



Cecil County Public Schools Technology Strategic Plan 2018-2020

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Cecil County Public Schools Technology Strategic Plan

MISSION

Our mission is to provide an excellent prekindergarten through graduation learning experience that enables ALL students to demonstrate the skills, knowledge, and attitudes required for lifelong learning and productive citizenship in an ever-changing global society.

VISION

Cecil County Public Schools is a system where:

- All stakeholders are capable digital citizens who share responsibility for safe and secure use of technology.
- Technology connects students and teachers to resources that help them evaluate information, challenge their thinking, and develop new understandings.
- Ongoing professional development takes place to maximize the benefits of technology for administrative and instructional applications.
- Technology is continually evaluated and improved to provide the best possible support for learning and productivity.

HIGH ACADEMIC STANDARDS:

These goals are aligned to support student achievement in all content areas, better prepare our students for college and employment, and support students in rigorous coursework.

Goal 1: All curriculum and instruction consider and use technology as appropriate.

These strategies ensure that technology funds are spent responsibly by developing criteria and processes to best assess, and then address curricular needs. In addition, students will be exposed to emerging technologies that will better prepare them for college and the workforce. New technologies will be vetted, and new curriculum will systematically incorporate technology as a productive supplement to curriculum.

Strategy	Timeline	Person Responsible	Benchmark Evidence	Outcome
1.1.1 Create criteria and implementation processes for new/upgraded instructional	FY19 and annually	Technology Services Staff and instructional coordinators	Infused in new/updated curriculum with	Students and teachers will utilize appropriate technology and online

technologies, software, and online content (OER).			criteria checklist included.	resources within all curricular areas.
1.1.2 Leverage technology advancements within the instructional design of curriculum, content, and teaching.	FY19 and annually	Instructional coordinators and curriculum writers	Evidence of inclusion of technology within curriculum documents, Blackboard, and classroom observations. Blackboard usage by teachers and students.	Curriculum writers and technology team members will work collaboratively during the development of curriculum and throughout the implementation processes.
<p>Goal 2: Professional development maximizes the benefits of technology for administrative and instructional applications. <i>As new and upgraded technology is acquired, it is essential that users are supported in its most efficient and effective use. Ongoing, timely, and flexible support that is targeted for adult learners ensures that CCPS sees a high return on investment.</i></p>				
Strategy	Timeline	Person Responsible	Benchmark Evidence	Outcome
1.2.1 Deliver high quality professional development that aligns to Learning Forward standards and provide ongoing support via coaching and/or mentoring.	Professional development sessions (face-to-face, online/web-based)	Instructional coordinators, departmental or subject-based experts, instructional coaches, and teacher leaders	Number of PD sessions scheduled based on staff needs. Evaluation feedback from PD sessions.	Staff will implement knowledge and skills gained from professional development.

Goal 3: Student performance data is available to make individual student, classroom, school, and system improvement decisions.

The large amount of important data from a variety of sources complicates the ability of stakeholders to react to it. In order to become proactive in supporting students, trends and cross references need to be easily and systematically accessed. Having this data available on demand and in one location extends the shared responsibility of student success and improves communication among stakeholders.

Strategy	Timeline	Person Responsible	Benchmark Evidence	Outcome
1.3.1 Choose and support an interconnected comprehensive student data system for parents, students, teachers, and administrators.	Annually	Education Services and Technology Services staff	Review of current applications to see if they meet our needs. RFP for new applications (expansion of current model or new model).	Stakeholders will have ease of access to performance data.

LEARNING IN A SAFE SECURE AND INVITING ENVIRONMENT:

CCPS is committed to the safety of our students online and at school. Using technology to best support students' learning and safety is a priority for the school system.

Goal 1: School facilities are monitored and secured through the use of technology.

These strategies bring together all the elements of school safety and function to improve monitoring and problem solving. Through these strategies, CCPS staff can identify security risks and efficiently repair systems. This will allow better allocation of resources and preventative maintenance. Inherent in these strategies is the development of a CCPS dashboard that will provide real-time monitoring of facilities.

