Irwin County School System
Ocilla, Georgia

Three-Year Technology Plan
July 1, 2015 – June 30, 2018

7/1/15

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Technology Plan Component		Link(s) or Page number(s)
INTRODUCTORY MATERIALS:		
X	Index form	2 - 3
	Reviews of previous plan	
	Executive summaries	
PLANNING PROCESS:		
X	Involvement and responsibility for planning	4-6
X	Integration/Coordination with other planning initiatives	6
STUDENT NEEDS:		
X	Student academic needs	6-12
X	Academic needs of special populations	6-9
X	Student technology literacy needs	9-12
X	District mission and/or vision statement	13
X	District goals and performance objectives for student achievement and tech literacy	14
	Current status of other educational variables	
EXTERNAL SCAN:		
	Emerging technologies	
	Recent research/Best-practices	
	Developments in the field	
	Needs of community and business	
TECHNOLOGY MISSION AND VISION:		
X	System's technology mission statement *(Can be integrated into system mission. If so, reference same page.)*	15
X	System's vision for technology use	15-16
CURRENT REALITY:		
X	Access to technology	16-17
	Instructional uses of technology	
	Administrative uses of technology	
	Parent/Community uses of technology	
	System readiness for technology	
	System support for technology	
GAP ANALYSIS:		
X	Access to Technology	17
	Instructional uses of technology	
	Administrative uses of technology	
	Parent/Community uses of technology	
	System readiness for technology	
	System support for technology	

	Technology Plan Component	Link(s) or Page number(s)
	GOALS AND BENCHMARKS:	
X	Goals:	18-22
X	▪ Access to Technology	18
X	▪ Instructional uses of technology	19
X	▪ Administrative uses of technology	20
X	▪ Parent/Community uses of technology	21
X	▪ System readiness for technology	22
X	Benchmarks to accompany each goal	18-22
X	Evaluation plan	23
	ACTION PLAN:	
X	Strategies	18-22
X	▪ Professional development strategies	18-22
X	▪ Strategies promoting research-based, best-practice uses of technology	18-22
X	▪ Technology access strategies	18-22
X	▪ Equitable access strategies	18-22
X	▪ Parent involvement strategies	18-22
X	▪ Technical support strategies	18-22
X	Strategic Alignment to Goals	18-22
X	Timeline	18-22
X	Responsibility lists	18-22
X	Budget information	18-22
	COMMUNICATION AND MARKETING PLAN	
X	Share progress/evaluation results	23
X	Encourage broader stakeholder involvement	23
X	Market role of technology in helping students achieve QCC	23
	APPENDICES	
X	Acceptable use policies – Appendix A	25-29
X	Interoperability and redeployment procedures – Appendix B	30
X	CIPA Compliance – Appendix C	31-32
	Other policies and procedures	
	Supporting documents Teacher Technology Survey – Appendix D Parent Technology Surveys – Self Evaluation – Appendix E Student Technology Survey – Appendix F Board Agenda – July , 2015 – Appendix G Board Minutes – July, 2015 – Appendix H	33-52 33-34 35-46 47-49 50 51
	ADDITIONAL COMMENTS TO REVIEWERS *(optional)*:	

Planning Process

Involvement and Responsibility for Planning

Successfully integrating technology for learning requires teachers, administrators, and other district staff work toward common goals as determined by a technology audit. The technology committee is charged with the involvement and responsibility of technology planning. The committee consists of system and school level administrators; grade level, special education, and vocational teachers; adult literacy providers, and media specialists. Parents and other community members are invited to participate. There were no ESOL representatives on the committee since Irwin County does not have an ESOL program.

During committee meetings, each member is given an opportunity to discuss the existing plans and any revisions. The Coastal Plains Regional Educational Service Agency (CPRESA) staff will continue to consult with system level representatives regarding on-going support and for the writing and implementation of the technology plan. The technology plan was reviewed by the school councils and is posted to the system website for review and continuous feedback. Representatives from the private school declined the invitation to participate in the technology planning process.

The process began with a technology audit which included:

- ❖ an inventory of current technology infrastructure and its ability to meet new demands,
- ❖ hardware and software resources and requirements needed to meet expected demands,
- ❖ a needs assessment addressing the abilities and training needs of both technical and academic staff,
- ❖ evaluation of students' levels of technology integration,
- ❖ financial and human resource needs, and
- ❖ a revision of the Technology/Internet Acceptable Use and Safety Policy (See Appendix A) and the Children's Internet Protection Act (CIPA) Policy. (See Appendix C.)

Decisions concerning the integration of technology into the curriculum are made through the process of school improvement and technology committee planning. Each school has a school improvement plan and technology committee that addresses student achievement as well as incorporates professional learning and technology with well-written goals and measurable results focused on increasing student achievement.

The following stakeholders are involved in constructing the technology plan in the following ways:

- ❖ Teachers
  - Serve on school level technology committees and School Improvement Planning committees
  - Serve on textbook/software adoption committees
  - Coordinate with staff development to plan technology course offerings
  - Serve on district technology advisory committee

- ❖ Special Education Teachers
  - Serve on school level technology committees and School Improvement Planning committees
  - Serve on textbook/software adoption committees
  - Coordinate with staff development to plan technology course offerings
  - Plan with System Technology Committee and Special Ed Director to ensure appropriate acquisition and use of assistive technology

- ❖ Media Specialists
  - Facilitate a media committee that provides input on the technology needs of the media program
  - Facilitate various groups in the school (technology teams, leadership teams, administrative teams) to help provide a global perspective when determining the technology needs of the entire school
  - Attend the annual Media Exhibit (sponsored by the DOE Association of Library Media Specialists), as well as other technology conference exhibits to investigate new technologies appropriate for the needs of the media program and other areas in the school
  - Work cooperatively with the Technologists to determine technical aspects and support issues when considering new technologies for the school

- ❖ Technologists
  - Serve on school and system level technology committees
  - Ensure technology security and safety measures are in place and updated regularly
  - Stay abreast of current available technologies
  - Assist all staff members with software and hardware decisions

- ❖ Administrators
  - Revise and update school improvement plans
  - Assure that technology planning is managed through technology committees and school improvement plan committees in every school
  - Serve as chairpersons of school councils assuring they provide input into technology planning

- ❖ CPRESA Staff
  - Consults with system-level representatives regarding ongoing support
  - Reviews and provide feedback on existing plan
  - Acts as liaison between system and DOE

- ❖ Parents, Business Representatives, Other Community Members/Organizations
  - Parents and representatives from the business community and community organizations are invited to participate in the system technology planning process.

- ❖ Post-Secondary Representatives
  - Representatives from the local post-secondary institutions serve on the Irwin County Vocational Advisory Committee along with representatives from all vocational-technical departments in the Irwin County School System, parents, business leaders, and other community members. The chairman of the Vocational Advisory Committee serves as

liaison between the Vocational Advisory Committee and the Technology Advisory Committee.

<u>Integration/coordination with other planning initiatives</u>

The technology committee began meeting to update the three-year technology plan early in the 2014-2015 school year. The members worked in groups to update and revise sections of the plan. After each group met, the committee came together as a whole to discuss revisions and to make any final changes.

The committee writing the technology plan is comprised of representatives from all program areas in the school system. These programs include, but are not limited to, Title I, Title IIA, Title IID, special education, professional learning, school improvement and all curriculum areas. The present and future needs that are addressed through E-rate were also taken into consideration. When this process was done, Irwin County had no ESOL program. The system ESOL contact person represented this program. Through parent and community surveys and involvement, ideas on meeting the community needs were solicited and considered in the planning process.

