

**2012-2014-LEA/Charter Technology Plan
Notes and Guidelines for Completion**

Use the state plan as a guide and/or starting point for planning and composing your LEA plan. Please note that this does not mean that it is as comprehensive and requires the same amount of pages. Your LEA/charter plan **MUST** address each of the State School Technology Plan’s Strategic Priorities; however, the Guiding Questions are intended to provide examples of items that should be addressed locally. Scale the plan narratives and objectives to fit your LEA/charter school.

Do not plan in isolation. Align and then reference or embed your plan with/within other ongoing initiatives in your LEA/Charter such as RttT and ACRE. Making the technology plan a part of your strategic planning processes is also another strategy and high beneficial for implementation and stakeholder utilization.

Utilize the planning time to identify redundancy in applications and programs in your LEA/Charter. Eliminate duplicates and those less worthy of use.

Seek innovative funding scenarios. LEA/Charters that allow funding models where spending is in isolation within program areas can be better served by switching to a more blended planning/budgeting model.

Choose evaluation methods that are manageable and provide useful data. Remember that you may have evaluation processes already in place that are meaningful and acceptable for your plan goals and objectives.

Engaging leadership will be critical for all these processes.

HELPFUL LINKS:

[USAC: Questions to Consider
4 Basic Requirements](#)

[NCDPI Instructional Technology Division
NC State School Technology Plan \(SSTP\)](#)

[NCDPI Connectivity Services](#)

[NC Education Cloud](#)

[USAC CIPA Requirement](#) USAC has not yet updated its website to reflect the recent FCC CIPA.

The [FCC order](#) gives details concerning the new provisions and requirements.

Technology Integration Plan – Erate Requirements

FOUR REQUIRED ELEMENTS:

The [four required TIP components](#) to support the services requested on the Form 470 are available online.

To qualify as an approved technology plan for Schools and Libraries Program discount, the plan must meet [the following] criteria:

Required element:	State/LEA/Charter Priorities
1. The plan establishes clear goals and a realistic strategy for using telecommunications and information technology to improve education.	Priority 1, 2 and 3
2. The plan has a professional development strategy to ensure that staff knows how to use these new technologies to improve education.	Priority 4 and 5
3. The plan includes an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education.	Priority 1, 2, 3 AMTR serves to document ongoing count and trends.
4. The plan includes an evaluation process that enables the school to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise	Cloud processes such as interviews and use of ongoing instruments such as STNA, LoFTI to enable-monitoring and ongoing adjustments and planning for all Priorities.

POSTING PLAN:

All referenced/utilized plans including your technology plan must be made available in an easily readable and accessible format on your **LEA/Charter** website so as to be accessible by community as well as vendors during the 470/471 processes. Policies should also be displayed in the same location.

Evaluation Guidelines

Required evaluation methods:

The use of all four evaluation method/models listed below are essential in your plan, as well as other appropriate methods. You may substitute another type equivalent evaluation method/model if the same/similar outcomes can be accomplished. *Use of these essential evaluation methods will address evaluation requirements as stipulated by Erate guidelines which require ongoing monitoring and adjustments.*

1. School Technology Needs Assessment – STNA
2. Looking for Technology Integration - LoFTI
3. Professional Development Evaluations/Questionnaires/Surveys
4. RttT Evaluation Data

Other suggested evaluation methods:

Longitudinal Student Data – Attendance, Discipline, Classroom comparisons, etc.

Longitudinal Data for Teacher Retention

Application reports

Content Filtering reports

Network monitoring reports

Innovative Budgeting Comparisons

NCEdCloud Opt-in Agreements

Professional development plans/outlines/agendas with proof of completion such as sign-in sheets

MCREL Reports

PLC Plans

Formative data from project/initiative

Qualitative measures of success

Conference attendance

21st Century Assessment

AMTR

Rubrics

Exemplars of student work

Network Readiness Assessments

Evaluation Methods not meeting approval standards:

Formative, benchmarking or summative assessments

Lab or Cart use logs

Professional Development sign-in sheets without other documentation such as agendas, outlines, surveys, lessons plans, etc.

Document Retention:

All applicants and service providers are required to retain documents related to the Universal Service Fund for a period of at least **five (5) years from last date of service**. The suggested list of documents to be retained can be found in Paragraphs 45-50 in the FCC's 5th Report and Order ([FCC 04-190](#)).

