CALDWELL COUNTY SCHOOLS
2014-2016 Technology Plan

Approved March 10, 2014

REQUIRED SUBSTANTIVE COMPONENTS
OF THE
LOCAL SCHOOL DISTRICT TECHNOLOGY PLAN

Schools, school districts, and libraries that want to apply for Schools and Libraries support, commonly referred to as "E-rate," must first prepare a technology plan. Beginning with FY2011, technology plans are required only for Priority 2 services (Internal Connections and Basic Maintenance of Internal Connections). An approved technology plan sets out how information technology and telecommunications infrastructure will be used to achieve educational goals, specific curriculum reforms, or library service improvements.

A technology plan designed to improve education should cover the entire funding year (July 1 to June 30) but not more than three years. The plan must contain the following elements:

Goals and realistic strategy for using telecommunications and information technology

A professional development strategy

An assessment of telecommunication services, hardware, software, and other services needed

Ongoing evaluation process

Policies

The technology plan must be approved by a USAC-certified technology plan approver before discounted services can begin. The state is the certified technology plan approver for libraries and public schools. www.usac.org, August, 2011.

LEA/Charter Name:	Caldwell County Schools
LEA/Charter Number:	140
Superintendent Name:	Dr. Steve Stone
Superintendent Signature:	
Local Board Chair Name:	Darrell Pennell
Local Board Chair Signature:	
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Caldwell County Schools
Technology Planning Committee/MTAC

Member	Job Title/Position
Craig Bryson	Director of Accountability and Technology
Dr. Caryl Burns	Associate Superintendent for Educational Program Services
Vickie Sproul	Elementary School Director
Keith Hindman	Middle School Director
Katrina McEllen	High School Director
Dr. Jeff Church	Assistant Superintendent for Auxiliary Services
Dean Norman	Technology Infrastructure
Charmion Frizsell	Principal, Gamewell Elementary School
Bill Griffin	Principal, Hudson Middle School
Candis Hagaman	Principal, Caldwell Early College High School
Ann Mathews	Instructional Technology
Shawn Moore	Instructional Technology Specialist
Kathy Lyday	Media Coordinator, South Caldwell High School
Angel Clark	Data Specialist, Accountability and Technology Department

Caldwell County Schools Technology Plan
2014-2016

Vision Statement

Vision Statement:

The vision for Caldwell County Schools is to graduate every student from high school globally competitive for work or postsecondary education and prepared for life in the 21st century. In order to reach this vision, the school system must create and provide a learning environment that seamlessly integrates technology. Caldwell County Schools must ensure that all students and teachers have access to personal learning devices and other associated technologies. Teachers and all staff members must be provided the professional development and support to incorporate technology in lesson planning and instruction. Policies and procedures must support the integration of technology as well as define ways to manage, organize, and utilize technological resources. In order to ensure that teachers and students have access to technology, the school system must continuously develop, maintain, support, and improve the infrastructure within the district. A 21st century classroom has access to up-to-date technology and maximizes these resources to prepare students for the world of tomorrow.

Shared Services Model

Universal Access to Personal Teaching and Learning Devices

Access to Digital Teaching and Learning Resources, Including Digital Textbooks

Model of Technology-Enabled Professional Development

21st Century Leadership for Caldwell County Schools

Strategic Priority 1: A Statewide Shared Services Model

Essential Questions for **Caldwell County Schools**

How will we leverage collaborative purchasing to pay substantially less for technology services and platforms?

How can a Statewide Shared Services Model assist in shifting primary support from infrastructure to instructional needs?

How can a Statewide Shared Services Model enable increased infrastructure and technology efficiency and sustainability?

How can a Statewide Shared Services Model provide higher service reliability?

How can a Statewide Shared Services Model facilitate more strategic budgeting models for our LEA/Charter School?

Current Status and Moving Forward

Future development in technology in the Caldwell County School System will be through the statewide shared services model. With constant changes in equipment and software, the school system cannot by itself maintain sufficient funding, space, power structures, back-up facilities, adequate heating and cooling and security for all the technology and related equipment owned or needed.

Through participation in NC Education Cloud & Home Base and a common infrastructure platform, the school system can better provide equity of access to computing and storage resources that are readily available, that are reliable, and that are characterized by high performance.

Participating in the statewide shared services model will allow the school system to work more effectively with any available funds. Statewide collaborative purchasing and economy of scale will allow the school system efficiently to provide expanded services to all school system sites. The school system will be able to plan in the years ahead for predictable and sustainable operational costs for technology.