Student Needs

<u>Student Academic Needs</u>

School Leadership Teams in the Irwin County Schools analyze the student test results to plan for school improvement. The baseline data collected by the Irwin County Schools indicate students need improvement in all academic areas. As students advance in grade levels, test scores tend to decrease. This is evidenced by the previous scores on the CRCT in grades 3 through 8, the state writing assessments for grades 5, 8, and 11, End Of Course Tests (EOCT) in grades 9 through 12, and the Georgia High School Graduation Tests (GHSGT). These assessments are no longer being used by the Georgia Department of Education. Beginning in FY16, data from the Georgia Milestones End of Grade Assessments in grades 3 through 8 and the Georgia Milestones End of Course Assessments in grades 9 through 12 will be analyzed to plan for school improvement.

<u>Academic Needs of Special Populations</u>

In most grade levels, the regular education students have almost twice as many students in the top levels as do the special education students. A gap is also evident when comparing the scores of black students to those of white students but is not as pronounced as it is in comparing regular and special education students. (The black/white ratio in Irwin County is approximately 35% to 65%.)

The students who qualify for free or reduced lunch are included in the Economically Disadvantaged subgroup. When comparing this group to the group of ALL students, the gap is evident. As students advance in grade level, the gaps become more pronounced.

The goal of every school continues to be an increase in student achievement. To reach the ultimate goal of preparing students for the world of work and/or higher education, we must first prepare them to pass the high-stakes tests that are required to receive a regular high school diploma. To do this, students must make progress in core subjects each year. Likewise, students' writing skills need to be improved.

While all groups have shown improvements in most academic subjects on the assessments, there is still a tremendous job ahead to improve student achievement to a level that will ensure all students will reach the expected level of proficiency as outlined in new accountability measures. The schools continue to implement school improvement initiatives, and resources are continually sought to be able to fund the programs and professional learning needed to achieve this goal.

CCRPI

A school and district's overall score (on a 100 point scale) is made up of three major areas:

1. Achievement (70 points possible): The Achievement score consists of three indicators: Content Mastery (40%), Post High School/Middle School/Elementary School Readiness (30%) and Graduation Rate/Graduation Rate Predictor (30%).

2. Progress (15 points possible): The Progress score is calculated based on the percentage of a school's students demonstrating typical or high growth via their Student Growth Percentiles (SGP).

3. Achievement Gap (15 points possible): The Achievement Gap score assigns points to schools for their progress in closing or having small achievement gaps on state tests between schools' lowest 25% of achievers and the state average.

Challenge Points (10 points possible): In addition to the three major areas, some schools receive "Challenge Points" to add to their overall score (up to 10 points). These points are earned if a school has a significant number of students meeting expectations that are classified as Economically Disadvantaged, English Learner, or as Students with Disabilities. Points may also be earned for exceeding CCRPI targets by challenging students to exceed expectations and participate in college and career ready programs (Exceeding the Bar). Beginning in 2013-2014, schools will also receive ratings based on their financial efficiency and school climate, but these ratings will be for the public's information only as it will not factor into the overall CCRPI score.

Irwin County Elementary School

College and Career Ready Performance Index
CCRPI

Year	Achievement Points	Progress Points	Achievement Gap Points	Challenge Points	Overall CCRPI Score
2011-2012	44.4	15	4	5.4	68.8
2012-2013	43.8	14	10	6.8	74.6
2013-2014	42	13.1	2	3.6	60.2

Irwin County Middle School

College and Career Ready Performance Index
CCRPI

Year	Achievement Points	Progress Points	Achievement Gap Points	Challenge Points	Overall CCRPI Score
2011-2012	43	14.6	4	1.3	62.9
2012-2013	41.7	15.1	9	3.4	68.7
2013-2014	46.7	14.9	6	1.5	69.1

Irwin County High School

College and Career Ready Performance Index
CCRPI

Year	Achievement Points	Progress Points	Achievement Gap Points	Challenge Points	Overall CCRPI Score
2011-2012	40.5	18	13.8	4.1	76.4
2012-2013	40.5	17.1	7.5	2.9	68
2013-2014	41.1	15.6	7.5	3.1	67.3

Student achievement remains a top priority at Irwin County Schools. Our strategic plan guides the improvement process and promotes academic excellence for all students. We are also reviewing student data to determine where additional improvement efforts need to be focused. We will also learn much about improving instructional outcomes from our resource allocation work with Education Research Strategies, and our recent research studies regarding increasing the graduation rate. ICS maintains a tradition of excellence and we will continue to use our resources in a manner that maximizes opportunities for student achievement.

Student Technology Literacy Needs

With the focus on testing for proficiency in reading, math, science, social studies, and writing, it is often forgotten that all students should be technology literate by the end of the eighth grade. Acquiring technology literacy skills is part of Georgia's learning objectives. However, the state has left it up to the local systems to determine how to assess these technology skills and what skills meet proficiency. For several years, Irwin County has asked teachers and parents to subjectively assess their students using the student technology literacy standards checklist. This locally-designed checklist includes technology literacy standards for each grade level.

Teachers were asked to complete a survey at the end of the year to assess their integration and use of technology in the classroom. According to the survey results, technology is integration into lesson plans and daily instruction 75% of the time. Teachers perceived that 75-100% of their students were competent in the technology integration standards for their respective grade level. The majority of teachers stated to be very familiar with the state's technology integration standards for the grades levels taught. The area that was rated in the low range was maintaining electronic portfolios for each student

Parents of students in grades kindergarten through twelve are asked to complete an online survey at the end of the year to assess their students' technology competencies. This is a perception survey where the parent decided what percent of his/her students had achieved each standard.

In grades kindergarten through five, parents believed their students could follow established rules for the care and use of technology tools. Most parents perceived their students met the proficient level of at least identifying and demonstrating knowledge of the basic technology tools. Parents also believed their students could operate basic technology tools and applications. Many parents perceived their students were not proficient in utilizing technology tools to facilitate the writing process and use basic research techniques.

In grades six through eight, parents believed their students were competent in operating basic technology tools and applications. They believed their students could identify basic technology tools and manipulate a variety of hardware/software and demonstrate/advocate ethical and legal use of technology information. The areas dealing with utilizing technology to solve problems and communicate were rated low. In addition, parents also rated their students in the low range when asked about their abilities to use brainstorming/webbing software in planning, prewriting, and organizing.

In grades nine through twelve, parents believed that of their students had the ability to create documents using most word processing functions and create to share multimedia presentations. Parents also believed their students could demonstrate the essential skills for understanding, using, and managing technology tools. Additionally, of parents surveyed, most thought their students could demonstrate appropriate and effective care and use of technology tools, as well as advocate ethical and legal use of technology and information.

Overall, it appears that parents are aware of how proficient their students are in technology skills, as compared to opinions three years ago. While this is subjective and difficult to evaluate, parents have a better knowledge of their students' skills this survey administration because of an overall increase in the use of technology.

Because we realize that students must be technology literate to function as successful citizens, our focus will continue to be on improving basic technology literacy skills for all students. Our teachers should be more effectively using technology as a crucial component of their instructional program by incorporating technology into their instruction in all areas.

According to the Center for Applied Research in Technology (CARET), technology is most influential when integrated with curriculum and assessment. Integration of technology with curriculum and professional growth increases student achievement. Significant student achievement gains for technology integrated with standards were demonstrated by an eight-year longitudinal study of SAT I students. Schools with an integrated technology program with standards showed an average increase of 94 points on the SAT I over students who participated in the traditional independent school experience (Bain & Ross, 1999).

Concerted efforts will be made to help the students in Irwin County Schools continue to work toward total achievement of the technology goals and objectives for the system. Specific skills that need to be enhanced will be brought about with the development, procurement, and implementation of emerging as well as existing technologies. Students will become proficient in the following technology literacy skills over the next three years.