Approval Checklist

This checklist will be used by your consultant while reviewing and approving for movement to the State Board for approval:

Complete	NCSSTP Elements	Components
<input checked="" type="checkbox"/>	Signature Page	Preliminary Components
<input checked="" type="checkbox"/>	Title Page	
<input checked="" type="checkbox"/>	Table of Contents	
<input checked="" type="checkbox"/>	Committee List	
<input checked="" type="checkbox"/>	Vision Statement/Narrative	
<input checked="" type="checkbox"/>	Strategic Priorities Narrative	
<input checked="" type="checkbox"/>	Priority 1 Elements Complete*	1. The plan establishes clear goals and a realistic strategy for using telecommunications and information technology to improve education. 3. The plan includes an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education.
<input checked="" type="checkbox"/>	Priority 2 Elements Complete*	
<input checked="" type="checkbox"/>	Priority 3 Elements Complete*	
<input checked="" type="checkbox"/>	AMTR (Annual Media and Technology Report) Complete and Periodically updated	Count/Inventory requirement
<input checked="" type="checkbox"/>	Priority 4 Elements Complete*	2. The plan has a professional development strategy to ensure that staff knows how to use these new technologies to improve education.
<input checked="" type="checkbox"/>	Priority 5 Elements Complete*	
<input checked="" type="checkbox"/>	Utilization of Cloud Resources	4. The plan includes an evaluation process that enables the school to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise
<input checked="" type="checkbox"/>	Alignment to 3 key initiatives	
<input checked="" type="checkbox"/>	Use of required evaluation tools	
<input checked="" type="checkbox"/>	All objectives measureable	
<input checked="" type="checkbox"/>	All addressed	Appendix A: Required Policies
<input checked="" type="checkbox"/>	Current	
<input checked="" type="checkbox"/>	Board approval dates included	
<input checked="" type="checkbox"/>	LEA Policy Noted and Posted	

***Questions answered in narrative, alignments complete, targets addressed.**

Notes:

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: Gates County Public Schools

LEA/Charter Number: 370

Superintendent Name: J. Earl Norfleet, Interim Superintendent

Superintendent Signature _____

Local Board Chair Name: G. Douglas Lilley

Local Board Chair Signature: _____

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Gates County Public Schools
Technology Plan

2012-2014

Draft November 2011
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**Gates County Schools
Technology Planning Committee/MTAC**

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Job Title/Position

Interim Superintendent
Chairperson/Technology Assistant
Teacher
Technology Assistant
Testing Coordinator
NCWise Data Manager
Exceptional Children's Director
Media Coordinator
Media Coordinator
LAN Technician
Media Coordinator
NCWise/Testing Coordinator
Technology Trainer
LAN Technician
Principal
Media Coordinator
Media Coordinator
Curriculum Director
Technology Assistant
Assistant to the Superintendent

**Gates County Public Schools Technology Plan
2012-2014**

Vision Statement

The vision starts with the District's instructional plan that calls for effective and progressive uses of all resources that ultimately influence student achievement.

As it relates to technology, the Gates County Schools Technology Plan is characterized by purposeful and seamless integration of technology that:

- Efficiently utilizes and imbeds the resources that support learning across the curriculum.
- Efficiently provides seamless operations that create a foundation of lifelong learning through the engagement of critical thinking and collaboration.

The Gates County school system recognizes that technology is an integral tool for teaching and learning. It is our duty to meet the demands of the 21st Century changing world. Through the State School Technology Fund, Governor Beverly Perdue's Career & College: Ready, Set, Go! , Race to the Top initiative, and other sources we plan to provide a cost-effective, flexible technology infrastructure that promotes excellence in teaching and learning.

It is our vision that each teacher will be prepared to utilize changing technologies to create a foundation of lifelong learning across the curriculum. Through on-going professional development, all teachers will acquire the knowledge and skills needed to integrate these technologies to address students' specific needs, development levels and learning styles.

Gates County Public Schools Technology Plan
Strategic Priorities
2012 - 2014

Strategic Priorities Overview:

Gates County Schools has been and continues to be a world-class school system. This can be seen by the many accolades, achievements, and success stories of its students, teachers, administrators, and support staff. While the system has made many great strides, there is still a great deal of work to be done. Gates County Schools faces many of the same challenges that other districts do, albeit on a smaller scale. The district size along with its rural location also results in a lower tax base and thus fewer dollars generated for education. In addition to other required expenditures, the school system needs current technology as well as the expertise to use it effectively. Only by integrating this technology into the essential standards will our students become the 21st Century leaders of tomorrow. With the development of this technology plan, the district plans to achieve the most return on their investment in technology. This will be achieved by focusing efforts on five strategic priorities:

- I. Shared Services Model, whereby the district will leverage the power of shared services to benefit all involved, including providing reliable and cost-effective access to mobile devices and digital resources, utilizing E-rate to assist with wide area network and phone services, and providing content filtering in accordance with the Children's Internet Protection Act (CIPA) ;
- II. Universal Access to Personal Teaching and Learning Devices, to allow students and teachers equitable access to learn in the digital generation, including developing a plan for universal access, increasing access to the devices, and promoting student owned learning;
- III. Access to Digital Teaching and Learning Resources, Including Digital Textbooks, to expand learning and create a true multimedia experience by incorporating new digital content into the curriculum that is aligned with the Common Core and Essential Standards and by using current digital resources to their full potential;
- IV. Model of Technology-Enabled Professional Development, giving teachers and administrators the training and practice they need to work with new technologies and media, including developing and supporting models that promote technology-enabled professional development, preparing staff and students for online assessments, and supporting the progress and evaluation of teachers and administrators;
- V. 21st Century Leadership, providing guidance and experience for teachers and administrators as the district heads into the future, including creating 21st century learning cultures and developing partnerships with the local community and businesses.