The major reason for moving to a statewide shared services model is to provide world class instructional technology infrastructure that will allow the school district to focus more time and effort on instruction and instructional support. This participation will allow the district to reduce technology-related costs for programs and software. This savings can then be leveraged to benefit teachers and students.

Alignment to Other Plans and Initiatives:
Strategic Priority 1: A Statewide Shared Services Model
Caldwell County Schools (CCS) will utilize and align with the following key initiatives/plans to reach for the vision and complete the strategic priorities of our plan...

ACRE
Through participation in the shared services model, CCS will better prepare for the transition to online assessments, digital textbooks, and universal access to personal teaching devices.

Career and College Ready, Set, Go!
Provide access to technology for students and teachers to increase individualized learning options.
Utilize research-based strategies and technology to ensure equity of access to students and teachers.

Race to the Top Local and State Scopes of Work
Objective (A)(2) 1.1: Incorporate the state infrastructure blueprint into technology plans.
Objective (A)(2) 2.1: Implement the infrastructure blueprint.
Objective (A)(2) 3.1: Provide and support student, teacher, administrator access to Learner Management System, Learning Object Repository, and web collaboration tools.
Objective (D)(5) 1.1: Provide access to effective, high-quality, job-embedded, data-informed professional development and support for educators with objectives aligned to Race to the Top initiatives.

1. Statewide Shared Services Model

Suggested Goals/Targets	Year 1 July 1, 2014 - June 30, 2015	Year 2 July 1, 2015 - June 30, 2016	Yearly Evaluation Evaluation Method(s)	DPI Use
Provide equitable and additional access to mobile devices	Increase percent of mobile devices by 1 – 2 % Director of Technology	Increase percent of mobile devices by 1 – 2 % Director of Technology	- AMTR - Inventory	
Provide equitable and additional access to digital resources	Provide county access to digital learning sites Director of Technology	Provide county access to digital learning sites Director of Technology	- AMTR - LoFTI - Contracts	

Reduce operating costs by facilitating a more strategic budgeting model	Use services provided by NCDPI and Cloud resources; Home Base Director of Technology, EPS	Use services provided by NCDPI and Cloud resources; Home Base Director of Technology, EPS	- NC Ed Cloud Agreements
Facilitate a more strategic budgeting model utilizing blended funding and reducing isolated programmatic spending	Follow district strategic planning to reduce isolated spending. Director of Technology	Continue district plan. Director of Technology	- Strategic plan - Follow protocols for purchasing approval.
Promote/maintain innovative funding model by utilizing NCEdCloud offerings and alternatives	Utilize NC Ed Cloud offerings & Home Base as applicable, based on district needs. Director of Technology, EPS	Continue to use NC Ed Cloud & Home Base, as applicable. Director of Technology, EPS	- NC Ed Cloud Agreements, Contracts
Maximize E-rate in support of instructional programs	Monitor changes and adjustments to E-rate. Provide web hosting. Apply for Tier 2 funding as applicable. Provide internet (wireless and wired) and cellular services using E-rate. Purchase of 10 additional phone systems with VOIP capability, Director of Technology	Continue to monitor changes and adjustments to E-rate. Continue to apply for Tier 2 funding as applicable. Continue to provide internet (wireless and wired) and cellular services using E-rate.. Director of Technology	-Contract for E-rate services -Application reports for funding
Provide content filtering in accordance with the Children's Internet Protection	Continue content filtering as prescribed by the State and Federal regulations	Continue content filtering Director of Technology	-Content Filtering reports, contracts

Act (CIPA).

Director of Technology

Examine current procedures related to maintenance of equipment.	Technology Work Order System, budget requirements Rotate outdated equipment Director of Technology	Continue Director of Technology	Work Order Reports, Tech meeting notes, Purchase orders

Strategic Priority 2: Universal Access to Personal Teaching and Learning Devices

Essential Questions

What is universal access to personal teaching and learning devices?

Why do our teachers and students need access to personal teaching and learning devices?

How will we provide ample access to individual teaching and learning devices?

What models can be used for implementing universal access to personal teaching and learning devices in our LEA/Charter.

Current Status and Moving Forward

The school system defines personal teaching and learning devices as "any computing device assigned to all members of the school." This includes administrators, teachers, and students. The school system currently has more than 6,000 PC and/or laptop devices. The current number is about half the number needed for all administrators, teachers, and students to have universal access at school.