Targeted Technology Literacy Skills for Grades Kindergarten – Twelve – 2015-2018

Technology Literacy Standard	Grade Levels	Mastery in 2016	Mastery in 2017	Mastery in 2018
BASIC SKILLS				
Identifies basic technology tools.	K-5 6-8	75%	85%	100%
Demonstrates understanding of the uses of technology and communication tools at home in the community/society.	K-5	75%	85%	100%
Follows established rules for the care and use of basic technology tools.	K-5 6-8 9-12	75%	85%	100%
Operates basic technology tools and applications.	K-5 6-8	75%	85%	100%
Manipulates a variety of similar hardware and software.	6-8	75%	85%	100%
Diagnoses and corrects a variety of common technology problems.	6-8 9-12	75%	85%	100%
Demonstrates the essential skills for understanding, using, and managing technology tools.	9-12	75%	85%	100%
Demonstrates the ability to transfer technology skills into a significantly new situation.	9-12	75%	85%	100%
Makes informed choices between technology systems and resources based on the capabilities and limitations of the systems and the requirements of the task.	9-12	75%	85%	100%
Communicates and disseminates technology skills and knowledge in multiple ways.	9-12	75%	85%	100%
COMMUNICATION				
Uses technology to gather information and communicate with others.	K-3	75%	85%	100%
Uses telecommunication tools and online resources to communicate with others, gather information, and express ideas.	4-5	75%	85%	100%
Evaluates, selects, and uses telecommunication tools and online resources to communicate ideas that persuade, describe, inform, or involve.	6-8	75%	85%	100%
Uses telecommunication tools and online resources to correspond with students locally and globally.	6-8	75%	85%	100%
Uses a variety of telecommunication tools to communicate the results of research projects.	6-8	75%	85%	100%
Uses technology tools to convey information and ideas, communicate, and collaborate at all levels from interpersonal to global.	9-12	75%	85%	100%
PROBLEM SOLVING/DECISION MAKING				
Uses technology to solve problems and make decisions.	K-5 6-8	75%	85%	100%
Identifies open-ended, unresolved problems and selects and uses appropriate technological resources to develop solutions to problems.	9-12	75%	85%	100%

Technology Literacy Standard	Grade Levels	Mastery in 2016	Mastery in 2017	Mastery in 2018
PRODUCTIVITY				
Utilizes technology tools to facilitate the writing process.	K-3	75%	85%	100%
Applies word processing/desktop publishing tools to facilitate the writing process.	4-5	75%	85%	100%
Uses multimedia tools to express ideas.	K-5 6-8 9-12	75%	85%	100%
Uses technology tools to create charts and graphs with teacher guidance.	1-3	75%	85%	100%
Manages information with databases and spreadsheets.	4-5	75%	85%	100%
Uses brainstorming/webbing software in planning, organizing, and prewriting.	2-5 6-8 9-12	75%	85%	100%
Creates, modifies, and edits documents using word processing and desktop publishing tools.	6-8 9-12	75%	85%	100%
Creates, manages, and utilizes information using database tools and applications.	6-8 9-12	75%	85%	100%
Creates, manages, and utilizes information using spreadsheet tools and applications.	6-8 9-12	75%	85%	100%
Uses basic design principles to communicate effectively and enhance the message.	6-8 9-12	75%	85%	100%
Creates basic web pages using web authoring software.	6-8 9-12	75%	85%	100%
Combines or transfers information from different applications to prepare and present information to solve content related problems.	9-12	75%	85%	100%
RESEARCH				
Uses technology to conduct basic research.	K-5	75%	85%	100%
Uses technology and telecommunication tools to locate, analyze, synthesize, evaluate, apply, and communicate information.	6-8 9-12	75%	85%	100%
SOCIETAL and ETHICAL ISSUES				
Recognizes the appropriate uses of information and information technology.	K-5 6-8	75%	85%	100%
Demonstrates ethical and legal uses of technology and information.	3-5 6-8 9-12	75%	85%	100%
Identifies uses of technology and how it changes and affects the lives of people.	9-12	75%	85%	100%

District Mission and Vision

The Mission of the Irwin County School System is to **CARE**.

> **C**ollege and Career Readiness
> **A**cademic Support
> **R**elationships
> **E**xcellence

Our Vision is to embrace innovation, initiate positive change, and provide an equitable and excellent educational opportunity that prepares all graduates for success in their endeavors

Our Beliefs

We believe:

- All children can learn
- Children learn in different ways and at different rate
- Students learn best when they are actively engaged and assume ownership for their learning
- Students generally perform at a higher level when high expectations are clearly communicated
- Students need to know that their teachers care about them as unique individuals
- The first five years of life are critical to a child's development and future success
- Teachers should be passionate about their work and the students they teach
- Teacher morale affects teacher effectiveness
- Educators should have high expectations for themselves and their students
- The school should ensure a safe environment for all
- Parents should be active participants in their child's education and in their schools
- The community should be active partners with their schools
- The community should expect their schools to provide a high quality educational experience and should be willing to provide the resources necessary

District Goals and Performance Objectives for Student Achievement and Tech Literacy

*Goal 1: **All students will leave each grade having demonstrated gains in academic achievement.***

Benchmarks

- The graduation rate will increase by 5% annually.

- Students in grades 3-5 will increase scores on the Georgia Milestones End of Grade Assessments by 5% annually.

- Students in grades 6-8 will increase scores on the Georgia Milestones End of Grade Assessments by 5% annually.

- Students in grades -12 will increase scores on the Georgia Milestones End of Course Assessments by 5% annually.

- The percentage of each subgroup scoring "Meets" or above on all Georgia Milestone Assessments will increase by 5% annually.

- Students completing End of Pathway options in grades 9-12 will increase by 5% annually.

__Goal 2__: Create a technology-rich environment where all individuals are empowered to become proficient in essential technology skills.

Benchmarks:

- Seventy Five percent of all students in grades kindergarten through eight will become proficient in grade-level appropriate technology skills as evidenced by a technology competency checklist.

- Seventy Five percent of the students in grades 3 through 12 will enhance creative problem solving skills by producing a project through the use of technology.

Technology Mission

Irwin County School District's technology mission is to ensure that all students, staff and teachers will have access to and use technology as a tool for teaching, learning, communication and collaboration. The system will integrate technology into system-wide management and classroom instruction to enhance the educational process. Our mission is to create technical opportunities for students to become critical thinkers, responsible individuals, productive citizens, and lifelong learners to meet the challenges of change in real-life situations.

Vision for Technology Use

The Irwin County School District envisions a school system that provides technologically-advanced environments which are accessible to all students, staff, and community members. The on-going and consistent use of this technology will improve instructional methods and administrative tasks, increase student achievement, and encourage parent involvement and communication.

We envision an infrastructure that is stable, secure and up-to-date. Funding will be sufficient to maintain the infrastructure and purchase the latest technology. Dependable wireless connections will be available in all buildings throughout the system. Technical expertise will be consistently available to support and maintain the network.

Computers will be available for use by all students, staff, and community members. Labs will be open during after-school hours and laptops will be available for checkout. All classrooms will be equipped with at least six modern computers, printers, projection devices, and interactive white boards. Laptop computers will be in use in many of the classrooms with a 1:1 computer to student ratio. Camcorders, digital cameras, and scanners will be available and in use by students and staff members.

Technical resources will be available to all teachers and students as part of the classroom infrastructure. Technology will be visible in classrooms through the use of peripherals such as probes, microscopes, and measuring devices. Students will be completing on-line virtual labs and research.

Instructional personnel have electronic systems that give them access to on-line curriculum, sample lesson plans and activities which correlate to the Common Core Georgia Performance Standards. These systems provide teachers and administrators the ability to view student information from the district's student information system. Students will be assessed electronically with immediate feedback that will help teachers plan instruction. Instructional software for all subject areas will be purchased and updated to meet the needs of the teachers and students. Productivity software will be available for teachers, administrators, and staff. Students will incorporate productivity tools into the design and delivery of instructional projects while teachers will use productivity tools to enhance instructional methods.