All of these priorities are extremely important for the success of 21st Century learning in the district.

Strategic Priority 1: A Statewide Shared Services Model

Current Status and Moving Forward

The world is changing at an ever-increasing rate. As a result, the current educational system as we know it is transforming itself to stay ahead. Technology is playing a more pivotal role in education, as students along with teachers are not only learning new ideas, but also learning new ways to learn. Books, while still important, are being complemented with digital media. A great deal of this new digital content is being developed and used and schools need to have available, reliable, scalable, and secure access to this media. With increasing costs to provide these systems and decreasing budgets, school systems in the state are looking for innovative ways to provide this access. The Statewide Shared Services Model should be able to help in many ways.

Currently, in the district, we have placed an emphasis in several areas to effectively provide for access. Some of these include the purchasing of iPads and mobile labs for each school, installing new computer labs in several schools with the rest to follow, redistributing the lab systems into classrooms to improve the student to computer ratio, and mounting interactive whiteboards in many classrooms. All of these tools are beneficial for preparing students with the 21st Century Skills that they need to be the future workforce. While we have made great strides, the lack of state funding has made it very difficult to continue and maintain.

The Statewide Shared Services Model will hopefully be able to help out with these issues in several ways. First, as a consortium, we will be able to pool our money together into a larger pot. This will allow us more opportunities to purchase common services and platforms at a reduced rate. With the model, many platforms and services would be housed external to the district. Monitoring and support would also be performed externally. This added attention should provide for a more efficient and sustainable experience. The model would also eliminate some of the local support needed for the current infrastructure of the LEA by moving it to a central area or areas, whereas now the LEA has to at least provide a base level of support for all platforms and services. With this reduction, LEA support will be able to focus more on instructional needs. The main concern with the Shared Services Model is network connectivity across the WAN. Some mission critical services may still need to be kept local. Hopefully, by reducing costs of shared goods and services, there will be more money in the local budget usually reserved for the aforementioned to be spent on other technology needs, including hardware and professional development.

The education world has faced and continues to face an ever-growing list of challenges. Only by taking advantage of programs like the Shared Services Model, 21st Century Assessment and E-rate are we going to be able to afford the tools to aid in solving them.

Alignment to Other Plans and Initiatives:

Strategic Priority 1: A Statewide Shared Services Model

Gates County Public Schools will utilize and align with the following key initiatives/plans to reach for the vision and complete the strategic priorities of our plan to provide technology integration across the curriculum.

ACRE

Coordinate with district school technical staff when planning and delivering professional development to ensure that necessary software and hardware needs are addressed including installation, testing, and ongoing support.

Career and College Ready, Set, Go!

Increase and improve the technology available to county staff and students to promote individual growth. Develop and implement a student assessment system, which would determine which technologies are more effective than others.

Race to the Top Local and State Scopes of Work

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

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

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

Objective (B)(3)1.1 Ensure teachers and staff understand the new Standard Course of Study, Standards, and related assessments.

Objective(C)(2) 1.1 Complete a unified strategic plan for the LEA that utilizes data to determine priority goals and activities, and set targets for performance.

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

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

1. Statewide Shared Services Model

Suggested Goals/Targets	Year 1 July 1, 2012 – June 30, 2013		Year 2 July 1, 2013 – June 30, 2014		Yearly Evaluation	
					Evaluation Method(s)	DPI Use
Provide content filtering and firewall devices	All administrators will be provided with tools necessary to insure a safe environment for students, implement Cloud Media Coordinators, Instructional Technologists, Director of Media/Technology		All administrators will be provided with tools necessary to insure a safe environment for students under Cloud Media Coordinators, Instructional Technologists, Director of Media/Technology		Professional learning team notes, meetings, purchase order's	
Develop a plan of replacement of various network appliances, switches and servers	Continue to upgrade and monitor LAN/WAN infrastructure prepare for Cloud implementation Director of Technology/Media		Continue to upgrade and monitor LAN/WAN infrastructure under Cloud Director of Technology/Media		Reports, Technology procedures, BOE policies	
Update policies following Cloud Guidelines	Insure internet safety for students and staff, implement Cloud filters Director of Technology/Media, Board of Ed.		Insure internet safety for students and staff, utilize Cloud filters Director of Technology/Media, Board of Ed.		Policies posted on web site	
Utilize AMTR, TCO data and the 21 st Century Assessment to drive technology purchases	Gather and analyze data to drive budget decision making process Director of Technology/Media		Gather and analyze data to drive budget decision making process Director of Technology/Media		Recommendations based on TCO ,AMTR and 21 st Century Assessment data	
Inform LAN Engineer of resource needs of instructional staff	Insure that instructional resources are available as needed Director of Technology/Media		Follow-up on instructional resources and provide any additional needed Director of Technology/Media		Technology request forms, Purchase orders, AMTR, NCEdCloud Opt-in Agreements, 21 st Century Assessment Data	

