

Haywood County Schools
Technology Plan

2014-2016

Initial Draft: 9/27/2013

Approved by HCS Board: 1/13/14

REQUIRED SUBSTANTIVE COMPONENTS
OF THE
LOCAL SCHOOL DISTRICT TECHNOLOGY PLAN

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

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

- Goals and realistic strategy for using telecommunications and information technology**
- A professional development strategy**
- An assessment of telecommunication services, hardware, software, and other services needed**
- Ongoing evaluation process**
- Policies**

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

LEA/Charter Name: Haywood County Schools

LEA/Charter Number: 440

Superintendent Name: Anne Garrett

Superintendent Signature: *Anne B. Garrett*

Local Board Chair Name: Chuck Francis

Local Board Chair Signature: *Chuck Francis*

Person of Contact: Nathan T. Trantham

Telephone: (828) 627-8314

Contact Email: trantham@haywood.k12.nc.us

Table of Contents

Vision	5
Strategic Priorities Overview	6
Priority 1: Shared Services Model	8
Priority 2: Universal Access to Personal Teaching and Learning Devices	12
Priority 3: Access to Digital Teaching and Learning Resources, Including Digital Textbooks	16
Priority 4: Model of Technology-Enabled Professional Development	19
Priority 5: 21st Century Leadership for Your LEA	23
Appendices	27

**Haywood County Schools
Technology Planning Committee/MTAC**

Member

Nanthan T. Trantham
Kim Guffey
Greg Bailey
Bobby Parker
Heather Hollingsworth
Teresa Cook
Cecilia Ruth Marcus
Sally Hundley
Ira Hyde
Joey Webb Jr.

Job Title/Position

Technology Officer
Media & Technology
Principal, Pisgah High School
Asst. Principal, Waynesville Middle School
Principal, Jonathan Valley Elementary
Media Coordinator, Riverbend Elementary
Teacher, Tuscola High School
Teacher, Bethel Middle School
Media Coordinator, Junaluska Elementary
Parent

Haywood County Schools Technology Plan 2014-2016

Haywood County Schools Vision:

Our vision statement is ***Success for today***, through the cooperative involvement of students, parents, educators, and the total community; ***Preparation for tomorrow*** through academic achievement for all students and the development of thinking and reasoning skills; and ***Learning for a lifetime*** which assures well-informed, productive citizens for the future. The Haywood County Schools' vision statement is reflective of our commitment to family and community involvement, high expectations for all students, and caring and child-centered schools.

Haywood County Schools Mission (Purpose):

We are a good school system, but we want to be a great system. To accomplish this goal, our mission is to:

- Be passionate about our work to serve students
- Be the best in the world at promoting student success
- Be productive in our work to serve students and promote their success

This goal called for a reanalysis of our school district's overall mission. This mission is based upon the research found in Jim Collin's book, *Good to Great*, and was approved by the Haywood County Schools' Board of Education on May 12, 2008.

Haywood County Schools Technology Plan
Strategic Priorities
2014 - 2016

Haywood County Schools has a long-standing tradition of aggressive and progressive technology adoption. We were one of the first in the state and nation to adopt open source solutions, led the first wave of NC WISE implementation, have standardized our hardware and software platforms, provided equitable access and opportunity to all schools in our district, and established a solid foundation for future growth. We continue to serve as technology leaders in our region by striving to create environments that infuse technology within the learning community. We also look for innovative ways to utilize technology to inform parents, collaborate with staff, and energize student engagement. Haywood County Schools was a leader in utilizing Google as a collaboration platform and have leveraged the states buying power to implement Microsoft EES across the district. We will continue to investigate shared services solutions that are reliable, meet our long-range systemic improvement goals, and have the same level of quality as the services already provided within the system.

Our primary purpose is to support Haywood County Schools' vision of preparing our students to be successful, lifelong learners and productive members of our community and society as a whole. Our goal is to educate our students for their future, not our past, using the best technological tools that are available. Technology has given us the tools to individualize instruction and focus our attention in needed areas. Students need access to technology in order for this to be possible. To facilitate this, Haywood County Schools plans to investigate the possibility of allowing students to bring devices from home as well as other initiatives. We also believe that passionate and productive educators are best prepared to facilitate student success and will provide them with 21st century instructional resources.

