

**ORANGE COUNTY
BOARD OF EDUCATION**

AGENDA ITEM ABSTRACT

Meeting Date: March 10, 2014

AGENDA ITEM No. 14-03-23

ACTION ITEM: (Y/N) Y

SUBJECT: Digital Learning Plan Approval – 2014-2016

INFO. CONTACT: Angie Veitch/Ryan Miller **PHONE:** 919-245-4100

ATTACHMENTS: 1. Orange County Schools Digital Learning Plan 2014-2016

PURPOSE: To seek approval of the Orange County Schools Digital Learning Plan for 2014-2016.

BACKGROUND: In accordance with state and federal laws, in order to receive federal e-rate funding, each LEA (and the state) must develop a Technology (Digital Learning) Plan that serves as a road map for technology planning in the district. The state requirements for this plan have changed from a 5-year cycle in which years 3-5 were often a "wish list," to a 2-year cycle that is more realistic and authentic.

The Department of Public Instruction (DPI) template for this plan is prescriptive to allow the gathering of data necessary for the move toward the goal of ubiquitous internet access for all students at school and at home in North Carolina.

A 32 member district Media & Technology Advisory Committee, comprised of teachers, district staff, a parent and an administrator, was charged with developing a two-year digital learning plan that will serve as the technology blueprint for the district. The committee employed in-person and on-line collaboration and communication through the use of Google docs and a Google website (2014-2016 Orange County Digital Learning Plan) with the state tech plan template as a basis for the narratives and priorities that were developed. The committee developed a "Vision" statement that reflected the 4 Cs (Collaboration, Communication, Creativity and Critical Thinking) of the Common Core and of digital learning.

Each of the five priority areas in the plan (listed below) provides narrative, specific goals, and a method for evaluating each goal.

Shared Services Model/Technology & Logistics (Infrastructure)

The shared services section of the plan covers investigating upgrading the network if funds are available, providing maintenance of the network, applying for e-rate, filtering the internet to meet the Children's Internet Protection Act (CIPA), providing phone services and utilizing the Superintendent's Technology Committee to review and advise on network/infrastructure plans.

Universal Access to Personal Teaching and Learning Devices

The Universal Access section of the learning plan covers providing devices for staff and students; maintaining SmartBoards and all digital equipment; and providing appropriate assistive technology for students with special needs.

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

The digital teaching and learning resources section covers the continued move to digital content, using digital resources provided by the Department of Public Instruction (DPI), such as NC Wise Owl, Home Base offerings, and programs to ensure on-line test security.

Evaluating the offerings of Open Educational Resources (OER) created by other states, universities and organizations will continue to be a goal for incorporating digital content into our Moodle courses.

A Statewide Model of Technology-Enabled Professional Development

The professional development priority lists the plan for continued growth of our teachers through the use of digital programs with their curriculum. Learning about the various digital programs available and how to use the data that can be derived from these programs to inform personalized instruction for students continues to be a major strategy for the digital conversion program. By using media and technology staff members as researchers for digital content, co-teachers in the classroom and professional development coordinators, support is provided for all teachers in the move from textbooks to digital content and to the new North Carolina Standard Course of Study (the Common Core and North Carolina Essential Standards). Another objective of this priority is to prepare students for on-line learning and assessments. On-line learning is quickly becoming a life skill that aids students in becoming College and Career Ready.

The evaluation system for teachers and administrators has changed dramatically. There is a need to train administrators on the new evaluation tool and to offer professional development to teachers so they understand the standards on which they will be evaluated.

21st Century Leadership for All Schools and Districts

With school administrators having clearly stated goals and a "technology check list" for the year, a roadmap for each school is created.

Continuing the move to 21st century learning environments and creating partnerships with the community and business are two of the goals for leadership.

Understanding that communication is key to the success of any program, continued and varied communication mediums for parents, students and the community will continue to be a top priority.

The plan is due to the Department of Public Instruction upon approval.

FINANCIAL IMPACT: To be determined each year.

RECOMMENDATION: The Superintendent recommends the Board of Education receive, review and approve the district Digital Learning Plan for 2014-2016.