Inform instructional staff of network safety issues	Provide procedures to access resources Director of Technology/Media	Provide procedures to access resources, utilize Cloud resources provided Director of Technology/Media	Content Filtering reports, Network monitoring reports, Formative data from initiative after completion.
Connect to a common educational backbone using a telecommunications circuit	Enhance educational opportunities by the most efficient means Director of Technology/Media, High speed connection, Cloud technical support personnel	Continue to enhance educational opportunities by the most efficient means, add additional resources when available Director of Technology/Media, High speed connection, Cloud technical support personnel	NCedCloud Opt-in Agreements, Application reports, Innovative Budgeting Comparisons, Formative Data after completion
Enhance current firewall, packet shaping, content filtering, email filtering, and virus protection technologies according to Cloud procedures	Maintain current firewall until opt in Director of Technology/Media, LAN Engineer	Implement new filtering connections of Cloud Director of Technology/Media, LAN Engineer	21 st Century Assessment, Purchase Orders, NCedCloud Opt-in Agreements, Network Readiness Assessments

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

Universal access to teaching and learning devices refers to the ability of students, teachers, and administrators to have access to some type of computing device such as a laptop (commonly known as One Laptop Per Child or OLPC), iPad, iPod, tablets, or smart phones.

Teachers and students alike would benefit from personal teaching and learning devices through immediate access to resources and research materials found on the Internet. Many of these resources are free or are very low in cost when compared to the cost of a textbook that is outdated the moment it is printed. Research has shown that the use of technology dramatically increases student engagement, which, in turn, increases student achievement. A 1-1 computing device model virtually expands the traditional classroom without ever leaving the school.

The task of providing ample access to personal teaching and learning devices calls in to question the matters of funding/sustainability and operating systems capability. Currently, Gates County Schools has at least one dedicated computer lab in each school, with the high school and middle school having three. In addition, each school has several mobile labs that are available for teachers to checkout to use in their classrooms. Most of the systems in the district are Macs with a few PCs in the vocational department and in administrative offices. Each school has an Apple XServe that provides basic services including DNS, DHCP, and directory services for staff and students. They also house applications that are used in each school. Several iPads have been purchased for staff and student use, as well.

With budgetary constraints looming throughout the state, providing and maintaining personal teaching and learning devices for all students and staff may seem at arms' reach. There are over 50 LEAs across the state with initiatives to provide one-to-one teaching and learning devices including Lee and Onslow County, Durham City Schools and Rowan-Salisbury District. Funding for these initiatives comes from a various local, state, federal, and private sources. The Friday Institute (currently housed at NCSU) also highlights several models for implementing one-to-one instruction.

With budget concerns in mind, one alternative to LEAs providing exclusive funding for one-to-one teaching is to allow students and teachers to use their personal devices in the school setting for teaching and learning purposes. However, concerns with Internet safety and security need to be addressed to ensure that our operating systems infrastructure is protected from viruses that often occur when using devices that are not properly equipped with protective software.

Currently, Gates County Schools has a SonicWall firewall that provides security and content filtering for the district network. In this network, each school is connected to the Central Office by a 100 MB Metro Ethernet connection. Internet services are provided by MCNC through a 100 MB Metro Ethernet connection to the Central Office. AVG anti-virus protection is installed on each PC in the district. Mail services are provided by an Apple Mail server located at the Central Office.

Alignment to Other Plans and Initiatives:

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

Gates County Public Schools will utilize and align with the following key initiatives/plans to reach for the vision and complete the strategic priorities of our plan to provide additional personal teaching and learning devices.

ACRE

LEA will provide feedback on the vision and the implementation plan for the IIS.

LEA will participate in surveys; interviews and focus groups to further refine the vision for the IIS. Participants will include LEA staff, school staff, students, and parents.

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 and administrators.

Race to the Top Local and State Scopes of Work

Objective(A)(2) EVAL 1.1 Participate in the evaluation of the RttT initiatives and use the resulting evaluation data and conclusions to improve effectiveness.

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

Objective(C)(3) 1.3 Designate current staff to help educators utilize EVAAS and assessment data for instructional and program decision- making.

Objective(C)(3) 1.4 Work as partners with DPI staff to incorporate the IIS into the daily operational aspects of school.

Objective(D)(1) 1.2 Use alternative routes to administer and teacher certification with fidelity

