the *South Carolina State Technology Plan 2009–2013* for the five E-rate areas

✓Other Vital Appendixes

I verify that all above components for the [name of district] Lexington School District 5
technology plan have been addressed. Please print.

Technology Director's name: Gary A. Black
Please print.

Technology Director's signature: Gary A. Black 6/22/11
Date signed

Superintendent's name: STEPHEN W. HEFNER
Please print.

Superintendent's signature: [Signature] 6/27/11
Date signed

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Appendix 1: No Child Left Behind Action Plan

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Appendix 3: Acceptable Use Policy

Appendix 4: Addressing the E-Rate Program

Appendix 5: Report on Previous Two Year's Progress

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Appendix 7: ISTE Technology Standards for Students

Appendix 8: ISTE Technology Standards for Administrators

Appendix 9: ISTE Profiles for Students

DISTRICT PROFILE

School District Five of Lexington and Richland Counties is commonly referred to as District Five. The school district was organized by action of the Lexington County Board of Education in 1951 and the Richland County Board of Education in 1952. The action of the Boards of Education consolidated several smaller school districts in the Counties. In addition to District Five, there are four other school districts in Lexington County and two other school districts in Richland County. District Five, as well as the other school districts in Lexington County, are fiscally independent. The Board of Trustees has the responsibility for setting the operational millage within the restrictions allowed by the State Legislature.

District Five encompasses a land area of approximately 196 square miles, approximately one-half of which is situated in each of Lexington and Richland Counties. The school district consists of the northern portion of Lexington County lying north of Lake Murray and the Saluda River and the northwestern portion of Richland County lying south of the Broad River. The School District is primarily a residential suburb located to the northwest of the city of Columbia, the capital city of South Carolina. Included in the District Five are the towns of Irmo and Chapin. The school district has three attendance areas: Chapin, Dutch Fork, and Irmo. District Five operates a total of 12 elementary schools, four middle schools, three high schools, and one alternative school.

All twenty schools are fully accredited by the South Carolina State Department of Education and the Southern Association of Schools and Colleges. District Five offers an educational program that challenges and stimulates thinking and problem solving and fosters superior achievement. Our comprehensive educational program focuses on both academic and personal success for all students from early childhood education through grade 12 and including adult and community education programs. A variety of programs are offered to meet the diverse needs of our students.

Today, District Five is known as one of the premier school districts in the state of South Carolina. The district continues to excel in all sectors of the education process: academics, the arts, athletics, and community service. This excellence, coupled with steady growth and change, ensures that District Five will be an educational entity that will continue to be a leader in the state of South Carolina. It also emphasizes the need for visionary planning for the future endeavors in all aspects of district operations. Technology planning is an important aspect in creating a vision of excellence in District Five.

District Statistics	
Number of schools in the district	19
Number of students enrolled in district schools	16,746
Percentage of students eligible for free and reduced lunches	31.8%
Number of English as a Second Language (ESL) students	546
Number of dropouts (percentage of district enrollment)	1.7
Graduation rate (percentage of district enrollment)	86.9%

District E-rate Discount.*					
School Name	Total Enrollment	Number Eligible for Free Lunch	Number Eligible for Reduced Lunch	% Free and Reduced Lunch	USF Discount
Ballentine Elementary	755	42	19	8.1%	40
Chapin Elementary	851	162	41	23.9%	50
Chapin High	1296	123	46	13%	40
Chapin Middle	1037	90	27	11.3%	40
Crossroads Middle	914	286	74	39.4%	60
Dutch Fork Elementary	568	224	49	48.1%	60
Dutch Fork High	1993	423	112	26.8%	50
Dutch Fork Middle	1102	261	61	29.2%	50
H E Corley Elementary	619	285	61	55.9%	80
Harbison West Elementary	565	345	29	66.2%	80
Irmo Elementary	520	138	17	29.8%	50
Irmo High	1888	661	133	42.1%	60
Irmo Middle	883	368	73	49.9%	80
Lake Murray Elementary	877	88	22	12.5%	40
Leaphart Elementary	456	193	40	51.1%	80
Nursery Road Elementary	549	225	36	47.4%	60
Oak Pointe Elementary	694	111	37	21.3%	50
River Springs Elementary	668	70	16	12.9%	40
Seven Oaks Elementary	511	279	57	65.8%	80
Total	16,746	4,374	949	31.8%	50.00

- Free and Reduced Count/Percentages pulled from PowerSchool on 5/5/11
- Dropout and graduation rate pulled from 2010 District Report Card
- ESL student count pulled from Data Central on 5/5/11

Executive Summary

Steeped in a tradition of academic excellence, School District Five of Lexington and Richland Counties has earned a reputation as one of the top school districts in South Carolina and one of the finest in the nation. District Five offers an educational program that challenges and stimulates thinking and problem solving and fosters superior achievement. The comprehensive educational program focuses on both academic and personal success for all students at all ability levels from early childhood education through grade 12, including adult and community education programs.

Located just 10 miles northwest of Columbia, the state's capital, the district includes the northwestern portion of Richland County and the northern section of Lexington County. District Five has a total of twenty schools, with twelve elementary schools, four middle schools, three high schools and an Alternative Academy.

The district serves more than 16,700 students that live within the boundaries. Ten schools have been named National Blue Ribbon Schools of Excellence, with two of the high schools receiving the award twice. Also, six of the schools have earned the Palmetto's Finest Award, South Carolina's highest recognition for schools of excellence.

The administration of School District Five of Lexington and Richland Counties (District Five) recognizes that technology will play an intricate part in educating its students. Technology equipment and resources are important in the process of educating students. It is important to future generations of students, as well. It is a constant challenge for school districts to meet this challenge that is vital to the success of its students. District Five welcomes this challenge. The district views this challenge as an opportunity to strengthen the community by producing competent, contributing high school graduates that are capable of excelling in a technology-driven world. An important, initial component in the successful implementation of technology equipment and resources in education is planning. The purpose of this document is to outline the district's vision for technology through the years 2011 to 2014.

DISTRICT NEEDS ASSESSMENT

District Five invited participants throughout the district to serve on the 2011 – 2014 Technology Task Force. The committee consisted of a cadre of teachers, media specialists, InTecs, TTLs, administrators, and staff from all areas of district operations. The purpose of the committee was to review the district's 2007 – 2011 District Technology Plan and assess the district's performance in meeting the objectives of the plan. In addition, the committee was charged with establishing a new 2011 – 2014 Technology Plan.

Current Status of Technology in District Five

Current Technology Inventory

- Over 5,000 Computers
- Over 4,000 Laptops, Net books and Mobile Devices
- Over 800 SMART Board and Projector Systems
- Over 500 Projectors
- Over 250 other Interactive Tablet and Student Response Systems
- Over 75 Servers
- Wireless overlay in every district facility

Current Technology Needs

- Increase student access to technology
- Increase instructional equipment (i.e. SMART boards, interactive devices, projectors, mobile computing devices, laptops, iPads, etc.)
- Increase Wide Area Network bandwidth
- Increase Wireless Overlay
- Create district plan to allow BYOD – Bring Your Own Device for students and teachers
- Expand integration technology support staff to all schools within the district.

Current Technology Support Strategies

- Centralized District Help Desk
- Onsite computer technicians
- Network Manager and support staff centrally located
- 4 Full-time certified Integration Technology Specialists (InTecs) at the elementary level
- 15 Stipend certified Technology Teacher Leaders at the secondary level
- District Technology Training Center
- Additional instructional technology support staff centrally located
- District level Integration and Collaboration Team for planning and implementation

DISTRICT VISION AND MISSION

The mission of School District Five, in partnership with the community, is to provide challenging curricula with high expectations for learning that develop productive citizens who can solve problems and contribute to a global society. As a community we envision that School District Five will empower all students to meet or exceed expectations for academic, social, and emotional growth and success, that we will provide opportunities for students to develop creative and critical problem-solving skills, as innovative learners, to meet dynamic global changes, and that we will maximize our use of resources through collaborative partnerships with our community, our business and education partners. District Five's students will be prepared to pursue excellence for tomorrow's challenges; hence, our motto Pursuing Excellence for Tomorrow's Challenges.

