"New Hanover County Schools students will graduate with a firm foundation in critical thinking, collaboration, communication and creativity so they can be future-ready and globally competitive."

New Hanover County Schools One-to-One Technology Plan

Created by the Technology & Digital Learning Division

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Introduction

Overview

The School District of New Hanover County is committed to providing students with an innovative learning experience to prepare them for the future. Technology is an essential tool that provides our students and staff opportunities to communicate, collaborate, and create content. The following plan establishes how the implementation of one-to-one devices will benefit teaching and learning in New Hanover County Schools over the next five years. The strategic direction of this plan is shaped by the district's vision and mission. In addition, this plan utilizes the North Carolina Digital Learning Progress Rubric to address the main factors of consideration when transitioning to a one-to-one environment. Prior to implementing the one-to-one plan, schools will complete the Digital Learning Progress Rubric to create a baseline of digital learning. Then schools will complete the rubric annually to measure growth in digital learning. This data will be reviewed and school goals will be set based on the data. The following components of the North Carolina Digital Learning Progress Rubric are used to outline the main components of this plan:

Indicators	Key Elements
Leadership	- Personnel - Communication and Collaboration - Sustainability - Policy
Technology Infrastructure & Devices	- End-User Devices - School Networks - Technical Support - Access Outside of School
Professional Learning	- Focus - Format - Participation
Content and Instruction	- Educator Role - Student Role - Access to Digital Content - Student Centered Learning - Learning Management System
Data and Assessment	Multiple & Varied Assessments

Mission, Vision, and Goals

New Hanover County Schools Mission Statement

The mission of New Hanover County Schools, in collaboration with our parents and the community, is to strive to provide children with an opportunity for a superior education in a safe and positive learning environment where they are prepared with the skills to succeed.

Technology Vision Statement

New Hanover County Schools students will graduate with a firm foundation in critical thinking, collaboration, communication and creativity so they can be future-ready and globally competitive.

Goals of the One-to-One Implementation Plan

Based on the vision of the role of technology in teaching and learning in New Hanover County Schools, the following goals have been established:

- Provide equitable access to technology for all students
- Develop and promote digitally responsible citizens
- Establish uniform, effective communication among stakeholders
- Integrate technology into the curriculum to enhance learning experiences

All stakeholders will play a vital role in ensuring these goals are achieved by committing to the following:

Goal 1: Provide equitable access to technology for all students		
District	**Administrators**	**Educators**
Preview and select appropriate devices to be used for staff and students	Provide parent support resources and training at the school level	Adapt existing lesson plans to incorporate one-to-one technology best practices
Provide one-to-one device for every NHCS student in kindergarten through twelfth grade by the 2025-2026 school year	Facilitate ongoing one-to-one professional learning dialogue, utilizing teacher leaders to share best practices	Understand how one-to-one technology can be used to enhance and transform learning through learning models such as blended learning, problem-based learning (PBL) and Science, Technology, Engineering, and Math (STEM)

Provide digital resources for all students to be used both in school and at home	Support teachers as they extend applicable academic learning beyond the classroom	Receive professional development opportunities and planning time in order to provide students meaningful learning experiences
Create an effective rollout plan, including new devices and reallocating existing devices, fully implementing by the 2025-2026 school year	Coordinate device deployment procedures at the school level	Receive administrative and instructional coaching support while adapting curriculum to include rubrics that measure critical thinking, communication, collaboration and creativity across content areas

Goal 2: Develop and promote digitally responsible citizens		
District	**Administrators**	**Educators**
Provide learning opportunities at each grade-level that establishes and supports digital literacy and citizenship	Model appropriate digital citizenship during Professional Learning Communities (PLC's) and staff meetings	Promote the effective means to evaluate and use various electronic sources
Model appropriate digital citizenship during professional learning opportunities	Communicate via social media and other avenues the importance of digital safety and awareness	Model appropriate digital citizenship during classroom instruction
Demonstrate the use of appropriate digital citizenship when modeling lessons, co-teaching, or co-planning	Utilize the SaySomething app and responding when needed	Incorporate CommonSenseMedia.org resources to teach digital citizenship and internet safety

Goal 3: Establish uniform, effective communication among stakeholders		
District	**Administrators**	**Educators**
Select common learning management system (LMS) at appropriate grade levels	Advocate among community leaders for continued support of the one-to-one learning environment	Receive differentiated professional development related to their learning management system application
Provide access to age appropriate LMS	Model the use of LMS expectations and guidelines during staff meetings and within PLC's	Establish and clearly communicate classroom-level expectations

Goal 4: Integrate technology into the curriculum to enhance learning experiences		
District	**Administrators**	**Educators**
Model the latest research-based instructional strategies for school personnel	Serve as instructional leaders within the school by staying up to date on latest research-based instructional strategies	Engage in professional learning opportunities to stay up to date on latest research-based instructional models and strategies
Promote the use and alignment of the North Carolina Digital Teaching and Learning Competencies for administrators and educators	Follow the North Carolina Digital Learning Competencies as they provide support to staff	Integrate the North Carolina Digital Learning Standards throughout the design of instruction
Provide professional learning opportunities and job aids for all stakeholders	Model engagement and instructional strategies during PLC's and staff meetings	Collaborate with Digital Teaching and Learning Specialists, Media Coordinators, and Instructional Coaches

Leadership

The members of the district leadership team will work together to make the transition to a one-to-one learning environment successful by monitoring the progress of the following key leadership elements: Personnel, Communication and Collaboration, Sustainability, and Policy.

Personnel
The Digital Teaching and Learning and Media Specialists will be an integral part of the one-to-one implementation. These roles will provide teachers and students the support and training needed to be successful in a blended learning environment. In review of the personnel, it has been determined more personnel will be needed to support the transition to a one-to-one environment. The gap analysis below identifies the gaps in personnel.