Priority 2: Universal Access to Personal Teaching and Learning Devices

Suggested Goals/Targets	Year 1	Year 2	Yearly Evaluation	
	July 1, 2012 – June 30, 2013	July 1, 2013 – June 30, 2014	Evaluation Method(s)	DPI Use
Develop Early College webpage to include latest distance learning and online college offerings	Continue to offer and increase distance education opportunities School counselors, Collaboration with NCIH facilitator. Director of Technology/Media	Continue to offer and increase distance education opportunities, follow-up on those utilized. School counselors, Collaboration with NCIH facilitator. Director of Technology/Media	Web pages, Student enrollment numbers	
Continue to implement classroom learning programs for Personal Teaching advancement	Utilize Class Scape and Discovery Education United Streaming in weekly class lessons. Research additional programs for NCEdCloud Opt-in Teachers and Administrators	Continued utilization of programs purchased. Purchase opt-in programs recommended by the state, analogize usage and make adjustments as needed Teachers and Administrators	Longitudinal Student Data, Application reports, PLC Plans, NCEdCloud Opt-in	
Increase overall access to laptops and other personal learning devices.	Research new learning devices recommended by NC Cloud, teachers and other administrators Principals, teachers, Director of Technology/Media, Superintendent, NCDPI	Purchase learning devices recommended and follow-up on previous purchases/student advancements Principals, teachers, Director of Technology/Media, Superintendent, NCDPI	Teacher evaluations, Exemplars of student work, Network Readiness Assessments, NCEdCloud Opt-in	
Continue use of Renaissance Learning add additional programs for student advancement in Language Arts, Reading and Math	Utilize existing programs and research other offered programs and funding available Directors of programs, teachers, principals, Director of Technology/Media	Analogize program usage and change programs as needed. Purchase recommended/researched programs Directors of programs, teachers, principals, Director of Technology/Media	Teacher evaluations, Exemplars of student work, Qualitative measures of success	

Investigate the feasibility of updates to current effective learning and hand held devices

Meeting with various vendors, conferences, and meetings with erate consultants and vendors

Director of Technology/Media

Update systems according to funding and availabilities for purchases

Director of Technology/Media

Meeting notes, conference info, erate forms, purchase orders, PLC Plans, Exemplars of student work.

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

Digital teaching and learning resources include podcasting, streamed media services, Web 2.0 tools, and digital lecture delivery using webcams, eBooks, digital textbooks, apps on iPads and iPods, and Google apps for Education. Devices needed for digital teaching and learning include interactive whiteboards (including LCD/DLP projectors), laptop computers, iPads, iPods, Flip videos, document cameras, GPS, and e-readers.

Digital textbooks are interactive and offer students options for accessing multimedia content such as video clips, animations, and virtual reality, both at school and at home using digital devices such as iPads.

Teachers and students need access to digital teaching and learning devices to ensure that our students can function in the global workplace with 21st century skills. Digital learning resources and devices such as eReaders enable our digital natives to actively engage in learning. Being actively engaged learners and connoisseurs of digital learning devices, our students will achieve higher scores in their classes. By 2014, our students will be taking their high stakes tests online. Teachers must deliver their instruction using methods that will enable them to become lifelong learners and productive workers and citizens. By actively engaging with the content, the students will not only remember it, they will own it.

The benefits of having digital textbooks are quality, access, value, and quality of health. Information is already three years old by the time a printed textbook enters the students' hands. Digital textbooks are current and up-to-date. They include multimedia and interactive resources, which allows students to annotate their "textbooks."

Digital textbooks that allow for interactivity and student annotations may be synced with multiple digital learning devices. Because the content is online, students may access their digital textbook anytime using various digital learning devices. Digital resources are estimated at \$35 per student, which means that there is potential cost savings. In addition, many students have developed problems with their backs due to the heavy load of their printed textbooks.

Open Educational Resources are teaching and learning resources that are free and available online. Again, there is a potential cost savings involved when information can be accessed free of charge. The educator and user must evaluate the source for reliability and validity. Teachers will need to be sure to access trustworthy OERs for teaching and learning. Learn NC is a great resource, which offers OERs. OERs can be used to search Lesson Plan databases, CCES connections, and ready-made digital presentations and lessons. The uses are endless.

By providing Professional Development to our Professional Learning Communities, teachers will be able to reach into the world of digitized learning. They need practice themselves before presenting materials to our students. So, time is also a valuable resource. Many of the resources are free. However, some resources are subscription based. Funding will be required for these resources.

Our LEA may increase access to needed resources when media coordinators aka teacher librarians promote the resources to the teachers. Media coordinators need to stay abreast of current developments by joining professional learning communities and attending conferences such as NCSLMA, AASL, ALA, and regional technology meetings. We need to have increased and more efficient communication from our regional technology representative.

When teachers are aware of the multitude of resources and the potential for increased student achievement, then they will be more apt to use the technology in their classrooms. Before our LEA invests in digital textbooks, we need to be sure that we have adequate hardware to support the endeavor. Using Follett Shelf would not require any "special" hardware since eBooks can be accessed using any device with Internet connectivity.

Alignment to Other Plans and Initiatives:

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

Gates County Public Schools will utilize and align with the recommendations of the North Carolina State Technology Plan 2011-2013

ACRE

Engage in interactive, rich educational resources that are tightly aligned to the Common Core State Standards

Career and College Ready, Set, Go!

Make technology available to all students and teachers while increasing individualized learning options

Race to the Top Local and State Scopes of Work

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

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

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

Objective (B)(3)1.1 Ensure teachers and staff understand the new Standard Course of Study, Standards, and related assessments.

Objective(C)(2) 1.1 Complete a unified strategic plan for the LEA that utilizes data to determine priority goals and activities, and set targets for performance.