School District Five's fundamental values are best described in the following beliefs:

- Students are the primary focus of all decisions.
- Every person has the right to a safe, supportive and respectful environment.
- Education creates possibilities.
- All adults in the community are responsible for supporting quality education.
- Self-discipline, commitment, and hard work contribute to success.
- Trust is essential for a successful educational community.
- All members of the community are valued and have inherent worth.
- Excellence in learning is directly related to excellence in teaching.
- Academic growth is enhanced when students are actively engaged in rigorous, relevant learning.
- Each staff member is responsible for uncovering the potential of every student through positive relationships that foster student learning.
- Communication between home and school enhances learning.

The district has set forth the following goals developed from the mission, vision, and beliefs.

1. We will maintain a safe, supportive, nurturing environment that is conducive to working and learning.
2. We will provide challenging curricula with high expectations for learning.
3. We will develop productive citizens who can solve problems and contribute to a global society.
4. We will recruit, hire, and retain highly effective, diverse staffs who understand what students need to succeed in a competitive, global work place.
5. We will maximize the school district's resources of time, expertise and finances.

The Five Individual Technology Dimensions

The Office of Information Technology Services is committed to bringing the limitless and exciting power of emerging technologies to the students, staff and community of School District Five of Lexington and Richland Counties. Under the guidance of district leadership and with advice from all stakeholders, the Office of Information Technology Services will continue to provide the technology resources and equipment needed to support the district's uncompromising commitment to excellence in education.

The 2011 – 2014 Technology Plan of *School District Five of Lexington & Richland Counties* outlines objectives and strategies for further advancing the technology-integrated teaching, learning and administrative capabilities of the district. To maintain consistency at multiple levels and for compliance with state and federal regulations, this plan is organized based on the state-mandated focus dimensions and major goals. The five core technology focus dimensions and the major goals set forth for these areas are as follows:

Technology Dimension 1: Learners and Their Environment

School District Five will provide a 21st century education system to include software, hardware and instruction in order to prepare digital users of information. District Five will strive to prepare all students with the knowledge and skills needed to thrive in education or in the workforce after high school.

Technology Dimension 2: Professional Capacity

School District Five will provide curriculum and technology professional development opportunities for all educators in an effort to maximize technology integration and increase student achievement.

Technology Dimension 3: Instructional Capacity

School District Five will use current and emerging technologies to promote digital-age learning environments for teachers, students and staff.

Technology Dimension 4: Community Connections

School District Five will increase the dissemination of information and maximize community involvement through district and staff web pages, teacher, student and parent management systems, social networking sites, school newsletters and a global telephone communication system.

Technology Dimension 5: Support Capacity

School District Five will provide a reliable, secure network infrastructure to assist and support educators and learners in meeting the state academic and technology standards and maximize teaching and learning in a 21st century environment.

TECHNOLOGY DIMENSION 1

LEARNERS AND THEIR ENVIRONMENT

GOAL

District Five will provide students with software, hardware, and instruction to be effective 21st century digital users and producers of information.



Snapshot of Current Technology Use in District

District Five is committed to bringing the limitless and exciting power of emerging technologies to the students, staff, and community of School District Five of Lexington and Richland Counties. Under the guidance of district leadership and with advice from all stakeholders in our services, the district will continue to provide the technology resources and equipment needed to support the district's uncompromising commitment to excellence in education.

District Five has created a learning environment that will promote the use of technology equipment and resources in all aspects of educating its students. Over the course of the last five years, the district has made major investments in creating a dynamic technology infrastructure that will support data, video, and voice communications. Every building in the district is equipped with wireless that has the same capability as the district's wired infrastructure.

In addition to building a reliable technology infrastructure, the district has invested in various forms of instructional technology to include a district Technology Training Center for teachers, administrators and support employees. The Technology Training Center provides technology opportunities and professional development for K-12 educators to help improve teaching and learning in education. Technology course offerings support ISTE's National Educational Technology Standards (NETS) and the South Carolina Teacher Technology Proficiency - Proviso 1A.32:

Teachers must demonstrate proficiency with technology for these reasons:

- to ensure South Carolina students receive instruction from technologically proficient educators;
- To ensure that state money spent on technology is put to good use.

Teachers are encouraged to integrate and modify existing lesson plans to include the following NETS Technology Standards for Students.

Students demonstrate creative thinking, build knowledge, and develop innovative products and processes using technology.

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Students apply digital tools to gather, evaluate, and use information.

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Students demonstrate a sound understanding of technology concepts, systems, and operations.

In addition, teachers are provided with the following ISTE Student Profiles:

The profiles highlight a few important types of learning activities in which students might engage as the new NETS•S is implemented. These examples are provided in an effort to bring the standards to life and demonstrate the variety of activities possible. Space limitations and the realities of the constantly evolving learning and technology landscapes make it impossible to provide a comprehensive collection of examples in this document, and consequently, students and teachers should not feel constrained by this resource. Similarly, because this represents only a sampling of illuminating possibilities, the profiles cannot be considered a comprehensive curriculum, or even a minimally adequate one, for achieving mastery of the rich revised National Educational Technology Standards for Students. Educators are encouraged to stay connected to the ISTE NETS Refresh Project and contribute their best examples to expand this resource. The profiles are divided into the following four grade ranges. Because grade-level designations vary in different countries, age ranges are also provided.

- ❖ Grades PK–2 (ages 4–8)
- ❖ Grades 3–5 (ages 8–11)
- ❖ Grades 6–8 (ages 11–14)
- ❖ Grades 9–12 (ages 14–18)

It's important to remember that the profiles are *indicators of achievement at certain stages* in primary, elementary, and secondary education, and that success in meeting the indicators is predicated on students having regular access to a variety of technology tools. Skills are introduced and reinforced over multiple grade levels before mastery is achieved. If access is an issue, profile indicators will need to be adapted to fit local needs.

The standards and profiles are based on input and feedback provided by instructional technology experts and educators from around the world, including classroom teachers, administrators, teacher educators, and curriculum specialists. Students were also given opportunities to provide input and feedback. In addition, these refreshed documents reflect information collected from professional literature.

Learners and Their Environment

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: District Five will provide students with software, hardware, and instruction to be effective 21st century digital users and producers of information.

OBJECTIVES

STRATEGIES

1.1 Students will use technology to demonstrate proficiency in research and information fluency, critical thinking and problem solving, collaboration and communication, and creativity and innovation as outlined in the ISTE NETS Technology Standards for Students.

1.2 Students will select appropriate technology tools to create individual and collaborative projects.

1.3 Students will engage in learning activities for core content areas that are aligned to SC curriculum and ISTE NETS Technology Standards for Students.

1.4 Students will access digital-age learning environments to promote research and information fluency, critical thinking and problem solving, collaboration and communication, and creativity and innovation.

- Students will create a minimum of one curriculum driven technology project per quarter or semester.
- Students will meet or exceed current ISTE NETS and Performance Indicators for Students.
- While completing curriculum based projects, students will have instructional support from a variety of certified teachers (i.e. InTecs, Media Specialists, classroom teachers).
- All students will have access to a range of technology tools, software, and other digital-age resources to increase student communication, participation and collaboration projects.
- Teachers will integrate technology into learning activities. Teacher lesson plans will reflect technology integration in the curriculum to include student produced projects.
- Every student will have access to up-to-date software, hardware, and district provided network access.
- District will provide students with digital-age learning environments to promote research and information fluency, critical thinking and problem solving, collaboration and communications, and creativity and innovation.

II. ACTION LIST

- Create a Coordinator of Instructional Technology position within the Department of Instruction to coordinate technology integration district-wide and to collaborate with the office of Information Technology Services.
- Provide each school (K-12) with a full-time Integration Technology Specialist (InTecs) to support teachers and students in the classroom.
- Expand network resources and technical staff to meet demands on infrastructure and provide necessary training to remain abreast of new technologies.
- Ensure technology infrastructure and facilities are available as new instructional programs are implemented/mandated.
- Provide professional growth opportunities in current technologies for district employees to use during direct instruction.
- All students will receive instructional opportunities to include ISTE NETS Technology Standards.

III. IMPLEMENTATION ACTION STEPS

- District Five will submit its technology plan to the South Carolina State Department of Education - Office of Technology for approval.
- District Five will encourage the use of technology resources (classrooms, labs, media center, etc.) in traditional and non-traditional instructional environments.
- District Five will include community stakeholders in technology initiatives, including technology grants and assistive technology initiatives.
- District Five will constantly assess the use of school technology resources by all stakeholders.
- District Five will offer professional development courses using innovative delivery strategies.

District Five teachers will create lesson plans and projects that incorporate technologies reflective of the ISTE NETS Technology Standard for Students.

