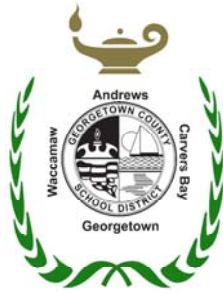


# GEORGETOWN COUNTY SCHOOL DISTRICT



## TECHNOLOGY PLAN

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2010-2015

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Georgetown County School District  
Technology Plan  
2010-2015

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## **District Profile**

Georgetown County School District has nine elementary schools, one intermediate school, four middle schools, four high schools, one adult education center and one optional placement school. Approximately 10,000 students are enrolled in Georgetown County Schools.

Based on the E-rate Free and Reduced posted on the South Carolina State Department of Education website 64.21% of Georgetown students receive free and reduced lunches.

Georgetown County Schools has 282 English as a Second Language (ESL) students.

GCSD has a 2.3% dropout rate.

GCSD has an 82.1% graduation rate.

## Executive Summary

In order to provide appropriate and varied learning opportunities for all Georgetown County School District students, Georgetown County School District has adopted the use and integration of technology as a major tool for improving student achievement. Over one million dollars in technology dollars are spent annually by the district. The district technology plan which will provide direction for the implementation of technology for the next five years (2010-2015) includes five goals:

### Goal 1: Learners and Their Environment

The Georgetown County School District will embed digital information systems into research-proven instructional strategies so that our students achieve technological literacy, attain 21<sup>st</sup> century skills, and meet the state's academic standards, and improve student achievement.

### Goal 2: Professional Capacity

The Georgetown County School district will provide curriculum development and professional development/training to increase the technical competency of all Georgetown County School District educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

### Goal 3: Instructional Capacity

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

### Goal 4: Community Connections

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

### Goal 5: Support Capacity

The Georgetown County School District, its schools, and employees will expand and support technology resources to assist educators and learners in meeting the state academic standards.

All goals are accompanied by extensive action lists/implementation steps to ensure that the goals are reached. An evaluation piece is also included with each goal. Examples of action list items and the way implementation will be measured are as follows:

### Goal 1: Learners and Their Environment

Action items reflect the necessity of promoting technology integration by requiring teachers/students to reach levels of proficiency and requiring the demonstration of use of the technologies in lesson plans, training logs, etc.

### Goal 2: Professional Capacity

This goal reflects the need for continuing professional development in order to increase student achievement. Action items include: promoting frequent and varied training opportunities including the *Intel: Teach to the Future* training for all school staff; promoting the ISTE Standards; and the continuation of technology leaders at the school level. Measurement data will include: documented professional development offerings, state test data, etc.

### Goal 3: Instructional Capacity

This goal deals with the teacher's ability to integrate and use technology along with the student's ability to create products using technology. Action items include: conducting curriculum meetings with teachers so they can learn to use technology and instructional strategies that engage learners and promote higher levels of thinking, and spotlighting the student's use of technology to create products. Evaluation measures include: surveys and documentation of sharing of student products on web pages, etc.

### Goal 4: Community Connections

Realizing that community involvement and collaboration can promote student achievement, goal 4 action items include: providing opportunities for community members to view and use school technologies, and utilizing various communication tools such as teacher web pages, the public access TV channel, and teachers' voice mail to communicate with parents. Evaluation measures include: postings on district/school/teacher web pages, training schedules and documentation of participation, community/parent surveys, etc.

### Goal 5: Support Capacity

This goal deals with the support needed in order for teachers and students to have and use hardware/software necessary for acquiring technology proficiency and integration with curriculum. Action items include: planning to provide and support a high performance infrastructure that supports data, voice, and video communication, and a plan for continuous upgrades to equipment. Evaluation measures include: surveys, budget data, and SDE reports.

The 2010-2015 Technology Plan for Georgetown County School District will be reviewed and revised annually with all updates submitted to the SC State Department of Education.

## District Needs Assessment

In the spring of 2010, all certified staff took the ePortfolio assessment. At the end of the assessment, there was a survey as to the teacher's needs. Needs were prioritized and the results are as follows:

1. Using Web 2.0 Tools such as blogs and wikis
2. Using appropriate technologies to help students with special learning needs.
3. Using technology tools for assessment.
4. Using tools like on-line surveys, interviews, or other online resources for planning and instruction for students.
5. Using spreadsheet applications
6. Copyright Rules
7. Electronic gradebook and attendance data system
8. Effectively using the Internet for research
9. Using presentation applications
10. Using word processing applications

In response to the survey, a series of "Technology Days" are being planned by the district technology specialist and technology leaders in the schools. Mini training sessions on topics such as "Web Page Basics – Adding Pictures and Text", "Creating a Contact Form for your Web Page", "Using Document Manager with your Web Page", along with other topics such as "Using SCETV Video Streaming Resources" will be taught in schools throughout the district. In addition, teachers will be able to be trained in ThinkInfinity. The ThinkInfinity course will be offered in June. E2T2 funds will pay small stipends to technology leaders for facilitating the training after school hours.

In response to numerous requests about interactive whiteboards, demonstrations by various vendors are planned for the Spring of 2011. Schools are sending representatives to the sessions in order to evaluate various boards and to make purchasing recommendations.

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## **MISSION STATEMENT**

The mission of the Georgetown County School District is to provide challenging educational programs that require all students to meet high academic standards and that prepare all students to be responsible citizens and lifelong learners.

## **TECHNOLOGY VISION STATEMENT**

The vision of the Georgetown County School District is to ensure that technology is an integral component of our educational community, empowering all learners, complementing instruction, enhancing communication, and providing information management.

# TECHNOLOGY DIMENSION 1

## LEARNERS AND THEIR ENVIRONMENT

### GOAL

The Georgetown County School District will embed digital information systems into research-proven instructional strategies so that our students achieve technological literacy, attain 21<sup>st</sup> century skills, and meet the state's academic standards, and improve student achievement.

### SNAPSHOT OF CURRENT TECHNOLOGY USE

The Georgetown County School District's Vision is to ensure that technology is an integral component of our educational community, empowering all learners, complementing instruction, enhancing communication, and providing information management.

To support this vision, the district has begun a three-year laptop initiative. Over three-years, all certified staff will be provided with a district-owned laptop. Along with being provided a laptop, certified staff will be given staff development to create effective lesson plans integrating technology, enhancing communication, and providing information management.

As part of the laptop initiative, professional development was purchased. An educational consultant will meet monthly with instructional coaches from across the district to assist in integrating technology effectively into lessons. Instruction will include digital literacy, 21<sup>st</sup> century learning skills, communication and collaboration, and critical thinking and problem solving.

Technology resources are widely available in the Georgetown County School District schools, and the district has follows the International Society for Technology in Education's National Educational Technology Standards for Students (ISTE NETS-S). Increasingly the district is using rubrics, surveys, and other performance-based methods to conduct needs assessments and to measure students' technological proficiency. The district continues to partner with private business and higher education to offer technology training and resources to educators and students. In addition, teachers are aware of the online resources SCDE has established including SC Discus, ETV Streamline, Atomic Learning, etc.

Heavy emphasis has been and continues to be placed on helping students master the state academic standards, and technology is the key to this effort. Programs such as the *Test View*, which compiles student data and, *PowerSchool*, an electronic grade book, are used by teachers to aid in assessing student achievement. The district is also purchasing *Limelight*, an electronic question bank that will allow teachers to create assessments that are aligned to State Standards, and *Inform*, which will allow teachers to analyze assessments for student strengths and weaknesses. In addition, Georgetown County School District utilizes *Measures of Academic Progress* (MAP) from Northwest Evaluation Association. All students in grades K-10 take computer delivered MAP testing in reading, math, and science in September, December, and March of each school year. Schools and teachers use the results to focus on students' areas of need. MAP data projects how students will perform on the state achievement test (PACT), and on the high school exit exam (HSAP).

Integrating technology into the core curriculum is a major focus of technology initiatives in the Georgetown County School District. GCSD teachers, having a strong desire to use the skills they have acquired through professional development opportunities, are receptive to the idea of integrating technology not only into the core curriculum but into all curricula.

The No Child Left Behind Act of 2001 charges that all students in America score at the proficient level on state tests by the year 2014. Georgetown County's ratings from the the State of SC Annual School Report Card for the past 4 year are shown here:

Absolute Rating	Growth Rating	Adequate Yearly Progress
<b>2007</b> Average	Below Average	No
<b>2008</b> Good	Below Average	No
<b>2009</b> Below Average	At-Risk	No

Year	Objectives Met	Attendance Rate	Graduation Rate
<b>2007</b>	23 of 29	95.3%	78.8%
<b>2008</b>	23 of 29	95.3%	79.6%
<b>2009</b>	27 of 29	95.8%	82.1%

### PASS Testing Data for 2009

English/Language Arts							Mathematics						
Grade	Number Tested	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary	Grade	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
3	831	100	24.9	33.8	41.3	75.1	3	831	100	32.0	39.9	28.1	68.0
4	736	99.9	25.3	39.7	35.1	74.7	4	736	99.7	19.1	49.4	31.5	80.9
5	751	100	18.5	45.9	35.6	81.5	5	751	100	21.6	47.6	30.8	78.4
6	666	100	27.4	44.2	28.4	72.6	6	666	100	26.6	42.8	30.6	73.4
7	747	99.9	33.9	33.5	32.5	66.1	7	747	99.9	32.8	42.3	24.9	67.2
8	742	99.6	35.3	40.0	24.7	64.7	8	742	99.6	39.0	43.0	18.0	61.0

State and federal grants have encouraged the innovative implementation of technology in the classroom to address state standards and increase student achievement. Through grants and other sources of technology funding, many schools have utilized mobile laptop and Netbook carts to make computers accessible in the maximum number of classrooms and to allow technology to touch every aspect of the student's environment. Recognizing the need for improved academic achievement in the middle schools, E2T2 funds have been used to purchase mobile Netbook carts for all of the middle schools in the district. In addition, accountability and measurement of technology's impact in the schools have become a major area of focus. Our students must be ready for the twenty-first century's learning environment and the hands-on technology applications and project-based learning that it offers.

E-rate and local funds have been used to upgrade our network and wireless access in our schools. Our network carries large amounts of data and larger programs. Wireless gives easier access for large numbers of users and the ability for technology to be mobile. Most of our laptop and all of our Netbook carts are equipped with wireless access points. Currently E-Rate funds have allowed us to install wireless overlays in 5 elementary schools, two middle schools, and one high school.

A critical component of the educational effort is an environment conducive to technology integration. In 1997, South Carolina was recognized by the Educational Testing Service as one of five states in the nation to provide Internet access to all its schools (ETS 1997). Presently, 100 percent of the district's schools have T1 connectivity or greater. The district has switched all of our schools to a MetroE network which provides the schools with greater bandwidth. Average student-to-computer ratio is 2/1, which makes GCSD a high-tech district. In 1999, South Carolina's virtual library, DISCUS, became available via the Internet to the entire state. SCETV also provides the district with a huge library of streaming video resources from their [www.streamlinesc.org](http://www.streamlinesc.org) site along with satellite programming available to all schools through the Distance Education Learning Center located at the district office. GCSD urges use of these valuable tools in all of its schools. In 2007, the district purchased Nova Net which allows all of the high schools to offer online credit recovery courses. The school district has an acceptable use policy regarding the Internet and uses Websense as the filtering software to comply with E-rate and federal grant requirements.

The District makes technology resources available to parents and the community. The schools operate extended programs after school hours and on weekends to allow students access to technology. All district buildings are linked to the SC DISCUS databases to enable educators, parents, and students to access a wide range of information and learning resources. Beginning in 2011, parents and students will be able to access their teacher gradebooks through PowerSchool.