Administrators will use technology to communicate, to monitor teachers' lesson plans, to utilize student data in planning for improvement, to submit district and state reports, and to create presentations for meetings.

Through school and system websites, newsletters, and newspaper articles, parents and community members will be made aware of technology in the school system that will be available for their use. Parents will communicate with teachers regarding their child's progress after viewing assignments, grades, and attendance via on-line access to the student information system.

Current Reality

Access to Technology

Overall, Irwin County Schools have modern technology available for instructional and professional learning purposes. The state technology inventory is analyzed annually to ensure equal distribution of technology to schools, grade levels, departments, and special populations. Additionally, assessments are made to ensure that the available technology is appropriate and accessible for all populations and subgroups. Through the use of teacher surveys and classroom walk-throughs, determinations are made about daily access to technology.

According to the annual state technology inventory survey, Irwin has 1005 computers. The system student-to-computer number is 1.77 which equates to approximately three students for every two computers. Special populations have equal access to computers in their dedicated classrooms as well as in the regular classrooms throughout the day during their inclusion

segments. Other students who are in self-contained classrooms have access to adaptive technologies.

All classrooms and offices in Irwin County have high-speed, reliable Internet access. The system provides and maintains the necessary software and hardware to ensure the safety and protection of the users. Automatic updates of the software occur on a daily basis. A Children's Internet Protection Act policy (CIPA) policy which was approved by the Irwin County Board of Education is in place. (Appendix C) The system will continue to use adequate blocking and filtering software and hardware. All users are required to sign a statement indicating that they have read and will abide by the regulations set forth in the Acceptable Use Policy. (Appendix A) In addition to local safety and protection measures, the system also participates in the statewide network that offers a filtering/firewall solution.

The school system provides educationally appropriate software for all students to help accelerate understanding and improve skills in reading, language arts, mathematics, social studies, science, vocational and career skills. Students with disabilities are provided necessary technological adaptations and equal access. In addition, the system's network provides students and teachers access to programs such as Microsoft Word, Excel, and Access. Other powerful tools include Microsoft's PowerPoint and Publisher programs.

The network also allows teachers and students to access the electronic card catalog in the media center without leaving the classroom. All classrooms except the eight on the new wing at the high school are equipped with a link to the media center that allows for distributed video. Elementary, middle and high school students produce and broadcast the morning announcements each day over the schools' two-way video distribution systems.

At present, all of the schools have wireless connectivity. Presently, there are approximately 802 wireless laptop computers in the middle/school high school and 315 in the elementary school. Many administrators and special education teachers also have wireless laptops that are used for meetings.

Gap Analysis

<u>Access to Technology</u>

Even though we have modern computers in the classrooms, external means of providing technology need to be explored to provide 1 to 1 student to computer ratio. Now that the infrastructure includes network speed of one gigabit and bandwidth of 100mb in all locations, BYOD concepts need to be explored to achieve desired student to device ratios.

As evidenced by the above mentioned surveys and inventories, gaps do not presently exist between schools or subgroups. Data will continue to be analyzed to assure equitable access by all students. Particularly, access to technology by students with disabilities, students who are economically deprived, and students in all ethnic groups will be monitored. Irwin County does not currently have an ESOL program.

The following action plan is devised to show the strategies that will be implemented to reach these technology goals, the benchmarks and evaluations that will be used, the estimated amounts it will take to fund each strategy, how the strategy will be funded contingent upon available funds, and who will be responsible for each strategy.

Action Plan

Goal 1: Access to Technology

To ensure equitable access to a variety of modern technologies, the Irwin County School District will maintain and support the network infrastructure and equipment.

Strategies	Benchmarks	Evaluation/Timeline	Funding Source/Amount	Person(s) Responsible
Replace outdated equipment.	Replace at least 10% of the out-dated technology equipment yearly	Technologists will maintain inventory and recommend replacement of equipment yearly.	For each year –Title I - $20,000, Title VIB – REAP - $11,000, Title VIB-Sp.Ed flowthrough - $14,000	Administrators Technologists Technology Director
Maintain network.	Yearly contract with outside vendor to maintain equipment and ensure proper functioning and speed.	Technologists will consult with outside vendor at least twice per year	E-rate - $38,250 per year Local - $4,250 per year	Technologists Technology Director Building Administrator
Maintain safe technology environment	Yearly contracts for filtering and blocking software	Monitor daily/weekly automatic upgrades for software; participate in state filtering project	Yearly - Local funding - $4000	Technologists Technology Director

Professional Learning
Technology Director and school-level technologists will continue professional learning through training at Coastal Plains RESA and at other locations as opportunities and needs arise.

Goal 2: Instructional Uses of Technology

Teachers will effectively use technology to deliver instruction and facilitate student learning.

Strategies/Action	Benchmarks	Evaluation/Timeline	Funding Source/Amount	Person(s) Responsible
Teachers will show technology integration in their lesson plans.	Weekly review of lesson plans	The administrator will keep a record of the weekly checklist showing the integration of technology in teachers' lesson plans.	N/A	Teachers Building Administrator Technology Director
Teachers will demonstrate the integration of technology.	Weekly walk-throughs	Administrator will document technology integration in the classrooms.	N/A	Building Administrator
Teachers and students will have access to updated, research-based software.	Replace and/or add software yearly.	Technologists will maintain inventory and work with teachers to find appropriate software.	Title I - $15,000 per year, Title VIB-REAP - $1,500 per year	Teachers Technologists Building Administrator Technology Director
Student achievement will increase in all subject levels	Benchmark evaluations at the end of each grading period.	Georgia Milestones End of Grade Assessment, Georgia Milestones End of Course Assessment, SLOs. Benchmarks	N/A	Teachers Building Administrators
Teachers will be trained in the integration of technology into teaching and learning.	Number of trainings and workshops attended by the teachers each year.	Evaluate teacher use of the software and hardware in the classroom after each training.	Title I - $10,000 per year Title II A - $10,000 per year Professional Learning – $8,000 per year	Teachers Professional Learning Coordinator Building Administrator

Professional Learning
Individualized, local professional learning based on informal observations and technology needs assessments.

Goal 3: Administrative Uses of Technology

Teachers, administrators and staff in the Irwin County School District will increase the use of technology in the fulfillment of administrative tasks.

Strategies	Benchmarks	Evaluation/Timeline	Funding Source/Amount	Person(s) Responsible
Teachers will utilize Promethean boards for standards based instruction.	Classroom teachers will demonstrate Promethean board usage - 90% by FY16, 95% by FY17, 100% by FY18	Administrators will keep a monthly checklist showing which teachers demonstrate Promethean board usage.	N/A	District and School Level Administrators Teachers
Teachers will utilize iPads for planning and classroom enrichment.	Teachers will demonstrate iPad usage: 70% by FY16 85% by FY17 95% by FY18	Administrators will keep a monthly checklist showing which teachers demonstrate iPad usage.	Title I - $30,000 per year Title IV RLI - $10,000 per year Title VIB Flowthrough - $5,000 per year	District and School Level Administrators Teachers
Students will utilize iPads and personal devices of their own for supplemental instruction.	Teachers will facilitate student use of iPads and personal devices. 50% by FY16, 65% by FY17, 75% by FY18	Administrators will keep a monthly checklist showing which teachers facilitate student technology use for supplemental instruction.	Title I - $15,000 per year Title IV RLI - $5,000 per year Title VIB Flowthrough - $2,000 per year	District and School Level Administrators Teachers

Professional Learning
Train teachers and administrators how to use test data, productivity software, Online Assessment System, and other online resources.
Certificate of completions. Training will be conducted by RESA and by fellow teachers.