Access to a variety of teaching and learning devices is critical for the development of 21st century skills. Students are already digital learners. Their constant use of cell phones, ipads, and other media demonstrates their preferred way to learn and communicate within their environment.

The use of personal teaching and learning devices prepares students for post-secondary studies, for a career, or for the workforce. The increased use of technology increases student engagement and expands learning through technology enabled instruction.

Another major reason for the increased use of personal teaching and learning devices is to prepare students for online testing. Formative and summative online testing will help track student growth during the year, as well as, over time and will provide immediate feedback for individualized instruction.

To increase access to personal teaching and learning devices, the district will examine current policies and procedures and current spending practices to determine ways to expand access to personal teaching and learning devices. Research, programs, and practices from other school districts will need to be analyzed. For example, several school districts across the nation have "Bring Your Own Device" programs. Caldwell County Schools will have to find the best solution to meet the needs of our district.

Funding for personal teaching and learning devices will have to come from multiple funding sources including local, state, federal, and grant funds.

Alignment to Other Plans and Initiatives:
Strategic Priority 2: Universal Access to Personal Teaching and Learning Devices
Caldwell County Schools will utilize and align with the following key initiatives/plans to reach for the vision and complete the strategic priorities of our plan...

ACRE

Create a comprehensive, customized professional development system to provide teachers and administrators with the skills and understandings needed to use data to inform instructional practice and make formative assessments a daily practice in the classroom. (Continue to) Update the analysis of the technology infrastructure needed to support 21st century curriculum and assessment.

Career and College Ready, Set, Go!

Increase virtual learning opportunities so every child no matter where they live can reach his or her potential.

Put more technology into the hands of students and teachers to increase individualized learning options.

Increase the use of technology for providing professional development opportunities for teachers.

Race to the Top Local and State Scopes of Work

Objective (A)(2) 1.1: Incorporate the state infrastructure blueprint into technology plans.

Objective (A)(2) 2.1: Implement the infrastructure blueprint.

Objective (A)(2) 3.1: Provide and support student, teacher, administrator access to Learner Management System, Learning Object Repository, and web collaboration tools.

Objective (C)(3) 1.2: Utilize LEA/Charter and school technology funds to enhance school and LEA/Charter technology infrastructure to facilitate online real-time assessments at each school.

Objective (D)(5) 1.1: Provide access to effective, high-quality, job-embedded, data-informed professional development and support for educators with objectives aligned to Race to the Top initiatives.

Priority 2: Universal Access to Personal Teaching and Learning Devices

Suggested Goals/Targets	Year 1 July 1, 2014 - June 30, 2015	Year 2 July 1, 2015 - June 30, 2016	Yearly Evaluation Evaluation Method(s)	DPI Use
Develop a comprehensive sustainable LEA plan for universal access. *Resources: NCDPI, NCLTI, Educator Recruitment & Development, and District & School Transformation*	Ensure that infrastructure is in place to support universal access. (wireless, bandwidth, etc.) Utilize ERate Tier 2 for the purchase of a min of 50 wireless access points, 10 servers, 10 switches, and new routers. Develop an equity plan to help ensure universal access for all students. Director of Technology Instructional Staff	Continue to upgrade infrastructure and wireless access. Continue with Tier 2 purchases depending upon funding. Continue the use of personal learning devices. Director of Technology Instructional Staff	-AMTR -RttT Evaluation Data MCNC Data Reports	
Communicate your plan to all stakeholders.	Communicate plan through a variety of venues. Director of Technology Community Services Director	Continue communication to all stakeholders focusing on parents and community. Director of Technology Community Services Director	-Minutes from Principals' Meetings -Copies of press releases/media communications	
Increase overall access to personal learning devices.	Increase the number of personal learning devices by 100. Director of Technology	Increase the number of personal learning devices by 100. Director of Technology	-AMTR	

Utilize Personal Learning Devices to promote student owned learning.	Provide professional development to teachers to use personal learning devices in the classroom. Instructional Staff Principals (Fidelity Checks)	Continue professional development for teachers on using devices in the classroom. Instructional Staff Principals (Fidelity Checks)	-Professional Development plan, agendas, and sign-in sheets -LoFTI -Conference Attendance

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Strategic Priority 3: Statewide Access to Digital Teaching and Learning Resources, Including Digital Textbooks

Essential Questions

What are digital teaching and learning resources? What are digital textbooks?

Why do teachers and students need access to digital teaching and learning devices?