Through the district's special services department, assistive technologies are provided for students needing those services. Presently, GCSD provides the following resources for identified special needs students: Path Finder, Sound Field Systems, Laptop Computers (with adaptive components), Desktop Computers (with adaptive components), and Vantage.

Although tremendous strides have been made in the use of technology to create interactive learning environments that enhance student achievement, many steps in the process still remain. Equity of access and accountability must be addressed. Students must be provided with a level playing field within the district and state as well as the nation. The operational plan that follows should ensure that GCSD reaches its goal of providing home, school, and community environments conducive to assisting students in using technology to communicate effectively, achieve high academic standards, and demonstrate technological literacy by the end of the eighth grade on the ePortfolio assessment.

## OPERATIONAL PLAN

**I. GOAL:** The Georgetown County School District will embed digital information systems into research-proven instructional strategies so that our students achieve technological literacy, attain 21<sup>st</sup> century skills, and meet the state’s academic standards, and improve student achievement.

OBJECTIVES	STRATEGIES
<p><b>1.1</b> Students will use digital information systems to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with state standards across the curriculum and will thereby increase their level of academic achievement.</p>	<p>A. Provide opportunities and resources to schools to facilitate the development and implementation of effective communication and collaboration skills using technology in the core content areas</p> <p>B. Promote opportunities for student projects/collaborations that will yield sustained, engaged learning and collaboration in the core content areas</p> <p>C. Have students present their collaborative projects to identified audiences</p> <p>D. Recognize and promote best practices that successfully integrate technology, including assistive technology, into the curriculum</p> <p>E. Provide appropriate accommodations for students with special needs when conducting tests, including standardized tests, using technology</p>

<p><b>1.2</b> Students will engage in authentic learning activities that are aligned with state standards and that integrate technology, including assistive technology, into the core content.</p>	<p>A. Develop technology-enhanced learning activities aligned with state standards in core content areas</p> <p>B. Create and maintain student technology competency documentation at appropriate grade-level.</p> <p>C. Utilize district wide technology integration teams to offer guidance to schools, educate teachers, and help ensure that lesson plans and activities incorporate a variety of technologies, including those appropriate for students with special needs</p>
<p><b>1.3</b> Students will select the appropriate tools to complete authentic, real-life multidisciplinary tasks and will demonstrate technology competence by the end of the eighth grade.</p>	<p>A. Continue to create and use lesson activities in which students employ a variety of technology tools, including assistive technology, to complete authentic multidisciplinary tasks</p> <p>B. Create and maintain student technology portfolios documenting grade-level appropriate technology competencies</p> <p>C. Provide all students, including those with special needs, access to a range of high and low technology solutions, including software, peripherals, and other tools to increase student communication, participation, and collaboration</p>
<p><b>1.4</b> The Georgetown County School District and the schools will provide students with an enhanced learning environment through technological tools, including assistive technology, that are designed to promote high academic achievement.</p>	<p>A. Establish school and community learning environments that enable students to use technology for real-world problem solving and research</p> <p>B. Adopt grade-level-appropriate technology standards and integrate them into the curriculum to prepare students to function in an information-rich global society</p> <p>C. Adopt grade-level-appropriate standards and integrate them into the curriculum to prepare students to function in an information-rich global society</p>

## **II. ACTION LIST**

1.) The Georgetown County School District should continue to promote use of technology-infused lesson plans and classroom examples across the core content areas in alignment with the state academic standards, through the online resources provided by the SCDE including SC Discus, ETV Streamline, and Atomic Learning. Plus the district will provide professional

development through certified district level trainers for Intel: Teach to the Future units, Thinkinfinity and other digital resources.

2.) The Georgetown County School District should continue to provide access to effective, research-based assistive technologies—including software, peripherals, Web 2.0 tools, and other tools to increase student communication, collaboration, and engagement—that will support inclusion of students with disabilities in the core content courses at all grade levels.

3.) Georgetown County School District should develop strategies to ensure that school improvement plans address the use of technology, including assistive technology, to support a shared learning environment that includes educators, parents, and community members.

4.) Georgetown County School District should continue to implement the grade-level-appropriate technology standards and competencies based on the ISTE NETS-S.

5.) Georgetown County School District should ensure improved student achievement test scores in the core content areas, increased student access to technology, and increased student access to technology outside the school environment.

6.) Georgetown County School District should maintain minimum requirements for student proficiency and continue to promote student progress by including technology collaborative scoring rubrics and checklists, videos and pictures of student activities, samples of individual and collaborative problem-solving and research projects, samples of student products created using a variety of technology tools, and samples of other student work.

7.) Students themselves should be given opportunities to assess the effectiveness of technology tools, including the range of assistive technology, being used for classroom activities.

8.) Georgetown County School District should complete initial and ongoing assessments to measure increased availability of technology opportunities and resources.

9.) Educators and parents should complete initial and follow-up assessments to ensure that the use of technology, including the range of assistive technology tools, is effective in enhancing student learning.

10.) The Georgetown County School District curriculum/technology teams should identify best practices of seamless technology integration that will be disseminated via conferences and workshops (EDTech, Intel Units, and Web Pages), and the South Carolina Association for Educational Technology (SCAET) technology project awards.

11.) The districts and the schools should continue to develop methods of recognizing student technology achievement, including the use of assistive technology; at technology nights, district technology fair, through technology awards, and posting projects on the district/school web pages.

### **III. IMPLEMENTATION ACTION STEPS**

**GEORGETOWN COUNTY SCHOOL DISTRICT**

Continue to utilize the district wide technology team members as integration specialist to offer guidance to teachers in their schools.

Ensure that teachers have the necessary training to create and provide lesson plans and activities that incorporate a variety of technologies in ways that make them accessible to individuals with special needs.

Offer professional development courses using innovative delivery strategies.

Continue working with teachers in the classroom to create lesson plans that incorporate a variety of technologies into authentic multidisciplinary tasks.

Recognize teachers and students who use technologies to enhance/showcase learning.

Hold technology nights/fairs that showcase exemplary student technology projects and are advertised to the community.

Post exemplary student projects on the district/school web pages.

Encourage home and community involvement in the public school system by electronic communications and other media.

**IV. FUNDING CONSIDERATIONS**

**GEORGETOWN COUNTY SCHOOL DISTRICT**

Technology professional development

Technology course development

Technology staff

Recognition programs

Teacher and student documentation materials for technology proficiency

Technology resources to support standards-based learning across the curriculum

**V. EVALUATION**

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)					
			Jan. 2011	JAN. 2012	JAN. 2013	JAN. 2014	JAN. 2015	

<p><b>1.1</b></p> <p>Students will use digital information systems to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with state standards across the curriculum and will thereby increase their level of academic achievement.</p>	<p>Statewide achievement test scores</p> <p>Technology surveys</p> <p>District technology and improvement plans</p> <p>Listing of recognition programs</p> <p>Sample projects/collaborations</p> <p>State Report Card</p>	<p>Statewide achievement test scores</p> <p>Technology surveys, and rubrics</p> <p>Documented access to on-line resources</p> <p>Listing of recognition programs</p> <p>Sample projects/collaborations</p> <p>State Report Card</p>					
<p><b>1.2</b></p> <p>Students will engage in authentic learning activities that are aligned with state standards and that integrate technology, including assistive technology, into the core content.</p>	<p>Teachers' lesson plans</p> <p>Student technology surveys</p> <p>Time logs – District Technology Team Members</p>	<p>Teachers' lesson plans</p> <p>Student proficiency documentation, surveys, teacher observations, and assessment rubrics</p> <p>Time logs – District Technology Team Members</p>					
<p><b>1.3</b></p> <p>Students will select the appropriate tools to complete authentic, real-life multidisciplinary tasks and will demonstrate technology competence by the end of the eighth grade.</p>	<p>Teachers' lesson plans</p> <p>Technology Surveys</p> <p>Student Projects</p>	<p>Teachers' lesson plans</p> <p>Technology surveys</p> <p>Projects with assessment rubrics</p>					
<p><b>1.4</b></p> <p>The school district and the schools will provide students with an extended learning environment through technological tools, including assistive technology, that are designed to promote high academic achievement.</p>	<p>List of assistive technologies being utilized</p> <p>Student/community surveys</p>	<p>List of assistive technologies being utilized</p> <p>Student/Community surveys</p> <p>Student proficiency documentation</p>					

## TECHNOLOGY DIMENSION 2

### PROFESSIONAL CAPACITY

#### GOAL

The Georgetown County School district will provide curriculum development and professional development/training to increase the technical competency of all Georgetown County School District educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

#### SNAPSHOT OF CURRENT TECHNOLOGY USE

Meaningful, sustained professional development is the key to ensuring that Georgetown County's educators are well-trained in using research-proven technology integration strategies across the curriculum to improve student achievement. Georgetown County continues its commitment to professional development by supplying resources, training, and support to enable the county's educators to use technology effectively. Professional development/training on technology topics is offered for teachers and administrators. Over the past year, professional development/training has been offered on Interactive Whiteboards, digital storytelling, ePortfolio, teacher webpages, and PowerSchool.

All certified educators were surveyed in the Spring of 2010 as to their use, student use, and needs with regard to technology. Five hundred ninety-three surveys were returned in completed form and the data from those surveys was compiled. A summarization of the results follows:

- The majority of teachers at each school level are using their technology hardware/software for teacher directed activities that focus on skills reinforcement and assessment.
- After School is the preferred time noted for technology staff development at all school levels.
- Elementary teachers do not have access to laptop lab carts. Middle and high school teachers noted some access to laptop lab carts

Many teachers and school administrators, entered the education profession prior to the pervasive use of information technology in schools and districts. In order to integrate technology effectively into lessons and to serve as instructional leaders, teachers and administrators must be informed and involved in technology developments.

In order to inform and involve teachers and administrators, the Georgetown County School District has an Education Technology Consultant from Pearson working with instructional coaches on the integration of technology into lessons. Over the next two

years, the consultant will incorporate the following themes: creativity and innovation, critical thinking and problem solving, communication and problem solving, and digital literacy.

The use of technology in the Georgetown County School District is encouraging. The 2010 survey indicates that district teachers are beginning to integrate technology into instructional activities across the curriculum. Professional development will be a continuous, long-term commitment for the Georgetown County School District, the schools, and the SCDE, so that greater teacher proficiency and increased student performance can be realized.