Current Staff	Proposed Staff Needed	Gap
2 District Digital Teaching and Learning Specialists 9 Instructional Technology Facilitators	17 Digital Teaching and Learning Specialists 1 Supervisor of Digital Teaching and Learning	15 Digital Teaching and Learning Specialists 1 Supervisor of Digital Teaching and Learning
36 Full time Certified School Media Coordinators	36 Full time Certified School Media Coordinators 1 Full time Lead Media Coordinator	1 Full time Lead Media Coordinator

 Appendix A: Digital Learning Progress Rubric Recommended Staffing

Communication and Collaboration

The Change Management Team, consisting of the Director of Technology and Digital Learning, Client Services, Technology Project Manager, Digital Teaching and Learning Specialists, Chief Communication Officer, Instructional Technology Facilitators, Media Specialists, Executive Directors of Elementary and Secondary Instruction, Instructional Leads, and the Assistant Superintendent for Technology and Digital Learning has planned a strategy for keeping key stakeholders informed throughout each phase of the project. In addition, the Change Management team will use this communication plan to: inform, coordinate, facilitate feedback, and organize project tasks. This communication process will ensure all stakeholders are involved in the innovation process of moving to a one-to-one learning environment. The cooperation and dedication of all school employees is important for the successful completion of the one-to-one device implementation. **Appendix B: Communication Plan**

Sustainability

Implementing a successful one-to-one plan for New Hanover County Schools will require a commitment from the state, county, and school board. The initial implementation has been designed as a five year roll out plan with a four year replacement cycle. As additional schools are added each year, digital resources will also be acquired and provided to teachers and students. The funding for the initial implementation will be provided by New Hanover County Schools in addition to the allotted Federal CARES money the district will receive. To maintain sustainability, the district leadership team created a comprehensive long-term funding plan and implementation timeline.
Appendix C: Long-Term Funding Plan
Appendix D: Implementation Timeline

Policy

The establishment of local policies that clarify the rights and responsibilities of all users in relation to the proper use of technology are required to support a one-to-one learning environment and to provide a safe online learning experience for students. Once these policies are adopted by the district, it is extremely important to provide an open line of communication to staff, parents and students to ensure all stakeholders understand the rights and responsibilities of using the technology allotted by New Hanover County Schools. The NHCS Board of Education is in the process of reviewing all current policies to transition towards the State School Board Association policy format. The following policies have been revised by the district and will impact the one-to-one implementation plan:

- Technology Responsible Use
- Internet Safety

Technology Infrastructure and Devices

End-User Devices

Currently, New Hanover County Schools students are required to share devices throughout the school day. Sharing devices restricts the quality of instruction and assessment educators provide because it limits students access to digital resources. In addition, sharing devices impacts classroom time management. This one-to-one plan will allow students and staff members access to a high quality portable device that will travel with them throughout the day. Providing students with consistent access to a device will increase meaningful curricular integration and will push teachers to reexamine pedagogical practices.

Device Allocation Chart		
Grade Level	**Device Issued**	**Mobility Option**
K-2	iPads	School hours' access only
3-12	Laptops	24/7 Access to Device (Carry to and from school)

In addition to providing one-to-one devices, every classroom will be equipped with a mounted display device to assist with the quality of instruction. Display devices will promote student engagement, help visual learners, allow for interactive lessons, and support student presentations. Most schools already have mounted projectors, which were funded through school or PTA funds. However, these existing devices are now failing and there is no funding source for a district provided replacement cycle.

The one-to-one implementation plan will provide a mounted display device in every classroom over the next seven years. By spreading out the distribution of devices over seven years, it allows the district to create an effective sustainability plan moving forward.

New Hanover County Schools is committed to providing a safe digital learning environment. Therefore, updating the operating system and security settings of each device issued to students is imperative to ensure the safety of our end users. Staff and student devices will have the ability to update on and off the New Hanover County Schools network, thereby ensuring a safe, secure, and fully functional device at all times.

School Networks

School network and Internet connection bandwidth are vital components to the success of the one-to-one implementation plan. New Hanover County Schools completed an access point upgrade during the 2019-2020 school year. The chart below identifies the number of access points in each designated area of every school in the district.

Location	Access Points
Classrooms	1
Media Centers	2
Cafeteria/Multipurpose Rooms	2
Gyms	2

All access points are managed by a central controller allowing for easy management. A site survey will be completed at each school to ensure availability and reliability of the Wi-Fi. After analyzing the survey results, adjustments will be made to the access points at each school to maximize the Wi-Fi coverage for the best end user experience. During implementation of student devices, the Wi-Fi network will be monitored and adjustments made as needed to support instruction. Additional access points will be added to media centers, cafeterias and multipurpose rooms to support higher numbers of device use.

Technical Support

Area Technical Coordinators (ATC), provide support at the school level on desktops, laptops, iPads, document cameras, projectors, interactive panels, copiers, and other peripheral devices. Each high school has a dedicated ATC, while elementary and middle schools share ATC's. The one-to-one plan recommends adding seven Area Technical

Coordinator positions, this will assist in reducing response times, which can be a barrier to instructional delivery and normal business operations. A Student Help Desk will be created at each high school to provide the first line of support for student device issues. The student help desk will be generated in conjunction with CTE and will be monitored by the schools ATC. A student help desk will allow self-directed learners to have an authentic learning experience.

Current Staff	Proposed Staff Needed	Gap
19 Area Technical Coordinators	26 Area Technical Coordinators	7 Area Technical Coordinators
Student Help Desk for entire district	Student Help Desk for each high school	No Gap (Will use CTE and ATC)

Access Outside of School

Students need to have access to a device and the internet both in and out of school. New Hanover County Schools has addressed this issue by providing access with a limited number of Wi-Fi hotspots since the 2015-2016 school year. During the 2019-2020 school year, the number of hotspots increased to over 1,500. The sustainability plan will address student access to the internet outside of school. During the 2021-2022 school year, the district will continue to provide Wi-Fi hotspots for student check out. In addition, the county and city have created free public Wi-Fi hotspot zones for students to utilize when not in school. The school district in partnership with the county and city created a map identifying hotspot zones along with the locations where Wi-Fi signals extend beyond the school building. New Hanover County government will provide assistance to families for internet access. The leadership team will continue to research other options for reduced cost or free internet in students' homes.   https://NHCS Wi-Fi Access

Professional Learning

Focus

A primary focus of the one-to-one implementation plan will be on professional growth for all teachers, administrators, and other education professionals within the district. The professional development opportunities offered will lead to improvements in student success and create a comprehensive understanding of skills that include success in a digital age. This plan is designed to organize the implementation of professional development surrounding the deployment of one-to-one devices to all students in the district. The Digital Teaching and Learning Specialists will design and implement all required professional development. Topics included will consist of the following: device management, best practices for teaching with one-to-one devices, blended learning instruction, classroom management with one-to-one devices, online safety, Google

Workspace, TPACK Model, and how to effectively utilize Canvas, Google Classroom, or SeeSaw as a learning management system. **Appendix E: Comprehensive List of PD**

Professional Development Vision

The vision of this professional development plan is to teach educators how to create a collaboratively enriched environment that is embraced by responsible students possessing relevant future ready skills.