What are the benefits of digital textbooks?

What are open educational resources and how can they be used?

How can access to these resources be increased in our LEA?

Current Status and Moving Forward

Educators have had access for a number of years to various digital teaching and learning resources. Digital teaching and learning resources are resources available electronically that can be used to improve instruction. Some of these resources include online encyclopedias, periodicals, and various reference and research tools.

Teachers and students currently have access to NC WiseOwl, the digital online teaching and learning resource repository, provided free of charge by the State of North Carolina. These online resources are important to teachers because they support a technology-enabled instructional program. Teachers are now able to use current, up-to-date content, in formats accepted by students who have grown up in the "wired generation." The online resources also offer the opportunity to customize or differentiate the materials. Access to digital teaching and learning resources and devices enable teachers to better prepare students for the global world of today. Students will learn valuable 21st century skills that will help them be successful as they enter the "real world."

One of the educational developments of the last several years has been the Open Education Resources (OER) movement. A technology-enabled initiative, the Open Education Resource movement is an effort to create and share teaching and learning content that is free and open on a global level. An open education resource is one example of digital teaching and learning resources available to teachers and students for use as instructional tool. This resource will be especially important to the implementation of the Common Core and the North Carolina Essential Standards.

Another example of digital teaching and learning resources is the digital textbook. Digital textbooks provide course material in an electronic format. Instead of carrying around a textbook from class to class or taking a textbook home, students and teachers can access the book through virtually any electronic device and have 24/7 access. Students and teachers click to advance from page to page.

The Shared Services model will provide more resources. These resources should cost less because economy of scale should produce lower costs.

Alignment to Other Plans and Initiatives:
Strategic Priority 3: Statewide Access to Digital Teaching and Learning Resources, Including Digital Textbooks
Caldwell County Schools will utilize and align with the following key initiatives/plans to reach for the vision and complete the strategic priorities of our plan...

ACRE

Update the analysis of the technology infrastructure needed to support 21st century curriculum and assessment system and to move additional testing to appropriate technology formats. This analysis will allow the transition from a paper-based assessment system to one that takes greater advantage of technology.

Career and College Ready, Set, Go!

Increase virtual learning opportunities so every child no matter where they live can reach his or her potential.
Put more technology into the hands of students and teachers to increase individualized learning options.

Race to the Top Local and State Scopes of Work

Objective (A)(2) 3.1: Provide and support student, teacher, and administrator access to Learner Management System, Learning Object Repository, and web collaboration.
Objective (B)(3) 1.1: Ensure teachers and staff understands the new standards, Common Core and Essential Standards, and related assessments.

3: Statewide Access to Digital Teaching and Learning Resources, Including Digital Textbooks

| Suggested Goals/Targets | Year 1 July 1, 2014 - June 30, 2015 | Year 2 July 1, 2015 - June 30, 2016 | Yearly Evaluation | |
			Evaluation Methods(s)	DPI Use
Shift from traditional print and paper-based resources to affordable, current online resources	Provide to teachers and staff information about available affordable and current online resources (NC WISE OWL, Discovery, Home Base, Schoolnet.). Instructional Staff	Utilize digital resources provided through the NC Education Cloud, Home Base & Schoolnet Instructional Staff	-Reports of usage of online resources Training Logs Lesson Plans Principal Observations	

Utilize procured resources such as NC WiseOwl, and other open education resources	Provide professional development to teachers and staff about Home Base, NC WiseOwl. Instructional Staff, EPS	Utilize digital resources provided by Home Base, NC WiseOwl and open educational resources. Continue professional development for teachers and staff. Instructional Staff	- Professional Development plans, agendas, and sign-in sheets Lesson Plans Principal Observations
Use digital content aligned specifically to Common Core and NC Essential Standards	Provide professional development about available and applicable digital content aligned to the Common Core and Essential Standards. Instructional Staff	Continue professional development. Utilize digital content in classroom instruction. Instructional Staff	-Professional Development plans, agendas, and sign-in sheets Lesson Plans Principal Observations
Ensure equity to digital teaching and learning resources from school to school in your LEA.	All schools continue to have access to digital teaching and learning resources. Director of Technology Instructional Staff	Continue access to digital teaching and learning resources. Director of Technology Instructional Staff	-AMTR -Professional Development plans, agendas, and sign-in sheets -Data reports from assessment systems

Strategic Priority 4: A Statewide Model of Technology-Enabled Professional Development

Essential Questions

What skills are needed to transition to digital teaching and learning resources?