Haywood County Schools understands the importance of access to digital-age instructional resources. We already have many of these services available to students and staff including collaboration tools, blogs and webpages, and a fully implemented content management system. In Haywood County, textbook services have been transitioned to the technology department to make the transition to digital textbooks more seamless.

Staff Development must include a focus on augmenting teaching styles and using technology tools to more effectively take advantage of the different learning styles presented by students in our classrooms. In order to achieve this, we will provide professional development opportunities closely integrated with individual school improvement plans in a variety of formats from one-on-one just in time support to a series of long range, on-going research based workshops. We will, of course, strive to maintain and expand the resources required to support our efforts by promoting innovation in the classroom, supporting those teachers who recognize the potential of technological tools, and funding projects that are sustainable across the district while maintaining essential services for all. As we prepare our students to survive in the 21st century, we must challenge ourselves to rise above what we have been taught and adapt our teachings to capitalize on current technology, reflect future trends, and secure our place in a global economy. In addition, we must empower our staff and students to be successful collaborators in a global education system.

Finally, Haywood County Schools understands the important role district and school level leadership has in promoting 21st century classroom instruction. Visionary leadership begins with common sense. It includes an ability to look through the lens of instruction and make sound educational and technological decisions. It is important to notice whims and fads that sound great but do not fit in the districts long-range strategic plan. Wise leadership includes the ability to know when to “go” and when to “say no” to services based on systemic improvement goals for the district. Successful leaders are able to empower digital citizens while creating a learning culture that is appropriate for the 21st century instruction. This allows us to continue to be the “yardstick of quality” in terms of excellence within the K-12 instructional technology space.

Be a yardstick of quality. Some people aren't used to an environment where excellence is expected.

Steve Jobs

Strategic Priority 1: A Statewide Shared Services Model

Current Status and Moving Forward

In Haywood County Schools, we are constantly striving to move from “Good to Great.” Throughout this process, the role of instructional technology is to see that appropriate instructional opportunities are available for our students and staff. We continue to work to infuse technology into the instructional environment while continuously searching for ways to make new tools available. Utilizing a statewide shared services model is one way these tools could be provided. In implementing this model, a high standard of quality and dependability is important. The state connectivity infrastructure has been a huge success in terms of a Department of Public Instruction provided tool. At the same time, other tools have fallen short in terms of their overall quality, functionality, and dependability. If we are to adopt and implement this model, the services must continue to move us from “Good to Great.”

Shared service solutions have the ability to reduce cost, shift some of our support needs away from infrastructure, increase efficiency and sustainability, and provide improved reliability. We also know that our actions, not our direction, will determine our destination. As a state, there is a solid plan in place concerning where we are going with the shared services model, but the actions that are taken to provide a long term sustainable solution will ultimately determine the buy in of stakeholders. As we know more about the services provided, the long term cost of the model after Race to the Top funds have been exhausted, and the overall quality of the project, we will determine the level of investment for our district.

Alignment to Other Plans and Initiatives:

Strategic Priority 1: A Statewide Shared Services Model

Haywood 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

In preparing for the transition to online assessments, digital textbooks and universal access to personal teaching devices, Haywood County Schools will investigate our participation in the shared services model offerings.

Career and College Ready, Set, Go!

In improving the College Readiness of our High School students, Haywood County Schools will investigate our participation in the shared services model offerings.

Race to the Top Local and State Scopes of Work

In fully implementing the infrastructure and instructional improvements made available by RttT funds, Haywood County Schools will investigate our participation in the shared services model offerings.