Strategy	Timeline	Person Responsible	Benchmark Evidence	Outcome
2.1.1 Complete an inventory to determine status of automated facility (HVAC, gas, oil, electric, fire,	FY19	Facilities, Maintenance and Network Services staff	Completion of inventory audit to determine	Complete itemized audit of automated facilities.

security, etc.).			dashboard capability and development of a comprehensive dashboard.	
2.1.2 Explore purchasing a single dashboard system to control and monitor all aspects of facilities (increase cameras, etc.).	After inventory audit	Facilities, Maintenance and Network Services staff	Identification of and implementation of a process to serve the needs of our facilities.	Usable dashboard to control systems in place.
2.1.3 Train staff to transition, manage, and run the updated platforms and systems.	After Inventory Audit and Dashboard in place	Building administrators, custodial staff, administrative and operational support staff trained by appropriate parties (Technology Services, departments, and/or vendors)	Scheduled training sessions (if adopted).	All staff training completed, verified, and monitored.
<p>Goal 2: CCPS students and staff are responsible digital citizens. <i>CCPS is committed to teaching and modeling appropriate digital behaviors. In addition to learning the importance of securing personal information, students learn critical thinking skills that help them evaluate online content and questioning skills that help them access information to meet their needs. These skills are developed over the course of a student's education; therefore, it is important to identify essential skills and when and how they are taught. Developing these skills helps students become marketable to employers; by providing credentials, students can clearly document their skills.</i></p>				
Strategy	Timeline	Person Responsible	Benchmark Evidence	Outcome
2.2.1 Define digital citizenship and create curricula for professional development and instructional use.	FY19 and ongoing	Program facilitators and instructional coordinators	Implementation of curriculum for digital citizenry.	Digital citizenship defined, and curricula is embedded in all disciplines.

2.2.2 Create system expectations and/or practices that will ensure responsible digital citizenship that is age and developmentally appropriate.	FY19	Technology Steering Committee	Delivery of curriculum and a decrease in violations of Responsible Use of Technology Guidelines.	Expectations and practices have been communicated to CCPS stakeholders.
2.2.3 Incentivize appropriate use of technology through micro-credentialing or a badge system that would be linked to teachers' and students' academic history (transcripts, report cards).	FY19	Vendor - ISTE, Optional Consortium of School Networking (CoSN) membership/licensing, Network Services staff, instructional coordinators and program facilitators, teachers	Students and teachers receive micro-credentialing or badges.	Implementation of incentives at classroom and staff level.
Goal 3: Student behavioral and academic data is used to make programmatic decisions. <i>This goal streamlines the processes by which CCPS identifies students who may need academic or behavioral interventions.</i>				
Strategy	Timeline	Person Responsible	Benchmark Evidence	Outcome
2.3.1 Use student information data systems (i.e. Data Service Center and PowerSchool) to target interventions and challenge students.	Currently in operation	Department of Education Services, building administrators, school counselors	Student success plans reflect implementation of instructional practice to support students' needs; and teachers' utilization of appropriate reporting systems.	School and system-based decisions are made using data.
2.3.2 Collect data and monitor incidents, violations, and trends related to technology use.	After development of	Technology Steering Committee, Department of Education Services, building	Student services reports reflect	Data collected and reported periodically