How can these skills be delivered and sustained to our LEA teachers and administrators?

How do teachers, administrators, and staff work with colleagues to guide our LEA toward more effective uses of 21st Century tools for teaching, learning, and managing instruction?

How are teachers, administrators, and staff prepared to understand, implement, and assess the span of skills and processes that students need to succeed in the 21st Century?

How are teachers, administrators, and staff prepared to apply 21st Century assessment systems to inform instruction and measure 21st Century knowledge, skills, performance, and dispositions?

Current Status and Moving Forward

Technology-enabled instruction mandates continuous professional development. Besides learning how to use equipment and programs, teachers will need to be well trained in the application of technology skills into the delivery of their instruction.

Providing this necessary instruction will need to be done in a variety of ways. Media coordinators and technology facilitators will provide the first line of instruction. It is important for these people to be well trained themselves, and they will have to be considered as facilitators of informational skills.

Training will have to be provided through state and national conferences, online courses, graduate level courses, and workshops provided at the system and school levels. All teachers are responsible for the use of technology in their teaching responsibilities. The new evaluation system details these responsibilities as:

.To teach information and communications technology literacy
.To use data or organize, plan, and set goals
.To know appropriate use of technology
.To help students use technology
.To use assessment systems to inform instruction.

As one-to-one personal teaching and learning devices become readily available in the school system, on-going professional development will become more critical. The generation of students coming to school with well developed skills in the use of technology will demand teachers who can effectively use the technology in the instructional program.

Alignment to Other Plans and Initiatives:

Strategic Priority 4: A Statewide Model of Technology-Enabled Professional Development

Caldwell County Schools will utilize and align with the following key initiatives/plans to reach for the vision and complete the strategic priorities of our plan...

ACRE

Create a comprehensive, customized professional development system to provide teachers and administrators with the skills and understandings needed to use data to inform instructional practice and make formative assessments a daily practice in the classroom. Update the analysis of the technology infrastructure needed to support 21st century curriculum and assessment system and to move additional testing to appropriate technology formats. This analysis will allow the transition from a paper-based assessment system to one that takes greater advantage of technology.

Career and College Ready, Set, Go!

Put more technology into the hands of students and teachers to increase individualized learning options.

Increase the use of technology for providing professional development opportunities for teachers.

Race to the Top Local and State Scopes of Work

Objective (A)(2) 3.1: Provide and support student, teacher, administrator access to Learner Management System, Learning Object Repository, and web collaboration tools.

Objective (A)(2) EVAL 1.1: Participate in the evaluation of RttT initiatives

Objective (B)(3) 1.1: Ensure teachers and staff understand the new standards, Common Core and Essential Standards, and related assessments.

Objective (C)(3) 1.1: Create a transition plan for schools and LEA to begin using the online IIS for the 2012-2013 school year.

Objective (D)(5) 1.1: Provide access to effective, high-quality, job-embedded, data-informed professional development and support for educators with objectives aligned to RttT initiatives.

Objective (D)(5) 1.2: Measure, evaluate, and improve professional development and support.

4: A Statewide Model of Technology-Enabled Professional Development

Suggested Goals/Targets	Year 1 July 1, 2014 - June 30, 2015	Year 2 July 1, 2015 - June 30, 2016	Yearly Evaluation	
			Evaluation Method(s)	DPI Use

Implement a plan for embedded technology-enabled professional development for teachers and administrators.	Train the trainer model and provide professional development to faculty and staff. EPS Media Coordinators Instructional Technology Specialists	Train the trainer and provide professional development to faculty and staff. EPS Media Coordinators Instructional Technology Specialists	-Professional Development plan, agendas, and sign-in sheets Lesson Plans Principal Observations
Support models that promote and further the ideals of technology-enabled and integrated professional development	Provide staff development for teachers Provide opportunities to attend state conferences Educational Program Services, DPI	Continue to provide support for professional development in the models. Educational Program Services, DPI	-Conference attendance -Record of site visits to other districts -Professional Agendas, and sign-in sheets Lesson Plans Principal Observations
Prepare media specialists and instructional technology facilitators to support digital reform.	Provide Chrombook training; provide opportunity for entire county to receive Google doc and app training Continue PLC of media coordinators and instructional technology facilitators. Educational Program Services	Provide professional development to the media specialist and instructional technology facilitators. Continue PLC of media coordinators and instructional technology facilitators. EPS	-Professional Development and PLC plans, agendas, and sign-in sheets Lesson Plans Principal Observations