Orange County Schools Digital Learning Plan

2014-2016

LEA/Charter Name: Orange County Schools

LEA/Charter Number: 680

Superintendent Name: Dr. Gerri P. Martín

Superintendent Signature: _____

Local Board Chair Name: Donna Coffey

Local Board Chair
Signature: _____

Person of Contact: Angela Veitch, Director of Technology and Media

Telephone: 919-245-4100

Contact Email: angie.veitch@orange.k12.nc.us

Committee Members

Erin Bradley	Media Specialist-High School	_____
Brandi Burroughs	Grade 2-Elementary Teacher	_____
David Ekstrom	Parent	_____
Jeff Faulkner	Science Teacher-Middle School	_____
Carrie Feehan	Grade 4-Elementary Teacher	_____
Anthony Folden	Kindergarten-Elementary Teacher	_____
Matt Fry	Technology Facilitator-High School	_____
Darren Geraci	Technology Facilitator-Elementary	_____
Cynthia Glenn	Technology Facilitator-Middle School	_____
Matt Jorgenson	District Technology	_____
Bill Kenyan	Science Teacher-High School	_____
Casie Kirkpatrick	Tech I- Elementary	_____
Kim McColman	Math Specialist-Elementary	_____
Kyle Milbert	Grade 1- Elementary Teacher	_____
Josh Miller	Technology Facilitator-Elementary	_____
Ryan Miller	Instructional Technology Coordinator	_____
Josh Minnish	Tech I- Elementary	_____
Parviz Mollahassani	District Technology	_____
David O'Neal	Art Teacher-Elementary	_____
Stephanie Pinkin	Literacy Coach- Middle School	_____
Jeff Rachlin	Principal- Elementary	_____
Julie Rice	Technology Facilitator-Elementary	_____
M. J. Rosensweet	Technology Facilitator-Elementary	_____
Lauren Sullivan	Social Studies Teacher-High School	_____
Angela Taylor	Technology Facilitator-Middle School	_____
Patrick Thompson	Tech I- Elementary	_____
Matthew Townsend	Science Teacher-Middle School	_____
Michaela Walker	Technology Facilitator-Middle School	_____
Tina Walker	Technology Facilitator-High School	_____
Wayne Wilson	Music Teacher -Elementary	_____
Angie Veitch	Director of Tech & Media	_____
Justin Zatt	5 th Grade-Elementary Teacher	_____

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VISION

In order to create college and career ready digital citizens, Orange County Schools will ensure students are immersed in a collaborative and creative personal learning environment. This atmosphere will enable students to develop skills and knowledge needed to thrive in an increasingly global and digital world. Students will communicate their knowledge, use critical thinking skills, and produce various digital media to demonstrate mastery of content.

Orange County Schools Technology Plan Strategic Priorities 2014-2016

Orange County Schools (OCS) strives to be an educational leader in the use of technology as instructional and administrative tools. Technology has always been widely used in our schools. The North Carolina Standard Course of Study was broad and almost mandated that teachers cover a topic and move on quickly to ensure they covered the entire curriculum by the end of the semester/year. As we moved to the revised North Carolina Standard Course of Study, the subject matter narrowed and encouraged greater depth of understanding for each topic. With more and more teachers expressing desires to increase independent student learning, the district has moved to a 1:1 program in Grades 3-12. Increased availability of digital devices is now also available in Grades K-2.

OCS leadership created and the Board of Education funded a plan that would supply a laptop device for all students in Grade 3-12. The laptop device for each student leveled the playing field in the strategic priority for all students to become College and Career ready.

"Technology and technology-empowered students are here to stay. Schools can either capitalize on young people's affinity for technology or fail to engage them in learning and be perceived as more and more irrelevant. Logically, without technology, schools will not be able to prepare students for the increasingly technology-driven world of the future." (*Technology & Learning*, "1:1 Computing; A Guidebook to Help You Make the Right Decisions," Special Report, 2011.)

Strategies to continually evaluate the infrastructure, topology, security and bandwidth of the network are essential. Monitoring, evaluating and upgrading of the infrastructure, firewalls, filtering and virus protection for the network are important strategies for a successful digital program.