- ✓ Students demonstrate creative thinking, build knowledge, and develop innovative products and processes using technology.
- ✓ Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- ✓ Students apply digital tools to gather, evaluate, and use information.
- ✓ Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- ✓ Students understand human, cultural, and societal issues related to technology and practice ethical behavior.
- ✓ Students demonstrate a sound understanding of technology concepts, systems, and operations.

District Five will celebrate the innovative use of technology by teachers and students.

IV. FUNDING CONSIDERATIONS

- Technology equipment and resources needed to meet district instructional goals
- Technology professional development for all teachers, administrators, and staff
- Technology Integration staff (instructional and operational) to support technology initiatives in the district
- Formal evaluation of technology operations of District Five
- Incentive program for innovative, effective use of technology in meeting District Five strategic goals
- Technology resources to support all facets of district operations

V. EVALUATION					
Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)		
			1/12	1/13	1/14
1.1 Technology is integrated into learning activities. 1.2 Students will select appropriate technology tools to create individual and collaborative projects. 1.3 Students will engage in learning activities for core content areas that are aligned to SC curriculum and ISTE NETS Technology Standards for Students. 1.4 Students will access digital-age learning environments to promote research and information fluency, critical thinking and problem solving, collaboration and communication, and creativity and innovation.	- Statewide achievement test scores - Tech Assessment for 8th Grade Students - District report cards - Technology surveys - School technology and improvement plans - District, school, and community surveys	- Statewide achievement test scores - Tech Assessment for 8th Grade Students - District report cards - Technology surveys - Observations and interviews - Anecdotal records - Documented access to on-line resources - Listing of recognition programs			

TECHNOLOGY DIMENSION 2

PROFESSIONAL CAPACITY

GOAL

District Five will provide curriculum and technology professional development opportunities for all educators in an effort to maximize technology integration and increase student achievement.



Snapshot of Current Technology Use in District

Technology has dramatically changed our world and education must change as well. Society has changed, expectations have changed, teaching has changed, and educators must change. Teachers, administrators and professionals need to demonstrate digital-age skills. Professional development is an important component in the successful implementation of technology in education. District Five has implemented several initiatives to meet the professional development needs of its employees.

Transforming teaching and learning environments is critical in taking students beyond the walls of their classrooms and into a world of opportunities. District Five has equipped its classrooms with laptops, projectors, document cameras and SMART Boards. Students utilize laptops, mobile computing labs, SMART Boards, and other interactive technologies for individual and collaborative projects. District Five students are empowered to learn, live and to work successfully today and tomorrow.

District Five believes that technology is an essential element to the teaching and learning process. Accordingly, the district has established and operates a District Technology Training Center located at Dutch Fork High School. The Technology Training Center offers a number of graduate and re-certification courses and conducts numerous technology workshops for administrators, teachers, media specialists and paraprofessionals. Technology standards for teachers, students and administrators are the key to teaching effectively and growing professionally in an increasingly digital world. District Five has endorsed and adopted the ISTE NETS Technology Standards for Teachers and ISTE NETS Technology Standards for Administrators.

District Five believes technology should be a tremendous personal and professional growth area for all educators and feels that participation in technology courses is in keeping with the mission statement and strategic plan of the district.

District Five employs two employees, an Educational Technology Trainer and a Curriculum/Technology Integration Specialist, to manage and operate the Technology Training Center. In addition, the district employs four full-time school-based Integration Technology Specialists (InTecs) at the elementary level and 15 Technology Teacher Leaders (TTLs) in the middle and high schools. Both InTecs and TTLs help to implement technology into the instructional process; assist faculty and staff in the use of technology; provide staff development for teachers and faculty; and provide support for the use of technology in the school and classroom.

ISTE NETS Technology Standards for Teachers

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

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ISTE NETS Technology Standards for Administrators

Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources.

Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.

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Professional Capacity

OPERATIONAL PLAN

II. OBJECTIVES AND STRATEGIES

GOAL: District Five will promote teacher and staff development in the use and appropriate application of technology to the educational pursuits of School District Five of Lexington and Richland Counties so that students can grow to become productive citizens in a technological society.

OBJECTIVES

STRATEGIES

- 2.1 Teachers will promote effective student use of appropriate technologies in all learning environments.
- 2.2 Schools will receive technology integration training and support to promote student learning, innovation and creativity.
- 2.3 Teachers, administrators, and staff members are effective and efficient users of appropriate technologies.
- 2.4 District will create an Office of Instructional Technology that will model and promote effective use of technologies for teachers, staff members and administrators.

- Teachers will model effective use of technologies in the classroom.
- Teachers will create classroom assignments that require students to use technology.
- Teachers will provide feedback to students on the effectiveness and appropriateness of their use of technology.
- Teachers will promote use of the International Society for Technology in Education (ISTE) standards for students.
- Promote use of the ISTE standards for teachers and administrators.
- Instructional Technology Office will be housed at the district office and work closely with district content coordinators to support the integration of technology instruction in schools and establish SMART classrooms district-wide.
- Office of Instructional Technology will provide and record staff training, including model lessons.
- Office of Instructional Technology will develop a comprehensive training/professional development program for all district staff persons, including teachers, administrators, and support staff.
- Train administrators to model effective use of technology.
- Create a rubric that describes the levels of appropriate tech integration into instruction. Rubric will be used by school administrators to determine the level of technology integration in their school or building and to determine future staff development.

II. ACTION LIST

- District Five will create an Office of Instructional Technology.
- District Five will continue to distribute copies (digital and/or hard copies) of the ISTE standards for teachers, students, and administrators.
- District Five will conduct technology assessments to provide maximum educational opportunities for 21st century students.
- District Five will provide professional growth opportunities in current technologies for district employees.
- District Five will develop and record model lessons that integrate technology.

III. IMPLEMENTATION ACTION STEPS

- District Five will distribute ISTE Technology Standards for Students, Teachers, and Administrators via web links or hard copies (i.e. posters).
- District Five will create an Office of Instructional Technology to be staffed at a minimum of one Integration Technology Specialist (INTEC) per school.
- District Five will provide work environment and appropriate technological equipment, office supplies, etc., for the Office of Instructional Technology.
- District Five will assess staff members using state-generated or district-generated assessments to identify levels of technological proficiency.
- District Five will identify training goals, activities, and schedule for professional development based on state-created or district-created assessments.
- District Five will provide and promote model classroom assignments and a general rubric to evaluate student assignments. These model assignments will be shared on the district's e-Chalk site and/or other appropriate avenue.
- District Five will develop a 4-year comprehensive plan for training teachers and administrators on effective curriculum integration that address the ISTE Technology Standards. The state of South Carolina has adopted the ISTE NETS for Students, Teachers, and Administrators.
- District Five will continue to provide advanced applied technology training courses specifically created for teachers, media specialists and administrators.
- District Five will conduct an annual technology fair, using a conference model, to showcase and promote educational uses of technology.

IV. FUNDING CONSIDERATIONS

- Development of professional development plans for technology
- Development of district and school technology plans
- Formalized assessment of teachers, administrators, and support staff proficiency
- Formalized measurement of teachers, administrators, and support staff proficiency
- Professional development of teachers, administrators, and support staff
- Technology equipment and resources needed to sustain professional development initiatives

V. EVALUATION					
Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)		
			1/12	1/13	1/14

2.1 Teachers will promote effective student use of appropriate technologies in all learning environments.	- Statewide achievement test scores - District report Cards - Teacher Technology Proficiency results	- Statewide achievement test scores - Tech Assessment for 8th Grade Students - District report cards - Technology surveys			
2.2 Schools will receive technology integration training and support to promote student learning, innovation and creativity.	- PD surveys - SIC Plans - Technology Counts Survey	- Observations and interviews - Documented access to on-line resources			
2.3 Teachers, administrators, and staff members are effective and efficient users of appropriate technologies.					
2.4 District will create an Office of Instructional Technology that will model and promote effective use of technologies for teachers, staff members and administrators.					

TECHNOLOGY DIMENSION 3

INSTRUCTIONAL CAPACITY

GOAL

School District Five of Lexington and Richland Counties will use current and emerging technologies to promote digital-age learning environments for teachers, students and staff.