Each professional development session will be designed to teach educators how to maximize student learning using one-to-one devices.

Professional Development Mission

Our mission is to demonstrate for teachers how to…

- incorporate one-to-one devices into the curriculum and instruction to create an effective blended learning environment
- effectively manage one-to-one devices in the classroom
- model, promote, and instill appropriate digital citizenship skills

Professional Development Goals

All instructional staff in New Hanover County Schools will be required to attend the professional development provided.

Professional Development Learning Goals
Participants will learn…
proper procedures for one-to-one device implementation and management
different strategies for standards focused, technology infused lessons to create a positive and engaging learning environment
how to integrate Google Workspace in the curriculum to promote communication and collaboration
how to create an effective blended learning environment
how to use the features of the assigned learning management system to create an active learning atmosphere

Format

The format for the professional development will involve several different delivery methods. It will include face-to-face, virtual, and online self-paced training sessions. It will be tailored to staff needs and differentiated into beginners, intermediate, and advanced sessions. Professional development will be broken into five phases:

Phases	Phase Description
1- Create Implementation Team	Create an implementation team that will guide the planning and preparation of professional development for implementing one-to-one devices.
2- Design Professional Development	Design self-paced, virtual, and face-to-face professional learning opportunities that will target the specific learning goals mentioned above.
3- Delivery of Professional Development	Implement professional development to all educators.
4- Coaching Cycle	Provide ongoing site support for all stakeholders using individual/small group sessions, PLC's and site-based initiated professional development as the one-to-one initiative evolves.
5- Annual Reflection and Revision	Reflect on the professional development and coaching provided during the 2021-2022 school year and make necessary revisions for the 2022-2023 school year based on reflection and site survey feedback.

Participation

Professional development will be provided for teachers and administrators. Additionally, central office administrators will have access to the professional development that is created for schools. Educators will receive digital learning continuing credit after completion of each professional development provided for the one-to-one implementation. **Appendix F: Professional Development Plan**

Content and Instruction

Educator Role

Educators in New Hanover County Schools will transition from a teacher-centered to a student-centered approach to learning. The deployment of one-to-one devices will allow educators to create personalized, blended, and problem-based learning environments to increase student ownership of learning. Educators will encourage students to be creative, critical thinkers and focus on student agency. This is a mindset of self-direction and student ownership and it begins by empowering students with voice and choice.

The TPACK (Technology, Pedagogy and Content Knowledge) and the Rigor and Relevance frameworks will be incorporated in the instructional design process and educators will provide opportunities for student creativity, communication, collaboration, and critical thinking in daily instruction.

During the one-to-one implementation plan, teachers will be expected to align all instructional design with the NC Digital Learning Competencies. Administrators will use the same competencies to measure educator digital teaching growth and mastery.

Student Role

Upon receiving the device, middle and high school students will be required to complete a self-paced device management training through their LMS. Elementary teachers will be provided with resources to teach device management. In addition, all students will be enrolled in a digital citizenship program.

Access to Digital Content

New Hanover County Schools has been purchasing digital content for more than five years, however all students have not had the opportunity to access it anytime/anywhere due to not being one-to-one. One benefit of digital content is that it is always up to date as opposed to traditional textbooks. The district has planned a K-12 Curriculum expansion for all subject areas including materials, professional development, and access to online platforms. As the implementation of the one-to-one plan progresses the need for print materials can be assessed.

The K-2 phonics expansion includes materials, professional development for training and coaching. The K-8 ELA expansion includes access to the online platform and demonstration lessons at each school. The 9th and 10th grade English I and English II curriculum adoption includes access to print materials as well as an online platform. Training for teachers will be ongoing throughout the 2021-2022 school year.

Eureka Math will be implemented in K-5. Teachers will receive training to Launch Eureka, Focus on Fluency, and Preparation and Customization. Student workbooks, teacher

manuals, and manipulative materials will be purchased for each school. In addition to print materials, teachers will have access to two online platforms to use for assessment and planning.

For 6-8 math the expansion includes print materials and online platform access for all teachers and students. NC Math 1 and Biology print materials will be purchased for each student and all students and teachers will have access to the online platform which includes an interactive textbook, practice problems, assessments and videos. Professional development will be ongoing throughout the school year.

As of right now, all K-12 social studies courses will be under new content standards starting next year. In order to help teachers with this process, we are going to pilot Studies Weekly for elementary social studies. Seven schools will receive a hard copy of the materials and the other schools will have electronic access. Studies Weekly can provide live or asynchronous training to our teachers. Middle School standards did not go through as significant of a change, but History Alive has been recommended as a resource to help support the content. High school social studies has undergone the most significant changes and History Alive was also chosen to help support the teachers in this process. History Alive can provide live or asynchronous training.

Common threads throughout the curriculum expansion are project/problem based learning, the integration into our existing learning management systems, student centered, rigor, and personalization. These common threads along with one-to-one will help our teachers create authentic learning opportunities that are aligned with the depth of rigor the North Carolina Standard Course of Study requires.

Appendix G: Curriculum Plan

Student-Centered Learning

Technology is woven into every aspect of our daily lives and we must prepare our students for the jobs that have yet to be imagined. By focusing on learning activities that integrate critical thinking, communication, collaboration, and creativity in their tasks, New Hanover County Schools will prepare students to be successful in their chosen career path.

Learning Management System (LMS)

New Hanover County Schools has standardized the following learning management systems throughout the county:

- SeeSaw Learning Journal (K-2)
- Google Classroom (3-8)
- Canvas (9-12)

The use of a common learning platform will allow consistency for parents and students across grade levels. Additionally, it will provide educators a familiar platform as they co-plan or share lessons across the district.

By using a learning management system, teachers will be able to communicate more effectively with parents and students as well as differentiate their lessons for students and provide timely constructive feedback on assignments.

Data & Assessment

Multiple & Varied Assessments

In education, one assessment generates evidence, which can be used to make decisions about student learning and development, as well as improve the quality and effectiveness of instruction. However, the use of multiple and varied assessments creates more comprehensive and accurate data.

Going one-to-one will provide access to the digital tools teachers need to create multiple forms of assessment and give them more options to receive instant assessment results to adjust teaching methods and strategies. Additionally, one-to-one devices will allow students to receive instant assessment results and quick constructive feedback from teachers. Educators will continue to use current data platforms, such as Schoolnet, to collect student data and assess student growth to make informed decisions regarding instructional practices.