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

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

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

Suggested Goals/Targets	Year 1		Yearly Evaluation	
	July 1, 2012 – June 30, 2013	Year 2 July 1, 2013 – June 30, 2014	Evaluation Methods(s)	DPI Use
Continue with traditional print and paper-based resources adding affordable, current online resources	Investigate/Price/Purchase ways to incorporate online resources while decreasing usage of traditional Director of Technology/Media, Principals, Teachers, Media Coordinators, Superintendent	Implement purchases incorporating online resources while decreasing usage of traditional Director of Technology/Media, Principals, Teachers, Media Coordinators, Superintendent	21 st Century Assessment, NCEdCloud Opt-in, PLC Plans, Qualitative measures of success	
Continue to offer computer/mobile labs to all grades for daily technology integration	Improve 21 st Century skills in daily curriculum. Research continued programs and Cloud opt-ins Teachers, Media and Technology Assistants	Improve 21 st Century skills, focus on areas of improvement, implement researched and requested programs Teachers, Media and Technology Assistants	Students over-all achievements and growth, Rubrics, Application reports, NCEdCloud Opt-in Agreements	
Insure that assistive technologies are available to identified students for the development of technology skills	Improve online testing skills Director of Exceptional Children	Improve online testing skills, focus on areas of improvement Director of Exceptional Children	Rubrics, Qualitative measures of success, Exemplars of student work	
Investigate technologies that engage the students in the area of math and reading	Implement new technologies that increase student math and reading test scores Technology/Media, Director of Technology/Media	Adjust technologies as needed, adding or deleting programs for efficiency, continue usage while following Cloud standards Technology/Media, Director of Technology/Media	PLC Plans, Conference attendance, NCEdCloud Opt-in Agreements, Exemplars of student work	

Provide digital capability to students and staff	Provide tools that allow collaboration online, Cloud programs, 21 st Century Assessment recommendations and digital media to students and staff Director of Technology/Media, LAN Engineer	Continue to provide tools that allow collaboration online, Cloud programs, and digital media to students and staff, adding changes if needed due to evaluations Director of Technology/Media, LAN Engineer	21 st Century Assessment, NCEdCloud Opt-in Agreements, Network Readiness Assessments
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Strategic Priority 4: A Statewide Model of Technology-Enabled Professional Development

There are many skills that are needed here at Gates County Schools in order to successfully transition to digital learning and teaching resources. One of our main needs here in Gates County is flexible staff development. We may choose to use this staff development to experiment or collaborate using emerging technologies in our individual classrooms. This collaboration should take place with IT facilitators and Media coordinators facilitating the training of staff. Lateral planning to incorporate more information skills into student projects across the curriculum is needed. This could be accomplished through common planning periods for departments and grade levels. Gates County Schools should also have a set research process that will ensure sound and consistent implementation of research skills beginning in elementary school and continuing through graduation from high school.

Our teachers need to learn how to use a variety of digital teaching and learning resources. Professional development opportunities must be provided. These technologies must be purchased to give staff the time and opportunity to practice with these resources after completion of proper training and before using them in the classroom. Online resources are important as well. Resources such as LearnNC, NCWISEOWL, Study Island, Education City, Class Scape, Accelerated Reader, Accelerated Math, podcasts, Skype, Teachertube, Starfall, etc. are all important resources for the teaching and learning of 21st Century skills. Gates County schools also has it's own website. On this site there are many links. The most important are the links to the schools individual websites. On these sites each staff member, grade, subject, and club may have it's own page. These sites provide the public with a wealth of information but could also be used as an instructional tool. The possibilities are endless.

Gates County schools has many Hardware needs as well. All schools in Gates County have mobile computer labs that can be used in the classroom. These labs are a great tool but unfortunately we don't have nearly enough computers for our students to use for end of grade/course testing. We are in need of more Smart Technologies equipment, digital cameras, iPads, laptops, etc.

Along with the increase of hardware and software the need for a full time technology specialist will increase. The state technology plan already calls for one technology specialist per school, however funding does not allow for these people to dedicate their time to only technology concerns. Many are required to teach classes, leaving our technology needs by the wayside until they can work it into their already full schedules. We need at least one full time technology specialist for our elementary schools to work along side of the ones already in place. This full time technology specialist should provide training with staff on hardware, software, web technologies, etc.

Alignment to Other Plans and Initiatives:

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

Gates County Public Schools will provide available professional development including online collaboration and traditional settings

ACRE

Ensure every teacher in the Gates County School district has a thorough understanding of the standards and can implement them to improve student outcomes

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, administrator access to Learner Management System, Learning Object Repository, and web collaboration tools.

Objective (A)(2) EVAL 1.1: Participate in the evaluation of the RtT initiatives and use the resulting evaluation data and conclusions to improve effectiveness.

Objective (B)(3) 1.1: Ensure teachers and staff understand the new Standard Course of Study, including the Common Core and Essential Standards, and related assessments.

Objective (C)(2) 1.1: Complete a unified strategic plan for the LEA that utilizes data to determine priority goals and activities, and set targets for performance.