## OPERATIONAL PLAN

### I. OBJECTIVES AND STRATEGIES

**GOAL:** The Georgetown County School district will provide curriculum development and professional development/training to increase the technical competency of all Georgetown County School District educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

OBJECTIVES	STRATEGIES
<p><b>2.1</b> The GCSD will enable educators to achieve and demonstrate proficiency in integrating state-recommended instructional technology standards (ISTE NETS-A, ISTE NETS-S, and ISTE NETS-T) into their specific area of professional practice to increase student achievement.</p>	<p><b>A.</b> Adopt a process that requires teachers to demonstrate ongoing proficiency in integrating instructional technology standards.</p> <p><b>B.</b> District, school administrators, and teachers will demonstrate technology proficiencies based upon the state-recommended standards for administrators (ISTE NETS-A, ISTE NETS-T)</p> <p><b>C.</b> Plan for professional development, ensuring that teachers and district staff are trained to use technology, including assistive technology, to enhance learning.</p>
<p><b>2.2</b> The GCSD will continue to provide to fulltime multi-dimensional leadership whose focus is to ensure that technology is making a significant instructional and administrative impact for students, teachers, and administrators.</p>	<p><b>A.</b> Continue to appoint technology leaders in each school to assist with basic technology skills and integration of technology into classroom instruction.</p> <p><b>B.</b> Require that technology leaders provide direct training to teachers, with special emphasis on helping administrators, teachers, and students meet the state-recommended technology standards (ISTE NETS-A, ISTE NETS-T, ISTE NETS-S) as well as helping students to meet the state's content standards in all areas.</p>
<p><b>2.3</b> The GCSD and the schools will collaborate in planning for professional development, ensuring that teachers and</p>	<p><b>A.</b> Develop and submit a technology plan that (1) is directed by the district's technology leadership, (2) is designed for the district and each school, and (3) calls for site-based input from</p>

## I. OBJECTIVES AND STRATEGIES

**GOAL:** The Georgetown County School district will provide curriculum development and professional development/training to increase the technical competency of all Georgetown County School District educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

OBJECTIVES	STRATEGIES
<p>district staff are trained to use technology, including assistive technology, to enhance learning.</p>	<p>technology teams or committees in each building.</p> <p>B. Include in district &amp; school technology plans professional development for district staff and teachers to be part of assistive technology assessment teams.</p> <p>C. Include in district &amp; school technology plans the training needed to ensure the accessibility of electronic and information technology to students with special needs.</p> <p>D. Include in district technology the training needed for school &amp; staff to evaluate software in order to make decisions that ensure the promotion of higher order thinking skills for all students, including those with special needs.</p>
<p><b>2.4</b> The GCSO will provide schools with information and training in technology integration so that teachers can use research-based best practice instructional methods throughout the curriculum.</p>	<p>A. Administrators and district staff will identify exemplary lessons. These lessons will be shared with all teachers in the appropriate grade level as part of staff development. Lessons can be shared using the district's MediaShare..</p> <p>B. The district and the schools will offer professional development activities and training in a variety of ways (i.e., on-site, off-site, on-line, self-paced, and combinations of these methods) to address the technology needs of staff.</p> <p>C. Encourage use of SCTL Web portal, a professional development component that outlines the technology education offerings and requirements, including assistive technology, that exist throughout South Carolina and the nation as a whole.</p> <p>D. Plan district wide technology in-service for all grades and all subjects where tech integration is featured and software for the specific area is demonstrated or an existing software product and activity is highlighted</p> <p>E. Increase availability of technology professional development tools to teachers: access to laptop computers and presentation devices.</p>
<p><b>2.5</b> The district and schools will assess the overall effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement.</p>	<p>A. Incorporate instructional technology into annual goals.</p> <p>B. Continue annual needs assessment.</p> <p>C. Evaluate professional development programs with surveys.</p> <p>D. Develop guidelines for technology portfolios.</p>

## II. ACTION LIST

1. A school technology leader/integration specialist will continue to be hired or appointed in every school in the district to promote the use of technology to increase student learning. The district special services department will provide awareness and use training for assistive technology.
2. Schools will appoint a school-based technology team with representation from all teams or departments to help share new technologies and support technology integration.
3. The district level technology specialist should develop recommendations for teacher professional development plans, and integrating technology and content standards into professional development opportunities. These should be shared with school-based technology leaders.
4. The school district should provide training to district- and building-level administrators so that they can effectively assess a teacher's ability to integrate technology, including assistive technology, into the curriculum.
5. School administrators should submit to their supervisors an annual professional development plan that includes technology goals aligned with ISTE NETS and that is reviewed as part of the administrator's annual evaluation.
6. The district should promote the training and use of the SCTLC Web portal, a professional development component that outlines the technology education offerings and requirements, including assistive technology, that exist throughout South Carolina and the nation as a whole.
7. The district technology specialist should continue to provide technology professional development as determined by needs surveys.
8. The school district technology team should provide assistance in the evaluation of software in order to make decisions that ensure the promotion of higher-order thinking skills for all students, including those with special needs.
9. The use of technology should be documented, monitored and maintained by administration and teachers, in daily lesson plans, units and long range plans.
10. The school district should continue to work with the SDE to develop or adopt on-line assessment instruments and make them available to all school districts in the state to determine teachers' level of technology proficiency.

11. SDE- and district-developed tracking tools (electronic or Web-based surveys) of district professional activities should be completed each year in conjunction with ADEPT (Assisting, Developing, and Evaluating Professional Teaching) or other district evaluation procedures that include an instructional technology component.
12. District reports and evaluations of professional development initiatives and reports on the use of technology grant funds should show an increase in access to professional development.

### **III. IMPLEMENTATION ACTION STEPS**

#### *GCSD*

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

### **IV. FUNDING CONSIDERATIONS**

*GCS D*

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

<b>V. EVALUATION</b>							
Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include “action list” items achieved.)				
			JAN. 2011	JAN. 2012	JAN. 2013	JAN. 2014	JAN. 2015
<b>2.1</b> The GCS D will enable educators to achieve and demonstrate proficiency in integrating state-recommended instructional technology standards (ISTE NETS-A, ISTE NETS-S, and ISTE NETS-T) into their specific area of professional practice to increase student achievement.	Statewide achievement test scores  District report cards  Professional development surveys  Teacher technology proviso forms	Statewide achievement test scores  District report cards  Professional development tracking and surveys  Teacher technology proficiency proviso forms					

## V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JAN. 2011	JAN. 2012	JAN. 2013	JAN. 2014	JAN. 2015
<p><b>2.2</b> The GCSD will continue to provide fulltime multi-dimensional leadership whose focus is to ensure that technology is making a significant instructional and administrative impact for students, teachers, and administrators.</p>	<p>Teacher and administrator portfolios or plans</p> <p>School technology and improvement plans</p> <p>District Training schedule posted on district web site.</p>	<p>Teacher and administrator portfolios or plans</p> <p>Observations and interviews</p> <p>Documented access to innovative training resources</p> <p>Documented professional development offerings</p>					
<p><b>2.3</b> The GCSD and the schools will collaborate in planning for professional development, ensuring that teachers and district staff are trained to use technology, including assistive technology, to enhance learning</p>	<p>Technology assessments</p>	<p>Technology assessments</p>					

## V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JAN. 2011	JAN. 2012	JAN. 2013	JAN. 2014	JAN. 2015
<p><b>2.4</b> The GCSD will provide schools with information and training in technology integration so that teachers can use research-based best practice instructional methods throughout the curriculum.</p>							

## V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JAN. 2011	JAN. 2012	JAN. 2013	JAN. 2014	JAN. 2015
<p><b>2.5</b> The district and schools will assess the overall effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement.</p>	Online Surveys	Online Surveys					

## **TECHNOLOGY DIMENSION 3**

### **INSTRUCTIONAL CAPACITY**

#### **Goal**

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

#### **SNAPSHOT OF CURRENT TECHNOLOGY USE**

Georgetown County School District has made strides in acquiring instructional technologies and using these learning tools to increase student achievement. Funds have been available for access to technologies such as digital cameras, digital camcorders, scanners, interactive whiteboards, and laptops as well as subject-specific tools such as science probes.

GCSD schools utilize telecommunication connections provided by the State Department of Education. GCSD has policies for equity of access and acceptable use of the Internet. Our Technology Needs Assessment Survey indicates that— through cooperative learning, engaging activities, and mentoring—teachers use technology to enhance the teaching of critical-thinking and real-world skills. Teachers use curriculum-focused technology tools to support the core subject areas.

GCSD schools utilize SCETV satellite dishes and receivers in every school to access a great variety of instructional programming. Our digital education systems office (DES) offers short distance-learning courses for students and teachers. All schools in Georgetown County have a two-way video system to extend the reach and impact of instruction and learning. This year DES is incorporating an online portal for teachers to access television channels and uploaded videos through the web.

GCSD Internet users make use of DISCUS, our South Carolina State virtual library. DISCUS resources include magazine articles, professional periodicals, newspapers, encyclopedias and other reference publications, government documents, lesson plans, maps, photographs, and historic documents. South Carolina Educational Television provides access to Discovery Education's UnitedStreaming, an extensive digital library correlated to South Carolina's K-12 curriculum standards and MediaShare, a local networked library for teachers to share and collaborate on best practices.

## SNAPSHOT OF CURRENT TECHNOLOGY USE

Georgetown County uses E-rate funds to help pay for Internet access via Metro E network. E-rate funds also help provide for internal connections, which include local phone service, file servers, switches, hubs, routers, building wiring, and network operating systems.

GCSD utilizes the services of Northwest Evaluation Association, an organization which provides research-based educational growth measures, professional training, and consulting services to improve teaching and learning. All schools in the Georgetown County School District use MAP testing to assist in the assessment of student learning. Teachers use TestView, a web based analytical tool that integrates standardized test score data with demographic, class, and teacher data to track and analyze the academic progress of students. PowerSchool, an electronic gradebook, is utilized by GCSD teachers to manage grades and grade reports.

GCSD's instructional technology efforts have a solid foundation. The district needs to continue to provide appropriate professional development. Educators need to use technology for student data management to streamline administrative duties in order to be able to spend more time on teaching the state's academic standards. Teachers should be trained to use data to make informed decisions for continuous improvement and change.

## OPERATIONAL PLAN

### I. OBJECTIVES AND STRATEGIES

**GOAL:** Georgetown County School District will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

#### OBJECTIVES

#### STRATEGIES

**3.1** GCSD will develop a technology framework for local assessment planning that addresses the steps necessary to create a technology-rich environment that will foster increased achievement by all students, including those with special needs.

- A. Ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies (including the range of assistive technology options) to significantly impact teaching and learning
- B. Facilitate the use of technologies to support

## I. OBJECTIVES AND STRATEGIES

**GOAL:** Georgetown County School District will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

OBJECTIVES	STRATEGIES
	<p>and enhance instructional methods (including the use of hardware, software, and assistive technology) that develop higher-level thinking, decision-making, and problem-solving skills</p> <p>C. Utilize ISTE Technology Standards for Students. ISTE standards include five categories: (1) demonstrate creativity and innovation; (2) communicate and collaborate; (3) conduct research and use information; (4) think critically, solve problems, and make decisions; (5) use technology effectively and productively.</p>
<p><b>3.2</b> GCSD will provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.</p>	<p>Provide teachers with access to knowledgeable personnel, productivity tools, on-line services, media-based instructional materials, and primary sources of data in settings that enrich and extend teaching goals</p>
<p><b>3.3</b> GCSD will provide students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule.</p>	<p>Provide students with access to technology, on-line services, and media-based instructional materials, allowing them to select appropriate tools that will enrich and extend their learning</p>
<p><b>3.4</b> GCSD will provide and support a variety of multimedia equipment and software for teaching and learning.</p>	<p>A. Communicate via the district technology plan a multimedia infrastructure designed to support instruction</p> <p>B. Establish a system for identifying, specifying, prioritizing, and managing equipment for multimedia development in direct support of curricular and professional development objectives</p>

## II. ACTION LIST

1. GCSD will conduct technology planning meetings to address curricular design, instructional needs of all teachers, instructional strategies, and appropriate learning environments for all students including those requiring assistive technologies.
2. GCSD will pursue funding opportunities such as grants to provide funds to acquire and maintain hardware and software for use in classroom instruction.
3. Student productions will exemplify the integration of technology into the core curriculum areas. Student presentations will illustrate the ability to synthesize and analyze information.
4. Student productions will be shared on school web pages and spotlighted at school technology fairs.