Snapshot of Current Technology Use in District

District Five defines its instructional technology capacity by the district's ability to integrate technology into the curriculum. Learning to reshape the way teachers teach, to include the integration of technology, is critical to student success. The district defines effective technology integration as its ability to:

- assist teachers in developing the necessary skills for integrating technologies into the school environment and curriculum
- improve communication through technology for students, parents, and community members
- develop information literacy and critical thinking skills for all students
- Promote and model varying forms of technology in the schools (interactive whiteboards, projectors, document cameras, student response systems, tablets and slates, etc.)
- reduce access to inappropriate sites based on CIPA laws and guidelines and to create a safe teaching and learning environment

Unfortunately, the district has experienced limited success in expanding its instructional technology presence. Although a number of factors contributed to the lack of success, the most influential factor has been funding. Declining financial support from national/state agencies and poor economic conditions has limited planned expansion of the district instructional technology capacity. However, District Five is committed to expanding its instructional technology capacity, regardless of commitments from outside entities. The district's Technology Training Center provides support and training for the South Carolina state-mandated teacher technology proficiency proviso.

Teacher Technology Proficiency

1A.32. (SDE-EIA: XI-E.2.-Teacher Technology Proficiency)

Teachers must demonstrate proficiency with technology for these reasons:

- to ensure South Carolina students receive instruction from technologically proficient educators;
- to ensure that state money spent on technology is put to good use

Districts are responsible for ensuring teacher technology proficiency and must track proficiency according to the following policy:

- Districts must adopt teacher technology standards that are aligned with ISTE standards.
- Districts must develop a Teacher Professional Development Plan.
- District Standards and Professional Development Plans must be incorporated or tied to the district technology plan.
- Districts must submit their revised and current technology plan to the Office of eLearning.
- School districts will enter teacher technology proficiency dates via the Professional Certified Staff system validating the fact that the teacher is proficient in technology once every 5 years and prior to their 5 year expiration date.
- All applicable proficiency dates must be entered into PCS by given deadlines or districts could lose valuable technology funding.

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

Instructional Capacity

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: School District Five of Lexington and Richland Counties will promote teacher, staff and student development in the use and appropriate application of technology.

OBJECTIVES

STRATEGIES

3.1 Create an Instructional Technology Department to support technology initiatives, information literacy, ISTE NETS Technology Standards for Students, Teachers and Administrators, and South Carolina Curriculum Standards.

3.2 District will provide teachers, administrators, students with access to current and emerging technologies to boost productivity while lowering overall cost.

3.3 Teachers, administrators, and staff members are effective users of appropriate technologies.

3.4 Create a district-wide shared searchable resource for staff to share educational resources and lesson plans.

- Ensure that curricular design, instructional strategies, and classroom environments integrate appropriate technologies to significantly impact teaching and learning.
- Re-evaluate INTEC and TTL roles to best utilize positions and maximize support and training for technology integration and support for students, teachers.
- Provide access and updates to appropriate instructional technologies to include digital-age tools and resources.
- Investigate open source and cloud computing applications to offset the cost of software.
- Develop a comprehensive training and professional development program for all staff members.
- Utilize and model technology tools for training, meetings and information dissemination.
- Research software options for a searchable database for shared educational resources and lesson plans.

II. ACTION LIST

- Create a Coordinator of Instructional Technology position to coordinate technology integration district-wide and to collaborate with the Office of Information Technology Services.
- Instructional Technology department will coordinate technology integration and training district-wide and collaborate with the offices of operational technology and instruction.
- Maintain and expand as necessary network resources and technical staff to meet the demands on infrastructure and to provide necessary training to remain up-to-date with new technologies.
- Provide professional growth opportunities using current technologies for district employees.
- Conduct annual staffing technology assessments to provide maximum educational opportunities for 21st century students.
- Increase number of technology training opportunities in person and through web based applications.
- Create a shared searchable resource (in district) for staff to share educational resources and lesson plans.
- Investigate the cost effectiveness of open source and cloud based applications.

III. IMPLEMENTATION ACTION STEPS

- Support each school with an integration technology specialist (INTEC) to support teachers and students in their classrooms.
- Instructional technology department will work with curriculum specialists to develop technology rich resources for the classroom.
- The instructional technology department will develop a comprehensive plan for training teachers and administrators on effective curriculum integration that addresses state, national, international standards (International Society for Technology in Education-ISTE) and National Information Literacy Standards.
- The instructional technology department will identify training goals, activities, and timetable for training in the following areas: using hardware and software, integrating technology into the curriculum, developing a research-based curriculum using technology, i.e., developing students' skills in researching and analyzing information.
- The district will offer professional development courses using innovative delivery strategies.
- The instructional technology department will identify sources for training, either in-house (Training Coordinator, Curriculum Integration Specialists) or through outside consultants. When possible, employ the train-the-trainer model of lead teachers to make training cost-effective.
- The instructional technology department will use the technology standards as a guide to adopt a tool that will meet the requirements of the SDE teacher recertification to assess teacher skills and demonstrate technology proficiency.
- District Five will encourage the use of all available technology resources (classrooms, labs, media center, etc) in traditional and non-traditional instructional environments.
- Provide a district accessible location (server or cloud) for all teachers to share educational resources and lesson plans.

IV. FUNDING CONSIDERATIONS

- Classroom assessment to ensure that curricular design, instructional strategies, and classroom environments integrate appropriate technologies to significantly impact teaching and learning.
- Cost associated with employing an INTEC Specialist in every school to maximize support and training for technology integration and support for students, teachers.
- Cost of access and updates to appropriate instructional technologies to include digital-age tools and resources.
- Cost saving associated with open source and cloud computing applications.
- Cost associated with developing a comprehensive training and professional development program for all staff members.
- Cost associated with searchable database for shared educational resources and lesson plans.

V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of- Program Report	Outcomes (Include "action list" items achieved.)		
			1/12	1/13	1/14
3.1 Create an Instructional Technology Department to support technology initiatives.	- Statewide achievement test scores - District Report Cards - Teacher Technology Proficiency results	- Statewide achievement test scores - Tech Assessment for 8th Grade Students - District report cards			
3.2 District will provide teachers, administrators and students with access to current and emerging technologies.	- PD surveys - SIC Plans	- Technology surveys - Observations and interviews - Documented access to on-line resources			
3.3 Teachers, administrators, and staff members are effective users of appropriate technologies.	Technology Counts Survey				
3.4 Create a district-wide shared searchable resource for staff to share educational resources and lesson plans.					

TECHNOLOGY DIMENSION 4

COMMUNITY CONNECTION

GOAL

District Five will use district, school, and teacher web pages, Parent Portal, social networking sites, school newsletters and a global telephone system, ConnectEd, to maximize community involvement.



Snapshot of Current Technology Use in District

School District Five believes that technology is an essential element to the teaching and learning process. Accordingly, the district has established a variety of resources to maximize community involvement and community partnerships in the area of technology through the following resources:

- ❖ Parent Portal – Educational system used for parent communications to include attendance, grades and student assignments.
- ❖ Web Page – School World web presence allows teachers and other staff to share information for community connections and services.
- ❖ ConnectEd – A communication tool used to provide timely information to parents, staff and community members.
- ❖ Media Center Access – Centers are open to students and the general public after hours for homework and other needs.
- ❖ APEX – A web-based product designed to provide middle and high school coursework on-line.
- ❖ Web 2.0 Communication Tools – District Five utilizes Web 2.0 tools such as Twitter and Facebook to keep parents, students and community members informed of what is happening in the district, schools and community.

Community Connections

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: District Five will utilize digital-age technology to establish real time communication for students, teachers, and community members, to maximize partnerships and gather feedback.

OBJECTIVES	STRATEGIES
4.1 District will establish business partnerships to foster real-world career and technical education to maximize student achievement.	▪ Form district-community partnerships to provide students with real-world experiences in the use of career and technical education that enhance academic achievement ▪ Write community technology grants to develop and fund the use of technology to improve teaching and learning ▪ Identify organizations, institutions, and initiatives currently focused on career and technical opportunities
4.2 District will provide current and up-to-date information to ensure effective and efficient communication.	▪ Teachers, administrators, and district personnel will provide current web pages. ▪ District Five schools and offices will utilize various forms of media to include Parent Portal, school newsletters, etc. ▪ District Five schools and offices will utilize social networking sites and ConnectEd to maximize district and school communication.
4.3 District will provide after-hours community access to media centers, computer labs and classrooms.	▪ Create and publish flexible schedules of after-hours technology access for students, parents, teachers, and community members
4.4 District will promote district and school level technology fairs to showcase student created technology projects, art work, presentations, etc. demonstrating technology skills.	▪ District and schools will advertise and promote technology events to showcase student work reflecting proficiency in research and information fluency, critical thinking and problem solving, collaboration and communication, and creativity and innovation.