Objective (C)(3) 1.1: Create a transition plan for schools and LEAs 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 the Race to the Top 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		Yearly Evaluation	
	July 1, 2012 – June 30, 2013	Year 2 July 1, 2013 – June 30, 2014	Evaluation Method(s)	DPI Use
Provide curriculum based opportunities for professional growth. Utilize personnel evaluations to increase growth.	Deliver Professional Development in a variety of formats (Face to face workshops, online, conferences, site visits and one to one Director of Curriculum, Technology Facilitator	Continue to provide Professional Development in a variety of formats (Face to face workshops, online, conferences, site visits and one to one Director of Curriculum, Technology Facilitator	Conference attendance, Staff Rubrics, Professional development agendas completion to all staff, PLC Plans	
Support Professional Development with in-class modeling provided by informed media specialists and technology facilitators	Support digital reform and follow-up, just in time training. Director of Curriculum, Technology Facilitator Media Specialists	Continue support digital reform and follow-up, just in time training. Provide any additional changes and/or training recommended by DPI Director of Curriculum, Technology Facilitator Media Specialists	Conference attendance, Staff Rubrics, Professional development agendas for monthly meetings and training sessions upon completion to all staff	
Prepare media specialists and technology facilitators to support digital reform.	Provide media specialists and technology facilitators up to date professional development Director of Curriculum	Provide media specialists and technology facilitators up to date professional development/ follow-up on previous training and implementation Director of Curriculum	Notes from technology facilitators/ media specialists, conference summaries, frozen professional development meeting summaries	

Professional Development implementing Common Core and Essential Standards integration across all areas of the curriculum	Provide training according to ACRE and NC Career and College Ready, Set, Go! RtT initiatives. Follow IMPACT model.	Provide training according to ACRE and NC Career and College Ready, Set, Go! RtT initiatives. Follow IMPACT model and any changes that may apply.	Evaluations, Model applications, PLC Plans, Formative data from initiatives and models
	Director of Curriculum	Director of Curriculum	
Prepare staff for online assessment delivery.	Training provided by media specialists and technology facilitators	Follow-up on training provided and troubleshoot areas that need improvement.	Application and Network monitoring reports, Network Readiness Assessments, Professional development plan completions
	Director of Curriculum, media specialists and technology facilitators	Director of Curriculum, media specialists and technology facilitators	
Prepare students for online assessment delivery.	Training provided by media specialists and technology facilitators	Follow-up on training provided and troubleshoot areas that need improvement.	Application and Network monitoring reports, Network Readiness Assessments, Professional development plan completions, Exemplars of student work, 21 st Century Assessment
	Director of Curriculum, media specialists and technology facilitators	Director of Curriculum, media specialists and technology facilitators	
All certified personnel will be provided twice a year local certification and professional development requirements	Authentic assessment strategies will be included in professional development twice yearly	Authentic assessment strategies will be included in professional development twice yearly	Professional development plans and agendas with proof of completion, Formative data from projects offered
	Director of Personnel, Personnel Assistant Director of Curriculum	Director of Personnel, Personnel Assistant Director of Curriculum	

<p>Provide support for teacher and administrator progress and evaluation according to MCREL standards. Develop a method to evaluate these professional development sessions.</p>	<p>Use the results to determine necessary follow-up sessions for participants.</p>	<p>Use the results to determine necessary follow-up sessions for participants. Implement any changes needed or recommended by DPI</p>	<p>Evaluation Tool and procedure records</p>
	<p>Director of Curriculum</p>	<p>Director of Curriculum</p>	

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

The leaders in Gates County Schools are prepared to lead and create a vision for 21st century education. We will make sure that every teacher has the skills to deliver 21st century content by using 21st century tools and technology that induces student learning. All teachers and administrators will use an assessment system to inform instruction and measure 21st century knowledge and skills. They will be data-driven in all of their instructional decisions.

Currently we are using ClassScape and EVAAS as a means of gathering formative and summative data to drive our differentiated instruction decisions in the classrooms, in order to meet the needs of all of our students. We have purchased various technology tools to enhance instruction as well.

Ongoing quality professional development is currently taking place to enhance the knowledge that is needed in order to help our students to be globally competitive in the 21st century. We are attending regional meetings; state conferences and we are completing the modules DPI has created. Teachers and administrators are also collaborating about different ideas/strategies that work in classrooms.

Gates County Schools recognizes the great importance of maintaining, developing, and extending 21st century skills to all staff members therefore, professional development funds are made possible so that when opportunities arise they can enhance their skills and knowledge.

Alignment to Other Plans and Initiatives:**Strategic Priority 5: 21st Century Leadership for All Schools and Districts****Gates County Public Schools will be a innovator of 21st Century Leadership**

ACRE

Learn the tools for planning and implementing change in a manner that minimizes resistance and increases participation of the education workforce in the move to a 21st century learning environment

Career and College Ready, Set, Go!

Implement a Leadership Academy –schools need good leaders who know how to motivate teachers and students and data to make good decision.

Provide incentives to ensure there are Great teachers in every classroom especially in hard to staff schools and/or hard to staff content areas (Science and Math).