## III. IMPLEMENTATION ACTION STEPS

### *GCSD*

- Conduct technology curriculum planning meetings
- Include an instructional technology plan in the technology plan to be submitted to the Office of Technology for approval
- Create methods of gauging technology readiness
- Evaluate hardware and software for desirable student outcomes and standardize selection when appropriate
- Designate technology leaders
- Submit teacher technology proficiency assurance forms to the Office of Technology by the announced deadline
- Initiate partnerships with community entities to create greater access to technology and a community learning environment
- Pursue funding opportunities such as grants to acquire and maintain hardware, instructional software, and assistive technology
- Pursue the delivery of courses for students and professional development courses for teachers via innovative methods

## IV. FUNDING CONSIDERATIONS

## IV. FUNDING CONSIDERATIONS

### *GCSD*

- Committee development of district technology plan
- Evaluation experts to help show the impact of programs and initiatives
- Distance learning
- Eighth-grade proficiency measurement
- School technology leader implementation
- Professional development

## V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JAN . 2011	JAN . 2012	JAN. 2013	JAN. 2014	JAN . 2015
<p><b>3.1</b> GCSD will develop a technology framework for local planning that addresses the steps necessary to create a technology-rich environment that will foster increased achievement by all students, including those with special needs.</p>	<p>Statewide achievement test scores</p> <p>Technology readiness and access surveys</p> <p>District report cards</p>	<p>Statewide achievement test scores</p> <p>Technology readiness and access surveys</p>					
<p><b>3.2</b> GCSD will provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.</p>	<p>Teacher technology proficiency proviso forms</p>	<p>District report cards</p> <p>Teacher technology proficiency proviso forms</p>					
<p><b>3.3</b> GCSD will provide students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule.</p>	<p>School technology and improvement plans</p>	<p>Surveys</p>					

<p><b>3.4</b> GCSD will provide and support a variety of multimedia equipment and software for teaching and learning.</p>	<p>Technology assessments</p> <p>Documentation of sharing of student productions</p> <p>Documentation of offerings provided via innovative delivery methods</p>	<p>Technology assessments</p> <p>Documentation of sharing of student productions</p> <p>Documentation of offerings provided via innovative delivery methods</p>					
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## COMMUNITY CONNECTIONS

### GOAL

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

### SNAPSHOT OF CURRENT TECHNOLOGY USE

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

GCSD involves the community in the local technology planning process and is innovative in disseminating information on a district wide basis.

GCSD uses numerous resources in order to facilitate communication between home, school, and community including: e-mail; telephone; voice mail, where teachers post homework assignments; school and teachers' Web sites; and a public access TV channel. School library media centers and computer labs are regularly open after school hours. Many district schools provide computer classes for community members after normal school hours. In addition, the district's Adult Education Program provides a variety of evening classes in computer technology at various instructional levels.

GCSD has established numerous school-to-business partnerships. Most of the schools have business partners who provide mentors and materials, often in the form of technology assistance and communication. The business community is a partner in the district wide technology fair.

## I. OBJECTIVES AND STRATEGIES

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

OBJECTIVES	STRATEGIES
<p><b>4.1</b> Georgetown County School District (GCSD) will establish community technology collaborations by providing tools, resources, and training that support student achievement. (The term <i>community</i> includes all students, GCSD employees, families, businesses, state and local agencies, nonprofit groups, and institutions of higher education.)</p>	<ul style="list-style-type: none"> <li>A. Form community alliances to provide students with real-world experiences in the use of technology that enhance academic achievement.</li> <li>B. Recognize positive contributions of community programs that show impact on student achievement.</li> <li>C. Collaborate with other school districts, existing consortiums, and nearby colleges and technical colleges to share innovative technological strategies that enhance student achievement.</li> </ul>
<p><b>4.2</b> Georgetown County School District will provide opportunities for the community to familiarize themselves with instructional technology hardware and software used within the schools to elevate the community's level of knowledge of the impact of technology on a child's education and post-high school employment prospects.</p>	<ul style="list-style-type: none"> <li>A. Showcase schools' use of instructional technology.</li> <li>B. Communicate with the public using multimedia venues.</li> </ul>
<p><b>4.3</b> Georgetown County School District will use technology to inform the community about the Georgetown County School District and the schools.</p>	<ul style="list-style-type: none"> <li>A. Promote GCSD news and events using technology.</li> <li>B. Promote parent, student, and teacher communication through technology.</li> </ul>
<p><b>4.4</b> Georgetown County School District will provide after-hours training and access to labs, media centers, and classrooms.</p>	<ul style="list-style-type: none"> <li>A. Create opportunities for access to computer labs, media centers, and classrooms for after-hours use of technology by the community.</li> <li>B. Create and publish flexible schedules of after-hours technology access and training for the community.</li> </ul>
<p><b>4.5</b> Georgetown County School District will continue to provide access to the Internet, including access to the State Library's DISCUS databases and to the Web sites of universities, museums, and other institutions to facilitate virtual communication between home, school, and community.</p>	<p>Maintain a link from the Georgetown County School District web site to the SCTL Web portal for the school district and community entities interested in collaborative initiatives.</p>
<p><b>4.6</b> GCSD will work to equalize the accessibility of instructional technology throughout the school district and community.</p>	<ul style="list-style-type: none"> <li>A. Maintain an inventory of laptops that have the same software installed used at school for home checkout by GCSD faculty, staff, and students.</li> </ul>

**I. OBJECTIVES AND STRATEGIES**

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

OBJECTIVES	STRATEGIES
	<p>B. Develop outreach programs within the community that focus on improving student achievement through technology.</p> <p>C. Inform GCSD faculty and staff of Microsoft's special incentives for educators and students.</p>

**II. ACTION LIST**

1. Georgetown County School District will work with GCSD schools, local businesses, technical schools, and universities to provide opportunities for students to experience real-world use of technology in the work place by hosting career fairs and creating job-shadowing and work-based experiences for students.
2. GCSD will recognize community contributions at school board meetings, on the GCSD web site, and in the local news media.
3. Georgetown County School District will develop lists of partner organizations, institutions, and initiatives.
4. GCSD will send representatives to area technical colleges and universities, consortiums such as the Horry-Georgetown Tech. Consortium, and nearby school districts to assess innovative, successful technology practices.
5. Georgetown County School District will continue supporting the consortia among local education agencies, business and industry, and public and private entities such as museums, libraries, and colleges, for the full utilization of technology.
6. GCSD will send representatives including teachers, media specialists, administrators, Guidance personnel, other GCSD staff and Career and Technology students to technology conferences.
7. GCSD will encourage schools to showcase their technology at school-community events such as open houses, orientations, curriculum nights, and PTA and PTO meetings, with tours displaying the school's instructional technology.
8. GCSD will encourage schools to hold a "computer day" for the community offering brief hands-on instruction on use of some of the software and hardware students use daily.
9. GCSD will assure that district and school web pages are easily assessable and current, comprehensive, instructive, and reliable sources of information.
10. GCSD will work to expand the viewing area of the Government and Education television channel to all attendance areas in the district.
11. GCSD will use a variety of media, for example, telephone, email, pagers, text-messaging, newspaper, newsletters, and other electronic sources, to inform the parents on their child's progress and

## II. ACTION LIST

important happenings.

12. Georgetown County School District will survey the community to ascertain the need for after-hour technology training.
13. GCSD will identify technology facilities throughout the district for the community to hold training during non-school hours.
14. Georgetown County School District and schools will publish school lab schedules showing after-hours technology access and training.
15. GCSD will secure and maintain an inventory of laptop computers with instructional software installed for limited checkout by GCSD employees and students.
16. GCSD will work with community organizations to establish and support a computer lending program to various churches/off-school sites for providing after-school tutorial assistance.
17. GCSD will inform and support faculty and staff Work-At-Home rights to use a copy of a limited selection of Microsoft software products on either a home or portable computer for work-related purposes, (<http://www.microsoft.com/education/WorkHome.mspix>), subject to the requirements and restrictions set forth by Microsoft. ( <http://www.microsoft.com/Education/StudentMedia.mspix> )
18. GCSD will inform the community of Microsoft's discounted pricing of a selection of Microsoft software for use by educators and students. (<http://www.microsoft.com/Education/HowToBuyConsumer.mspix>)

## III. IMPLEMENTATION ACTION STEPS

- Georgetown County School District's Technology Committee and members of the community will examine and update the technology plan annually and publish the results for the community.
- GCSD will encourage flexible lab, media center, and classroom hours among schools, including opportunities for community members to see and use assistive technology.
- GCSD will initiate partnerships with community entities to create greater access to technology and a community learning environment and to research technology needs.
- GCSD will measure access and use of school technology facilities.
- GCSD will establish enforceable acceptable use practices for use of GCSD technology off GCSD premises or outside of normal school hours.

### III. IMPLEMENTATION ACTION STEPS

- GCSD will explore security and staffing issues associated with opening up facilities after regular hours.
- Each school will submit a 5-year technology plan with annual reviews that reflects the objectives and goals of the Georgetown County School District Technology Plan.

### IV. FUNDING CONSIDERATIONS

- Community programs and initiatives.
- High-quality sustained community training technology programs offered via innovative delivery methods.
- Facility operation and staffing beyond the regular school day.
- Laptops for check-out including technical support.
- Staff training for programs and 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.)				
			JAN. 2011	JAN. 2012	JAN. 2013	JAN. 2014	JAN. 2015
<p><b>4.1</b> Georgetown County School District (GCSD) will establish community technology collaborations by providing tools, resources, and training that support student achievement. (The term <i>community</i> includes all students, GCSD employees, families, businesses, state and local agencies, nonprofit groups, and institutions of higher education.)</p>	<ul style="list-style-type: none"> <li>• State/District achievement test scores</li> <li>• Community technology access surveys</li> <li>• Lab, media center, and classroom schedules</li> </ul>	<ul style="list-style-type: none"> <li>• Statewide/District achievement test scores</li> <li>• Community technology access surveys</li> <li>• Lab, media center, and classroom schedules and participation logs.</li> </ul>					
<p><b>4.2</b> Georgetown County School District will provide opportunities for the community to familiarize themselves with instructional technology hardware and software used within the schools to elevate the community's level of knowledge of the impact of technology on a child's education and post-high school employment prospects.</p>	<ul style="list-style-type: none"> <li>• SDE Technology Counts survey</li> <li>• School technology plans</li> <li>• Documentation of offerings provided via innovative delivery methods</li> </ul>	<ul style="list-style-type: none"> <li>• SDE Technology Counts survey</li> <li>• School technology plans</li> <li>• Observations and interviews</li> </ul>					
<p><b>4.3</b> Georgetown County School District will use technology to inform the community about the Georgetown County School District and the schools.</p>	<ul style="list-style-type: none"> <li>• Documentation of school information on web site <a href="http://www.gcsd.k12.sc.us">www.gcsd.k12.sc.us</a></li> </ul>	<ul style="list-style-type: none"> <li>• District and school Web site information</li> <li>• District and</li> </ul>					

<p><b>4.4</b> Georgetown County School District will provide after-hours training and access to labs, media centers, and classrooms.</p>	<ul style="list-style-type: none"> <li>• Documentation of information posted on Time Warner, Chan. 12</li> <li>• SCI Reports</li> </ul>	<p>school information, Channel 12</p> <ul style="list-style-type: none"> <li>• SCI Reports</li> <li>• Documentation of offerings provided via innovative delivery methods</li> <li>• Districts and school list of grants and community partnerships</li> </ul>					
<p><b>4.5</b> Georgetown County School District will continue to provide access to the Internet, including access to the State Library's DISCUS databases and to the Web sites of universities, museums, and other institutions to facilitate virtual communication between home, school, and community.</p>							
<p><b>4.6</b> GCSD will work to equalize the accessibility of instructional technology throughout the school district and community.</p>							

## TECHNOLOGY DIMENSION 5

### SUPPORT CAPACITY

#### GOAL

The Georgetown County School District, its schools, and employees will expand and support technology resources to assist educators and learners in meeting the state academic standards.