II. ACTION LIST

- District Five schools and offices will initiate and create district-community partnerships, identifying organizations, institutions, and initiatives focused on career and technical opportunities.
- District Five schools and offices will publish district-community partnerships.
- District Five schools and offices will advertise successful technology grants developed to fund the use of technology to improve teaching and learning.
- District Five schools and offices will update web resources, weekly, monthly, annually, or as needed in order to provide current information for students, parents and community members.
- District Five schools and offices will keep students, parents and community members informed through Facebook, Twitter, Parent Portal, ConnectEd, school newsletters, etc.
- District Five schools will publish schedules for after-hours use of school facilities.
- District and schools will advertise and promote technology events to showcase student work reflecting proficiency in research and information fluency, critical thinking and problem solving, collaboration and communication, and creativity and innovation.

III. IMPLEMENTATION ACTION STEPS

- District will pursue funding opportunities such as grants to provide funds to acquire and maintain hardware and software for use in classroom instruction.
- District will pursue funding opportunities such as grants to acquire and maintain technology for use in classroom instruction and home access when appropriate.
- District will encourage INTECs, TTLs and administrators to participate in a district-wide technology fair showcasing student products resulting from the integration of technology into the curriculum.

IV. FUNDING CONSIDERATIONS

- Staffing of Office of Instructional Technology Department
- Staffing of one Integration Technology Specialist per school
- Technology professional development
- Technology course development
- Technology Staff
- Recognition programs

V. EVALUATION					
Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)		
			1/12	1/13	1/14
4.1 District will establish business partnerships to foster real-world career and technical education to maximize student achievement.	- Statewide achievement test scores - District Report Cards	- Statewide achievement test scores - Tech Assessment for 8th Grade Students			
4.2 District will provide current and up-to-date information to ensure effective and efficient communication.	- Teacher Technology Proficiency results - PD surveys	- District report cards - Technology surveys			
4.3 District will provide after-hours community access to media centers, computer labs and classrooms.	- SIC Plans - Technology Counts Survey	- Observations and interviews - Documented access to on-line resources			
4.4 District will promote District and School level technology fairs to showcase student created technology projects, art work, presentations, etc. demonstrating technology skills.					

TECHNOLOGY DIMENSION 5

SUPPORT CAPACITY

GOAL

District Five will provide a reliable, secure network infrastructure with dynamic bandwidth to support teaching and learning.



Snapshot of Current Technology Use in District

Lexington Five is working to expand and support a secure network infrastructure for educators and learners in a 21st century learning environment. It is the intention of the district to support teachers and students in their use of technology. Investment in responsive and reliable technical support is critical to successful use of technology in the classroom. The district has implemented a district wide Help Desk and electronic ticket system for all technology support.

District Five conducts annual technology surveys and assessments of its technology support to identify major areas in which technology improvements would benefit students and staff. Surveys have determined a need for more technology support staff and more instructional technology support at the school level.

District Five must create and support a robust infrastructure in order to remain competitive. In a digital-age society, no district can achieve results without incorporating technology into every facet of education. Creating and supporting a 21st century district requires expansive and powerful use of technology with a strong technology infrastructure.

The district recognizes the vital role technology support systems provide in the foundation for 21st century classrooms and accordingly has invested and maintained a reliable and state of the art infrastructure. The following list outlines systems which the Technology Services Department is responsible for supporting:

- 70 Mbps Metro Ethernet - Link for Internet access
- 100 Mbps Fiber Optic - Connections between schools and the district office
- Wireless Overlay - Access for mobile computing in all facilities
- VMWare Technologies - Supporting 30+ Servers with built in redundancy
- Enterprise-Class Internet Content Filtering and Network Monitoring
- Virus and SpyWare Protection Detection - 9000+ Desktops & Servers
- Storage Area Networks (SAN) - Disk storage sharing among applications
- Vbrick Media Encoders for Streaming Digital Video
- VoIP Systems – Parent and teacher communication

- School Interoperability Framework (SIF) - Processes for intersystem data sharing
- Text Messaging - For system alerts or problems
- School World Web Server
- Cloud based Google for Educators
- IP Security Cameras – Safety and security for all schools

The Technology Services Department is limited in personnel. However with a dedicated and well trained staff, the district is able to maintain state of the art technology that is imperative to 21st century learners.

Technology Services

- 1 Chief of Information Technology – Oversees all aspects for District Five technology
- 1 Information Technology Network Manager – Designs and supports network infrastructure and LAN administrators
- 2 Information Technology Resource Specialists – Supports network infrastructure
- 2 Information Resource Technician III - Provides advanced level support
- 4 Information Resource Technician II - Provides school based support for classroom technologies including voice, video and data systems
- 2 Information Resource Technician I – Provides school and district Helpdesk support

Integration Technology Support – District Technology Training Center

- 1 Educational Technology Trainer – provides training to school and district personnel
- 1 Integration Curriculum/Technology Specialist – training and support to TTLs & InTecs

Instructional support at the elementary level includes 4 full time Technology Integration Specialists (InTecs). Instructional support at the secondary level is limited to Teacher Technology Leaders (TTLs). TTLs are full time “classroom” teachers who serve as Teacher Technology Leaders in the secondary schools.

Support Capacity

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: District Five will provide constant and reliable support for all technology users, maintain all hardware and software resources, and manage the appropriate use of technology in all teaching, learning, and support activities.

OBJECTIVES

STRATEGIES

- | | |
|--|--|
| 5.1 Continue rotation cycle for upgrading or replacing obsolete equipment in classrooms, labs, administrative areas and media centers. | <ul style="list-style-type: none">▪ Place emphasis on areas that provide the greatest technology access to students (media centers, labs, etc.)▪ Streamline process of removing old technology equipment from the schools.▪ Take in to account growth when allocating funding for computer rotations.▪ Design and plan new facilities to accommodate use of emerging and changing technology by all stakeholders. |
| 5.2 District will provide all teachers and students with current hardware and software. | <ul style="list-style-type: none">▪ Dedicate technology funding for purchasing mobile devices for schools. This is currently being implemented at several schools.▪ Make accommodations for after hours access to technology data and instructional software.▪ Review instructional software and match with curriculum requirements. |
| 5.3 District will ensure schools have network infrastructure that will fully support instructional technology initiatives. | <ul style="list-style-type: none">▪ Expand current network to accommodate student/guest users and personal devices.▪ Provide district issued student email accounts▪ Review LAN and WAN bandwidth. requirements annually and increase as necessary▪ Monitor LAN and WAN traffic and maintain content filters, traffic analysis, and antivirus.▪ Transition to web based or virtual platforms for application delivery. |
| 5.4 Increase Information Technology Staff to accommodate the enhancement and expansion of district technology endeavors. | <ul style="list-style-type: none">▪ Re-evaluate the role of Technology Teacher Leaders (TTL) and model the INTEC positions.▪ Increase technology support personnel to comply with industry standards (network administrators, webmaster, and database administrators). |

5.5 Streamline the Technical Support Apparatus to provide enhanced communication, security and continuity of service.

5.6 District will develop a disaster recovery plan for technology assets and critical data.

- Increase the technician count district wide to comply with industry standards.
- Clearly define the role of the help desk.
- Provide end-users with help desk updates.
- Develop district policies regarding password and data security.
- Develop district policies regarding password and data security.
- Create disaster recovery plans for school and district wide emergencies.
- Provide redundant power sources for mission critical equipment.
- Create recovery plan that ensures data survivability.

II. ACTION LIST

- District Five will create a disaster recovery plan.
- District Five will develop district policies regarding password and data security.
- District Five will provide redundant power for critical systems.
- District Five will review staffing requirements for Technology Department.
- District Five will increase technology integration initiatives at the classroom level.
- District Five will continue transition to web based applications.
- District Five will develop District policy regarding password and data security procedures.
- District Five will ensure instructional software meets curriculum requirements.
- District Five will tailor hardware and software deployments to actual instructional programs and initiatives.
- District Five will monitor and review LAN and WAN bandwidth requirements.