		Educational Program Services Media Specialists Instructional Technology Facilitators	
Deliver Common Core and Essential Standards training to teachers using integrated technology as a model for further classroom integration.	Continue to provide professional development integrated with technology. Educational Program Services	Continue to provide professional development integrated with technology. Educational Program Services	-Professional Development plan, agendas, and sign-in sheets
Prepare staff for online assessment delivery.	Continue to use online formative, benchmark, and summative assessments, schoolnet Provide professional development and test administration training as needed to faculty and staff. Participate in online assessments as equipment allows and as DPI allows Director of Accountability and Technology Educational Program Services	Continue to use online formative, benchmark, and summative assessments, schoolnet Provide professional development and test administration training as needed to faculty and staff. Participate in online assessments as equipment allows and as DPI allows Director of Accountability and Technology Educational Program Services	-Data Reports from online benchmark/ assessment programs -Professional Development plan, agendas, and sign-in sheets - School test plans
Prepare students for online assessment delivery.	Provide multiple opportunities for student participation in online assessments.	Continue to provide multiple opportunities for student participation in online	-Data Reports from online benchmark/

	(Schoolnet, Study Island, ClassScape) Director of Accountability and Technology Educational Program Services	assessments. Director of Accountability and Technology Educational Program Services	assessment programs - School test plans
Provide ongoing support and professional development necessary for use of data to inform instruction.	Data Master sessions for administrations and instructional facilitators. EVVAS online tutorials. Curriculum Directors	Data Master sessions for administrations and instructional facilitators. EVVAS online tutorials. Curriculum Directors	-Professional Development plan, agendas, and sign-in sheets
Provide support for teacher and administrator progress and evaluation according to NCEES standards.	Provide professional development for administrators and teachers on the evaluation standards and the NCEES online evaluation tool. Assistant Superintendent for Human Resources	Continue professional development and support for administrators and teachers on the evaluation standards and the NCEES online evaluation tool. Assistant Superintendent for Human Resources	-Professional Development plan, agendas, and sign-in sheets -Record of evaluations

Strategic Priority 5: 21st Century Leadership for All Schools and Districts

Essential Questions

Are your LEA/Charter leaders prepared to lead and create a vision for 21st century education?

Are mechanisms in place for school leaders to create 21st century learning cultures?

Are professional growth programs/opportunities available to prepare teachers and administrators to lead 21st century learning environments?

Current Status/Moving Forward

For our students to be globally competitive and ready for college and/or work, we must have a strong vision of what we believe will produce future-ready students. The learning environment must align with the 21st century high-tech work environment and the global economy.

In order for this to occur, we must have a clear understanding of our system resources. This includes accurate inventories of current equipment and programs, along with a needs assessment addressing future needs. Funding will continue to be difficult, as it will be more necessary than ever to leverage any available funds.

District administrator meetings provide information and resources to school administrators to ensure they are prepared to lead and are creating 21st century learning cultures within their schools. District level departments and administrators provide support to school leaders. The Educational Program Services (EPS) staff organizes district-wide professional development to support teachers in addition to the professional development provided by individual schools.

Training will have to be ongoing as all educators learn and relearn methods, procedures, and improved instructional delivery methods. We will have to spend more time on what we must teach. The adoption of the core curriculum and the essential standards will take care of many of the decisions concerning what to teach. The important elements for the educational leaders will be instructional delivery and assessment.

Collaboration with outside agencies will be critical. Schools have been involved in continuous improvement for years, and the push for changes that will produce 21st century skills will demand change and continuous improvement for the future of our public schools.

Alignment to Other Plans and Initiatives:
Strategic Priority 5: 21st Century Leadership for All Schools and Districts
Caldwell County Schools will utilize and align with the following key initiatives/plans to reach for the vision and complete the strategic priorities of our plan...

ACRE

Create a comprehensive, customized professional development system to provide teachers and administrators with the skills and understandings needed to use data to inform instructional practice and make formative assessments a daily practice in the classroom.

Career and College Ready, Set, Go!

Increase the use of technology for providing professional development opportunities for teachers.

Race to the Top Local and State Scopes of Work

Objective (A)(2) 3.1: Provide and support student, teacher, and administrator access to Learner Management System, Learning Object Repository, and web collaboration.