### SNAPSHOT OF CURRENT TECHNOLOGY USE

The Georgetown County School District recognizes the vital role of technology support systems in providing the foundation for teaching, learning, communication, and administration in its schools. The district's investment in technology resources can be seen in the amount of hardware, software and connectivity available to the schools. District goals have been met in critical areas such as network upgrades, an ongoing commitment to technology funding from the School Board, a computer replacement cycle designed to maintain a hardware inventory capable of managing increasingly sophisticated application. The district set a plan in motion three years ago to have a three year replacement cycle for computers and other hardware. Priorities dealing with bandwidth, security, and replacement of aging equipment are set by the Computes and Technology Services Department of GCSD. The introduction of many other technologies is led by the office of Student Performance and Federal Programs, principals, and teachers based on what is needed to help students achieve.

Factors of paramount importance are hardware and software, adequate support, technical assistance, maintenance, daily operations, and upgrades. Funding programs have helped schools make building, network, and technical repairs; led to professional development opportunities such Intel's *Teach to the Future Program*, and implemented use of applications such as Measures of Academic Progress (MAP) to support curricular and instructional efforts. .

The Georgetown County School District, which consists of 18 schools and 1 administrative site, allocates funds specifically for connectivity, technology hardware, and software. Each school site has at a minimum one computer lab with 25 stations for computer-aided instruction. All nine elementary and four middle schools have a multipurpose lab running the Success Maker Enterprise. The District utilizes Microsoft Outlook email system for both intranet and internet email needs. Internet access is available at all sites. The address for the GCSD homepage is <http://www.gcsd.k12.sc.us>. Websense software is used for internet content filtering.

Sites within the Georgetown County School District receive technical support from the central Computer Technology Services (CTS) Department, which maintains and operates the District's. main servers and web server from the main administrative office. Each site within the district is supported by a technology troubleshooter and technology team leader. These support personnel serve primarily as contacts that coordinate service, professional development, and purchasing

## SNAPSHOT OF CURRENT TECHNOLOGY USE

needs. Technology contacts receive compensation in the form of small annual stipends funded by district budget allocations and grant money. The school district has developed a strategic plan that documents technology standards and goals. Sites within the district have adopted this plan, tailoring it as needed to fit the individual needs of each school. 100 percent of the district's teachers have adequate access to computers, and have access to printers. Other available technology includes digital cameras, wireless laptop labs, interactive whiteboards, response pad technology, and video-conferencing equipment. The ratio of students to computers is 2/1.

The Georgetown County School District is continually developing and accessing state and district data warehouse and retrieval systems. Steady progress continues to be made in implementing the NCS (National Computer Systems) student-information collection system, PowerSchool, throughout the district. In addition, student data is compiled through the use of networked applications such as PowerSchool, the South Carolina Readiness Assessment Profile, Measures of Academic Progress, Accelerated Reader, Accelerated Math, Renaissance Learning Star Testing Programs, and the Test View Server. An IBM/AS400 system located at the district office administers finance, human resource, procurement, and payroll applications. Each site within the district is ensured connectivity to the central database through Client Access. The implementation process for use of all systems includes introductory workshops, end-user training, site surveys, data conversion, and school and district office setup. Technical assistance is provided by the South Carolina State Department of Education and the district's Computer Technology Services Department. These systems allow the school district to maintain dynamic system wide databases of all available student data.

Effective collection and evaluation of information will lead to decisions backed by quantitative as well as qualitative data. Through ongoing centralized planning and implementation, technical and administrative services and support can be efficiently provided to streamline operations and improve services.

## OPERATIONAL PLAN

### I. OBJECTIVES AND STRATEGIES

**GOAL:** The Georgetown County School District, its schools, and employees will expand and support technology resources to assist educators and learners in meeting the state academic standards.

#### OBJECTIVES

#### STRATEGIES

**5.1** The Georgetown County School District will ensure that all students, including those with special needs,

A. The Georgetown County School District will maintain a technology inventory through the Fixed Assets Database and records from the

## I. OBJECTIVES AND STRATEGIES

**GOAL:** The Georgetown County School District, its schools, and employees will expand and support technology resources to assist educators and learners in meeting the state academic standards.

OBJECTIVES	STRATEGIES
<p>and teachers have access to electronic information resources.</p>	<p>Computer and Technology Services department that include the status of current network/Internet access, workstations and other devices available for access, software applications available for addressing state academic standards, peripherals, and other factors related to universal access to network resources</p> <p>B. The Georgetown County School District conducts needs assessments on a regular basis (1) to identify required network components, workstations, and other devices needed for network access, including assistive technology devices, and (2) to identify and evaluate software applications required to meet academic needs as well as peripherals and other resources required to create universal access to network resources</p> <p>C. The Georgetown County School District has a strategic plan for acquiring and implementing the technology, including assistive technology, that is required to provide universal access to network resources</p> <p>D. The Georgetown County School District will develop a strategic plan that includes technology planning, and includes input from all segments of the school community—students, teachers, therapists, administrators, parents, community members, community agencies, and local businesses—and include in the plan a mechanism for review and revision as needed</p> <p>E. Georgetown County School District does seek school and district funding from available local, state, and federal sources, including E-rate, grants, and bonds</p>

## I. OBJECTIVES AND STRATEGIES

**GOAL:** The Georgetown County School District, its schools, and employees will expand and support technology resources to assist educators and learners in meeting the state academic standards.

OBJECTIVES	STRATEGIES
<p><b>5.2</b> The Georgetown County School District will ensure that their schools have an integrated, secure network infrastructure with dynamic bandwidth capacity to support fully converged networks that allow for communication, data collection and distribution, and distance learning.</p>	<ul style="list-style-type: none"> <li>A. Georgetown County School District will communicate within the district a strategic plan that provides a vision for multimedia infrastructure designed to support instruction</li> <li>B. Georgetown County School District has establish through fixed assets an inventory for identifying, specifying, prioritizing, and managing equipment for multimedia development in direct support of curricular and professional development objectives</li> <li>C. Ensure the installation, maintenance, and support of multimedia-capable teacher stations in classrooms should be maintained at the school level.</li> <li>D. Georgetown County School District has researched and implemented an integrated network infrastructure capable of utilizing all distribution modules such as video conferencing</li> <li>E. Georgetown County School District installs and maintains networks, has virus protection, uses Websense as its Internet filtering system according to industry standards by implementing systemic, state-of-the-art network security tools at all levels of access to LANs, WANs, and other networks</li> <li>F. Assess LAN/WAN technology currently implemented to determine SNMP (simple network management protocol) compliance</li> <li>G. Implements Microsoft Application Delivery that performs automated software installation</li> </ul>
<p><b>5.3</b> The Georgetown County School District has qualified technical staff, including one networking engineer/technician per WAN or per</p>	<ul style="list-style-type: none"> <li>A. Develop district/board approved staffing requirements and job descriptions, with a competitive salary schedule, for the positions of networking engineer, networking technician,</li> </ul>

## I. OBJECTIVES AND STRATEGIES

**GOAL:** The Georgetown County School District, its schools, and employees will expand and support technology resources to assist educators and learners in meeting the state academic standards.

OBJECTIVES	STRATEGIES
ten LANs, and one end-user support technician per every 500 computers.	educational technology director, and support technician
<b>5.4</b> The Georgetown County School District has implemented a disaster recovery plan for all points of failure in LANs and WANs, including redundant data storage, robust automated backup, and immediate hardware recovery.	<p>A. Ensure that disaster recovery plans are included in the district technology plan</p> <p>B. Ensure that schools will have electrical distribution systems that provide isolated circuits in all classrooms and redundant power sources for mission-critical equipment</p> <p>C. Implement a district management application that monitors bandwidth on the LAN and WAN and provides network failure alarms that can be accessed remotely</p>
<b>5.5</b> The Georgetown County School District has implemented an obsolescence and upgrade plan to replace and recycle equipment and software.	Georgetown County School District will ensure that the obsolescence and upgrade plans are included in the district technology plan

## II. ACTION LIST

- The Georgetown County School District will continue to provide a database with a fixed assets complete technology inventory, including assistive technology, showing the type of equipment/device, its location, its use, peripherals to which it has access, applications to which it has access, and other relevant information.
- The Georgetown County School District will continue to maintain needs-assessment documents showing technology-based resources and applications required to address the mission of the district, including networking, hardware/devices, and software applications as

## II. ACTION LIST

well as assistive technology.

- The Georgetown County School District should include in its budget lump sums for technology, including assistive technology, with sufficient funding to implement the designated strategies.
  - The Georgetown County School District should publish a procedure for the perpetual upgrades of equipment used in multimedia development processes. Upgrades should quantify equipment and processes by their impact on teaching and learning.
  - The Georgetown County School District should maintain a strategic plan for acquiring and implementing technology, including assistive technology, for universal access to network resources. This document should show the strategies for addressing the identified needs, the persons responsible for addressing and completing each strategy, and the resources/funds necessary to fully implement the strategies.
  - The Georgetown County School District technology plan should include a strategic vision for building a multimedia infrastructure to support instruction.
  - The Georgetown County School District technology plan should include a disaster recovery plan.
  - The Georgetown County School District technology plan should include an obsolescence and upgrade plan, including strategies to refurbish, resell, recycle, or donate obsolete devices.
  - The Georgetown County School District policies outlined in the district technology plan should include security accountability, virus protection, and Internet filtering guidelines.
  - The Georgetown County School District technology plan should provide for outlets and amperage and for meeting industry standards and building codes.
  - The Georgetown County School District should use a District Technology Team to share the results of their research about the implementation of integrated network infrastructures and bundled distribution practices.
  - The Georgetown County School District should have records to show that they have assessed their current LAN/WAN technology.
  - The Georgetown County School District network managers should provide the district office with quarterly reports of statistics on bandwidth utilization.
1. The Georgetown County School District should use the SDE Technology Counts on-line survey to report on their use of network management tools.
  2. The Georgetown County School District should ensure that new school construction provides for isolated power in each classroom, computer lab, telecommunications closet, and work area.

## II. ACTION LIST

3. The Georgetown County School District should provide UPS (uninterruptible power supply) systems for all critical equipment.
4. The Georgetown County School District should use the competitive staffing and salary requirements for the positions specified in objective 4.3.
5. The Georgetown County School District should continually review work order documentation to ensure that proper technician / computer support ratios are maintained.
6. The Georgetown County School District should have a network manager in place.
7. The Georgetown County School District should establish network security support within Computer and Technology Systems.
8. The Georgetown County School District should designate a Web accessibility resource person to coordinate training and information sharing among district personnel.