District School Improvement Plan

In implementing our current district improvement plan and making adjustments to the plan in the future, we will take into account the information gathered from our investigation of participation in the shared services model offerings

1. Statewide Shared Services Model

Suggested Targets	Year 1 July 1, 2014 – June 30, 2015	Year 2 July 1, 2015 – June 30, 2016	Yearly Evaluation	DPI USE-
<p>Provide equitable and additional access to mobile devices</p>	<p>Haywood County Schools will sustain our “Bring Your Own Device” program at High Schools in the district and look for opportunities to implement in other grade levels.</p> <p>Superintendent, Technology Officer and Coordinator, District MTAC, Principals, School MTAC Teams</p>	<p>Haywood County Schools will sustain our “Bring Your Own Device” program at High Schools in the district and look for opportunities to implement in other grade levels.</p> <p>Superintendent, Technology Director, District MTAC, Principals, School MTAC Teams</p>	<p>Longitudinal Project Data from School and Network related BYOD implementation, school network usage to student ratio, and device to student ratio</p>	
<p>Provide equitable access to digital resources</p>	<p>Continue to investigate new digital resources based on technology needs assessments while maintaining the resources already provided.</p> <p>Technology Officer and Coordinator</p>	<p>Continue to investigate new digital resources based on technology needs assessments while maintaining the resources already provided.</p> <p>Technology Officer and Coordinator</p>	<p>School network usage to student ratio, and device to student ratio</p>	
<p>Reduce operating costs by continuing to utilize a strategic budgeting model</p>	<p>Continue to evaluate budgeting decisions based on needs assessment and AMTR data to make the best use of limited funding sources.</p> <p>Superintendent, Technology Officer & Coordinator, Principals</p>	<p>Continue to evaluate budgeting decisions based on needs assessment and AMTR data to make the best use of limited funding sources.</p> <p>Superintendent, Technology Officer & Coordinator, Principals</p>	<p>Budgeting Data, Innovative Budgeting Comparisons</p>	

<p>Promote/maintain innovative funding model by utilizing NCEdCloud offerings, Home Base and/or comparable alternatives</p>	<p>Haywood County Schools will develop an internal rubric to evaluate the overall impact of NCEdCloud offerings in comparison with services already provided. The rubric will include Budgeting Comparisons as well as other qualitative measures.</p> <p>Technology Officer & Coordinator, District MTAC</p>	<p>Haywood County Schools will develop an internal rubric to evaluate the overall impact of NCEdCloud offerings in comparison with services already provided. The rubric will include Budgeting Comparisons as well as other qualitative measures.</p> <p>Technology Officer & Coordinator, District MTAC</p>	<p>Budgeting Data, Innovative Budgeting Comparisons, RttT Evaluation Data</p>	
<p>Provide content filtering in accordance with the Children's Internet Protection Act (CIPA).</p>	<p>Continue to utilize the districts filter for CIPA and Board Policy compliance. Filtering will be evaluated using filter reports, uptime statistics and other data.</p> <p>Technology Officer & Coordinator</p>	<p>Continue to utilize the districts filter for CIPA and Board Policy compliance. Filtering will be evaluated using filter reports, uptime statistics and other data.</p> <p>Technology Officer & Coordinator</p>	<p>Content Filtering Reports, Network Monitoring Reports</p>	

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

Universal access to technology is essential in preparing today's learners for success. This is more than simply placing a piece of technology in the hands of students; it is about preparing a learning culture for the infusion of technology at its very core. Many times, the idea of throwing technology into an already crowded instructional space is the "cure all, fix all" for education. It is not! Creating a culture that utilizes the technology appropriately and effectively is essential to the overall success of providing universal access.

Universal access can be provided in many ways. Currently, funding for these initiatives has come from local sources; state sources, such as funds appropriated by the NC General Assembly for pilots in eight Early College high schools and ten traditional high schools; federal sources, such as IMPACT funds provided through TITLE II, Part D and ARRA; and other sources, such as in-kind, foundation, and additional funds provided by SAS and the Golden Leaf Foundation. Although many of these funds provide great starting points, most are not sustainable solutions to the financial obstacle of placing technology in the hands of students. At the end of the day, local LEA's must find ways to sustainably promote a culture of access without relying on state and federal funds for assistance.

Local agencies can find creative ways to build this culture. To begin with, LEA's must see that teachers have the technology they need to promote the culture we wish to create. Teachers must have access to laptops that they can take home with them; dependable wireless connectivity in the classroom; and other instructional technology tools such as projectors, interactive devices, and document cameras. Next, students must be allowed to utilize the technology that they already have. This includes smart phones, ipods, and ipads as well as laptops, if they wish. With students bringing their own devices, it will be the systems responsibility to fill in the gaps with students that cannot afford to bring their own device. Creating a culture where existing technology can be leveraged to provide universal access is an efficient way to improve the overall access to technology in a financially strained environment.