Goal 4: Parent/Community Uses of Technology

The Irwin County School District will promote and strengthen community and parental involvement through the use of technology.

Strategies	Benchmarks	Evaluation/Timeline	Funding Source/Amount	Person(s) Responsible
Parents and community members will be more informed through online resources.	The system's website and community bulletins in Power School will be updated on a weekly basis.	The system's webmaster will check the websites to ensure that they are updated at least once per week.	N/A	Webmaster Administrators
		Building administrators will ensure that online Power School bulletins are updated weekly.	N/A	Building Administrators Secretaries
Parents will receive information concerning the online resources through newspaper articles and student/parent newsletters.	Teachers and administrators will send home newsletters at least once per grading period (six or nine weeks).	The administrator will keep a copy of all newsletters and monitor their distribution.	N/A	Teachers Administrators
Parents will have more opportunities to participate in technology workshops.	The school district will conduct at least two technology workshops for parents, businesses, and professionals each year.	The system technology coordinator will monitor the number of workshops held.	Title I - $1,000 per year	Title I Parent Involvement Coordinator. Technology Director Building Administrators

Professional Learning
Administrators/teachers will continue training on the use of iPads and monitoring BYOD initiatives.

Goal 5: System Readiness/Support for Technology

Teachers, administrators and staff will become more competent in the use of technology.

Strategies	Benchmarks	Evaluation/Timeline	Funding Source/Amount	Person(s) Responsible
Teachers will be trained on the use of technology and its integration.	By the end of 2016, 50% of the teachers will have received additional training on integrating technology in the classroom with an increase of 5% annually.	The district will provide and monitor professional learning activities to help teachers integrate technology in the different content areas.	Title I - $5,000 per year Title II A - $10,000 per year Professional Learning – $8,000 per year	RESA Building Administrators Teachers
Technologists and Technology Director will continue professional learning.	Technologists will attend training sessions at least once per year.	The district will monitor the ongoing training of technologists.	Title IIA - $1,000 per year	Technologists Technology Director
All users of technology will comply with the Internet acceptable use policy.	100% compliance each year based on signed agreements.	Administrators at each school will ensure that each staff member has read and signed an agreement to adhere to the acceptable use policy.	N/A	Teachers Administrators Technologists Technology Director
Users of technology will be provided with safety and protection measures.	The technology safety and protection measures will be evaluated yearly.	The system will provide the necessary software and hardware to ensure the safety and protection of the users.	QBE - $5,000 per year	Technologists Technology Director

Professional Learning
Train teachers on the integration of technology into daily lesson plans through RESA consultants and sharing in peer groups.

Evaluation Plan Summary

In an effort to complete a comprehensive evaluation of the uses and effect of technology and improve services for our students, the district will conduct annual evaluations of the technology goals, plans and processes. The evaluation process should help identify the technological strengths and weaknesses of the administrators, staff members, and students. In addition, evaluations will determine hardware and software needs and improvements.

Means of evaluation will include (but are not limited to):

- Survey teachers for their perception of the technology competency and use of their students
- Survey students to determine their perception of their technology ability and skills
- Identify teachers' and administrators' strengths and weaknesses in their ability to use technology
- Survey administrators, faculty/staff, and students on the availability and effectiveness of technology
- Conduct annual needs assessments to determine teachers' technology use and integration
- Plan professional learning based on identified needs from the surveys
- Evaluate the success of staff development
- Update technology inventory throughout the system to determine hardware and software needs
- Assess, maintain, and support the network infrastructure and equipment
- Collect data periodically to evaluate the implementation of the technology plan

Communication and Marketing Plan

The Irwin County School District will conduct a yearly evaluation and present a summary of its progress toward meeting its ultimate goal of increased student achievement by means of technology.

Results will be presented to the school board members and school councils. It will be printed in the local newspaper, distributed at open houses, posted to the system web site, and presented to other entities, such as the Irwin County Family Connection Collaborative, East Central Technical College, and local civic groups.

Parents and community members will be encouraged to be active participants in the education of the students in Irwin County. Parents and other stakeholders will be encouraged to access the system website for information about the school system and how technology impacts the education of all students.

The system technology plan will be posted to the system website for review and continuous feedback.

Appendices

<table>
<tr><td><p style="text-align:center">Irwin County School District
Acceptable Use Policy</p></td><td>Appendix A</td></tr>
</table>

- **Introduction**

The Irwin County School District believes that using computer resources should be an enjoyable and educational experience. Therefore, the school district provides computing facilities to faculty, students, and staff for educational activities. This policy mandates responsible behavior by individuals given access to these facilities and recognizes the district's responsibility to promote the safety and security of these users.

Since the Internet opens up the world to unrestricted access, the district cannot assume the responsibility for monitoring every document to which a user may gain access. Therefore, the district is not to be held accountable for what the user may access through the Internet beyond instructional directives.

To the extent practical, the Irwin County School District shall take steps to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

In order for students to use the available technology and access the Internet, parents must read this policy with their child(ren) and indicate acceptance of the policy by their signature on the Internet Usage Permission Form. Students in grades four through twelve must also sign the permission form.

- **Definitions**

  o **Computing resources** include computers, as well as peripherals, networks, software, data, labs, computer-related supplies and the Internet.

  o **Technology Protection Measure** means a specific technology that blocks or filters Internet access to visual depictions that are: (1) Obscene, as that term is defined in section 1460 of title 18, United States Code; (2) Child pornography, as that term is defined in section 2256 of title 18, United States Code; or (3) Harmful to minors.

  o **Harmful to Minors** means any picture, image, graphic image file, or other visual depiction that: (1) Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (2) Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (3) Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

- o **Sexual Act and Sexual Contact** have the meanings given in section 2246 of title 18, United States Code.

- **General Policies Regarding Use of Technology**

  The use of technology and access to the Internet is a privilege, not a right. Inappropriate use will result in a cancellation of those privileges. In addition to the following guidelines, the administration will deem what constitutes inappropriate use.

  - o Intentional abuse of computing resources, intentional interference with the operation of computing resources or wasting of computer resources is prohibited. This includes, but is not limited to, the uploading or creation of computer viruses.

  - o Intentional interference with or destruction of the work of other users is prohibited.

  - o Users shall not violate confidentiality, copyrights, or license agreements.

  - o Actions that attempt to circumvent prescribed channels of obtaining computer privileges and resources are prohibited.

  - o Changing wiring, connections, or placement of computing resources is prohibited.

  - o Modifying any system configuration, startup files, or applications without the explicit permission of the lab supervisor, teacher, media specialist or technologist is prohibited.

  - o Reporting improperly working equipment or software is highly encouraged so that computing resources can be better maintained for efficient availability.

  - o Using computing resources for commercial purposes is prohibited.

  - o A user may not use or download any software to school computers without permission of the school's technologist.

  - o All external storage devices (CDs, floppies, etc.) brought to the lab or library to be used in the computers must first be scanned for viruses by the teacher/librarian.

  - o Under no circumstances shall students, employees of the school system, or any individual exhibit or disseminate obscene/offensive materials on school property by computers or any other means.

  - o Under no circumstances shall students, employees of the school system, or any individual communicate by way of threatening material in a manner that could be construed as cyberbullying or directly threatening bodily harm and/or illegal activity.

- **Terms and Conditions for Use of Internet**

  Internet access has been made available to students and staff. This access offers vast, diverse, and unique resources to both students and staff. The goal of providing this service

is to promote educational excellence by facilitating resource sharing, production, innovation, and communication.