In addition to the infrastructure capacity, professional development for staff members on effective pedagogy in a digital classroom, new available tools in the Cloud, and how to individualized (personalize) lessons are crucial for increased understanding and student growth.

The North Carolina Commission on School Technology recognizes that for all students to be future ready, they must possess equal opportunity for taking full advantage of information and technology resources and tools, and must be taught in a way that maximizes the effective use of these technologies. While it takes many strategies to achieve this goal, five over-arching priorities will be covered in the Orange County Schools 2014-2016 technology plan:

- 1) A statewide shared-services model,
- 2) Universal access to individual teaching and learning devices,

- 3) Statewide access to digital teaching and learning resources, including digital textbooks,
- 4) Statewide model of 21st century professional development,
- 5) And 21st century leadership for all schools.

Strategic Priority 1: A Statewide Shared Services Model

Current Status and Moving Forward:

Orange County Schools (OCS) has taken advantage of several free services offered by the North Carolina Department of Instruction. Free external bandwidth, network analysis, filtering system and firewall have been several of the shared services that OCS leveraged. By leveraging these services, the district technology budget can then address budget needs for increased local area network speeds, updated servers, switches and VOIP system.

OCS has been fortunate that funding has been made available by the Board of Education and County Commissioners to support the infrastructure of the network. As the network ages and new technologies age out some of the current equipment, more funds are needed to update equipment or pay for cloud services.

The North Carolina Cloud will help OCS as it addresses these technology needs. No longer will all computing, storage and even management have to be handled in an OCS facility. Collaborative purchasing will result in decreased costs for services. As the e-Rate model continues to be revised, taking advantage of shared services for the 115 North Carolina LEA s and Charter schools will enable OCS to take advantage of the additional services that will be offered.

Alignment to Other Plans and Initiatives:

Strategic Priority 1: A Statewide Shared Services Model

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

ACRE

By participating in the shared services model offerings, OCS will better prepare for the transition to online assessments, digital textbooks and universal access to personal teaching devices.

Update the analysis of the infrastructure necessary to support the digital conversion program.

Career and College Ready, Set, Go!

Provide technology systems to support strong schools: Technology Infrastructure and Resource

Other LEA goals

Maintain infrastructure for teaching in a digital classroom.

1. Statewide Shared Services Model

Suggested Goals/Targets	Year 1	Year 2	Yearly Evaluation	DPI Use
	July 1, 2014 – June 30, 2015	July 1, 2015 – June 30, 2016	Evaluation Method(s)	
Provide an infrastructure for a robust network	Review/revise plan for upgrading infrastructure Director of Technology & Media	Review/revise plan for upgrading infrastructure Director of Technology & Media	Copy of infrastructure upgrade plan	
Maximize E-Rate in support of instructional program	Collaborate with New Hope Foundation to leverage data to create the best erate discount for the district	Collaborate with New Hope Foundation to leverage data to create the best erate discount for the district	Correspondence with New Hope Foundation concerning free and reduced	

	Director of Technology & Media	Director of Technology & Media	lunch students and/or the surveys completed for erate eligibility
Provide content filtering in accordance with the Children's Internet Protection Act (CIPA)	Maintain the firewall and content filtering for the district Director of Technology & Media	Maintain the firewall and content filtering for the district Director of Technology & Media	Firewall and content filtering reports
Provide reliable telephone/communication system	Review options for upgrading VOIP system as funds are available Director of Technology & Media	Review options for upgrading VOIP system as funds are available Director of Technology & Media	VOIP upgrade report
Continue to gather insights and suggestions from the Superintendent's Technology Advisory concerning network infrastructure and other district technology initiatives	Meet semi-annually with Technology Advisory to review infrastructure and other technology initiatives Director of Technology & Media	Meet semi-annually with Technology Advisory to review infrastructure and other technology initiatives Director of Technology & Media	Agendas of Superintendent's Technology Advisory meetings

Provide programs to maintain the health and security of the network	Provide virus protection, email archiving, intrusion detection, network access control software Director of Technology & Media	Provide virus protection, email archiving, intrusion detection, network access control software Director of Technology & Media	Invoices for archiving, intrusion detection services, and network and access control software maintenance
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Strategic Priority 2: Universal Access to Personal Teaching and Learning Devices

Current Status and Moving Forward:

Orange County Schools (OCS) has made a commitment to the use of technology in the classroom. By providing Smart Boards in all classrooms, laptops for all staff and students in grades 3-12, software and professional development, OCS has enhanced the development and integration of blended, project-based, interdisciplinary instruction into all curricula to support, maintain and augment student achievement.