APPENDIX

Appendix A: Digital Learning Progress Rubric Recommended Staffing

School	Enrollment	ITF	Media
Alderman	278	1	1
Anderson	592	1	1
Bellamy	464	1	1
Blair	414	1	1
Bradley Creek	355	1	1
Carolina Beach	399	1	1
Castle Hayne	466	1	1
Codington	438	1	1
College Park	467	1	1
CRECC	119	1	1
Eaton	456	1	1
Forest Hills	430	1	1
Freeman	295	1	1
Gregory	390	1	1
Holly Tree	436	1	1
Lake Forest	26	1	1
Murrayville	543	1	1
Ogden	594	1	1
Parsley	524	1	1
Pine Valley	468	1	1
Porters Neck	443	1	1
Snipes	389	1	1
Sunset Park	393	1	1
Williams	382	1	1
Winter Park	284	1	1
Wrightsboro	505	1	1
Wbeach	271	1	1
Mosley	130	1	1
Holly Shelter	809	1	1
Roe	19	1	1
Murray	916	1	1
Myrtle Grove	768	1	1
Noble	720	1	1
Roland-Grise	902	1	1
Trask	701	1	1
Williston	703	1	1
Ashley	1823	1	1
Hoggard	2122	1	1
Bear	235	1	0
Laney	2108	1	1
New Hanover	1537	1	1
SEA-Tech	193	1	0
WECHS	246	1	0
Howe	134	1	0
Johnson	224	1	0
Total		**45**	**40**

Communication Plan

The cooperation and dedication of all New Hanover County Schools employees is important for the completion of the one-to-one device implementation. Stakeholders are categorized as internal and external groups. The internal group consists of the administration (Principal, Assistant Principal), teacher representatives (Grades K-12 and Early Colleges), Media Coordinator, PTA representative, Board of Education, Client Services, and Instructional Technology Facilitators. The external group consists of Parents, PTA members, and other staff members not directly impacted by this change.

Communication Breakdown

Objective of Communication	Stakeholder Group	Channel	Format	Frequency
Vision: To Develop and Communicate the vision of the one-to-one implementation plan	Internal	Written Verbal Online	Email Meetings	At least once a week
Goal Setting: To develop and communicate goals of project	Internal External	Written Verbal Online	Email Meetings	At least once a week
Data Gathering	Internal External	Written Verbal Online	Email Meetings Pre-Post Surveys Phone (ConnectEd)	At least once a week
Implementation	Internal External	Written Verbal Online	Email Meetings Phone Use of school website	
Evaluation	Internal	Written Verbal Online	Email Meetings Phone Use of school website Post surveys	Update as needed

- **Determine communication needs for all stakeholders:**
    - **Chief Communications Officer:** Need to know timeline, goals, objectives
    - **Assistant Superintendent for Technology and Digital Learning:** Need to know timeline, goals, objectives, mission/vision statements, infrastructure and technology needs/concerns, internet use permission from parent/guardian.
    - **Board of Education:** Need to know timeline, goals, objectives, mission/vision statements, infrastructure and technology needs/concerns.
    - **Administration:** Need to know timeline, goals, objectives, mission/vision statements, internet use permission from parent/guardian.
    - **All Teachers:** Need to know timeline, goals, objectives, mission/vision statements, infrastructure and technology needs/concerns, internet use permission from parent/guardian.
    - **Parents/PTA**: Need to know mission, vision, goals, objectives, security information, notice letter explaining one-to-one devices.

Forms of Communication	
Administration	Email Meetings
Assistant Superintendent for Technology and Digital Learning	Email Phone call
Board of Education	Presentation at board meeting Phone call Email
Educators	Staff Meeting Emails PLC Connect Ed
Parents and PTA	Initial meeting Newsletter ConnectEd Email

Appendix C: Long-Term Funding Plan

	Long-Term Funding					

	Year 1	Year 2	Year 3	Year 4	Year 5	
Schools	**Laney, NHHS**	**Ashley, Hoggard, Isaac Bear, WECHS, SEA-Tech, Mosley, JC Roe**	**Noble, Myrtle Grove, Murray, Trask Roland-Grise, Gregory, Holly Shelter, Lake Forest, Williston**	**Grades 3-5 (for staff K-5)**	**Grades K-2**	**Total number of devices**
Student laptops/iPads	3,757	4,833	5,807	5,588	5,428	**25,413**
Teacher laptop/iPads	302	422	550	1,183	325	**2,782**
Central Office staff		311		-	-	**311**
Docking station	302	733	550	1,183	325	**3,093**
Digital Teaching and Learning Specialists	5	4	4	3	-	**16**
ATC	7	-	-	-	-	**7**
Access points		227	-	-	-	**227**
Mounted projection device	250	250	250	250	250	**1,250**

	Year 1	Year 2	Year 3	Year 4	Year 5	
Schools	**Laney, NHHS**	**Ashley, Hoggard, Isaac Bear, WECHS, SEA-Tech, Mosley, JC Roe**	**Noble, Myrtle Grove, Murray, Trask, Roland-Grise, Gregory, Holly Shelter, Lake Forest, Williston**	**Grades 3-5**	**Grades K-2**	**Year 5 will also include Year 1 renewal**
Student laptops/iPads, case, deploy	$ 5,669,313.00	$ 7,292,997.00	$ 8,762,763.00	$ 8,152,892.00	$ 3,292,082.00	$ 33,170,047.00
Teacher laptop/iPads, case, AppleCare	$ 597,658.00	$ 835,138.00	$ 1,088,450.00	$ 2,341,157.00	$ 820,497.50	$ 5,682,900.50
Central Office staff	$ -	$ 538,030.00	$ -	$ -	$ -	$ 538,030.00
Docking station	$ 60,400.00	$ 146,600.00	$ 110,000.00	$ 236,600.00	$ 65,000.00	$ 618,600.00
Digital Teaching and Learning Specialists	$ 365,000.00	$ 676,710.00	$ 997,771.30	$ 1,253,274.44	$ 1,290,872.67	$ 4,583,628.41
ATC	$ 455,000.00	$ 459,700.00	$ 464,400.00	$ 469,200.00	$ 474,000.00	$ 2,322,300.00
Access points	$ -	$ 97,000.00	$ -	$ -	$ -	$ 97,000.00
Mounted projection device	$ 1,800,000.00	$ 1,800,000.00	$ 1,800,000.00	$ 1,800,000.00	$ 1,800,000.00	$ 9,000,000.00
Total	$ 8,947,371.00	$ 11,846,175.00	$ 13,223,384.30	$ 14,253,123.44	$ 7,742,452.17	$ 56,012,505.91
***Subtotal equipment**	$ 7,327,371.00	$ 10,709,765.00	$ 11,761,213.00	$ 12,530,649.00	$ 12,304,950.50	$ 54,633,948.50
Subtotal staff	$ 820,000.00	$ 1,136,410.00	$ 1,462,171.30	$ 1,722,474.44	$ 1,764,872.67	$ 6,905,928.41

Note: Mounted projections devices in Year 1 were included in local Capital Outlay, therefore $800,000 was excluded from the subtotal.