### III. IMPLEMENTATION ACTION STEPS

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

### V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JAN. 2011	JAN. 2012	JAN. 2013	JAN. 2014	JAN. 2015
<b>5.1</b> The school districts will ensure that all students, including those with special needs, and teachers have access to electronic information resources.	<ul style="list-style-type: none"> <li>• Statewide achievement test scores</li> <li>• District report cards</li> </ul>	<ul style="list-style-type: none"> <li>• Statewide achievement test scores</li> <li>• District report cards</li> <li>• Measures of</li> </ul>					

## V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JAN. 2011	JAN. 2012	JAN. 2013	JAN. 2014	JAN. 2015
<p><b>5.2</b> The school districts will ensure that their schools have an integrated, secure network infrastructure with dynamic bandwidth capacity to support fully converged networks that allow for communication, data collection and distribution, and distance learning .</p>	<ul style="list-style-type: none"> <li>Measures of Academic Progress scores</li> <li>Professional development tracking and surveys</li> <li>District, school, community, and student surveys</li> </ul>	<p>Academic Progress scores</p> <ul style="list-style-type: none"> <li>Professional development tracking and surveys</li> <li>Observations and interviews</li> <li>Documented access to technology resources</li> <li>District, school, and community surveys</li> </ul>					
<p><b>5.3</b> The school districts will have qualified technical staff, including one networking engineer per WAN or per ten LANs, one networking technician per LAN, and one end-user support technician per every five hundred users.</p>	<ul style="list-style-type: none"> <li>School technology and improvement plans</li> <li>Documented access to technology resources</li> </ul>	<ul style="list-style-type: none"> <li>School technology and improvement plans</li> <li>Documented access to technology resources</li> <li>Technology needs assessments</li> </ul>					
<p><b>5.4</b> The school districts will implement a disaster recovery plan for all points of failure in LANs and WANs, including redundant data storage, robust automated backup, and immediate hardware recovery.</p>	<ul style="list-style-type: none"> <li>Documented access to technology resources</li> <li>Technology needs assessments</li> <li>SDE</li> </ul>	<ul style="list-style-type: none"> <li>SDE Technology Counts on-line survey</li> <li>Budget data</li> <li>State personnel reports</li> </ul>					

## V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JAN. 2011	JAN. 2012	JAN. 2013	JAN. 2014	JAN. 2015
<p style="text-align: center;"><b>5.5</b></p> <p>The school districts will implement an obsolescence and upgrade plan to replace and recycle equipment and software.</p>	<p>Technology Counts on-line survey</p> <ul style="list-style-type: none"> <li>• Budget data</li> <li>• State personnel reports</li> <li>• Fixed Assets Inventory</li> <li>• Surveys</li> <li>• District Strategic Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Fixed Assets Inventory</li> <li>• Surveys</li> </ul>					

## CUMULATIVE TARGETS AND BENCHMARKS

**Note: These targets and benchmarks will be monitored and adjusted annually in the report to the people of South Carolina.**

**2010-11**

### Learners and Their Environment

- Thirty percent of the districts' students will have created technology projects documenting their acquisition of grade-level-appropriate competencies as well as their use of a variety of technology tools to complete authentic tasks. (By May 2010 – Develop a check list to measure student proficiency of grade level appropriate technology standards. Measure of attainment: survey data, sample projects with accompanying assessment rubrics.)
- Thirty percent of the districts' students will possess effective communication skills and technology literacy as evidenced by teacher observation and student technology projects and by presentations at school technology nights and fairs. (Measure of attainment: listing of recognition programs and samples of student projects – December 2011)

### Professional Capacity

- Sixty percent of the districts' teachers will possess technology proficiency as evidenced by teacher technology proficiency assurance forms. Fifty percent of the district's teachers will also demonstrate proficiency by maintaining teacher web pages, interacting with the school technology team leaders, and integrating technology into the curriculum to teach the state curriculum standards. (By May 2010 a teacher proficiency checklist will be in place and will be used to assess teachers' technology proficiencies. (Measure of attainment: teacher proficiency checklists and assurance forms-December 2011)
- One hundred percent of the district's schools will have technology leaders who train teachers to help teachers integrate technology into the curriculum. (Measure of attainment: time log showing the time technology leaders spend providing training-December 2011)
- The district maintains an assistive technology team who trains teachers and visits classrooms to help teachers integrate assistive technology into the curriculum. (Measure of attainment: Special services records that show time spent on training and class visitations – December 2011)
- The district maintains and trains an assistive technology assessment team that coordinates assistive technology assessments for students with special needs. (Measure of attainment: Training records documenting the training the assessment team received – December 2011)

## **Instructional Capacity**

- Thirty percent of the districts' teachers will integrate technology and information literacy skills into their teaching of the South Carolina academic standards as evidenced by the technology proficiency assurance forms, surveys, observations, lesson plans, training records, and teacher web pages. (Measurement of attainment: Sample units of study from the Intel: Teach to the Future training and training records – December 2011)
- Thirty percent of students will meet the information literacy and technology skills for their grade level as found on the SDE's performance matrix for information literacy and technology education. (Measurement instrument will be developed by May 2011.)

## **Community Connections**

- Thirty percent of the schools in the district will report a 10 percent yearly increase in community collaborations that result in better teacher and student access to technology, better teacher and student use of technology, more teacher and student real-world experiences in technology-related fields, more research and evaluation of technology projects, and more community collaboration technology grants submitted and dollars funded. (Measure of attainment: SIC reports, surveys, documentation of sharing of student projects – December 2011.)
- Forty percent of the districts' schools will have a community partnership that provides research and evaluation for a district's major (school wide or larger) technology projects. (Measure of attainment: SCI reports – December 2011.)
- Twenty percent of the districts' elementary, middle, and high schools will provide access to technology-related facilities after hours for parents, teachers, and community members. (Measure of attainment: training logs – December 2011.)

## **Support Capacity**

- The school district will include in their technology plans an assessment of their current technology needs, their current technology inventory, and their current technology support strategies. (Information will be included in annual updates to the SDE.)

# **2011-12**

## **Learners and Their Environment**

- Forty percent of the district's students will have created technology portfolios documenting their acquisition of grade-level-appropriate competencies as well as their use of a variety of technology tools to complete authentic tasks.
- Forty percent of the district's students will possess effective communication skills and technology literacy as evidenced by teacher and student technology portfolios and by presentations at technology conferences and fairs.

## **Professional Capacity**

- Seventy percent of the district's teachers will possess technology proficiency as evidenced by teacher technology proficiency assurance forms. Seventy percent of the state's teachers will also demonstrate proficiency by maintaining teacher and student technology portfolios, keeping a journal of course

experiences, interacting with the school technology coach, and integrating technology into the curriculum to teach the state curriculum standards.

- One hundred percent of the schools will have a technology leader who trains teachers and visits classrooms to help teachers integrate technology into the curriculum.
- The district will have an adequate number of assistive technology coaches who train teachers and visit classrooms in all schools to help teachers integrate assistive technology into the curriculum.
- One hundred percent of the schools will have access to a district assistive technology assessment team that coordinates assistive technology assessments for students with special needs.

### **Instructional Capacity**

- Forty percent of teachers will integrate technology and information literacy skills into their teaching of the South Carolina academic standards as evidenced by the technology proficiency assurance forms and teacher portfolios.
- Forty percent of students will meet the information literacy and technology skills for their grade level as found on the SDE's performance matrix for information literacy and technology education.

### **Community Connections**

- Fifty percent of the schools will report a 10 percent yearly increase in community collaborations that result in better teacher and student access to technology, better teacher and student use of technology, more teacher and student real-world experiences in technology-related fields, more research and evaluation of technology projects, and more community collaboration technology grants submitted and dollars funded.
- Fifty percent of the schools will have a community partnership that provides research and evaluation for a district's major (school wide or larger) technology projects.
- Seventy percent of the districts will maintain a K–12 educational portal that lists willing community participants and partners who can provide services to supplement the curriculum.
- Sixty percent of the districts will provide and document professional development training in how to access and use available community resources. Results will be reported through the SDE on-line professional development tracking system.
- Thirty percent of the district's elementary, middle, and high schools will provide access to technology-related facilities after hours for parents, teachers, and community members.

### **Support Capacity**

- Seventy percent of the school districts will include in their technology plans an assessment of their current technology needs, their current technology inventory, and their current technology support strategies.

### **Learners and Their Environment**

- Fifty percent of the state's students will have created technology portfolios documenting their acquisition of grade-level-appropriate competencies as well as their use of a variety of technology tools to complete authentic tasks.
- Fifty percent of the state's students will possess effective communication skills and technology literacy as evidenced by teacher and student technology portfolios and by presentations at technology conferences and fairs.

### **Professional Capacity**

- Eighty percent of the state's teachers will possess technology proficiency as evidenced by teacher technology proficiency assurance forms. Eighty percent of the state's teachers will also demonstrate proficiency by maintaining teacher and student technology portfolios, keeping a journal of course experiences, interacting with the school technology coach, and integrating technology into the curriculum to teach the state curriculum standards.
- Forty percent of the schools will have a technology coach who trains teachers and visits classrooms to help teachers integrate technology into the curriculum.
- Thirty percent of the schools will have an assistive technology coach who trains teachers and visits classrooms to help teachers integrate assistive technology into the curriculum.
- Thirty percent of the schools will have an assistive technology assessment team that coordinates assistive technology assessments for students with special needs.

### **Instructional Capacity**

- Fifty percent of teachers will integrate technology and information literacy skills into their teaching of the South Carolina academic standards as evidenced by the technology proficiency assurance forms and teacher portfolios.
- Fifty percent of students will meet the information literacy and technology skills for their grade level as found on the SDE's performance matrix for information literacy and technology education.

### **Community Connections**

- Sixty percent of the state's school districts will report a 10 percent yearly increase in community collaborations that result in better teacher and student access to technology, better teacher and student use of technology, more teacher and student real-world experiences in technology-related fields, more research and evaluation of technology projects, and more community collaboration technology grants submitted and dollars funded.
- Sixty percent of the school districts will have a community partnership that provides research and evaluation for a district's major (schoolwide or larger) technology projects.
- Eighty percent of the districts will maintain a K-12 educational portal that lists willing community participants and partners who can provide services to supplement the curriculum.
- Seventy percent of the districts will provide and document professional development training in how to access and use available community resources. Results will be reported through the SDE on-line professional development tracking system.

- Forty percent of the state's elementary, middle, and high schools will provide access to technology-related facilities after hours for parents, teachers, and community members.

### **Support Capacity**

- Eighty percent of the school districts will include in their technology plans an assessment of their current technology needs, their current technology inventory, and their current technology support strategies.

**2013-14**

### **Learners and Their Environment**

- Seventy-five percent of the state's students will have created technology portfolios documenting their acquisition of grade-level-appropriate competencies as well as their use of a variety of technology tools to complete authentic tasks.
- Seventy-five percent of the state's students will possess effective communication skills and technology literacy as evidenced by teacher and student technology portfolios and by presentations at technology conferences and fairs.

### **Professional Capacity**

- Ninety-five percent of the state's teachers will possess technology proficiency as evidenced by teacher technology proficiency assurance forms. Ninety-five percent of the state's teachers will also demonstrate proficiency by maintaining teacher and student technology portfolios, keeping a journal of course experiences, interacting with the school technology coach, and integrating technology into the curriculum to teach the state curriculum standards.
- Fifty percent of the schools will have a technology coach who trains teachers and visits classrooms to help teachers integrate technology into the curriculum.
- Forty percent of the schools will have an assistive technology coach who trains teachers and visits classrooms to help teachers integrate assistive technology into the curriculum.
- Forty percent of the schools will have an assistive technology assessment team that coordinates assistive technology assessments for students with special needs.

### **Instructional Capacity**

- Sixty percent of teachers will integrate technology and information literacy skills into their teaching of the South Carolina academic standards as evidenced by the technology proficiency assurance forms and teacher portfolios.
- Sixty percent of students will meet the information literacy and technology skills for their grade level as found on the SDE's performance matrix for information literacy and technology education.

### **Community Connections**

- Seventy-five percent of the state's school districts will report a 10 percent yearly increase in community collaborations that result in better teacher and student access to technology, better teacher and student use of technology, more teacher and student real-world experiences in technology-related fields, more research and evaluation of technology projects, and more community collaboration technology grants submitted and dollars funded.

- Seventy-five percent of the school districts will have a community partnership that provides research and evaluation for a district's major (schoolwide or larger) technology projects.
- Ninety percent of the districts will maintain a K–12 educational portal that lists willing community participants and partners who can provide services to supplement the curriculum.
- Eighty percent of the districts will provide and document professional development training in how to access and use available community resources. Results will be reported through the SDE on-line professional development tracking system.
- Fifty percent of the state's elementary, middle, and high schools will provide access to technology-related facilities after hours for parents, teachers, and community members.