Maintaining laptop devices for staff and students will be another strategy for OCS. As content moves to the digital format, assessments go on-line and data is being collected to inform instruction, the necessity of a sustainable digital device program is essential. Maintaining a "refresh" schedule for devices and equipment is another important component of any digital program.

As content and assessment becomes more technology-enabled and moves to online administration, so must the teaching and learning activities. Students should not be expected to be assessed in a manner they are not familiar. Technology is necessary in the educational teaching and learning process from start to finish.

OCS used the North Carolina Learning Technology Initiative (NCLTI) framework that includes planning, communicating, implementing, providing professional development and evaluating the LEA 1:1 initiative. The continuous review and revising of the digital conversion plan is an ongoing process.

Alignment to Other Plans and Initiatives:

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

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

ACRE

Career and College Ready, Set, Go!

Race to the Top Local and State Scopes of Work

Obj. (B) 3.1.2 Use technology funds to enhance efficiency of administrative duties through purchasing/maintaining tablets/laptops devices.

Home Base Implementation

Other LEA initiatives/plans

Maintain 1:1 laptops for teachers and students Grade 3-12.

Maintain Smart Boards and other technology tools used for learning.

Priority 2: Universal Access to Personal Teaching and Learning Devices

Suggested Goals/Targets	Year 1	Year 2	Yearly Evaluation	
	July 1, 2014 – June 30, 2015	July 1, 2015 – June 30, 2016	Evaluation Method(s)	DPI Use
Develop a comprehensive sustainable LEA plan for universal access. <i>Resources: NCDPI, NCLTI, Educator Effectiveness, and District & School Transformation</i>	Revise technology plan meet additional digital needs of OCS each year Director of Technology and Media	Revise technology plan meet additional digital needs of OCS each year Director of Technology and Media	Copy of revised Technology Plan	

Ensure equity to digital teaching and learning resources from school to school in your LEA

Continue to maintain digital devices for staff in OCS

Director of Technology & Media

Continue to maintain digital devices for staff in OCS

Director of Technology & Media

Invoices for purchase of additional laptops for staff

Provide equitable and additional access to mobile devices	Maintain 1:1 laptop program in Grades 3-12.	Maintain 1:1 laptop program in Grades 3-12.	Invoices/inventory of laptops for each school Documentation of tech support provided
	Maintain digital devices in Grades K-2	Maintain digital devices in Grades K-2	
	Director of Technology and Media	Director of Technology and Media	
Provide equitable and additional access to digital devices to aide instruction	Maintain Smart Board Systems in all district classrooms	Maintain Smart Board Systems in all district classrooms	Invoices for repairs and replacements of Smart Board Systems
	Director of Technology & Media	Director of Technology & Media	
Provide textbook reading devices for visually impaired students	Maintain Victor Vibes for visually impaired students	Maintain Victor Vibes for visually impaired students	Receipt from State for Victor Vibe equipment
	Director of Technology & Media	Director of Technology & Media	

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

Current Status and Moving Forward:

Access to Digital Resources

OCS uses many open source resources and has created and shared a document listing the digital content resources by subject area. When using digital content, teachers can create and revise digital interactive lessons. Digital content provides students with timely and varied mediums of instruction.

Through links from both the district and individual school websites, many online programs are available to teachers, students and parents from school or at home. Staff members are trained on these various programs; students and parents are made aware of these websites through teachers, newsletters, brochures, Family Academy evening programs and the district website.

Discovery Education, NetTrekker and NCWise Owl are some of the educational online resources, aligned with state standards and organized by readability and grade level that are available for all students, staff and parents from home or school. Learn NC is a mainstay of information for our teachers, students and media centers. Learn NC has a wealth of lesson plans, teaching strategies, classroom text, multimedia and online courses for teachers and students. NetTrekker is always considered as a first resource to our staff especially at the elementary level.