Appendix D: Implementation Timeline

Task	Owner	Progress	2021		
			Apr	May	Jun
Leadership					
Hire 7 Area Technical Coordinators, 4 Digital Teaching and Learning Specialists, and 1 Lead Media Specialist positions	Assistant Superintendent for Technology and Digital Learning, Director of Technology and Digital Learning				
Create communication plan for one to one project	Assistant Superintendent for Technology and Digital Learning, Director or Technology and Digital Learning, Chief Communications Officer				
Technology Infrastructure and Devices					
Complete assessment and determine device for students and teachers for one-to-one	Director of Technology and Digital Learning				
Complete wireless site surveys at high schools	Network Engineer				
Place initial order for Pilot school laptops, cases, insurance	Director of Technology and Digital Learning				
Make configuration changes to WiFi networks at first year schools	Network Engineer				
Professional Learning					
Begin training technical staff	Client Services Engineer				
Professional development for teachers and students created	Digital Teaching and Learning Specialists				
Content and Instruction					
Data and Assessment					

Task	Owner	Progress		2021-2022										
			Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Leadership														
Hire 7 Area Technical Coordinators, 4 Digital Teaching and Learning Specialists, and 1 Lead Media Specialist positions	Assistant Superintendent for Technology and Digital Learning, Director of Technology and Digital Learning		X	X										
Implement communications plan to parents	Chief Communications Officer													X
Create Technology Plan for district once District Strategic Plan is completed	Assistant Superintendent for Technology and Digital Learning						X	X		X				
Visit Pilot school and conduct surveys on processes	Change management team													
Make any changes to procedures and process based on visits and surveys	Director of Technology and Digital Learning, Digital Teaching and Learning Specialists, Technology Project Manager									X	X	X	X	
Advertise and hire 4 Digital Teaching and Learning Specialists	Assistant Superintendent for Technology and Digital Learning													X
Technology Infrastructure and Devices														
Research home internet solutions for students	Director of Technology and Digital Learning, Assistant Superintendnet for Technology and Digital Learning		X	X	X	X							
Begin project of installing projection devices at first year schools	Technology Project Manager					X	X							
Issue laptops to teachers at Pilot school (NHHS)	Technology Project Manager			X	X									
Place order for laptops for remainder of first year schools	Director of Technology and Digital Learning		X	X										
Complete Erate process for additional access points needed at high schools and middle schools	Erate Coordinator				X				X					
Make configuration changes to WiFi network	Network Engineer					X	X							
Issue laptops to students at Pilot school (NHHS)	Technology Project Manager						X	X						
Remove existing laptops, desktops and iPads from Pilot school and prepare and distribute to middle and elementary schools	Client Services Engineer								X					

Task	Owner	Progress												
			Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Issue laptops to teachers at remaining first year schools	Technology Project Manager								■					
Complete wireless site surveys at middle schools	Network Engineer								■	■	■			
Issue laptops to student at remaining first year schools	Technology Project Manager								■	■				
Remove existing laptops, iPads, and desktops from remaining first year schools and prepare and distribute to middle and elementary schools	Client Services Engineer										■	■	■	
Monitor WiFi and make WiFi configuration changes	Network Engineer												■	■
Place order for second year schools	Director of Technology and Digital Learning												■	
Work with schools to collect devices from students at first year schools	Client Services Engineer													■
Place order for access points needed	Network Supervisor													■
Review devices from first year schools and make and repairs	Client Services Engineer													■
Professional Learning														
Professional development for teachers and students created	Digital Teaching and Learning Specialists		■											
Professional development for teachers at Pilot school	Digital Teaching and Learning Specialists			■										
Coach and continue professional development for Pilot school	Digital Teaching and Learning Specialists					■	■	■	■					
Professional development for teachers at remaining first year schools	Digital Teaching and Learning Specialists													
Coach and continue professional development for first year teachers	Digital Teaching and Learning Specialists										■	■	■	■
Prepare professional development for second year schools	Digital Teaching and Learning Specialists											■	■	■
Content and Instruction														
Provide training for students at Pilot school	Digital Teaching and Learning Specialist						■	■						
Provide training for students at remaining first year schools	Digital Teaching and Learning Specialist										■	■		
Data and Assessment														
Visit Pilot school and conduct surveys on processes	Director of Technology and Digital Learning							■	■	■				
Visit first year schools and conduct surveys on processes	Director of Technology and Digital Learning											■	■	

2021-2022

Task	Owner	Progress	2022 - 2023											
			Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Leadership														
Make any changes to procedures and process based on visits and surveys	Director of Technology and Digital Learning, Technology Project Manager	█	█	█										█
Hire 4 Digital Teaching and Learning Specialists	Assistant Superintendent for Technology and Digital Learning	█	█	█										█
Implement communications plan to parents at YR2 school	Chief Communications Officer	█		█	█	█	█	█	█	█	█	█	█	█
Visit schools in YR1 and YR2	Change management team	█												█
Advertise and hire 4 Digital Teaching and Learning Specialists	Assistant Superintendent for Technology and Digital Learning	█	█											█
Technology Infrastructure and Devices														
Place order for access points needed	Network Supervisor	█	█											
Review devices from YR1 and YR2 schools and make repairs	Client Services Engineer	█	█											█
Begin process of installing mounted projection device for second year schools	Technology Project Manager	█		█	█	█								
Issue laptops to teachers at YR2 schools	Technology Project Manager	█		█										
Conduct wireless site surveys at elementary schools	Network Engineer	█			█	█	█	█	█	█	█	█		
Complete Erate process for additional access points needed at elementary schools	Erate Coordinator	█								█	█			
Issue laptops to students at YR 2 schools	Technology Project Manager	█				█								
Remove existing laptops, desktops and iPads from YR2 school and prepare and distribute to middle and elementary schools	Client Services Engineer	█					█	█	█					
Place order for YR3 devices	Director of Technology and Digital Learning	█												█