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 the RtT initiatives and use the resulting evaluation data and conclusions to improve effectiveness.

Objective (D)(1) 1.1: Recruit individuals to teach in high–need schools in rural and urban areas utilizing school/university partnerships.

Objective (D)(1) 1.2: Use alternative routes to administrator and teacher certification with fidelity.

Objective (D)(1) 2.1: Address areas of teacher shortage.

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)(3) 1.1: Identify and select highly–qualified candidates to participate in regional leadership academies.

Objective (D)(3) 2.1: Recruit and increase the concentration of highly–effective teachers and leaders in high need schools.

Objective (D)(3) 2.2: Forecast hiring needs and use succession planning to identify candidates for school leadership positions.

Objective D(4) 2.1: Provide feedback for preparation, certification and alternative licensure programs.

Objective D(4) 2.2: Establish communication process with regional preparation programs to strengthen programs and increase success of first–year educators.

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 the Race to the Top Initiatives.

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

Objective (D)(1) 1.2: Use alternative routes to administrator and teacher certification with fidelity.

Objective (D)(1) 2.1: Address areas of teacher shortage.

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.

5: 21st Century Leadership for All Schools and Districts

Suggested Goals/Targets	Year 1	Year 2	Yearly Evaluation	
	July 1, 2012 – June 30, 2013	July 1, 2013 – June 30, 2014	Evaluation Method(s)	DPI Use
Create and lead a vision for 21 st century education	Ensure educators understand the importance of 21st century skills and how to best integrate them into daily instruction. Follow directions set forth by the 21 st Century Assessment Director of Curriculum Technology Assistants/Media Specialists, Director of Technology/Media	Continue to provide 21 st century skills, incorporate new technology and improve any inefficiencies that may arise Director of Curriculum Technology Assistants/Media Specialists, Director of Technology/Media	Student and teacher progress, evaluations, school reports	
Create 21 st century learning cultures	Include discussions of global awareness where appropriate in Professional Development offerings, emphasizing the importance of inclusion in classroom discussions Technology Facilitator	Include discussions of global awareness where appropriate in Professional Development offerings, emphasizing the importance of inclusion in classroom discussions Technology Facilitator	Qualitative measures of success, Network monitoring reports, PLC plans, Professional development completion surveys	
Prepare teachers and administrators to lead 21 st century learning environments	The district level MTAC team will promote new 21st Century resources available to teachers, administrators and students Director of Technology/Media	The district level MTAC team will continue to promote new 21st Century resources available to teachers, administrators and students Director of Technology/Media	Network monitoring reports, PLC plans, 21 st Century Assessments	
Increase technical personnel to reach state recommended guidelines	Recruit any additional personnel required to maintain technical functions for IMPACT maintenance Superintendent, NCDPI, Board of Education	Recruit any additional personnel required to maintain technical functions for IMPACT maintenance Superintendent, NCDPI, Board of Education	21 st Century Assessments, Innovative Budgeting/Equipment ratio comparisons	

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

Policies, Procedures, & Guidelines	LEA Policy Code or Procedure	LEA Adoption, Implementation or Revision Date
Policies Required		
A. Materials Selection Policy including internet resources (GS §115c-98(b))	3200,3210	02/2012
B. Disposal of Equipment / Replacement of Obsolete Equipment (GS §115c-518)	6560	02/2012
C. Hardware and Software Procurement (GS § 115c-522 , 115c-522.1)	EHA	11/2005
D. Copyright and Plagiarism Policy (PL §94-553 , 90 Stat. 2541),	EGAA, EGAA-R	11/2005
E. Acceptable Use Policy (PL §106-554)	IIBH, IIBHA	11/2005
F. Equipment/Materials Donation Policy (GS §115C-518)	KH	11/2005
G. Data Privacy Policy (20 U.S.C. § 1232g ; 34 CFR Part 99 (FERPA))	4700	06/2011
H. Inventory Control Policy (GS §115c-539 , 115c-102.6A-C(5))	DID	11/2005
I. Access to Services Policy (GS §115c-106.2)	4001	06/2011
J. Online Assessment and Instruction Policy	IKF	06/2007
K. Advertising and Commercialism Policy (GS §115c-98)	KJ	02/2009
L. Internet Safety and Ethical Use including Cyberbullying and Harassment (Protecting Children in the 21st Century Act , CIPA , FERPA , GS 115C-407)	EHAA	11/2005
Procedures		
A. Hardware and Software Deployment	Tech Request Form	
B. Equipment maintenance and repairs	Work order system	
C. Outdated Resources and Equipment Replacement	6560	02/2012
D. Disaster Recovery of Data and Hardware	3350	10/2005
E. Administration of Online Courses	3350	10/2005
F. Administration of Online Assessment	IKF	06/2007
Guidelines		
A. Policy Translation	3350	10/2005
B. Use of Digital Media and Resources	IIBH	06/2002
C. Instructional Use of Videos	ICNA	05/2009
D. Development of Online Resources	EHA	11/2005