### **Support Capacity**

- Ninety percent of the school districts will include in their technology plans an assessment of their current technology needs, their current technology inventory, and their current technology support strategies.

## **2014-2015**

### **Learners and Their Environment**

- Seventy-five percent of the districts' students will have created technology projects documenting their acquisition of grade-level-appropriate competencies as well as their use of a variety of technology tools to complete authentic tasks. (Beginning fall 2006-07 use check list to measure student proficiency of grade level appropriate technology standards.)
- Seventy-five percent of the districts' students will possess effective communication skills and technology literacy as evidenced by teacher observation and student technology projects and by presentations at school technology nights and fairs. (Measure of attainment: listing of recognition programs.)

### **Professional Capacity**

- Ninety-five percent of the state's teachers will possess technology proficiency as evidenced by teacher technology proficiency assurance forms. Ninety-five percent of the state's teachers will also demonstrate proficiency by maintaining teacher and student technology portfolios, keeping a journal of course experiences, interacting with the school technology coach, and integrating technology into the curriculum to teach the state curriculum standards.
- Fifty percent of the schools will have a technology coach who trains teachers and visits classrooms to help teachers integrate technology into the curriculum.
- Forty percent of the schools will have an assistive technology coach who trains teachers and visits classrooms to help teachers integrate assistive technology into the curriculum.
- Forty percent of the schools will have an assistive technology assessment team that coordinates assistive technology assessments for students with special needs.

## **Instructional Capacity**

- Sixty percent of teachers will integrate technology and information literacy skills into their teaching of the South Carolina academic standards as evidenced by the technology proficiency assurance forms and teacher portfolios.
- Sixty percent of students will meet the information literacy and technology skills for their grade level as found on the SDE's performance matrix for information literacy and technology education.

## **Community Connections**

- Seventy-five percent of the state's school districts will report a 10 percent yearly increase in community collaborations that result in better teacher and student access to technology, better teacher and student use of technology, more teacher and student real-world experiences in technology-related fields, more research and evaluation of technology projects, and more community collaboration technology grants submitted and dollars funded.
- Seventy-five percent of the school districts will have a community partnership that provides research and evaluation for a district's major (schoolwide or larger) technology projects.
- Ninety percent of the districts will maintain a K–12 educational portal that lists willing community participants and partners who can provide services to supplement the curriculum.
- Eighty percent of the districts will provide and document professional development training in how to access and use available community resources. Results will be reported through the SDE on-line professional development tracking system.
- Fifty percent of the state's elementary, middle, and high schools will provide access to technology-related facilities after hours for parents, teachers, and community members.

## **Support Capacity**

Ninety percent of the school districts will include in their technology plans an assessment of their current technology needs, their current technology inventory, and their current technology support strategies.

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## Appendix 1: No Child Left Behind Action Plan

**The No Child Left Behind Act (NCLBA), the reauthorization of the Elementary and Secondary Education Act that was enacted in January 2001, sets forth new requirements for state and school district technology plans. In addition to mandating that each district have a current and approved technology plan that meets all state and federal requirements, the NCLBA (Title II, Part D: Enhancing Education through Technology, Section 2414, Local Applications) requires that in order for a school district to apply for competitive and formula grants under the Act, that district's technology plan must contain the following specific narratives:**

1. Georgetown County School District is committed to using advanced technology to improve student academic achievement aligned with challenging state academic content and student academic achievement standards. The goal is to have all teachers and students proficient in the use of technology in order to engage learners and improve student academic achievement. GCSD has adopted a curriculum that adheres to the state standards, and in most content areas, is based on national standards. GCSD has been using the *Intel: Teach to the Future* model as the training model for professional development for the past 3 years. Teachers have developed units of study that teach standards and incorporate the students' use of technology. The *Intel: Teach to the Future* model is research based. Research shows that the use of technology engages students in the learning, and creating projects such as multimedia projects allows students to reach those higher levels of thinking. The research is available from Intel's web site at [www.intel.com/education](http://www.intel.com/education). As part of the unit, teachers develop rubrics to assess the students' learning of the content as well as the students' use of programs such as PowerPoint, Publisher, Word, and Excel.
2. GCSD has adopted a computer replacement plan, where all of the computers used for instruction are leased and replaced after 5 years. All classrooms are wired and have Internet access, with most classrooms having 2-5 computers. GCSD recently added additional bandwidth in order to accommodate the use of video streaming from sources such as SCETV.
3. E2T2 funds have been used to provide technology leaders at each of the schools. The technology leaders serve on a district technology team and make

recommendations on technology topics such as professional development and acquisitions. They teach the classes throughout the district and receive small stipends for serving on the tech.

team and additional stipends if they teach the Intel class for graduate credit. These classes are advertised by the district and are offered through out the year and in the summer at various locations in the district. E2T2 funds have also provided funding for programs such as TestView that allow teachers to create online academic plans with all of the testing data such as MAP and PACT being pulled from Powerschool. Teachers do not have to manually enter student information and data into the plan. All of the middle schools received mobile computer labs using E2T2 funds. E-rate funding has been used to support the network. Recently, GCSd has added additional bandwidth with funding provided through e-rate. Local and state funds have provided the majority of the 4,500 computers in the district.

4. GCSd has found that the best model for delivering staff development is through a “train the trainers” approach. The district administrative technology specialist meets with the tech. leaders and media specialists on a monthly basis and is instrumental in providing monthly technology training for these two groups. During the 2009-10 school year, tech. leaders and media specialists received training in “Web Page Design”, “Using ETV Video Streaming Resources”, and “ePortfolio.” The tech. leaders and media specialists then provide training for teachers and administrators at the school level.
5. 2010-11 E2T2 funds will be used to pay the annual support cost for programs such Limelight and Inform. Professional development on the use of Powerschool, Limelight, and Inform will be provided.
6. E2T2 funds were used to purchase *School Center* a service that allows all teachers to have their own web pages and the ability to update those pages as needed. Teachers have been asked to have a contact form, class schedules, homework information, etc. on their pages in order for parents and students to be able to view the site for school and class information (available from the [www.gcsd.k12.sc.us](http://www.gcsd.k12.sc.us) web site.) E-rate funding and local funds have also provided voice mailboxes for all teachers. Parents can call the teachers’ mailboxes and receive information about homework assignments and other activities. Parents have been informed of these services at PTA meetings and through school newsletters. The county in collaboration with the two cable TV companies in the area also provides the district with a local access TV channel. The district public

information officer maintains a scrolling information board with information about the local schools, the schools' programs, students' awards, etc.

7. GCSD has an adult education program with a Literacy/Community Education program for adult learners housed in a former high school building on the Howard School campus. The adult ed. program has a computer lab with several software programs used to engage adult learners. Many ESOL adults are enrolled in the Literacy/Community Education program.
8. GCSD uses surveys, observations, checklists; and measures such as state testing data, and MAP data to ensure that teachers are effectively integrating the use of technology into the curricula and that students are meeting academic achievement standards. Measures of Academic Progress (MAP) from Northwest Evaluation Association has been a valuable resource for our teachers. Students in grades 3-10, take computerized reading, math, and science tests three times a year. The results identify the specific areas of need (something the state testing does not do) and teachers can use small group instruction to teach specific skills to individual students. The MAP data gives a good correlation as to how a student will perform on the state end of the year assessment.
9. Local funds recently purchased a server that will house an extensive library of streaming video resources. GCSD has a state funded (materials, not personnel) Digital Education Services center (DES) that provides video resources from SCETV. In November 2004, SCETV began providing video streaming from United Streaming to all of the schools in the state. Tech. leaders have received training in order to train the teachers at the various schools and the tech. leaders along with the district administrative tech. specialists are continuing to train teachers and administrators on the use of the resources. As a DES, we are eligible to receive the entire library of resources to house locally. Those services will be available from our local server as soon as installation takes place. DISC, an extensive research database, available from the SC State Library is accessible from the GCSD web site. GCSD has a Computer and Technology Services (CTS) Department with 2 senior tech. network managers, 3 computer technicians and a network administrator. The CTS department maintains the network and all of the 4500 computers in the district. All teachers/students have access to software programs such as Microsoft Office, Inspiration, and various other software programs such as Accelerated Reader and Success Maker.

## Appendix 2: Teacher Technology Proficiency Proviso Professional Development Plan

TEACHER TECHNOLOGY PROFICIENCY (PROVISO 1.25), May 2009

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.

*Proviso 1.25 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.*

Currently, GCSD teachers are deemed proficient in the use of technology if they take the receive 6-8 professional development hours in technology annually, maintain their

individual web sites, and complete a self-evaluation survey where they score themselves proficient or advanced.

In the new plan, teachers will still be required to complete a self-evaluation survey, maintain their web pages, and complete training requirements, but a proficiency check list will be added. When the district receives notification that a teacher needs to renew his/her certificate, that information will be sent to the technology leader at the teacher's school. The technology leader will arrange a time for the teacher to demonstrate their technology proficiencies and sign off that the teacher demonstrated those proficiencies. That certification will then be sent to the district's office of professional development and placed in the teachers' files.

The district will work with the SCDE to implement the ePortfolio Assessment to all certified staff and have staff complete the requirements to be considered proficient in technology.

## Appendix 3: Acceptable Use Policy

**IJND-R**  
ACCEPTABLE USE  
*Issued: 1/08*  
*Revises: IJND-R*  
*Issued: 1/07*  
Page 1 of 4

This administrative rule governs the use of the District's computer, internet and electronic research and communication resources and is intended to protect the integrity of District operations and instructional programs, as well as to outline the rights and responsibilities of District employees and students.

### **Scope**

This administrative rule applies to the following persons/entities:

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

### **Confidential Information**

The District's research and communication resource systems have security measures in place; however, such measures do not guarantee total security. As a result, information generally considered to be personal or confidential should not be sent via the District's communication resources. The District cannot assume responsibility for lost or stolen information sent or received via the District's communication resources.

### **General Computer Usage**

The following actions are prohibited:

- Knowingly loading or creating viruses
- Loading or attempting to load software or files onto a school computer without the permission of the school's media specialist
- Loading or attempting to load software or files onto the District network without the permission of the Information Technology Department
- Accessing or modifying data without authorization
- Modifying passwords without authorization
- Computer vandalism, defined as any malicious or unauthorized attempt to harm or destroy equipment or data, files, or other electronic information not belonging specifically to the user

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***Georgetown County Board of Education***

#### **Appendix 4: How E-rate Areas Have Been Addressed**

- 1. The GCSD technology plan has established clear goals and a realistic strategy for using telecommunications and information technology to improve education and library services. All classrooms have at least 6 drops for Internet connectivity. Each school has at least one computer lab that can be used for class Internet collaborations. Every middle school, high school, and some elementary schools have at least one mobile computer lab. All classrooms and teachers have phones and voicemail capabilities.**
- 2. The GCSD technology plan does have a professional development strategy to ensure that staff members know how to use the new technologies to improve education. Teachers are expected to demonstrate technology proficiencies in order to meet the state's teacher technology proviso for professional development.**
- 3. The GCSD technology plan does include an assessment of the telecommunications services, hardware, software, and other services that will be needed to improve education. All teachers/administrators complete an annual survey indicating technology needs. A district technology team makes recommendations to administration on technology needs.**
- 4. The GCSD technology plan provides a sufficient budget to acquire and maintain the hardware, software, professional development, and other services that will be needed to implement the strategy for improved education. GCSD has a plan for hardware refreshment. E-rate funds allow the district to replace routers, switches, and other internal connections on a regular basis as dictated by e-rate guidelines. Local funds are used to maintain the servers, routers, switches for the non e-rate schools on the same rotation plan as e-rate schools. Other federal funds from title programs, grants, etc. generate another million in technology dollars.**
- 5. The district technology plan includes 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. The district plan is evaluated and updated annually.**