Task	Owner	Progress	2022 - 2023											
			Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Professional Learning														
Prepare professional development for second year schools	Digital Teaching and Learning Specialists		▓	▓										
Provide training for new teachers at YR1 schools	Digital Teaching and Learning Specialists			▓	▓									
Provide professional development for teachers at YR2 schools	Digital Teaching and Learning Specialists			▓	▓									
Continue to coach and provide professional development for teachers at YR1 schools	Digital Teaching and Learning Specialists					▓	▓	▓	▓	▓	▓	▓	▓	▓
Coach and continue professional development for YR2 teachers	Digital Teaching and Learning Specialists					▓	▓	▓	▓	▓	▓	▓	▓	▓
Content and Instruction														
Provide training for students YR2	Digital Teaching and Learning Specialists					▓	▓	▓						
Data and Assessment														
Visit Pilot school and conduct surveys on processes	Director of Technology and Digital Learning									▓	▓	▓		
Visit first year schools and conduct surveys on processes	Director of Technology and Digital Learning										▓	▓	▓	

| | | | 2023-2024 | | | | | | | | | | | |
Task	Owner	Progress	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Leadership														
Make any changes to procedures and process based on visits and surveys	Director of Technology and Digital Learning, Technology Project Manager		X	X										
Hire 4 Digital Teaching and Learning Specialists	Assistant Superintendent for Technology and Digital Learning		X	X										
Implement communications plan to parents at YR3 schools	Chief Communications Officer			X	X	X	X	X	X	X	X	X	X	X
Visit schools in YR2 and YR3	Change management team													
Technology Infrastructure and Devices														
Review devices from YR1-3 schools and repair any not working	Client Services Engineer		X											X
Issue laptops to teachers at YR3 schools	Technology Project Manager			X	X									
Install mounted projection device for YR3 schools	Technology Project Manager			X	X	X	X	X	X					
Install additional access points at elementary schools	Network Supervisor			X	X	X	X							
Continue wireless site surveys at elementary schools	Network Engineer			X	X	X	X							
Issue laptops to students at YR 2 schools	Technology Project Manager					X	X							
Remove existing laptops, desktops and iPads from YR3 school and prepare and distribute to middle and elementary schools	Client Services Engineer						X	X						
Place order for YR4 devices	Director of Technology and Digital Learning												X	
Professional Learning														
Prepare professional development for third year schools	Digital Teaching and Learning Specialists		X	X										
Provide training for new teachers at YR1 and YR2 schools	Digital Teaching and Learning Specialists		X											
Provide professional development for teachers at YR3 schools	Digital Teaching and Learning Specialists		X	X										
Continue to coach and provide professional development for teachers at YR1 and YR2 schools	Digital Teaching and Learning Specialists		X		X	X	X	X	X	X	X	X	X	X

Task	Owner	Progress						2023-2024						
			Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Coach and continue professional development for YR3 teachers	Digital Teaching and Learning Specialists													
Prepare professional development for YR4 teachers	Digital Teaching and Learning Specialists													
Content and Instruction														
Provide resoures for YR3 parents	Digital Teaching and Learning Specialists													
Provide trainng for YR3 students	Digital Teaching and Learning Specialists													
Data and Assessment														
Visit Pilot school and conduct surveys on processes	Director of Technology and Digital Learning													
Visit first year schools and conduct surveys on processes	Director of Technology and Digital Learning													

| | | | | | | | | 2024-2025 | | | | | | |
Task	Owner	Progress	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Leadership														
Make any changes to procedures and process based on visits and surveys	Director of Technology and Digital Learning, Technology Project Manager			▓										
Hire 3 Digital Teaching and Learning Specialists	Assistant Superintendent for Technology and Digital Learning			▓										
Implement communications plan to parents at YR4 schools	Chief Communications Officer				▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
Visit schools in YR3 and YR4	Change management team													
Technology Infrastructure and Devices														
Review devices at YR1-4 schools and repair as needed	Client Services Engineer		▓	▓										▓
Issue devices to YR4 teachers	Technology Project Manager			▓										
Install mounted projection device for YR4 schools	Technology Project Manager			▓	▓		▓	▓	▓	▓				
Begin issuing devices to YR4 students	Technology Project Manager						▓	▓	▓	▓				
Remove existing laptops, desktops and iPads from YR4 school and prepare and distribute iPads to elementary schools	Client Services Engineer						▓	▓	▓	▓				
Place order for YR 5 Devices and refresh of YR1 devices	Director of Technology and Digital Learning													▓
Prepare YR1 devices for resale	Client Services Engineer													▓
Professional Learning														
Prepare professional development for YR4 teachers	Digital Teaching and Learning Specialists			▓	▓									
Provide professional development for YR4 teachers	Digital Teaching and Learning Specialists			▓	▓									
Provide professional development for: New teachers from previous schools	Digital Teaching and Learning Specialists			▓	▓									
Continue to visit YR1, YR2, and YR3 schools and provide coaching for teachers	Digital Teaching and Learning Specialists				▓	▓	▓	▓	▓	▓	▓	▓	▓	
Create iPad professional development for YR5 teachers	Digital Teaching and Learning Specialists										▓	▓	▓	▓
Content and Instruction														
Provide resources for YR4 Parents	Digital Teaching and Learning Specialists				▓	▓								
Provide training for YR4 students	Digital Teaching and Learning Specialists					▓								
Data and Assessment														
Visit Pilot school and conduct surveys on processes	Director of Technology and Digital Learning							▓	▓	▓				
Visit first year schools and conduct surveys on processes	Director of Technology and Digital Learning										▓	▓	▓	