One of our high schools offers the International Baccalaureate Programme, a high quality program of international education to a worldwide community of schools. OCS is also involved as a district in ePals for collaboration with other US and international classrooms. EPals includes cultural and academic projects around the world and connecting with international teachers. EPals also has a foreign language component, whereby native speaking students exchange emails and communicate via Skype with OCS students.

OCS has assistive technologies available for students that require them. When purchasing digital devices, the Exceptional Children's department worked with district technology staff to ensure the every student received the device that would best meet their needs. These devices include: ipads, large screen laptops, touch screens, Dragon Speak, recorders; PAWS and other voice recognition software; voice synthesizers; joysticks; and VictorVibe players.

Online Learning for Students

OCS offers online learning through North Carolina Virtual Public Schools. Students taking online courses are scheduled to learning labs in each of our high schools with an online learning coordinator available to guide students, answer questions and handle technical problems. OCS also has purchased licenses to Apex Learning, a program that offers online courses in mathematics, science, English studies, social studies, Romance languages, the fine arts, health and physical education, and Advanced Placement.

Most classes in Grades 3-12 utilize either Moodle or Edmodo for a learning management system to provide students with an on-line platform for their OCS courses.

Alignment to Other Plans and Initiatives:

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

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

ACRE

Develop a plan for creating formative, benchmark and summative assessments.

Using daily formative assessments and data from specialized digital programs is an example of moving from paper and pencil to technology based learning environment.

Career and College Ready, Set, Go!

Increase online learning opportunities for students and staff.

Maintain 1:1 program in Grades 3-12.

Implement diagnostic assessments using technology that allows students to determine interests and potential careers.

Race to the Top Local and State Scopes of Work

Obj. A 2.3.1 Provide and support student, teacher, parent and administrator access to Moodle and Edmodo.

Home Base Implementation

Evaluate Open Class as the learning management system for the district.

Other LEA initiatives/plans

Increase academic achievement.

Prepare students to be college and career ready.

Find shared state bank of resources (lessons plans, unit plans, etc)

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

Goals should be precise and measurable. See notes/guidelines regarding evaluation.

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

Continue to transition from traditional print and paper-based resources to current, affordable online resources

Decrease copier use by teachers.

Principals;

Decrease copier use by teachers.

Principals;

Copiers numbers – evaluate per staff member

Utilize procured resources such as NC WiseOwl

Update the knowledge of technology and media staff on NCWise Owl

Director of Technology & Media

Update the knowledge of technology and media staff on NCWise Owl

Director of Technology & Media

Agenda of meeting where NCWise Owl update was listed

Use digital content aligned specifically to Common Core and NC Essential Standards

Purchase/monitor software that is aligned to North Carolina Standard Course of Study

Director of Technology & Media

Purchase/monitor software that is aligned to North Carolina Standard Course of Study

Director of Technology & Media

Invoices for software purchased or annual fee for using software in the Cloud

Promote/maintain innovative funding model by utilizing NCEdCloud offerings, Home Base and/or comparable alternatives

Develop a plan for the review and possible implementation and training for the optional components of Home Base: Schoolnet and Open Class

Director of Technology & Media

Utilize all components of Home Base that meet district needs

Director of Technology & Media

Home Base Opt In Agreement (March)
Agendas
Rosters
Plan

Provide digital content to meet the goals of the North Carolina Standard Course of Study	Investigate digital content offerings by other states	Investigate digital content offerings by other states	Updated "District Blended Learning Tools and Professional Resources" document
	Director of Technology & Media Instructional Technology Coordinator	Director of Technology & Media Instructional Technology Coordinator	
	Investigate the use of Open Educational Resources available	Investigate the use of Open Educational Resources available	List of Digital Resources available by grade and subject area
	Director of Technology & Media Instructional Technology Coordinator Technology Facilitators	Director of Technology & Media Instructional Technology Coordinator Technology Facilitators	
Provide a secure on-line testing environment	Use Respondus Lockdown program to ensure security and validity of testing	Use Respondus Lockdown program to ensure security and validity of testing	Respondus Invoice
	Director of Technology & Media	Director of Technology & Media	

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

Current Status and Moving Forward:

The key to the effective use of technology in the classroom is the ease and effectiveness with which teachers can integrate technology into the curriculum. To effectively use this technology, educators must continually upgrade their skills, knowledge base, and perspective. OCS is committed to a professional development program that continuously surveys teachers' current knowledge and use of technology within the curriculum. Annual survey data allows School Improvement Plans to address targeted areas for continual and personalized professional development. All schools are required to present an annual professional development plan to meet the needs of their staff.