Internet users are personally responsible for their use of the Internet. These guidelines are provided so that users are aware of these responsibilities.

o All students must have an Internet Usage Permission Form, signed by their parents, that authorizes them access to the Internet.

o Students are to notify the teacher/librarian immediately of any security problem or inappropriate material they may encounter on the web or in e-mail. Inappropriate material should not be demonstrated to other users.

o Students are not to give out their own or others' personal information like telephone numbers, full names, addresses, etc. to anyone on the Internet.

o Students should not give anyone their password or allow another person to use their account to access the Internet or school network.

o Students must gain clearance from the teacher/librarian before downloading any programs from the Internet.

o Students must gain permission from the teacher/librarian to utilize personal devices brought to campus. All supplementary activities involving the use of personal devices, social media, chat rooms, etc. must be conducted under the permission and supervision of system personnel.

o Adherence to generally accepted rules of network etiquette (*netiquette)* is required. This includes but is not limited to the following:

  ▪ Be polite. Abusive messages to others will not be tolerated.

  ▪ Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.

  ▪ Illegal activities are strictly forbidden. Messages relating to or in support of illegal activities, cyberbullying, and other equally offensive activities should be reported to system personnel and proper authorities.

  ▪ Electronic mail (e-mail) is not private. System administrators have access to all mail.

  ▪ All communications and information accessible via the network should be respected as private property.

- **Access to Inappropriate Material**

  To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter access to inappropriate information received through the Internet or other forms of electronic communication. As described in the district's technology plan, the district currently uses blocking and filtering software and hardware to ensure the safety and protection of the users.

  Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

  Subject to staff supervision, technology protection measures may be disabled; or, in the case of minors, minimized only for bona fide research or other lawful purposes.

- **Enforcement**

  Violating any of the guidelines of this policy can result in:

  o Restricted access to computing facilities and equipment.

  o Temporary or permanent loss of access to computing facilities and equipment.

  o Disciplinary or legal action including, but not limited to, criminal prosecution under appropriate state and federal laws.

  o Users being held responsible for the replacement costs of hardware or software due to damage through misuse or abuse.

  In addition to local policy requirements, Georgia law O.C.G.A. 16-9-90, which may be cited as the Georgia Computer Systems Protection Act, also provides definitions, criminal liability and penalties for the crimes related to computer theft, computer trespass, computer invasion of privacy, computer forgery and computer password disclosure. Commission of a computer crime under O.C.G.A. 16-9-90 carries the possible penalty of a fine not exceeding $50,000 and/or incarceration for a period not to exceed one year. Property laws covering theft, vandalism, destruction and copyright also apply to computing resources.

  Violation of state law and/or federal law can be reported to proper enforcement authorities. Irwin County School District's internal procedures for enforcement of its policies are independent of possible prosecution under the law.

- **Adoption**

  The CIPA-Compliant Internet Safety Policy and the Acceptable Use Policy were adopted by the Irwin County Board of Education at a public meeting following normal public notice.

- **CIPA Compliance**

  In compliance with the Children's Internet Protection Act (CIPA) and as outlined in the district's technology plan, Irwin County is currently using software and hardware for filtering/blocking measures to ensure the safety and protection of the users. (See Irwin County School District's **CIPA-Compliant Internet Safety Policy** and the **Irwin County School District Technology Plan**.)

Appendix B

Interoperability and Redeployment Procedures

<u>Interoperability</u>

1. Teachers may not load third party software onto the teacher's workstation. If the building level technician determines that a teacher is violating copyright laws and/or is loading inappropriate software, he/she will make a report to the technology director at the central office.

2. Students may not load any programs or files onto the laptops or the computers in the classroom. If a teacher requires a student to complete an assignment at home, the teacher must run a virus check on the file before adding it to the school's computer.

3. An application called *Program Killer* is installed on each student computer. If a student or teacher attempts to load software on these computers, this program blocks the installation.

4. Teachers may bring their personal laptops to school and connect to the system's network. The teacher must first check with the building level technician who must first load the Novell Client program on the laptop.

5. Students are not allowed to bring laptops to school.

6. Before purchasing software, administrators and teachers must first supply the software specifications to the building technician who will make the decision about the software's compatibility with existing hardware.

7. Technicians are involved in the writing of grants when they involve technology.

<u>Redeployment</u>

1. When technicians in the schools determine that equipment is outdated or inoperable, they make a report to the system technology director.

2. If similar equipment is still in use, some of the outdated equipment is kept in storage for possible use of parts.

3. If equipment needs to be discarded, it will be disposed of in accordance with state and federal regulations. All computer hard drives will be reformatted before disposal of the computers.

Irwin County School District
CIPA-Compliant Internet Safety Policy

Introduction

The Irwin County School District adopted this revised CIPA-Compliant Internet Safety Policy (hereinafter referred to as *Internet Safety Policy*) at its regular board meeting on May 8, 2006 after providing public notice via the local newspaper on March 1, 2006 and holding a public meeting on March 6, 2006 to discuss this Internet Safety Policy.

The adopted Internet safety policy for minors includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are (1) obscene; (2) child pornography; or (3) harmful to minors. This Internet safety policy includes the monitoring of online activities of minors, and the district enforces the operation of such technology protection measures during any use of such computers by minors.

It is the intent of this policy to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act (CIPA) [Pub. L. No. 106-554 and 47 USC 254(h)].

Technology Protection Measures

To the extent practical, steps shall be taken to promote the safety and security of users of the Irwin County School District's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

As required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet access to inappropriate information, to promote the safety and security of users of the Irwin County School District's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Supervision and Monitoring

It shall be the responsibility of all members of the Irwin County School District's staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet Protection Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the district's technology director or designated representatives.

CIPA Definition of Terms

Key terms are as defined in the Children's Internet Protection Act:

o   Computer-- The term *computer* includes any hardware, software, or other technology attached or connected to, installed in, or otherwise used in connection with a computer.
o   Access To Internet-- A computer shall be considered to have access to the Internet if such computer is equipped with a modem or is connected to a computer network which has access to the Internet.
o   Technology Protection Measure -- The term *technology protection measure* means a specific technology that blocks or filters Internet access to visual depictions that are: (1) obscene, as that term is defined in section 1460 of title 18, United States Code; (2) child pornography, as that term is defined in section 2256 of title 18, United States Code; or (3) Harmful to minors.
o   Minor -- The term *minor* means an individual who has not attained the age of 17.
o   Child Pornography -- The term *child pornography* has the meaning given such term in section 2256 of title 18, United States Code.
o   Harmful To Minors -- The term *harmful to minors* means any picture, image, graphic image file, or other visual depiction that (1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (2) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (3) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
o   Obscene -- The term *obscene* has the meaning given such term in section 1460 of title 18, United States Code.
o   Sexual Act; Sexual Contact -- The terms *sexual act* and *sexual contact* have the meanings given such terms in section 2246 of title 18, United States Code.

Adoption

Following normal public notice in the local newspaper on March 1, 2006 (See Appendix J), this Internet Safety Policy was adopted by the Irwin County Board of Education at its regular monthly board meeting on May 8, 2006. (See board agenda (Appendix K) and board minutes (Appendix L.))

The district will continue to evaluate whether or not currently available technology protection measures, including commercial Internet blocking and filtering software, adequately addresses the needs of the school district and will certify its compliance with the Children's Internet Protection Act (CIPA) [Pub. L. No. 106-554 and 47 USC 254(h)].