Task	Owner	Progress						2025-2026						
			Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Leadership														
Make any changes to procedures and process based on visits and surveys	Director of Technology and Digital Learning, Technology Project Manager		X	X										
Implement communications plan to parents at YR5 schools	Chief Communications Officer				X	X	X	X	X	X	X	X	X	
Visit schools in YR4 and YR5	Change management team									X	X	X	X	
Technology Infrastructure and Devices														
Review devices at YR1 - 4 schools	Client Services Engineer													
Issue devices to YR5 teachers and refresh for YR1	Technology Project Manager			X	X									
Install mounted projection device for YR5 schools	Technology Project Manager			X	X	X	X	X	X	X				
Begin issuing devices to YR5 students and YR1 refresh	Technology Project Manager						X	X	X	X				
Collect laptops, desktops, and iPads from YR5 classrooms	Client Services Engineer								X					
Prepare YR1 devices for resale	Client Services Engineer		X											
Professional Learning														
Create iPad professional development for YR5 Teachers	Digital Teaching and Learning Specialists		X											
Provide professional development for YR5 teachers	Digital Teaching and Learning Specialists				X									
Provide training for new teachers at YR1 - 4 schools	Digital Teaching and Learning Specialists					X	X							
Continue to visit YR1, YR2, YR3, and YR4 schools and provide coaching for teachers	Digital Teaching and Learning Specialists													
Continue to provide coaching and training for teachers at YR1 - 4 schools	Digital Teaching and Learning Specialists				X	X	X	X	X	X	X	X	X	
Content and Instruction														
Provide training for YR5 students	Classroom Teacher				X	X	X							
Provide resources for YR5 parents	Digital Teaching and Learning Specialists				X	X	X							
Data and Assessment														
Visit Pilot school and conduct surveys on processes	Director of Technology and Digital Learning							X	X					
Visit first year schools and conduct surveys on processes	Director of Technology and Digital Learning											X	X	

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Comprehensive List of PD					
Professional Development	**Audience**	**Description**	**Learning Targets**	**Differentiation**	**Delivery Platform**
Device Management	All K-12 Teachers, Administration, and Support Staff	This PD will teach participants how students should be expected to manage their device	To review classroom management strategies and how they apply to digital environments To learn proper procedures for device implementation and management (Will include: "How to"- carry device, clean device, device etiquette, web cam procedures, device assignment, charging device, student consequences, best practices, device procedures and expections)	This PD will be broken into Elementary, Middle, High	Virtual and F2F
Incorporating Devices with Instruction	All K-12 Teachers, Administration, and Support Staff	This PD will show participants how to transform their instruction through integrating digital tools into their curriculum to foster communication, collaboration, creativity, critical thinking, and assessment using one-to one devices	To learn strategies for standards focused, technology infused lessons To create a positive and engaging learning environment (Will include: "How to" - implement device usage in group work, during assessment, independent work, how to monitor the devices in use, use device to allow for collaboration, make materials accessible offline, identify when devices are not necessary, best practices/strategies to utilize with device incorporation)	This PD will be broken into Beginner, Intermediate, and Advance Sessions according to grade levels (K-5) (6-8) (9-12)	Virtual and F2F
Designing a Blended and Online Learning Environment	All K-12 Teachers, Administration, and Support Staff	This PD will teach participants how to transform their instruction to develop a blended learning environment utilizing one-to one devices	To learn how to develop and implement a standards focused, technology fused lessons to create an engaging blended learning environment (Will include: "How to" - different types of blended learning model, teaching methods that complement the model, appropriate technology tools, how to design the blended model, effective procedures and expectations)	This PD will be broken into Beginner, Intermediate, and Advance Sessions according to grade levels (K-5) (6-8) (9-12)	Virtual and F2F
Classroom Management	All K-12 Teachers, Administration, and Support Staff	This PD will show participants how to monitor and manage devices in the classroom	To learn strategies to monitor and manage devices in the classroom (Will include: "How to" - ensure students are on task on devices, procedures and expectations with use of device and when device is not in use)	This PD will be broken into Elementary, Middle, High	Virtual and F2F

Comprehensive List of PD

Professional Development	Audience	Description	Learning Targets	Differentiation	Delivery Platform
TPACK, Rigor and Relevance	All K-12 Teachers, Administration, and Support Staff	This PD will teach participants the TPACK and 4Cs models to understand how to effectively integrate devices with the curriculum to maximize student learning	To become familiar with TPACK and Rigor/Relevance models to transform learning experiences for students through designing standards focused and technology infused learning experiences (Will include: Identifying TPACK and Rigor/Relevance models, understanding how to utilize these models to design lessons, use the models to identify best digital tools to utilize for lessons)	This PD will be broken into Beginner, Intermidate, and Advance Sessions according to grade levels. (K-5) (6-8) (9-12)	Virtual and F2F
Digital Safety	All K-12 Teachers, Administration, and Support Staff	This PD will teach participants how to practice and model digital safety with their students	To review and learn how to practice and model digital safety in the classroom (Will include: Digital citizenship, appropriate use of passwords, appropriate ways to communicate, identify good websites, protecting private information, posting on social media, media literacy, cyberbullying)	This PD will be broken into Elementary, Middle, High	Virtual and F2F
Google Workspace	All K-12 Teachers, Administration, and Support Staff	This PD will teach participants how to incorporate Google Workspace into their curriculum to foster one or more of the 4Cs	To learn how to integrate Google Workspace in the curriculum to create a positive, effective, and engaging learning environment (Will include: "How to" - use Google Worskspace in innovative ways that allow for collaboration, creation, communication; best practices/strategies for Google Workspace)	This PD will be broken into Beginner, Intermediate, and Advance Sessions according to grade levels (K-5) (6-8) (9-12)	Virtual and F2F
Canvas	High School teachers, Administration, and Support Staff	This PD will teach participants how to utilize Canvas to deliver active learning to students	To learn how to use features available in Canvas to create an active learning environment (Will include: "How to" use different features such as discussions, LTI tools, Quizzes, Collaborations, Mastery Paths, etc.)	This PD will be broken into Beginner, Intermediate and Advanced Sessions	Virtual and F2F
Personalize Learning	All K-12 Teachers, Administration, and Support Staff	This PD will teach participants how to design personalized learning to maximize student learning	To learn strategies and methods on revising current lessons and develop new lessons that allow for personalized learning	This PD will be broken into Beginner, Intermediate and Advanced sessions	Virtual and F2F

			Comprehensive List of PD			
Professional Development	**Audience**	**Description**	**Learning Targets**	**Differentiation**	**Delivery Platform**
Problem/Project Based Learning	All K-12 Teachers, Administration, and Support Staff	This PD will teach participants how to design and implement Problem/Project based learning	To learn strategies and methods for designing PBL and revamp current plans to fit PBL	This PD will be broken into Beginner, Intermediate and Advanced sessions	Virtual and F2F
SeeSaw	All K-2 Teachers, Administration, and Support Staff	This PD will teach participants how to utilize SeeSaw to deliver active learning to students	To learn how to use features available in SeeSaw to create an active learning environment (Will include: "How to" use creative tools, share resources, provide feedback and reflections, etc.)	This PD will be broken into Beginner, Intermediate and Advanced sessions	Virtual and F2F
Google Classroom	All 3-8 Teachers, Administration, and Support Staff	This PD will teach participants how to utilize Google Classroom to deliver active learning to students	To learn how to use features available in Google Classroom to create an active learning environment (Will include: "How to" organize materials in Google Classroom utilize different features such as due dates, creating assignments, share resources, provide direct feedback, etc.)	This PD will be broken into Beginner, Intermediate and Advanced sessions	Virtual and F2F

Professional Development Plan

New Hanover County Schools will provide laptops to all enrolled students in the district.