	expectations and practices	administrators, school counselors	evidence of incidents.	that reflects incidents and trends.
<p>Goal 4: System networks are maintained, and applications utilized to support federal privacy regulations (FERPA, CIPA, & COPPA).</p> <p><i>As emerging technologies are brought into the curriculum and operations of the school system, a process to ensure student information is secure becomes a priority. All vendors will be required to provide legal assurances that privacy regulations are followed. CCPS will clearly delineate levels of access for school personnel using those guidelines to secure access to student information.</i></p>				
Strategy	Timeline	Person Responsible	Benchmark Evidence	Outcome
2.4.1 Develop a work group to review legal obligations required and subsequent system response.	FY19 and ongoing	Director of Technology Services and subcommittee	Minutes reflecting meeting and subsequent actions.	Working understanding of all student privacy requirements and implications.
2.4.2 Define directory level information - PII - Personal Identified Information.	FY19 and ongoing	Director of Technology, Network Services staff, Student Services staff, Optional Consortium of School Networking (CoSN), Trusted Learning Environment (TLE) program	Implementation of a process for student protection with technological applications.	Directory level information defined.
2.4.3 Develop common legal agreement/security template for a contract to be used with all vendors that access PII.	FY19 and ongoing	Directory of Technology and Network Services in collaboration with instructional coordinators and program facilitators	Evidence of form and contracts on file.	Common legal agreement and security template created for vendors.

2.4.3.b Obtain legal assistance to develop/modify template for specific vendor contracts.	FY19 and ongoing	Director of Technology working with outside counsel	Creation of contract form.	Completed template for vendor contracts.
EFFECTIVE AND EFFICIENT SUPPORT SERVICES: These goals ensure that staff and students have the platforms and tools to communicate with stakeholders, learn successfully, and maintain schools and offices.				
Goal 1: Strategic, informational, and relevant communication is provided in a timely manner. <i>Technology provides opportunities to communicate with stakeholders on a variety of platforms. By clearly sharing goals, processes, and important information in a variety of ways, CCPS can continue to be transparent with parents, staff, and the community.</i>				
Strategy	Timeline	Person Responsible	Benchmark Evidence	Outcome
3.1.1 Utilize multiple digital communication platforms.	Annually	Public Information Office, departments, schools	CCPS messaging and branding evident across multiple platforms.	Stakeholders indicate satisfaction with communication through annual survey.
3.1.2 Provide necessary training to efficiently and appropriately use digital communication platforms.	Annually	Product vendors, Technology Services staff , departments	Agendas, minutes, and practices reflect implementation of multiple platforms.	Stakeholders indicate satisfaction with appropriate use through annual survey.
Goal 2: CCPS responds to stakeholder needs by evaluating existing and new technologies. <i>Careful appropriation of funds is an expectation of our system and community. To stay atop of trends while investing in new technology that serves the needs of our students and staff, processes are developed to evaluate current technology as well as technology that is being considered for purchase. Providing the support to keep technologies in use for the maximum amount of time is also a means to ensure the best return on investment.</i>				
Strategy	Timeline	Person Responsible	Benchmark Evidence	Outcome

3.2.1 Develop criteria to evaluate existing technologies and identify new technologies to ensure efficacy and productivity.	Annually	Technology Services staff in partnership with departments/schools	Regular reviews of technology and applications utilizing a checklist for evidence.	Technologies are evaluated annually and updated as needed.
3.2.2 Provide adequate staff and/or resources to support, repair, and install technologies in a timely manner.	Annually	Technology Services staff in partnership with departments/schools	Monitor work order flow and completion data.	Budget appropriately to support program.
<p>Goal 3: Technology Services supports CCPS stakeholders by providing quality infrastructure, software, and applications. <i>These strategies ensure that technology funds are spent responsibly by developing criteria and processes to best assess, and then address, infrastructure and hardware needs. Through careful planning, purchases of new technologies will meet the needs of the system and maintain their effectiveness throughout their use.</i></p>				
Strategy	Timeline	Person Responsible	Benchmark Evidence	Outcome
3.3.1 Develop a cyclical process of upgrading infrastructure, software, and application services.	Annually	Technology Services staff in partnership with departments/schools	Maintain accurate inventory process to document end-of-life status.	End-of-life equipment/software upgrades per cyclical processes or as required.
3.3.2 Evaluate bandwidth and network capabilities to support system needs.	Annually	Technology Services staff in partnership with departments/schools	Track and evaluate bandwidth needs at all locations with data to reflect through-put of data.	Sufficient network services to meet instructional and business needs.