Alignment to Other Plans and Initiatives:

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

Haywood 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

In preparing for the transition to online assessments, digital textbooks and universal access to personal teaching devices, Haywood County Schools will investigate ways to improve the student to device ratio within the district.

Career and College Ready, Set, Go!

In improving the College Readiness of our High School students, Haywood County Schools continue “Bring Your Own Device” models to provide access to professional teaching and learning devices.

Race to the Top Local and State Scopes of Work

In fully implementing the infrastructure and instructional improvements made available by RttT funds, Haywood County Schools will provide wireless connectivity within instructional areas for personal teaching and learning devices.

District School Improvement Plan

In implementing our current district improvement plan and making adjustments to the plan in the future, we will take into account the information gathered from our “Bring Your Own Device” pilot.

Priority 2: Universal Access to Personal Teaching and Learning Devices

Suggested Targets	Year 1 July 1, 2014 – June 30, 2015	Year 2 July 1, 2015 – June 30, 2016	Yearly Evaluation	DPI USE
<p>Develop a comprehensive sustainable LEA plan for universal access. <i>Resources: NCDPI, NCLTI, Educator Recruitment & Development, and District & School Transformation</i></p>	<p>Haywood County Schools will sustain “Bring Your Own Device” programs at High Schools in the district and look for opportunities to expand the program to other areas.</p> <p>Superintendent, Technology Officer and Coordinator, District MTAC, Principals, School MTAC Teams</p>	<p>Haywood County Schools will sustain “Bring Your Own Device” programs at High Schools in the district and look for opportunities to expand the program to other areas.</p> <p>Superintendent, Technology Director, District MTAC, Principals, School MTAC Teams</p>	<p>Longitudinal Project Data, Network Monitoring Reports, school network usage to student ratio, and device to student ratio</p>	
<p>Communicate your plan to all stakeholders.</p>	<p>Utilize alert now, the webpage, twitter, Facebook, and other tools to improve a common vision for technology within the district. Evaluate and replace telecommunications within the district to provide greater access for stakeholders.</p> <p>Superintendent, Technology Officer and Coordinator, District MTAC, Principals, School MTAC Teams</p>	<p>Utilize alert now, the webpage, twitter, Facebook, and other tools to improve a common vision for technology within the district. Evaluate and replace telecommunications within the district to provide greater access for stakeholders.</p> <p>Superintendent, Technology Officer and Coordinator, District MTAC, Principals, School MTAC Teams</p>	<p>Network Application Reports and Analytics, Innovative Budget Comparisons</p>	
<p>Increase overall access to personal learning devices.</p>	<p>Provide, monitor, and adjust wireless connectivity within the district while also providing reliable connectivity to network</p>	<p>Provide, monitor, and adjust wireless connectivity within the district while also providing reliable connectivity to network</p>	<p>Wireless Network Data Reports, Network Application</p>	

	resources and the state network. Technology Officer and Coordinator	resources and the state network. Technology Officer and Coordinator	Reports	
Utilize Personal Learning Devices to promote student owned learning.	Improve cultural clarity to include student ownership of personal learning using universally accessible devices. Superintendent, Technology Officer and Coordinator, District MTAC, Principals, School MTAC Teams	Improve cultural clarity to include student ownership of personal learning using universally accessible devices. Superintendent, Technology Officer and Coordinator, District MTAC, Principals, School MTAC Teams	Longitudinal Project Data, school wireless usage ratios	

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

Providing access to the necessary infrastructure and hardware within Haywood County Schools will create the foundation needed to provide learners the access they need to digital resources. Instruction in a 21st century classroom must take into consideration the digital resources that make the environment successful. Digital resources of the past were based on software that was loaded locally on the machine. In today's instructional environment, these resources have moved to the web making them much more accessible and mobile than in years past.