Purpose

The purpose of this plan is to organize the implementation of professional development surrounding the deployment of one-to-one devices to all students in New Hanover County Schools. This professional development plan will involve several different delivery methods, including face-to-face, virtual, and online self-paced training sessions. The digital teaching and learning specialists will design and implement the required professional development. The professional development offered will include sessions on device management, best practices for teaching with one-to-one devices, blended learning instruction, classroom management with one-to-one devices, online safety, Google Workspace, The TPACK Model, and how to effectively utilize Canvas, Google Classroom, or SeeSaw as a learning management system.

Vision, Mission, and Goals

Professional Development Vision Statement

The vision of this professional development is to teach educators how to create a collaboratively enriched environment that is embraced by responsible students possessing relevant future ready technology skills.

Each professional development session will be designed to teach educators how to maximize learning using one-to-one devices.

Professional Development Mission

Our mission is to demonstrate for teachers how to…

- incorporate one-to-one devices into classroom instruction and the curriculum to create an effective blended learning environment
- manage one-to-one devices in the classroom
- model, promote, and instill appropriate digital citizenship skills

Professional Development Goals

All instructional staff in New Hanover County Schools will be required to attend the professional development provided. Professional Development includes the following topics:

Teachers will learn….

- proper procedures for one-to-one device implementation and management
- how to integrate Google Workspace to promote communication and collaboration
- strategies for standards focused, technology infused lessons to create a positive and engaging learning environment
- how to create an effective blended learning environment
- how to use the features of their learning management system to create an active learning environment

Phases of Professional Development

Phase 1: Create Implementation Team

The purpose of this phase is to create an implementation team that will guide the planning and preparation of professional development.

Implementation Team
Digital Teaching and Learning Specialists
Instructional Technology Facilitators
Media Coordinators
Instructional Leads

The purpose of creating an implementation team is to promote buy-in for the upcoming required professional development, as well as, guide the process of the one-to-one implementation. An implementation team, consisting of Digital Teaching and Learning Specialists, Instructional Leads, Media Coordinators, and Instructional Technology Facilitators will assist with the onboarding of teachers going one-to-one. This team will discuss the design of the professional development and determine the best delivery methods for educators. In addition, the implementation team will do the following:

- Determine the schedule for professional development delivery
- Designate tasks to team members in order to effectively develop and implement professional development to New Hanover County Schools staff
- Schedule implementation team meetings
- Assign roles of each team member

Phase 2: Plan Professional Learning Opportunities

This phase focuses on designing self-paced, virtual, and face-to-face professional learning opportunities for educators and students. Topics will include the following: device management, best practices for teaching with one-to-one devices, blended learning instruction, classroom management with one-to-one devices, online safety, Google Workspace, The TPACK Model, and how to effectively utilize their assigned

learning management system. The professional learning opportunities will be broken down into two tiers: high priority and on-going support.

Phase 3: Implementation of Professional Learning and Self-Paced Training

This phase incorporates the training of all educators involved in the one-to-one implementation process. Most of the professional development sessions will be broken down into different levels based on skill. The levels consist of beginner, intermediate, and advanced. Each participant will be provided with a course catalog of the different training session titles and descriptions to sign up in Talent-Ed.

Phase 4: Coaching Cycle

In this phase, ongoing support for all educators will be provided through individual and small group support. Additional support provided includes modeling of lessons, co-planning, and co-teaching. A discussion forum will be provided for participants to ask questions and share new information. This forum will be accessible by everyone in the district. The Digital Teaching and Learning Specialists will offer a monthly virtual support meeting for educators involved in the one-to-one implementation to attend. Also, professional development for the entire school will be provided if requested by school administration.

Phase 5: Annual Reflection and Revision

The purpose of this phase is to reflect on the professional development and coaching provided during the 2021-2022 school year and make necessary revisions for the 2022-2023 school year based on reflection and feedback. The implementation team will meet throughout summer 2022 to improve and revise the professional development.

Subject	Recommendations for 21-22	Professional Development
K-2 Phonics	Pre-K – 3: all schools using Fundations	Provide all training and materials for new K-2 teachers, Pre-K and 3rd grade teachers, the company will provide demonstration lessons and coaching, certify district leaders as Fundations Facilitators
K-5 Reading and Writing	Reading Fundamentals	Online access to platform and additional resources to support implementation, demonstration day provided by vendor at each school
6-8 Reading	Reading Fundamentals	Online access to platform and additional resources to support implementation, demonstration day provided by vendor at each school
English I and II English III English IV	English I and II - MyPerspectives	MyPerspectives training provided for all English I and II teachers
K-5 Math	Eureka Math and Zearn online	Provide all training materials and resources for all K-5 teachers
6-8 Math	Open Up math for all grades, Kiddom learning management system, access to online text and interactives	Provided for all 6-8 teachers including planning, math language routines, and practice, pacing guides created

9-12 Math	enVision Integrated one level added each year, includes online textbook and LMS	Provided for all Math 1 teachers, Math 1 Leadership team will align new resources with current pacing guides, coaching provided in fall and spring
K-5 Science	Purchase one new kit per grade level and add additional weather kits	Focus on experiential and phenomenon based learning, training on new kits
6-8 Science	Science kits and common pacing guides	Focus on experiential and phenomenon based learning, support for 8th grade to integrate 8th grade science standards with Earth and Environmental standards
9-12 Science	Biology – online textbook, SAVVAS Realize	Product activation training to introduce teacher to SAVAAS Realize platform, Biology Leadership team will collaborate to align new resources with existing pacing guides, coaching in fall in spring
K-5 Social Studies	Pilot of Social Studies Weekly – pilot will consist of online and hard copy versions	Asynchronous training provided, Studies Weekly Training (inquiry based component), curriculum mapping updates
6-8 Social Studies	History Alive (TCI) used as resource	Face-to-face training on how to use this resource
9-12 Social Studies	History Alive (TCI)	Face-to-face training on how to use this resource