2015 Irwin County School Technology Survey for Teachers

1. How often do you integrate technology in your lesson plans and daily instruction?
   a. Daily
   b. Weekly
   c. Monthly
   d. Seldom

2. Have you visited another teacher's classroom to observe effective technology integration?
   a. Yes
   b. No

3. How familiar are you with the state's technology integration standards for the grades/subjects you teach?
   a. Very
   b. Somewhat
   c. Never refer to them

4. What percent of your students are competent in the technology integration standards for their grade level?
   a. 0-24
   b. 25-49
   c. 50-74
   d. 75-100

5. Have you ever completed a technology integration standards check list on each of your students?
   a. Yes
   b. No

6. Do you submit your lesson plans via email?
   a. Yes
   b. No

7. Do you maintain an electronic portfolio for each of your students?
   a. Yes
   b. No

8. How often do your students use computers in the classroom?
   a. Daily
   b. Weekly
   c. Monthly
   d. Somewhat

9. Do you normally have access to computers when you need them?
   a. Yes
   b. No

10. How often do your students use online practice tests (GOFAR, USA Testprep, etc.)?
    a. Daily
    b. Weekly
    c. Monthly
    d. Seldom

11. How often do you let students bring their own device to use in the classroom for instructional purposes?
    a. Daily
    b. Weekly
    c. Monthly
    d. Seldom

2015 Irwin County School Technology Survey for HS Parents

1. Choose the grade level of the majority of your students.
   a. 9
   b. 10
   c. 11
   d. 12

2. Demonstrates the essential skills for understanding, using, and managing technology tools.
   a. I have no idea
   b. 0-24%
   c. 25-49%
   d. 50-74%
   e. 75-100%

3. Demonstrates the ability to transfer technology skills into a significantly new situation.
   a. I have no idea
   b. 0-24%
   c. 25-49%
   d. 50-74%
   e. 75-100%

4. Demonstrates skills and knowledge to diagnose and correct a variety of common hardware and computer software problems.
   a. I have no idea
   b. 0-24%
   c. 25-49%
   d. 50-74%
   e. 75-100%

5. Makes informed choices between technology systems and resources based on the capabilities and limitations of the systems and the requirements of the task.
   a. I have no idea
   b. 0-24%
   c. 25-49%
   d. 50-74%
   e. 75-100%

6. Communicates and disseminates technology skills and knowledge in multiple ways.
   a. I have no idea
   b. 0-24%
   c. 25-49%
   d. 50-74%
   e. 75-100%

7. Demonstrates appropriate and effective care and use of technology tools.
   a. I have no idea
   b. 0-24%
   c. 25-49%
   d. 50-74%
   e. 75-100%

8. Uses technology tools to convey information and ideas, communicate, and collaborate at all levels from interpersonal to global.
   a. I have no idea
   b. 0-24%
   c. 25-49%
   d. 50-74%
   e. 75-100%

9. Identifies open-ended, unresolved problems and selects and uses appropriate technological resources to develop solutions to problems.
   a. I have no idea
   b. 0-24%
   c. 25-49%
   d. 50-74%
   e. 75-100%

10. Creates documents using most word processing functions.
    a. I have no idea
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

11. Creates documents using most desktop publishing functions.
    a. I have no idea
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

12. Uses brainstorming/webbing software in planning, prewriting and organizing.
    a. I have no idea
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

13. Creates, manages, and utilizes information using database tools and applications.
    a. I have no idea
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

14. Creates, manages, and utilizes information using spreadsheet tools and applications.
    a. I have no idea
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

15. Uses basic design principles to effectively enhance communication.
    a. I have no idea
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

16. Creates and shares multimedia presentations.
    a. I have no idea
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

17. Creates basic web pages using Web-authoring software.
    a. I have no idea
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

18. Combines or transfers information from different applications to prepare and present information to solve content related problems.
    a. I have no idea
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

19. Uses technology and telecommunications tools to locate, analyze, synthesize, evaluate, apply, and communicate information.
    a. I have no idea
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

20. Identifies uses of technology and how it changes and affects the lives of people.
    a. I have no idea
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

21. Demonstrates and advocates ethical and legal use of technology and information.
    a. I have no idea
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

2015 Irwin County School Technology Survey for MS Parents

1. Choose the grade level.
    a. 6
    b. 7
    c. 8

2. Identifies basic technology tools.
    a. Does not apply to my grade level
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

3. Manipulates a variety of similar hardware and software.
    a. Does not apply to my grade level
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

4. Demonstrates appropriate and effective care and use of technology tools.
    a. Does not apply to my grade level
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

5. Operates basic technology tools and applications.
    a. Does not apply to my grade level
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

6. Diagnoses and corrects a variety of common technology problems.
    a. Does not apply to my grade level
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

7. Evaluates, selects, and uses telecommunication tools and on-line resources to communicate ideas that persuade, describe, inform, or involve.
    a. Does not apply to my grade level
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

8. Uses telecommunication tools and online resources to correspond with students locally and globally.
    a. Does not apply to my grade level
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

9. Uses a variety of technology tools to solve problems.
    a. Does not apply to my grade level
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

10. Creates, modifies, and edits documents using word processing and desktop publishing tools.
    a. Does not apply to my grade level
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

11. Creates, manages, and utilizes information using database tools and applications.
    a. Does not apply to my grade level
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

12. Creates, manages, and utilizes information using spreadsheet tools and applications.
    a. Does not apply to my grade level
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

13. Uses brainstorming/webbing software in planning, prewriting, and organizing.
    a. Does not apply to my grade level
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

14. Uses basic design principles to communicate effectively and enhance the message.
    a. Does not apply to my grade level
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

15. Uses multimedia tools to express ideas.
    a. Does not apply to my grade level
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

16. Uses technology and telecommunications tools to locate, analyze, synthesize, evaluate, apply, and communicate information.
    a. Does not apply to my grade level
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

17. Recognizes the appropriate uses of information and information technology.
    a. Does not apply to my grade level
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

18. Demonstrates and advocates ethical and legal use of technology and information.
    a. Does not apply to my grade level
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

19. Uses a variety of telecommunication tools to communicate the results of research projects. (Examples might include Internet, email, intranet).
    a. Does not apply to my grade level
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

20. Creates basic Web pages using Web-authoring software.
    a. Does not apply to my grade level
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

2015 Irwin County School Technology Survey for ES Parents

1. Choose the grade level.
   a. K
   b. 1
   c. 2
   d. 3
   e. 4
   f. 5

2. Identifies and demonstrates knowledge of basic technology tools.
   a. Does not apply to my grade level
   b. 0-24%
   c. 25-49%
   d. 50-74%
   e. 75-100%

3. Understands the uses of technology at home and in the community/society.
   a. Does not apply to my grade level
   b. 0-24%
   c. 25-49%
   d. 50-74%
   e. 75-100%

4. Follows established rules for the care and use of technology tools.
   a. Does not apply to my grade level
   b. 0-24%
   c. 25-49%
   d. 50-74%
   e. 75-100%

5. Operates basic technology tools and applications.
   a. Does not apply to my grade level
   b. 0-24%
   c. 25-49%
   d. 50-74%
   e. 75-100%

6. Uses technology to gather information and communicate with others with teacher guidance.
   a. Does not apply to my grade level
   b. 0-24%
   c. 25-49%
   d. 50-74%
   e. 75-100%

7. Independently uses technology to gather information and communication with others.
    a. Does not apply to my grade level
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

8. Independently uses telecommunication tools and online resources to communicate with others, gather information, and express ideas.
    a. Does not apply to my grade level
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

9. Uses technology to solve problems and make decisions with teacher guidance.
    a. Does not apply to my grade level
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

10. Uses technology to solve problems and make decisions without teacher assistance.
    a. Does not apply to my grade level
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

11. Utilizes technology tools to facilitate the writing process with teacher guidance.
    a. Does not apply to my grade level
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

12. Utilizes technology tools to facilitate the writing process without teacher guidance.
    a. Does not apply to my grade level
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

13. Applies word processing and desktop publishing tools to facilitate the writing process.
    a. Does not apply to my grade level
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

14. Uses multimedia tools to express ideas with teacher guidance.
    a. Does not apply to my grade level
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

15. Uses multimedia tools to express ideas without teacher guidance.
    a. Does not apply to my grade level
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

16. Uses technology tools to create charts and graphs with teacher guidance.
    a. Does not apply to my grade level
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