In order to facilitate this process, we must put up-to-date technology in the hands of every teacher and student. We can only make these resources meaningful after we have made them available. By creating an environment that allows students to access the resources that they need, we create an environment that is more productive and more engaging. We also prepare them for the world they encounter outside of the walls of the classroom. Many of our students regularly utilize iTunes, Twitter, Facebook, and a host of other Internet resources. We must prepare them to navigate this environment safely and appropriately.

Finally, Haywood County Schools will seek out resources that are sustainable in the current financial environment including open and low cost instructional resources. We also eagerly await opportunities available from the state that leverage the economy of scale to significantly reduce the price for resources that have the potential to improve instruction. In the end, we will continue to strive to see that learners within the district are given the tools they need to grow as learners.

Alignment to Other Plans and Initiatives:

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

Haywood 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

In preparing for the transition to online assessments, digital textbooks and universal access to personal teaching devices, Haywood County Schools will investigate ways to provide students with the resources necessary to facilitate their instructional growth.

Career and College Ready, Set, Go!

In improving the College Readiness of our High School students, Haywood County Schools will provide access to digital teaching and learning resources.

Race to the Top Local and State Scopes of Work

In fully implementing the infrastructure and instructional improvements made available by RttT funds, Haywood County Schools will utilize funds to provide wireless infrastructure, connectivity, and technological devices to improve access to digital resources.

District School Improvement Plan

In implementing our current district improvement plan and making adjustments to the plan in the future, we will consider the information gathered from the process of transitioning to digital textbooks.

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

Suggested Targets	Year 1 July 1, 2014 – June 30, 2015	Year 2 July 1, 2015 – June 30, 2016	Yearly Evaluation	DPI USE
Continue to transition from traditional print and paper-based resources to current, affordable online resources	Investigate creative ways to leverage existing digital opportunities while anticipating more flexibility in our ability to spend textbook funds on their	Investigate creative ways to leverage existing digital opportunities while anticipating more flexibility in our ability to spend textbook funds on their	Innovative Budget Comparisons, Longitudinal Project Data.	

	digital equivalent. Textbook Coordinator and Technology Officer	digital equivalent. Textbook Coordinator and Technology Officer	AMTR Data	
Utilize procured resources such as NC WiseOwl, HomeBase and other open education resources	Increase utilization of digital resources by infusing them within the instructional environment. Superintendent, Technology Officer and Coordinator, District MTAC, Principals, School MTAC Teams	Increase utilization of digital resources by infusing them within the instructional environment. Superintendent, Technology Officer and Coordinator, District MTAC, Principals, School MTAC Teams	Teacher Evaluation Instrument	
Use digital content aligned specifically to Common Core and NC Essential Standards	Increase teacher utilization of digital resources by infusing them within their curriculum area Superintendent, Technology Officer and Coordinator, District MTAC, Principals, School MTAC Teams	Increase teacher utilization of digital resources by infusing them within their curriculum area Superintendent, Technology Officer and Coordinator, District MTAC, Principals, School MTAC Teams	Teacher Evaluation Instrument	
Ensure equity to digital teaching and learning resources from school to school in your LEA.	Increase school collaboration within the teaching and learning environment while not limiting school's abilities to procure the digital resources they need. Superintendent, Technology Officer and Coordinator, District MTAC, Principals, School MTAC Teams	Increase school collaboration within the teaching and learning environment while not limiting school's abilities to procure the digital resources they need. Superintendent, Technology Officer and Coordinator, District MTAC, Principals, School MTAC Teams	Professional Learning Community Plans, ADVANCeD Accreditation Evaluation, Network Monitoring Reports, AMTR	

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

Current Status and Moving Forward

Haywood County Schools technology staff development is consistent with local, state and federal goals and strives to continuously meet both instructional and administrative needs and encourage effective technology use as an instructional tool.

Currently, teachers have access to a variety of staff development both at their schools and at the district level. Opportunities range from basic skills to more advanced applications of technology tools and integration of those resources within the curriculum. Staff development opportunities are high quality, research based, on-going, sustainable, and relevant as they strive to assist implementation of new practices and ideas through ongoing school and classroom support. One district level Technology Coordinator along with media coordinators, lead teachers, and teacher leaders provide ongoing support and staff development at each school site.