III. IMPLEMENTATION ACTION STEPS

- District will place support emphasis on areas that provide the greatest technology access to students (media centers, labs, etc.) .
- District will streamline process of removing old technology equipment from the schools.
- District will dedicate technology funding for purchasing mobile devices for schools.
- District will make accommodations for after hours access to technology data and instructional software.
- District will develop a Software Review Team.
- District will reinstate School Technology Plan.
- District will expand current network to accommodate student/guest users and personal devices.
- District will provide district issued student email accounts.
- District will review LAN and WAN bandwidth requirements annually and increase as necessary.
- District will monitor LAN and WAN traffic and maintain content filters, traffic analysis, and antivirus.
- District will transition to web based or virtual platforms for application delivery.
- District will re-evaluate Technology Teacher Leaders (TTL) and model the INTEC positions.
- District will increase technology support personnel to comply with industry standards (network administrators, webmaster, and database administrators).
- District will increase technician count district wide to comply with industry standards.

IV. FUNDING CONSIDERATIONS

- New facilities to accommodate use of emerging and changing technologies.
- Funding for mobile devices for schools.
- After hour accommodations for access to technology data and instructional software.
- Expand network to accommodate student/guest users and personal devices.
- Expense to provide district issued student email accounts.
- LAN and WAN bandwidth increase as necessary.
- LAN and WAN traffic and maintain content filters, traffic analysis, and antivirus.
- Transition to web based or virtual platforms for application delivery.
- Cost to modify Technology Teacher Leader (TTLs) positions to Integration Technology Specialist.
- Cost to increase technology support personnel to comply with industry standards (network administrators, webmaster, and database administrators).

V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)		
			1/12	1/13	1/14
5.1 Continue rotation cycle for upgrading or replacing obsolete equipment in classrooms, labs, administrative areas and media centers.	Statewide Achievement Test Scores	Statewide Achievement Test Scores			
5.2 District will provide all teachers and students with current hardware and software.	Community Technology Access Surveys	District Report Cards			
5.3 District will ensure schools have network infrastructure that will fully support instructional technology initiatives.	Customer Satisfaction Surveys	Professional Development Tracking and Surveys			
5.4 Increase Information Technology Staff to accommodate the enhancement and expansion of district technology endeavors.	Documentation of offerings provided via innovative delivery methods	Observations and Interviews			
5.5 Streamline the Technical Support Apparatus to provide enhanced communication, security and continuity of service.	Documented access to Technology Resources	Documented access to Technology Resources			
5.6 District will develop a disaster recovery plan for technology assets and critical data.	District, School, and Community Surveys	School Improvement Plans			
		Technology Needs Assessments			
		SDE Technology Counts Survey			

CUMULATIVE TARGETS AND BENCHMARKS

Note: Targets and benchmarks will be monitored and adjusted annually for each of the years within the technology plan. A series of surveys, assessments and school visits will be used to determine if benchmarks are met successfully.

Learners and Their Environment

- District Five will strive to provide additional technology access for student's district wide by unveiling a "Bring Your Own Device" initiative.
- District Five students will possess effective communication skills, presentation skills and improved technology literacy from teachers modeling ISTE Standards in the classroom. .

Professional Capacity

- District Five teachers will have access to technology classes and professional development sessions to enhance technology proficiency and use of classroom technology.
- As budgets and funding are restored to the district, hiring of Technology Integration Specialists will begin in an effort to have a specialist in each and every school district wide.

Instructional Capacity

- District Five will strive to provide the necessary leading edge technology to teachers in an effort to promote the use of technology into their teaching of the South Carolina curriculum standards in order to provide a 21st century learning environment. This is evident by the technology assessment for certified staff.
- District Five will strive to integrate technology into the district professional development plan so that teachers are aware of and proficient in technology. This will ensure students will meet the information literacy and technology skills for their grade level as found on the performance matrix for information literacy and technology education.

Community Connections

- District Five will use state of the art, easy to use real-time web based tools to provide communication to parents and community partnerships.
- As funding allows, District Five will allow access to technology resources after hours for parents, teachers, and community members.

Support Capacity

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

Acknowledgements

All groups listed below contributed either directly or indirectly in the development of the 2011 – 2014 Technology Plan. District Five created a Technology Task Force which included InTecs, TTLs, classroom teachers, administrators, teachers, media specialists.

Gary Black, Chief Officer of Technology Services
Linda Bonvillain, District Integration Curriculum/Technology Specialist
Teresa Richardson, District Educational Technology Trainer

Dr. Stephen Hefner, Superintendent for School District Five of Lexington & Richland Counties

Sara Kearns, Staff Development Coordinator of Instruction
District Five Teachers and Staff Members
Technology Teacher Leaders – TTLs
Integration Specialists - InTecs
Board of Trustees
Media Specialists

Technology Task Force Committee

Student Technology Competencies 1. Karen Tisdale – Media Specialist 2. Susan Rowe – Media Specialist 3. Andrea Baker – Media Specialist 4. Andrea Rollison – Integration Specialist 5. Laurie O’Kelly – CATE Teacher / TTL	Teacher Technology Competencies 1. Kathy Hogan – Coordinator of SS 2. Heather Boudreaux – Teacher / TTL 3. Julie Mise – Media Specialist / TTL 4. Ryan Novak – INTEC Specialist 5. Marcus Steele – Technology Staff
Infrastructure & Support 1. Rob Weinkle – High School Principal 2. Zach Huffines – Network Manager 3. Elainna Rickenbacker – Data Analyst 4. Colleen Boissinot – Coordinator of Math 5. Margaret Adams – Media Specialist 6. Bill Robinson – Teacher	Productivity - Technology Integration 1. Rachel Price – Technology Staff 2. Lori Powers – Teacher / TTL 3. Karen Ogen – INTEC Specialist 4. Joi Gilliam – Media Specialist 5. Don Lawrimore – CATE Coordinator

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Appendices

Appendix 1: No Child Left Behind Action Plan

School District Five has created a 21st century education system in order to improve student achievement through technology and address the No Child Left Behind (NCLB) Act. District Five is committed to bringing the limitless and exciting power of emerging technologies to the students, staff, and community of School District Five of Lexington and Richland Counties.

District Five's learning environment promotes the use of technology equipment and resources in all aspects of educating its students, teachers and staff. Over the course of the last five years, the district has made major investments in creating a dynamic technology infrastructure to support data, video, and voice communications. Every building in the district is equipped with wireless that has the same capability as the district's wired infrastructure.

An essential part of an effective technology plan is building a dynamic technology infrastructure. District Five has provided a reliable, secure network infrastructure to assist and support educators and learners in meeting the NCLB, district and state academic standards, as well as technology standards to maximize teaching and learning in a 21st century environment. This strong infrastructure is imperative for integrating technology into the classroom, media center, administrative office and district office.

In addition to building a reliable technology infrastructure, the district has invested in various forms of instructional technology to include a district Technology Training Center for teachers, administrators and support employees. The Technology Training Center provides technology opportunities and professional development for K-12 educators to help improve teaching and learning in education. Technology course offerings support ISTE's National Educational Technology Standards (NETS) and the South Carolina Teacher Technology Proficiency - Proviso 1A.32.

District Five has increased the dissemination of information and maximized community involvement through district and staff web pages, teacher, student and parent management systems, social networking sites, school newsletters and a global telephone communication system.

Appendix 2: Teacher Technology Proficiency Proviso

Teacher Technology Proficiency Proviso Professional Development Plan

School District Five of Lexington and Richland Counties believes that technology is an essential element to the teaching and learning process. Accordingly, the district has established and operates a District Technology Training Center and offers courses on the use of technology and integration of technological tools into the instructional process. The Technology Training Center offers both graduate and recertification courses for certified personnel employed as a teacher or administrator. In addition, the center offers a variety of technology workshops to support teaching and learning for support staff, administrators and substitute teachers.

District Five has infused technology professional development into the district's Strategic Plan. The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. Examples of the use of technology referenced in the plan can be found in goal 1-strategy 1, goal 2-strategies 1, 3, and 4, goal 3-strategies 3 and 8, goal 4-strategies 1 and 2, goal 5-strategies 1 and 2. District Five believes technology should be a tremendous personal and professional growth area for all educators and feels that participation in technology courses is in keeping with the mission statement and District Strategic Plan.

District Five offers ongoing professional development activities in technology. This is accomplished through district professional development technology workshops and by offering technology integration opportunities throughout the year. The district uses a combination of part-time Technology Teacher Leaders (TTLs) and full-time Integration Technology Specialists positions (InTecs) to assist the Technology Training Center staff with training and integrating technology in the classroom.