OCS has made the use of technology and digital content a district goal and requires one of the seven credits for teacher certification renewal be in Technology. OCS staff members have planned, implemented, and recorded technology professional development participation. Technology professional development occurs at the school, district and state level. District-wide technology professional development is provided by the Instructional Technology Facilitators, teachers who are "Tech Blazers" for their schools and software specialists for the various programs. OCS has purchased several commercial programs to be used with instruction and these vendors have provided many hours of professional development for the district also.

Encompassing a wide variety of instruction methods is essential when trying to personalize student learning and academic growth.

Professional development offerings for all staff in areas of classroom management, specific software, use of multimedia, strategies of how to teach and how to set up a digital classroom are among some of the topics covered. In addition to traditional professional development, teachers and administrators receive Teacher Renewal Credit for professional development participation in approved independent study projects.

Alignment to Other Plans and Initiatives:

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

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

ACRE

Create a comprehensive, data informed professional development plan to meet the individual growth needs of teachers and staff in each school.

Career and College Ready, Set, Go!

Increase the creation of individual learning plans for students.

Increase use of technology when providing professional development.

Provide professional development to increase the use of the STEM curriculum in OCS.

Race to the Top Local and State Scopes of Work

Obj A 3.1.1 Provide professional development for administration on the use of technology in the classroom should look like.

Home Base Implementation

Provide Instructional Improvement System (IIS) professional development to supplement lessons with individualized educational materials

Increase the use of data to analyze each child's performance including knowledge and skill areas that require extra attention

Engage in professional development modules according to personal interests, district goals, and state standards

Other LEA initiatives/plans

Develop rubrics that administrators can use when discussing professional growth using technology with lessons.

Provide professional development on the pedagogy of teaching in a digital classroom.

4: A Statewide Model of Technology-Enabled Professional Development

Goals should be precise and measurable. See notes/guidelines regarding evaluation.

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

Implement a plan for embedded technology-enabled professional development for teachers and administrators	Ensure that all professional development offered in OCS models the use of technology and web tools	Ensure that all professional development offered in OCS models the use of technology and web tools	Agendas and copy of Professional Development plans
	Directors of all Curriculum areas, Instructional Technology Coordinator, Chief Academic Officer, and Director of Technology & Media	Directors of all Curriculum areas, Instructional Technology Coordinator, Chief Academic Officer, and Director of Technology & Media	
	Each school will develop their own professional development plans	Each school will develop their own professional development plans	Copy of Professional Development Plan by each school
	School Improvement Team	School Improvement Team	
Support models that assist all school personnel in creating technology-enabled instruction that transforms educational practice and improves student learning	Require all staff to increase their personal technological capabilities and their use of technology in the classroom	Require all staff to increase their personal technological capabilities and their use of technology in the classroom	Copies of teacher pre and post self-assessment surveys of their knowledge and use of technology in the classroom
	Principals, Chief Academic Officer	Principals, Chief Academic Officer	