As teachers become more familiar with the many technology tools and resources made available to them they are empowered to broaden their application of these resources to include the global classroom. Staff development of Web 2.0 tools provide teachers and students with opportunities to collaborate, share with colleagues within and outside the school, and learn from one another in a broader context.

Many online resources are used by Haywood County Schools staff and students. All staff have access to email accounts, provided by the school system, to share information and resources and to collaborate more effectively. Furthermore, school webmasters and department heads maintain and update their websites to increase communication between school and home. Online resources are made available to students, teachers, parents, and the community. In addition, all staff have access to publish a blog as a teacher website on the internet. These websites provide a resource for document sharing, collaboration, and showcasing of ideas and activities. Additional opportunities for resource sharing and collaboration such as moodle and wikis are made available to teachers and students alike.

Alignment to Other Plans and Initiatives:

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

Haywood 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

In preparing for the transition to online assessments, digital textbooks and universal access to personal teaching devices, Haywood County Schools will infuse the Information and Technology Essential Standards into all curricular areas.

Career and College Ready, Set, Go!

In improving the College Readiness of our High School students, Haywood County Schools will empower educators to facilitate 21st century teaching and learning.

Race to the Top Local and State Scopes of Work

In fully implementing the infrastructure and instructional improvements made available by RttT funds, Haywood County Schools will provide professional development that integrates Common Core and Essential Standards.

District School Improvement Plan

In implementing our current district improvement plan and making adjustments to the plan in the future, we will provide on-going, high quality, sustainable professional development that matches 21st century goals and objectives.

4: A Statewide Model of Technology-Enabled Professional Development

Suggested Targets	Year 1 July 1, 2014 – June 30, 2015	Year 2 July 1, 2015 – June 30, 2016	Yearly Evaluation	DPI USE
Implement a plan for embedded technology-enabled professional development for teachers and administrators.	Integrate technology staff development within the district's Professional Development Plan. Technology Coordinator,	Integrate technology staff development within the district's Professional Development Plan. Technology Coordinator,	Professional Development Requests, Plans, Evaluations, Questionnaires,	

	Curriculum Directors	Curriculum Directors	and Surveys	
Provide support for teacher and administrator progress and evaluation according to NC standards.	Provide professional development and support on the Teacher Evaluation Instrument for all staff. Human Resource Director, Technology Coordinator	Provide professional development and support on the Teacher Evaluation Instrument for all staff. Human Resource Director, Technology Coordinator	Professional Development Requests, Plans, Evaluations, Questionnaires, and Surveys	
Prepare media specialists and instructional technology facilitators to support digital reform.	Provide on-going support and collaborative opportunities to support digital reform within schools. Technology and Media Coordinator	Provide on-going support and collaborative opportunities to support digital reform within schools. Technology and Media Coordinator	Professional Development, Plans, Evaluations,	
Deliver Common Core and Essential Standards training to teachers using integrated technology as a model for further classroom integration.	Provide on-going support during training for Common Core and Essential Standards and facilitate the use of instructional resources to compliment teaching and learning strategies. Common Core Trainers, Curriculum Directors, Technology Coordinator	Provide on-going support during training for Common Core and Essential Standards and facilitate the use of instructional resources to compliment teaching and learning strategies. Common Core Trainers, Curriculum Directors, Technology Coordinator	Professional Development Requests, Plans, Evaluations, Questionnaires, and Surveys	
Prepare staff for online assessment delivery.	Facilitate the use of online resources in classrooms and administration to prepare staff for online testing environments.	Facilitate the use of online resources in classrooms and administration to prepare staff for online testing environments.	Professional Development Requests, Plans, Evaluations, Questionnaires,	

	Testing Director, Curriculum Directors	Testing Director, Curriculum Directors	and Surveys	
Prepare students for online assessment delivery.	Facilitate the use of online resources in classrooms to prepare students for online testing environments. Testing Director, Curriculum Directors	Facilitate the use of online resources in classrooms to prepare students for online testing environments. Testing Director, Curriculum Directors	Professional Development Requests, Plans, Evaluations, Questionnaires, and Surveys	
Provide ongoing support and professional development necessary for use of data to inform instruction.	Provide professional development on systems to aid in data analysis. (Such as EVAAS, CEDARS, etc.) Testing Coordinator, Curriculum Directors	Provide professional development on systems to aid in data analysis. (Such as EVAAS, CEDARS, etc.) Testing Coordinator, Curriculum Directors	Professional Development Requests, Plans, Evaluations, Questionnaires, and Surveys	