The Technology Training Center provides technology opportunities and professional development for K-12 educators to help improve teaching and learning in education. Technology course offerings support ISTE's National Educational Technology Standards (NETS) and the South Carolina Teacher Technology Proficiency - Proviso 1A.32. Teachers must demonstrate proficiency with technology for these reasons:

- to ensure South Carolina students receive instruction from technologically proficient educators;
- to ensure that state money spent on technology is put to good use

Certified educators must either successfully complete the *Curriculum Integration Skills Using Technology - Tech Proficiency* course or pass a *Technology Proficiency Exemption Exam*. Educators must renew their technology proficiency status every five years. Additional information can be obtained online: <http://www.lex5.k12.sc.us/webpages/lbonvillain/>

ACCEPTABLE USE AGREEMENT FOR ALL STUDENTS OF SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

_____ School and District Five of Lexington and Richland Counties are pleased to be able to offer Internet Access for student use. Our goal in offering this access is to enhance the educational experience for our students. The Internet offers access to worldwide information in text and media form that, if properly used, will stimulate student learning. It can be a particularly powerful motivational tool for students because of the richness of the format and the depth of information resources not available through conventional means.

The Student Behavior Handbook specifies guidelines for what is and is not permissible with technology. This agreement specifically addresses the privilege of using the Internet on district network systems.

Internet Use The Internet is an electronic highway connecting millions of computers and people around the globe. Students and teachers will have access to: electronic mail communication with people all over the world; current news; research and information databases; downloadable software and discussion groups. The District's purpose for using the Internet is to support instruction by providing access to unique resources consistent with educational objectives and the opportunity for collaborative work. School District 5 of Lexington and Richland Counties uses a technology protection measure that blocks or filters Internet access in compliance with the Children's Internet Protection Act (CIPA). This filtering device is not 100% accurate and can misclassify internet sites. Staff will monitor students' use of the Internet through software means and/or direct supervision. Students may not use the resources of School District 5 of Lexington and Richland Counties for entertainment purposes

Students agree to:

- Be polite and use appropriate language (no swearing or use of vulgarities).
- Practice proper system use and observe security restrictions.
- Understand that electronic mail (E-Mail) is NOT guaranteed to be private.
- Respect all electronic communications and information as private property.
- Use technology resources for educational purposes as appropriate to instructional assignments.
- Take good care of the computer (no objects on the computer or food or drink near the computer).

Appendix 3: Acceptable Use Policy (continued)

Students agree not to:

- Engage in any form of Cyber Bullying while using district technology resources. Cyber bullying is defined as the use of e-mail, instant messaging, chat rooms, pagers, cell phones, or other forms of information technology to deliberately harass, threaten, or intimidate someone.
- Reveal his/her personal address or phone number or those of others.
- Use chat rooms, instant messaging, and personal e-mail is prohibited except for designated classroom activities.
- Use the network in ways that would cause disruption of the use of the network by other users.
- Use the computer to create, use or download materials which would not be permissible in District Five classrooms in any other form (i.e., obscene, profane, or pornographic materials.)
- Use the computer, programs or files without permission.
- Delete programs, systems or data files without permission.
- Login to the computer or programs as any other person or allow anyone to login with your account. Will not share district provided user name or password with other students.
- Deliberately tamper with a computer system (examples: switching cables, disabling fans, introducing a virus, removing or changing keys, putting magnets on the computer, etc.)
- Steal or vandalize any part of the computer or network.
- Use the computer to tamper with, change or alter records or documents of the district.
- Use district computers for personal use or gain, product advertisement or political lobbying.
- Use public domain software and shareware beyond the provided evaluation period without properly registering and paying for same.

Enforcement of Policy:

1. School District 5 of Lexington and Richland Counties uses a technology protection measures that block or filter Internet access in compliance with the Children's Internet Protection Act (CIPA). This filtering device is not 100% accurate and can misclassify sites.
2. School District 5 staff will monitor students' use of the Internet through software means and/or direct supervision.

Responsibility:

District: School District Five of Lexington and Richland Counties makes no warranties of any kind for the technology resources it is providing. The District will not be responsible for any damages the student incurs including loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruption. Use of any information obtained via the Internet is at the student's own risk. The District specifically denies any responsibility for the accuracy, quality, or cost of information, goods, or services obtained through the Internet.

Appendix 3: Acceptable Use Policy (continued)

Student: Students may utilize technology resources for educational purposes as appropriate to instructional activities. Activities that are acceptable include classroom activities, career development, and high quality research. Students may not use the resources of School District 5 of Lexington and Richland Counties for entertainment purposes. Students should practice proper system use and observe security restrictions. Security on any computer system is a high priority, especially when the system involves many users. If a student feels he/she can identify a security problem he/she should notify a school administrator.

Examples of Improper Use:

1. Using a computer to create, use or download materials which would not be permissible in District Five classrooms in any other form (i.e. entertainment, obscene, profane, or pornographic materials.)
2. Using chat rooms, instant messaging, and personal e-mail is prohibited except for designated classroom activities.
3. Unauthorized accessing or duplication of computer programs, systems or data files.
4. Unauthorized storage and/or loading of a computer program, system or data files. This may also be a copyright violation and as such is subject to federal copyright laws. Computer programs and manuals are copyrighted property and are not to be copied or altered in any form.
5. Deliberately deleting/destruction of any computer programs, systems or data files.
6. Using any computer access accounts other than those assigned to the individual. This includes misrepresenting self through the use of another person's ID or use of an anonymous ID.
7. Providing system access to unauthorized individuals, especially non-employees of the district.
8. Deliberately tampering with a computer system (examples: switching cables, disabling fans, deliberate virus introduction, etc.)
9. Theft or vandalism of any computer, printer, port, fileserver or computer accessories.
10. Using restricted computer equipment without authorization.
11. Failing to care for computer equipment: Objects should not be placed on monitors, computers, or keyboards; **Food and beverage should never be used in the vicinity of computers.**
12. Using computers which are school or district property for commercial or personal use or gain.
13. Using computers which are school or district property for product advertisement or political lobbying.
14. Using public domain software and shareware beyond the provided evaluation period without properly registering and paying for same.
15. Transmitting any material which is in violation of any federal or state regulation is prohibited. This includes, but is not limited to, copyrighted materials, threatening or obscene material, or material copyrighted by trade secret.

Appendix 3: Acceptable Use Policy (continued)

SIGNATURE PAGE

ACCEPTANCE SIGNATURE FOR STUDENTS

Student

I understand and agree to abide by this Internet Use Agreement. I further understand that any violation of this agreement may lead to Internet technology access being revoked and, as appropriate, further disciplinary and legal action.

Student Name (please print): _____
Student Signature: _____ Date: _____

Parent or Guardian

As the parent or guardian of this student, I have read this Internet Use Agreement. I understand that this access is designed for educational purposes and that School District Five of Lexington and Richland Counties has taken precautions to limit access to controversial material. However, I recognize it is impossible for the district to restrict access to all materials which I might deem controversial, and I will not hold the district responsible for materials acquired on the network. Further, I accept responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission for my child to use a school account for independent navigation and certify that the information contained on this form is correct.

I understand that teachers or media specialists who are exploring World Wide Web sites with a class do not need special permission for such activity if the faculty member is in control of the navigation to known educational sites. A student who is using the mouse to navigate the Net at the constant direction of the faculty member is not "independently" navigating the Net. This circumstance does not require special parental permission.

Parent or Guardian Name (please print): _____
Parent or Guardian Signature: _____ Date: _____

REFUSAL SIGNATURE FOR STUDENTS

At this time I do not grant permission for my child to be granted the privilege of independent use of the Internet.

Parent or Guardian Name (please print): _____
Parent or Guardian Signature: _____ Date: _____

Appendix 4: How E-Rate Areas Have Been Addressed

Part B of the “Guidelines for District Technology Plans” section of the South Carolina State Technology Plan 2003–08 states the following concerning requirements for addressing the four E- rate areas.

The E-rate discount program requires that school district technology plans address the four areas enumerated below and that the district technology plan be approved by the SDE in order for E-rate discounts for telecommunications services and internal wiring to be claimed.

The Telecommunications Act of 1996 stipulates the following four requirements for district technology plans. Each requirement is accompanied with a statement of certification (*in italics*) by the chief technology authority for the district:

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

I certify that School District Five of Lexington and Richland Counties' District Technology Plan: 2011 – 2014 meets this requirement of the Telecommunications Act of 1996.