Prepare media specialists and instructional technology facilitators to support digital reform	Provide professional development at monthly meetings to support digital content	Provide professional development at monthly meetings to support digital content	Agenda of monthly tech and media meetings
	Provide professional development concerning the Learning Commons model for media specialistists	Provide professional development concerning the Learning Commons model for media specialists	Agendas of professional development offerings on the Learning Commons model
	Director of Technology & Media; Instructional Technology Coordinator	Director of Technology & Media; Instructional Technology Coordinator	
Deliver Common Core and Essential Standards training to teachers using integrated technology as a model for further classroom integration	Continue to offer professional development on the North Carolina Stand Course of Study	Continue to offer professional development on the North Carolina Stand Course of Study	OCStorm print out documenting the professional development offered each year
	Chief Academic Officer; Instructional Technology Coordinator	Chief Academic Officer; Instructional Technology Coordinator	
Prepare staff for online assessment delivery	Continue to provide professional development for Moodle and Edmodo	Continue to provide professional development for Moodle and Edmodo	OCStorm print out of offerings for Moodle and Edmodo and survey of schools of support they have provided in these programs for teachers;
	Chief Academic Officer; Instructional Technology Coordinator	Chief Academic Officer; Instructional Technology Coordinator	Useage chart

Prepare students for online assessment delivery	Professional development on creating assessments and Respondus and Respondus Lockdown Director of Technology & Media; Instructional Technology Coordinator	Professional development on creating assessments and Respondus and Respondus Lockdown Director of Technology & Media; Instructional Technology Coordinator	OCStorm print out of offerings and attendance of the Respondus and Respondus Lockdown program
Provide professional development on digital pedagogy	Provide professional development for teachers concerning strategies to enable students to take ownership of their learning Director of Technology; Chief Academic Officer	Provide professional development for teachers concerning strategies to enable students to take ownership of their learning Director of Technology; Chief Academic Officer	OCStorm professional development documentation
Provide ongoing support and professional development necessary for use of data to inform instruction	Provide continual support and professional development concerning the interpretation of data to inform instruction All Curriculum and Instruction Directors and Coordinators	Provide continual support and professional development concerning the interpretation of data to inform instruction All Curriculum and Instruction Directors and Coordinators	Agendas OCStorm records of professional development offerings and CEU's

Provide support for teacher and administrator progress and evaluation according to MCREL standards	Continue to provide administrators with extensive training on the Evaluation Instrument used by NC	Continue to provide administrators with extensive training on the Evaluation Instrument used by NC	OCSform documentation of administrative training on the teacher evaluation instrument
	Human Resources Director	Human Resources Director	
	Provide training to all teachers and support staff concerning their evaluation instrument and what needs to be evidenced to reach each proficiency level	Provide training to all teachers and support staff concerning their evaluation instrument and what needs to be evidenced to reach each proficiency level	Agenda Sign in sheet
	Human Resources Director	Human Resources Director	

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

Current Status/Moving Forward:

OCS has invested in putting digital devices in the hands of all staff and students. Moving to a digital classroom is not about only investing in the equipment but also investing in people and creating a culture of support and growth.

Discussions concerning what the learning environment looks like, how digital tools are being used, how data is being used to inform instruction and how teachers and staff need to self-assess where they are now and what they need to do for continuous improvement are necessary for continual growth of teachers, students and administrators.

Central office staff and administrators need to include the 4 C's (Creativity, Collaboration, Communication and Critical Thinking) in all conversations/trainings they are having not only with teachers and staff but also with each other. In a digital world, there is no "one size fits all." By using the 4 C's when addressing educational concerns, it becomes evident that there many combinations to solving problems, creating lessons and personalizing student educational plans. Choosing different technology or web tools to vary lessons allows students the opportunity to find their own learning style and become an active learner in their education.

Monthly Leadership meetings often provide administrators with professional development time to learn and discuss educational issues, what is working and what is not working, or just discuss an educational need they see in their school.

Alignment to Other Plans and Initiatives:

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

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

ACRE

Create a personalized professional development plan for teachers and administrators to ensure growth in the use of technology and data when creating or evaluating lessons

Career and College Ready, Set, Go!

Increase the number of faculty members engaged in professional development

Race to the Top Local and State Scopes of Work

Administrators will use digital tools to gather data for teacher evaluations

Home Base Implementation

Training on the use of TrueNorthLogic as the teacher evaluation tool

Other LEA initiatives/plans

Create a list of "Tech Blazers" at each school to aid in professional development and the support of using technology in the classroom

School Improvement teams will create a professional development plan to meet the individual technology needs of the teachers in their building

Create a District Administrators Technology Expectations checklist and hold administrators accountable for their items on the list

5: 21st Century Leadership for All Schools and Districts

Goals should be precise and measurable. See notes/guidelines regarding evaluation.