**Appendix 5 - Report on Last Year's Progress toward Goals, Objectives, Strategies, Benchmarks, Actions, and Outcomes**

<b>Objectives</b>	<b>Possible Baseline Data</b>	<b>Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report</b>	<b>Outcomes (Include "action list" items achieved.)</b>
			<b>JAN. 2010</b>
<p><b>1.1</b> Students will use technology to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with state standards across the curriculum and will thereby increase their level of academic achievement.</p>	<p>Statewide achievement test scores</p> <p>Technology surveys</p> <p>District technology and improvement plans</p> <p>Listing of recognition programs</p> <p>Sample projects/collaborations</p> <p>State Report Card</p>	<p>Statewide achievement test scores</p> <p>Technology surveys, and rubrics</p> <p>Documented access to on-line resources</p> <p>Listing of recognition programs</p> <p>Sample projects/collaborations</p> <p>State Report Card</p>	<p>Ongoing</p> <p>Complete</p> <p>Complete</p> <p>Continuing</p> <p>Continuing</p> <p>Ongoing</p>
<p><b>1.2</b> Students will engage in authentic learning activities that are aligned with state standards and that integrate technology, including assistive technology, into the core content.</p>	<p>Teachers' lesson plans</p> <p>Student technology surveys</p> <p>Time logs – District Technology Team Members</p>	<p>Teachers' lesson plans</p> <p>Student proficiency documentation, surveys, teacher observations, and assessment rubrics</p> <p>Time logs – District Technology Team Members</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<p><b>1.3</b> Students will select the appropriate tools to complete authentic, real-life multidisciplinary tasks and will demonstrate technology competence by the end of the eighth grade.</p>	<p>Teachers' lesson plans</p> <p>Technology Surveys</p> <p>Student Projects</p>	<p>Teachers' lesson plans</p> <p>Technology surveys</p> <p>Projects with assessment rubrics</p>	<p>Continuing</p> <p>Ongoing</p> <p>Continuing</p>
<p><b>1.4</b> The school district and the schools will provide students with an extended learning environment through technological tools, including assistive technology, that are designed to promote high academic achievement.</p>	<p>List of assistive technologies being utilized</p> <p>Student/community surveys</p>	<p>List of assistive technologies being utilized</p> <p>Student/Community surveys</p> <p>Student proficiency documentation</p>	<p>Continuing</p> <p>Continuing</p>

<p><b>2.1</b> The GCSD will enable educators to achieve and demonstrate proficiency in integrating state-recommended instructional technology standards (ISTE NETS-A, ISTE NETS-S, and ISTE NETS-T) into their specific area of professional practice to increase student achievement.</p>	<p>Statewide achievement test scores</p> <p>District report cards</p> <p>Professional development surveys</p> <p>Teacher technology proviso forms</p> <p>Teacher and administrator portfolios or plans</p>	<p>Statewide achievement test scores</p> <p>District report cards</p> <p>Professional development tracking and surveys</p> <p>Teacher technology proficiency proviso forms</p> <p>Teacher and administrator portfolios or plans</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Continuing</p> <p>Continuing</p> <p>Continuing</p>
<p><b>2.2</b> The GCSD will continue to provide fulltime multi-dimensional leadership whose focus is to ensure that technology is making a significant instructional and administrative impact for students, teachers, and administrators.</p>	<p>School technology and improvement plans</p> <p>District Training schedule posted on district web site.</p>	<p>Observations and interviews</p> <p>Documented access to innovative training resources</p> <p>Documented professional development offerings</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

<p><b>2.3</b> The GCSD and the schools will collaborate in planning for professional development, ensuring that teachers and district staff are trained to use technology, including assistive technology, to enhance learning</p>	<p>Technology assessments</p>	<p>Technology assessments</p>	<p>Continuing</p>
<p><b>2.4</b> The GCSD will provide schools with information and training in technology integration so that teachers can use research-based best practice instructional methods throughout the curriculum.</p>			<p>Ongoing</p>
<p><b>2.5</b> The district and schools will assess the overall effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement.</p>	<p>Online Surveys</p>	<p>Online Surveys</p>	<p>Ongoing</p>

<p><b>3.1</b>  GCSD will develop a technology framework for local planning that addresses the steps necessary to create a technology-rich environment that will foster increased achievement by all students, including those with special needs.</p>	<p>Statewide achievement test scores</p> <p>Technology readiness and access surveys</p> <p>District report cards</p>	<p>Statewide achievement test scores</p> <p>Technology readiness and access surveys</p>	<p>Ongoing</p> <p>Ongoing</p>
<p><b>3.2</b>  GCSD will provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.</p>	<p>Teacher technology proficiency proviso forms</p> <p>School technology and improvement plans</p>	<p>District report cards</p> <p>Teacher technology proficiency proviso forms</p>	<p>Ongoing</p> <p>Continuing</p>
<p><b>3.3</b>  GCSD will provide students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule.</p>	<p>Technology assessments</p>	<p>Surveys</p>	<p>Ongoing</p>

<p><b>3.4</b> GCSD will provide and support a variety of multimedia equipment and software for teaching and learning.</p>	<p>Documentation of sharing of student productions</p> <p>Documentation of offerings provided via innovative delivery methods</p>	<p>Technology assessments</p> <p>Documentation of sharing of student productions</p> <p>Documentation of offerings provided via innovative delivery methods</p>	<p>Continuing</p> <p>Continuing</p> <p>Continuing</p>
<p><b>4.1</b> Georgetown County School District (GCSD) will establish community technology collaborations by providing tools, resources, and training that support student achievement. (The term <i>community</i> includes all students, GCSD employees, families, businesses, state and local agencies, nonprofit groups, and institutions of higher education.)</p>	<ul style="list-style-type: none"> <li>• State/District achievement test scores</li> <li>• Community technology access surveys</li> <li>• Lab, media center, and classroom schedules</li> </ul>	<ul style="list-style-type: none"> <li>• Statewide/District achievement test scores</li> <li>• Community technology access surveys</li> <li>• Lab, media center, and classroom schedules and participation logs.</li> </ul>	<p>Ongoing</p> <p>Continuing</p> <p>Ongoing</p>

<p><b>4.2</b> Georgetown County School District will provide opportunities for the community to familiarize themselves with instructional technology hardware and software used within the schools to elevate the community's level of knowledge of the impact of technology on a child's education and post-high school employment prospects.</p>	<ul style="list-style-type: none"> <li>• SDE Technology Counts survey</li> <li>• School technology plans</li> <li>• Documentation of offerings provided via innovative delivery methods</li> </ul>	<ul style="list-style-type: none"> <li>• SDE Technology Counts survey</li> <li>• School technology plans</li> <li>• Observations and interviews</li> </ul>	<p>Ongoing</p> <p>Continuing</p> <p>Continuing</p>
<p><b>4.3</b> Georgetown County School District will use technology to inform the community about the Georgetown County School District and the schools.</p>	<ul style="list-style-type: none"> <li>• Documentation of school information on web site <a href="http://www.qcsd.k12.sc.us">www.qcsd.k12.sc.us</a></li> </ul>	<ul style="list-style-type: none"> <li>• District and school Web site information</li> <li>• District and school information, Channel 12</li> </ul>	<p>Complete</p> <p>Ongoing</p>

<p><b>4.4</b> Georgetown County School District will provide after-hours training and access to labs, media centers, and classrooms.</p>	<ul style="list-style-type: none"> <li>• Documentation of information posted on Time Warner, Chan. 12</li> <li>• SCI Reports</li> </ul>	<ul style="list-style-type: none"> <li>• SCI Reports</li> <li>• Documentation of offerings provided via innovative delivery methods</li> <li>• Districts and school list of grants and community partnerships</li> </ul>	<p>Continuing</p> <p>Continuing</p>
<p><b>4.5</b> Georgetown County School District will continue to provide access to the Internet, including access to the State Library's DISCUS databases and to the Web sites of universities, museums, and other institutions to facilitate virtual communication between home, school, and community.</p>			<p>Complete</p>
<p><b>4.6</b> GCSD will work to equalize the accessibility of instructional technology throughout the school district and community.</p>			<p>Ongoing</p>

<p><b>5.1</b> The school districts will ensure that all students, including those with special needs, and teachers have access to electronic information resources.</p>	<ul style="list-style-type: none"> <li>• Statewide achievement test scores</li> <li>• District report cards</li> <li>• Measures of Academic Progress scores</li> <li>• Professional development tracking and surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Statewide achievement test scores</li> <li>• District report cards</li> <li>• Measures of Academic Progress scores</li> </ul>	<p>Ongoing</p> <p>Ongoing</p>
<p><b>5.2</b> The school districts will ensure that their schools have an integrated, secure network infrastructure with dynamic bandwidth capacity to support fully converged networks that allow for communication, data collection and distribution, and distance learning .</p>	<ul style="list-style-type: none"> <li>• District, school, community, and student surveys</li> <li>• School technology and improvement plans</li> <li>• Documented access to technology resources</li> <li>• Technology needs assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development tracking and surveys</li> <li>• Observations and interviews</li> <li>• Documented access to technology resources</li> </ul>	<p>Continuing</p> <p>Continuing</p>
<p><b>5.3</b> The school districts will have qualified technical staff, including one networking engineer per WAN or per ten LANs, one networking technician per LAN, and one end-user support technician per every five hundred users.</p>	<ul style="list-style-type: none"> <li>• SDE Technology Counts on-line survey</li> <li>• Budget data</li> <li>• State personnel reports</li> <li>• Fixed Assets Inventory</li> <li>• Surveys</li> <li>• District Strategic Plan</li> </ul>	<ul style="list-style-type: none"> <li>• District, school, and community surveys</li> <li>• School technology and improvement plans</li> <li>• Documented access to technology resources</li> </ul>	<p>Ongoing</p>
<p><b>5.4</b> The school districts will implement a disaster recovery plan for all points of failure in LANs and WANs, including redundant data storage, robust automated backup, and immediate hardware recovery.</p>		<ul style="list-style-type: none"> <li>• Documented access to technology resources</li> <li>• Technology needs assessments</li> <li>• SDE</li> </ul>	<p>Ongoing</p>

<p><b>5.5</b> The school districts will implement an obsolescence and upgrade plan to replace and recycle equipment and software.</p>		<p>Technology Counts on-line survey</p> <ul style="list-style-type: none"> <li>• Budget data</li> <li>• State personnel reports</li> <li>• Fixed Assets Inventory</li> <li>• Surveys</li> </ul>	<p>Ongoing</p>
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## Appendix 6 – Budget

	2009-10	2010-11	2011-12	2012-13	2013-14
Computers/Hardware	2,300,000	1,700,000	1,650,000	3,475,000	2,700,000
Services and Licenses	546,000	546,000	546,000	546,000	546,000
Software	85,000	85,000	85,000	85,000	85,000
Professional Development/Training	100,000	100,000	100,000	100,000	100,000
Salaries	350,000	350,000	350,000	350,000	350,000
Benefits	136,500	136,500	136,500	136,500	136,500
Supplies	103,000	103,000	103,000	103,000	103,000
Total	3,620,500	3,020,500	2,970,500	4,795,500	4,020,500

*I verify that all above components for Georgetown County School District's technology plan have been addressed.*

**IT Coordinator's name: Michael Bland** \_\_\_\_\_

**IT Coordinator's signature:** \_\_\_\_\_

\_\_\_\_\_  
Date signed

**Superintendent's name: H. Randall Dozier** \_\_\_\_\_

**Superintendent's signature:** \_\_\_\_\_

\_\_\_\_\_  
Date signed