Signed: _____ Date: _____

Gary A. Black

Chief of Information Technology

School District Five of Lexington and Richland Counties

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

I certify that School District Five of Lexington and Richland Counties' District Technology Plan: 2011 – 2014 meets this requirement of the Telecommunications Act of 1996.

Signed: _____ Date: _____

Gary A. Black

Chief of Information Technology

School District Five of Lexington and Richland Counties

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

I certify that School District Five of Lexington and Richland Counties' District Technology Plan: 2011 – 2014 meets this requirement of the Telecommunications Act of 1996.

Signed: _____ Date: _____

Gary A. Black

Chief of Information Technology

School District Five of Lexington and Richland Counties

Appendix 4: How E-Rate Areas Have Been Addressed (continued)

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

I certify that School District Five of Lexington and Richland Counties' District Technology Plan: 2011 – 2014 meets this requirement of the Telecommunications Act of 1996.

Signed: _____ *Date:* _____

Gary A. Black

Chief of Information Technology

School District Five of Lexington and Richland Counties

Appendix 5: Report on Progress Toward Goals, Objectives, Strategies, Benchmarks, Actions, and Outcomes

District Five has experienced huge growth in the area of Information Technology in the past year while having completed many projects that help create a teaching and learning environment in District Five that students and staff have come to expect. Progress in these areas have been measured by using many different channels, but the most important measure is by talking to students and staff and providing them the tools they need to succeed in an ever demanding learning environment. Below are just a few projects that were completed to make our past year a very successful year.

- Implemented a cloud based Google Educational Apps environment
- Implementation of interactive whiteboards in 95 percent of all classrooms
- 100 percent implementation and use of teacher web pages that provide clear communication to parents, teachers and students
- Increased classroom computer rotation to provide more technology access in the classroom
- Implemented a five year manufactures warranty to ensure the highest possible return on investment (ROI)
- Established software standards in all elementary schools
- Implemented a web portal for teachers and staff to access files 24/7
- Completed a four year VOIP (Voice of Internet Protocol) phone upgrade that includes a headset in every classroom
- Created and implemented a district wide security camera policy to ensure safety and security for all students and staff
- Created a fully staffed help desk support model that includes real-time remote technical support. This model has reduced technical support visits to schools by 25 percent

Appendix 5: Report on Progress Toward Goals, Objectives, Strategies, Benchmarks, Actions, and Outcomes (continued)

Technology Dimension 1: Objectives and Strategies School District Five of Lexington and Richland Counties (District Five) will integrate technology into teaching, learning, and all other district educational pursuits.				
Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Progress/Status (MET or NOT MET)	
			JAN. 2011	
1.1 Technology is integrated into all teaching, learning, and support activities.	- Budget data - District report cards - District, school, and community surveys - Professional development tracking and surveys - Previous district technology plan - School technology plans - Technology needs assessments - SDE	- Achievement test scores - District report cards - Documented access to technology resources - Observations and interviews - Professional development tracking and surveys - SDE Technology Counts on-line survey - Stakeholder surveys	☒ MET	☐ NOT MET
1.2 Automated information and resources are available to students and teachers.			☒ MET	☐ NOT MET

Appendix 5: Report on Progress Toward Goals, Objectives, Strategies, Benchmarks, Actions, and Outcomes (continued)

Technology Dimension 2: Professional Capacity District Five will promote teacher and staff development in the use and appropriate application of technology to the educational pursuits of School District Five of Lexington and Richland Counties.				
Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Progress/Status (MET or NOT MET)	
			JAN. 2011	
1.1 All students are effective users of appropriate technologies in all learning environments.	- Achievement test scores - District report cards - Professional development surveys	- Achievement test scores - District report cards - Documented access to technology resources - Observations and interviews	☒ MET	☐ NOT MET
1.2 All teachers and staff members are effective users of appropriate technologies.	- Teacher and administrator portfolios - School technology plans - Technology assessments	- Professional development tracking and surveys - SDE Technology Counts on-line survey - Stakeholder surveys	☒ MET	☐ NOT MET

Appendix 5: Report on Progress Toward Goals, Objectives, Strategies, Benchmarks, Actions, and Outcomes (continued)

Technology Dimension 3: Instructional Capacity A. District Five will provide students, teachers, and staff with reliable access to appropriate technologies to reach the district's educational goals. B. District Five will provide up-to-date software and applications used in teaching, learning, and support activities.				
Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Progress/Status (MET or NOT MET)	
			JAN. 2011	
1.1 All existing technology is working and is connected to the district's intranet and Internet resources.	- Achievement test scores - District report cards - Equipment inventories	- Achievement test scores - District report cards - Documented access to technology resources - Observations and interviews	☒ MET	☐ NOT MET
1.2 Appropriate technology equipment and furnishings are available in classrooms, offices, media centers and other work areas.	- School technology plans - Teacher and administrator portfolios - Teacher surveys	- SDE Technology Counts on-line survey - Stakeholder surveys - Student portfolios - Teacher portfolios - Teacher surveys	☒ MET	☐ NOT MET
1.3 The district's wide area network (WAN) is in stable running condition	- Technology assessments - Technology audit information		☒ MET	☐ NOT MET
1.4 The district maintains appropriate software licensing for instruction, staff development, and administration.			☒ MET	☐ NOT MET

Appendix 5: Report on Progress Toward Goals, Objectives, Strategies, Benchmarks, Actions, and Outcomes (continued)

Technology Dimension 4: Community Connection District Five will develop district-wide policies and planning that will promote efficient use of appropriate technologies in schools, for parents, and throughout the community.				
Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Progress/Status (MET or NOT MET)	
			JAN. 2011	
1.1 All policies support effective use and management of the available technologies.	▪ Equipment inventories ▪ Community surveys ▪ Previous district technology plan ▪ School technology plans ▪ Technology assessments ▪ Technology audit information	▪ Achievement test scores ▪ Community surveys ▪ Documented access to technology resources ▪ Observations and interviews ▪ SDE Technology Counts on-line survey	☒ MET	☐ NOT MET
1.2 The community is kept informed of technology-related policies and issues.			☒ MET	☐ NOT MET
1.3 Technology planning incorporates on-site resources and includes options for families and homes.			☒ MET	☐ NOT MET
1.4 A technology advisory group is formed and will meet regularly.			☐ MET	☒ NOT MET

Appendix 5: Report on Progress Toward Goals, Objectives, Strategies, Benchmarks, Actions, and Outcomes (continued)

Technology Dimension 5: Support Capacity District Five will provide constant and reliable support for all technology users, maintain all hardware and software resources, and manage the appropriate use of technology in all teaching, learning, and support activities.				
Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Progress/Status (MET or NOT MET)	
			JAN. 2011	
1.1 A school-based technology support system is developed and operates efficiently.	▪ Equipment inventories ▪ Community surveys ▪ Previous district technology plan ▪ School technology plans ▪ Technology assessments ▪ Technology audit information ▪ Technology support inventories	▪ Stakeholder surveys ▪ Documented access to technology resources ▪ Observations and interviews ▪ SDE Technology Counts on-line survey	☒ MET	☐ NOT MET
1.2 The district will maintain appropriate support contract on all applicable hardware and software.			☒ MET	☐ NOT MET
1.3 The school districts will have qualified technical staff to support all technology operations.			☒ MET	☐ NOT MET
1.4 Adequate technology support resources are purchased and stored in district facilities.			☒ MET	☐ NOT MET

Appendix 4: How E-Rate Areas Have Been Addressed

Part B of the “Guidelines for District Technology Plans” section of the South Carolina State Technology Plan 2003–08 states the following concerning requirements for addressing the four E- rate areas.

The E-rate discount program requires that school district technology plans address the four areas enumerated below and that the district technology plan be approved by the SDE in order for E-rate discounts for telecommunications services and internal wiring to be claimed.

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

I certify that School District Five of Lexington and Richland Counties' District Technology Plan: 2011 – 2014 meets this requirement of the Telecommunications Act of 1996.

Signed:  Date: 6/22/2011
Gary A. Black
Chief of Information Technology
School District Five of Lexington and Richland Counties

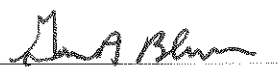
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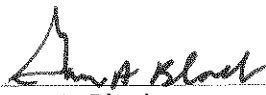
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Appendix 4: How E-Rate Areas Have Been Addressed (continued)

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

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