17. Manages information with databases and spreadsheets.
    a. Does not apply to my grade level
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

18. Uses brainstorming/webbing software in planning, organizing, and prewriting with teacher guidance.
    a. Does not apply to my grade level
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

19. Uses brainstorming/webbing software in planning, organizing, and prewriting without teacher guidance.
    a. Does not apply to my grade level
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

20. Uses basic research techniques with teacher guidance.
    a. Does not apply to my grade level
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

21. Recognizes the appropriate uses of information and information technology.
    a. Does not apply to my grade level
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

22. Demonstrates ethical and legal uses of technology and information.
    a. Does not apply to my grade level
    b. 0-24%
    c. 25-49%
    d. 50-74%
    e. 75-100%

2015 Irwin County School Technology Survey for Students

1. Basic Computer Use

Level 1 - I do not use the computer.
Level 2 - I use the computer to run a few specific pre-loaded programs.
Level 3 - I run two programs simultaneously, and have several windows open at the same time.
Level 4 - I trouble-shoot

☐ 1   ☐ 2   ☐ 3   ☐ 4

2. File Management

Level 1 - I do not save any documents I create using the computer.
Level 2 - I select, open, and save documents on different drives.
Level 3 - I create my own folders to keep files organized and maintain my account within allotted district limits.
Level 4 - I move files between folders and drives.

☐ 1   ☐ 2   ☐ 3   ☐ 4

3. Word Processing Level 1 - I do not use a word processing program.

Level 2 - I use a word processor for basic writing tasks.
Level 3 - I use the tools of on the word processor, such as spell check and grammar check to edit my work.
Level 4 - I use the word processor to improve my previous drafts and publish final documents.

☐ 1   ☐ 2   ☐ 3   ☐ 4

4. Spreadsheet

Level 1 - I do not use a spreadsheet.
Level 2 - I enter data in a spreadsheet and create charts.
Level 3 - I choose a chart which best reflects my data and apply titles and labels.
Level 4 - I use formulas to help analyze data in a spreadsheet.
☐ 1   ☐ 2   ☐ 3   ☐ 4

5. Database

Level 1 - I do not use databases.
Level 2 - I locate information from a pre-made database such as Library Search (ProSearch, Athena).
Level 3 - I create my own databases and add or delete information.
Level 4 - I generate reports from a database in order to answer questions.
☐ 1   ☐ 2   ☐ 3   ☐ 4

6. Graphics

Level 1 - I do not use graphics.
Level 2 - I open, create, and place simple pictures into documents using drawing programs or clipart.
Level 3 - I edit clipart, scan, and import graphics from a variety of sources and modify them using a graphic editor.
Level 4 - I invert, select, and use graphics in order to make a point or illustrate what I have learned.

☐ 1   ☐ 2   ☐ 3   ☐ 4

7. E-mail

Level 1 - I have an e-mail account but rarely use it.
Level 2 - I compose and send e-mail messages within the school district.
Level 3 - I organize my mail folders to save messages and delete those I no longer need.
Level 4 - I use e-mail to request and send information for research.

☐ 1   ☐ 2   ☐ 3   ☐ 4

8. Research/Information-Searching

Level 1 - I do not use electronic sources to find information.
Level 2 - I find information from electronic sources (World Book, Internet, CD's).
Level 3 - I select, gather, and save information from multiple electronic sources to answer a question.
Level 4 - I analyze and evaluate the information I've gathered.

☐ 1   ☐ 2   ☐ 3   ☐ 4

9. Desktop Publishing

Level 1 - I do not use a publishing program.
Level 2 - I can use templates or wizards to create a published document.
Level 3 - I create original publications from a blank page combining design elements such

clip art, tables, work art, and captions.
Level 4 - I design original publications that communicate to others what I've learned.

☐ 1 ☐ 2 ☐ 3 ☐ 4

10. Video Production

Level 1 - I do not use a video camera.
Level 2 - I create original videos for home or school projects.
Level 3 - I create original videos using editing equipment.
Level 4 - I use computer programs to edit video presentations.

☐ 1 ☐ 2 ☐ 3 ☐ 4

11. Technology Presentation

Level 1 - I do not use technology for presentations.
Level 2 - I use templates or wizards to create multimedia presentations.
Level 3 - I combine text with pictures imported from different sources, to create original multimedia presentations.
Level 4 - I design multimedia presentations employing audio, video, and still graphics to share ideas.

☐ 1 ☐ 2 ☐ 3 ☐ 4

12. Internet

Level 1 - I do not use the Internet.
Level 2 - I visit Internet sites selected by my teacher and use navigation buttons to move between sites.
Level 3 - I use search tools efficiently to locate information.
Level 4 - I create web pages for classroom projects.
☐ 1 ☐ 2 ☐ 3 ☐ 4

13. Responsible Use

Level 1 - I do not understand what responsible use means.
Level 2 - I take care of the equipment and leave it ready for the next user.
Level 3 - I understand and follow District rules concerning harassment, language, passwords, copyright, privacy, appropriate use or resources, etc.
Level 4 - I model responsible use and teach others.

☐ 1 ☐ 2 ☐ 3 ☐ 4

Appendix G

Called Meeting
July 23, 2015
9:30A.M.

AGENDA

1. Final Agenda Approval

2. Regular Minutes

3. BOE Financial Report/SAA Financial Report

4. Science Lab Tables

5. Millage Rate Approval

6. Technology Plan

7. Web Filter Bids

8. Personnel
   a. ES Sped-Nathan Martin
   b. HS Guidance Secretary-Lameisha Gamble
   c. School Psychologist-Bedell Mayers

9. Resignations
   a. Pre-K Parapro-Kristy Johnson
   b. ES Lunchroom Cashier-Malissa Parrish

10. Pay Bills

11. Adjourn

Irwin County Board of Education

Called Meeting   July 23, 2015   9:30A.M.

The Irwin County Board of Education met on the above date with all members present.

The Agenda was approved on a motion by Lamar Purvis, second by Gary Paulk. Recommended by the Superintendent. Motion carried unanimously.

The following MS Science lab table bids were approved for (lowest bid) School Outfitters for $5,735.35 on a motion by Gary Paulk, Second by Kurt Wilmot. Recommended by the Superintendent. Motion carried unanimously.

The millage rate of 15.69 was approved on a motion made by Gary Paulk, second by Paige Wynn. Recommended by the Superintendent. Motion carried unanimously.

The technology plan was approved on a motion by Kurt Wilmot, second by Paige Wynl1. Recommended by the Superintendent. Motion carried unanimously.

Two bids put forth for purchase of web filter - iBoss was approved on a motion made by Lamar Purvis, second by Paige Wynn. Recommended by the Superintendent. Motion carried unanimously.

Personnel- New hire was approved on a motion by Gary Paulk, second by Lamar Purvis. Recommended by the Superintendent. Motion carried unanimously.

1. ES: Sped- Nathan Martin
2. HS: Guidance Secretary- Lameisha Gamble
3. School Physiologist- Bedell Mayers

The following resignations were accepted on a motion made by Kurt Wilmot, second by Paige Wynn. Recommended by the Superintendent. Motion carried unanimously.

1. Pre-K parapro-Kristy Johnson
2. ES Lunchroom cashier- Malissa Parrish

The motion to adjourn was made by Kurt Wilmot, second by Paige Wynn. Recommended by the Superintendent. Motion carried unanimously.

IRWIN COUNTY BOARD OF EDUCATION
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Bain, A., & Ross, K. (1999). School reengineering and SAT-I performance: A case study. *International Journal of Education Reform, 9*(2),148–153.

Hawkins, J., E.M. Panush, & R. Spielvogel. (1996). National study tour of district technology integration (Summary report). New York: Center for Children and Technology, Education Development Center.