Suggested Goals/Targets	Year 1	Year 2	Yearly Evaluation
	July 1, 2014 – June 30, 2015	July 1, 2015 – June 30, 2016	Evaluation Method(s)
Create and lead a vision for 21st century education	Create a District Administrators Technology Expectations checklist Chief Academic Officer	Create a District Administrators Technology Expectations checklist Chief Academic Officer	Copy of checklist

Create 21st century learning environments	Move traditional media centers to the Learning Commons model	Move traditional media centers to the Learning Commons model	Invoices Media Meetings agendas OCStorm records
	Director of Technology & Media	Director of Technology & Media	
Prepare teachers and administrators to lead 21st century learning environments	Continue looking at data from the software programs available in the district	Continue looking at data from the software programs available in the district	Agenda from Leadership meetings documenting the analysis of program data
	Chief Academic Officer; Instructional Technology Coordinator	Chief Academic Officer; Instructional Technology Coordinator	
Develop strategic partnerships with community and business to promote 21st Century learning	Continue receiving information from the Superintendents Technology Advisory Council	Continue receiving information from the Superintendents Technology Advisory Council	Agenda of Superintendents' Technology Advisory Council meetings
	Director of Technology & Media Superintendent	Director of Technology & Media Superintendent	
Provide a self assessment survey for teachers to determine their technology needs	Have staff take a self-assessment survey to be used as data to drive the professional development offered at each school	Have staff take a self-assessment survey to be used as data to drive the professional development offered at each school	Data from the results of the self assessment survey at each school
	Principals	Principals	

Communicate plan to all stakeholders	Continue to communicate with students, staff, parents and community additional technology offerings	Continue to communicate with students, staff, parents and community additional technology offerings.	Connect 5 messages, letters, emails, web pages, Facebook page, teacher websites, Parent Portal
	Director of Technology and Media	Director of Technology and Media	

Appendix A

Orange County Schools Technology Plan Policy, Procedure, & Guidelines Implementation Chart

Policies, Procedures, & Guidelines (Policies should be translated into predominant languages of students and parents)	LEA Policy Code or Procedure	LEA Date of Adoption, Implementation or Revision
<i>Policies Required</i>		
A. Materials Selection Policy (GS §115c-98(b))	3200	3/03 /2008
B. Disposal of Equipment / Replacement of Obsolete Equipment (GS §115c-518)	8775	11/17/2004
C. Hardware and Software Procurement (GS § 115c-522, 115c-522.1)	9000	10/04/2004
D. Copyright Policy (PL §94-553, 90 Stat. 2541)	3230	3/03/2008
E. Acceptable Use Policy (PL §106-554)	3225 & 7320	10/04/2004
F. Equipment/Materials Donation Policy (GS §115C-518)	8775	11/17/2004
G. Data Privacy Policy (20 U.S.C. § 1232g; 34 CFR Part 99 (FERPA))	4700	12/06/2004
H. Inventory Control Policy (GS §115c-539, 115c-102.6A-C(5))	8750	11/17/2004
I. Access to Services Policy (GS §115c-106)	4020	05/05/2008
J. Online Assessment and Instruction Policy		
K. Advertising and Commercialism Policy (GS §115c-98) (Procurement and gifts ethics)	5220	05/17/2004
L. Internet Safety and Ethical Use including Cyberbullying and Harassment (Protecting Children in the 21st Century Act , CIPA , FERPA , GS 115C-407)		
M. (Locally identified policies)		
<i>Procedures</i>		
A. Hardware and Software Deployment		
B. Equipment maintenance and repairs	6515 & 9200	08/01/2005
C. Outdated Resources and Equipment Replacement	8750	03/03/2008
D. Disaster Recovery of Data and Hardware	3220	03/03/2008
E. Administration of Online Courses		
F. Administration of Online Assessment		
G. (Locally identified procedures)		
<i>Guidelines</i>		
A. Policy Translation		
B. Use of Digital Media and Resources		
C. Instructional Use of Videos		
D. Development of Online Resources		
E. Other(s) (as needed by LEA)		