Objective (A)(2) EVAL 1.1: Participate in the evaluation of RttT initiatives

Objective (D)(2) 1.1: Utilize the evaluation tool and process as a primary factor in teacher and principal development plans and decisions related to promotion, retention, and removal.

Objective (D)(2) 1.2: Provide evaluation results to the State by submitting summary ratings.

Objective (D)(2) 2.1: Integrate student growth data into teacher and principal evaluations.

Objective (D)(4) 2.3: Establish or extend existing partnerships with North Carolina colleges and universities.

Objective (D)(5) 1.1: Provide access to effective, high-quality, job-embedded, data-informed professional development and support for educators with objectives aligned to RttT initiatives.

Objective (D)(5) 1.2: Measure, evaluate, and improve professional development and support.

5: 21st Century Leadership for All Schools and Districts

Suggested Goals/Targets	Year 1 July 1, 2014 - June 30, 2015	Year 2 July 1, 2015 - June 30, 2016	Yearly Evaluation	
			Evaluation Method(s)	DPI Use
Create and lead a vision for 21st century education	Review and revise, if needed, district vision for 21st century education.	Review and revise, if needed, district vision for 21st century education.	-Functional plan, vision, and team -Record of team	

			meetings, agendas, and sign-in sheets
	Create a district technology review team.	Meet Every semester with district technology review team.	-School Improvement Plans
	Require schools to include at least one goal focused on technology improvement and/or integration in the classroom in School Improvement Plans.	Monitor/continue focus on technology-focused school improvement plan goal at each school.	
Create 21st century learning cultures	Director of Technology, EPS Provide multiple opportunities to faculty and students to integrate technology and/or digital resources in classroom instruction.	Director of Technology Continue to provide multiple opportunities to faculty and students to integrate technology and/or digital resources in classroom instruction.	-AMTR -LoFTI -Record of updated policies
	Review policies and procedures related to technology to better support 21st century learning environments.	Continue to review policies and procedures related to technology to better support 21st century learning environments.	
	Director of Technology Educational Program Services	Director of Technology Educational Program Services	
Prepare teachers and administrators to lead 21st century learning environments	Provide teachers and administrators resources and professional development opportunities to support 21st century learning environments.	Continue to provide teachers and administrators resources and professional development opportunities to support 21st century learning environments.	-Professional Development plans, agendas, and sign-in sheets -NC Ed Cloud Agreements -RttT Data Evaluation
	Educational Program Services Staff DPI Staff	Educational Program Services Staff DPI Staff	

Develop strategic partnerships with community and business to promote 21st Century learning.	Present to various community groups and businesses to develop partnerships. Continue existing partnerships with area community groups, businesses, colleges, and universities. School Community Relations Director	Continue presentations to various community groups and businesses to develop partnerships. Continue existing partnerships with area community groups, businesses, colleges, and universities. School Community Relations Director	-Press releases -Copies of presentations, agendas, and reports shared

Appendix A: Policies and Procedures
Caldwell County Schools Technology Plan
Policy, Procedure, & Guidelines Implementation Chart

Policies, Procedures, & Guidelines All Policies, procedures and guidelines should be updated to include the fundamentals of 21st Century Education and Information & Technology Skills. Policies should be translated into predominant languages of students and parents. Policies, procedures and guidelines should be displayed along with the STP and other referenced LEA/Charter plans. Make sure links have navigations that are user friendly.	LEA Policy Code or Procedure	LEA Adoption, Implementation or Revision Date
Policies Required		
A. Materials Selection Policy including internet resources (GS §115c-98(b))	3225/4312/7320	01/2013
B. Disposal of Equipment / Replacement of Obsolete Equipment (GS §115c-518)	6560/9400	06/2013
C. Hardware and Software Procurement (GS § 115c-522, 115c-522.1)	3220/6430	04/2013
D. Copyright and Plagiarism Policy (PL §94-553, 90 Stat. 2541),	4313/7321/3228	08/2013
E. Acceptable Use Policy (PL §106-554) (including existing 1:1, bring your own device)	4313/7321/3228	08/2013
F. Equipment/Materials Donation Policy (GS §115C-518)	A2520	01/2006
G. Data Privacy Policy (20 U.S.C. § 1232g; 34 CFR Part 99 (FERPA))	3225/4312/7320	01/2013
H. Inventory Control Policy (GS §115c-539, 115c-102.6A-C(5))	A8330 8350/	01/2003 05/2013
I. Access to Services Policy (GS §115c-106.2)	A7530	06/2006
J. Online Assessment and Instruction Policy / NCVPS	3102	04/2013
K. Advertising and Commercialism Policy (GS §115c-98) (Procurement and gifts ethics)	5240/5220	07/2013
L. Internet Safety and Ethical Use including Cyberbullying and Harassment (Protecting Children in the 21st Century Act, CIPA, FERPA, GS 115C-407)	3226/4205/3225 4312/7320	01/2013
Procedures		
A. Hardware and Software Deployment	A2612 A2614	01/2006 01/2006
B. Equipment maintenance and repairs	A4312	02/2006
C. Outdated Resources and Equipment Replacement	6560/9400	06/2013
D. Disaster Recovery of Data and Hardware	A2660	10/2005
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A. Policy Translation		
B. Use of Digital Media and Resources		
C. Instructional Use of Videos		
D. Development of Online Resources		