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

During the 2008 school year, Haywood County Schools began working on a long-term goal to systematically improve our district. This called for a reanalysis of our school district's overall mission. This mission is based upon the research found in Jim Collin's book, *Good to Great*, and was approved by the Haywood County Schools' Board of Education on May 12, 2008. In this reanalysis, we recognized that we were a good school system, but we wanted to be a great system. To accomplish this goal, our mission became: be passionate about our work to serve students, be the best in the world at promoting student success, and be productive in our work to serve students and promote their success. Today, our vision statement is ***Success for today***, through the cooperative involvement of students, parents, educators, and the total community; ***Preparation for tomorrow*** through academic achievement for all students and the development of thinking and reasoning skills; and ***Learning for a lifetime*** which assures well-informed, productive citizens for the future. The Haywood County Schools' vision statement is reflective of our commitment to family and community involvement, high expectations for all students, and caring and child-centered schools.

We continue to have open dialog among district and school leaders about creating and improving 21st century learning culture through the lens of student success. We also meet regularly to engage in professional growth opportunities that facilitate this kind of culture in our schools, and we expect principals to do the same at the school level.

Alignment to Other Plans and Initiatives:

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

Haywood 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

In preparing for the transition to online assessments, digital textbooks and universal access to personal teaching devices, Haywood County Schools will create a leadership culture that facilitates collaboration to accomplish our vision and purpose.

Career and College Ready, Set, Go!

In improving the College Readiness of our High School students, Haywood County Schools will promote, facilitate, and encourage educational decisions that create 21st century learners with the necessary digital literacy skills.

Race to the Top Local and State Scopes of Work

In fully implementing the infrastructure and instructional improvements made available by RttT funds, Haywood County Schools will utilize funds to improve digital resources available at the school level. Technology staff will meet with schools to assess their current environment and guide leadership decisions that improve the availability of technology for students.

District School Improvement Plan

In implementing our current district improvement plan and making adjustments to the plan in the future, we will promote leadership decisions that create an equitable digital culture within our schools.

5: 21st Century Leadership for All Schools and Districts

Suggested Targets	Year 1 July 1, 2014 – June 30, 2015	Year 2 July 1, 2015 – June 30, 2016	Yearly Evaluation	DPI USE
Create and lead a vision for 21st century education	Cultivate and improve the clarity of the district wide vision of “Good to Great” by evaluating strengths and weaknesses in all areas	Cultivate and improve the clarity of the district wide vision of “Good to Great” by evaluating strengths and weaknesses in all areas	District Improvement Plan, & Strategic Plan Evaluation	

	Superintendent, Technology Officer and Coordinator, District MTAC, Principals, School MTAC Teams	Superintendent, Technology Officer and Coordinator, District MTAC, Principals, School MTAC Teams		
Create 21st century learning cultures	<p>Improve professional learning communities and instructional networks that expand beyond the walls of the classroom and school.</p> <p>Superintendent, Technology Officer and Coordinator, District MTAC, Principals, School MTAC Teams</p>	<p>Improve professional learning communities and instructional networks that expand beyond the walls of the classroom and school.</p> <p>Superintendent, Technology Officer and Coordinator, District MTAC, Principals, School MTAC Teams</p>	PLC Plans, Professional Development Requests, Plans, Evaluations, Questionnaires, and Surveys	
Prepare teachers and administrators to lead 21st century learning environments	<p>Improve professional development that facilitates quality leadership for 21st century learning environments.</p> <p>Superintendent, Technology Officer and Coordinator, District MTAC, Principals, School MTAC Teams</p>	<p>Improve professional development that facilitates quality leadership for 21st century learning environments.</p> <p>Superintendent, Technology Officer and Coordinator, District MTAC, Principals, School MTAC Teams</p>	PLC Plans, Professional Development Requests, Plans, Evaluations, Questionnaires, and Surveys	
Develop strategic partnerships with business and community leaders to promote 21st Century learning.	<p>Facilitate the use of social media to communicate with businesses and the community and continue partnerships with the HCS Foundation, working together to create 21st century learning environments.</p> <p>Superintendent, Technology</p>	<p>Facilitate the use of social media to communicate with businesses and the community and continue partnerships with the HCS Foundation, working together to create 21st century learning environments.</p> <p>Superintendent, Technology</p>	Network Monitoring Reports, Formative Longitudinal Project Data	

	Officer and Coordinator, District MTAC, Principals, School MTAC Teams, HCSF Director	Officer and Coordinator, District MTAC, Principals, School MTAC Teams, HCSF Director		
--	--	--	--	--

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

Policies, Procedures, & Guidelines	LEA Policy Code or Procedure	LEA Adoption, Implementation or Revision Date
All Policies, procedures and guidelines should be updated to include the fundamentals of 21st Century Education and Information & Technology Skills. Policies should be translated into predominant languages of students and parents. Policies, procedures and guidelines should be displayed along with the STP and other referenced LEA/Charter plans. Make sure links have navigations that are user friendly.		
Policies Required		
A. Materials Selection Policy including internet resources (GS §115c-98(b))	C-6	11/7/05
B. Disposal of Equipment / Replacement of Obsolete Equipment (GS §115c-518)	A-35	11/7/05
C. Hardware and Software Procurement (GS § 115c-522, 115c-522.1)	C-6	11/7/05
D. Copyright and Plagiarism Policy (PL §94-553, 90 Stat. 2541),	C-7	11/7/05
E. Acceptable Use Policy (PL §106-554) (including existing 1:1, bring your own device)	A-9	5/14/12
F. Equipment/Materials Donation Policy (GS §115C-518)	A-37	11/7/05
G. Data Privacy Policy (20 U.S.C. § 1232g; 34 CFR Part 99 (FERPA))	SA-2	11/7/05
H. Inventory Control Policy (GS §115c-539, 115c-102.6A-C(5))	A-16	11/7/05
I. Access to Services Policy (GS §115c-106.2)	A-6	11/7/05
J. Online Assessment and Instruction Policy	C-09	10/13/97
K. Advertising and Commercialism Policy (GS §115c-98) (Procurement and gifts ethics)	A-38	11/7/05
L. Internet Safety and Ethical Use including Cyberbullying and Harassment (CIPA, FERPA, GS 115C-407)	A-9	5/14/12
M. Outdated Resources and Equipment Replacement	A-35	11/7/05
N. Administration of Online Courses	C-08	5/14/12
O. Administration of Online Assessment	C-09	10/13/1997
P. Policy Translation	A-3	12/14/09
Procedures		
A. Hardware and Software Deployment	Procedure	
B. Equipment maintenance and repairs	Procedure	
C. Disaster Recovery of Data and Hardware (NOT AVAILABLE ONLINE FOR SECURITY REASONS)	Procedure	
D. Use of Digital Media and Resources	Procedure	
E. Instructional Use of Videos	Procedure	
F. Development of Online Resources	Procedure	
AMTR data is completed and periodically updated. The information is available upon request. For more information, please contact Kim Guffey at kguffey@haywood.k12.nc.us .		

Addendum 1

HomeBase Implementation

Implementation-

Haywood County Schools is working to implement both the mandatory and optional components of HomeBase within the district. PowerSchool is being utilized in its current state with the exceptions of the parts of the program that are not yet functional. We are also working to help teachers get connected correctly to the evaluation system. As other items become consistently available and stable, they will be implemented within the district.

Professional Development

Haywood County Schools is providing a mix of face-to-face and online training to implement the components of HomeBase. This includes training school administrators with the information necessary to train their staffs on utilizing the online evaluation system. We also utilized a system-designed curriculum within PowerSource to provide pre-implementation training on using PowerSchool.

Funding Sources

Haywood County Schools is currently researching funding models that might allow the sustained use of the optional components of the HomeBase system.

Evaluating Effectiveness

Haywood County Schools plans to use staff and administrative feedback along with Network uptime reports for HomeBase to evaluate the instructional effectiveness of the mandatory and optional components of the program.