Appendix B: Technology Plan Acronyms
Caldwell County Schools Technology Plan

<u>**Acronyms**</u>

ACRE – Accountability Curriculum Reform Effort

AMTR – Annual Media and Technology Report

DPI – Department of Public Instruction

EPS – Educational Program Services

LoFTI – Looking for Technology Integration

MCREL Reports – Mid-Continent Research for Education and Learning

MTAC – Media and Technology Advisory Committee

NCSSTP – North Carolina State School Technology Plan

OER Movement – Open Education Resources

PLC Plans – Professional Learning Community Plans

RttT – Race to the Top

STNA – School Technology Needs Assessment

Caldwell County School Professional Development Plan for Home Base

PowerSchool
- June-August 2013 – Faculty and staff attend 3 hour session to introduce PowerSchool, how to enter attendance, and how to enter grades.
- On-going 2013-2014 – Follow-up sessions are held throughout the school year at the district office and at schools to assist faculty and staff.

Resources used: PowerSource, FAQ district website,

Schoolnet
- June 2013 – A 10 person team of district and school administrators attended train-the-trainer sessions hosted by the North Carolina Department of Public Instruction in Wilkesboro.
- July 2013 – The district training team met to determine rollout of the instructional components of Schoolnet. A plan was drafting to spread implementation across several months. School administrators and district instructional facilitators will be trained first, and then in turn, these staff members will train school staff.
- Late July 2013 – Administrators were trained how to use the Lesson Planner, how to search for lessons using Instructional Materials, and how to copy and schedule a lesson.
- August 2013 – Teachers were trained how to use the Lesson Planner, how to search for lessons using Instructional Materials, and how to copy and schedule a lesson on the district Common Core Staff Development day.
- Late September 2013 – Administrators were trained how to create tests, find test items and passages, and schedule tests using Assessment Admin.
- October 2013 – Teachers were trained how to create tests, find test items and passages, and schedule tests using Assessment Admin. District benchmark assessments were created and assigned.
- October-November 2013 – Students take district benchmark assessments in grades 3-8 and English II, Math I, and Biology.
- January 2014 – Administrators will be trained on the various reports available in Schoolnet.
- February 2014 – Teachers will be trained on the various reports available in Schoolnet.
- June 2014 – By the end of the year, teachers will have added at least one lesson in Schoolnet.

Resources used for training: PowerSource, PowerPoints developed locally, PowerPoints and training materials developed by NC DPI

North Carolina Educator Effectiveness System (NCEES)

- June 2013 – A 10 person team of district and school administrators attended train-the-trainer session hosted by the North Carolina Department of Public Instruction in Wilkesboro.
- August 2013 – Associate Superintendent for Human Resources and trainers design training schedule.
- Late August 2013 – Administrators are given an overview of the North Carolina Evaluation Process. In turn, administrators provide an overview to their faculty and staff. Teachers complete orientation and begin work on self-assessments and professional development plans.
- September 2013 – Follow-up sessions are held for administrators for beginning of the year activities and how to use the system.
- October 2013 – Administrators are trained on how to input an observation in the system. Questions are answered as needed.
- November 2013 – Administrators are trained on the principal and assistant principal evaluation process and how to use the online system.
- December 2013 – Conducting the mid-year review process is covered with administrators.
- January 2014 – Teachers and faculty are trained to be peer observers, as applicable.
- April 2014 – Administrators are trained on the summary evaluation and professional development plan assessment.
- On-going 2013-2014 – Follow-up sessions will be held as needed to answer questions and address issues.

Resources used: NC DPI training website, PowerPoints developed locally, PowerPoints developed by NC DPI, NCEES, NCEES help guides