

Approval Checklist

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

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

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

Notes:

REQUIRED SUBSTANTIVE COMPONENTS
OF THE
LOCAL SCHOOL DISTRICT TECHNOLOGY PLAN

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

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

Goals and realistic strategy for using telecommunications and information technology



A professional development strategy

An assessment of telecommunication services, hardware, software, and other services needed

Ongoing evaluation process

Policies

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

LEA/Charter Name:	54A/The Children's Village Academy
LEA/Charter Number:	54A/The Children's Village Academy
Superintendent Name:	Gloria Carr-Battle
Superintendent Signature	
Local Board Chair Name:	Mike Parker
Local Board Chair Signature:	
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54A/The Children's Village Academy
Technology Plan

2014-2016

Draft September 2013

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**54A/The Children's Village Academy
Technology Planning Committee/MTAC**

Member	Job Title/Position
Mr. Mike Parker	Chairman
Mr. James Harper, Jr.	Board Member
Mrs. Gloria Battle	Headmistress
Ms. Jessica Jones	Curriculum Specialist
Mrs. Monte Sy	Technology Consultant
Mr. Harry Hardy	Technology Teacher/Technology Facilitator
Ms. Carolyn Stewart	Kindergarten Teacher
Mrs. Lindel Jones	First Grade Teacher
Mrs. Yolanda Johnson	6 th -8 th Grade Teacher/Parent
Mrs. Jemmata Nesbeth	6 th -8 th Grade Teacher
Ms. Janice Jackson	NC SIS Manager
Ms. Gertrude Taft	Parent
Ms. Chem Chinoda	Parent

**54A/The Children's Village Academy Technology Plan
2014-2016**

Vision Statement

Consistent with North Carolina legislation, GS115C-102, Children's Village Academy (CVA) has developed a comprehensive technology implementation plan for enhancing the infrastructure of student learning through technology; ensuring teacher's proficiency in effective instructional management technologies; and fostering innovative and cost-efficient methods for administrative oversight and sustainability. The ultimate goal is to improve student performance within the context of 21st Century learning, which is essential for student future success in postsecondary attainment and the world of work.

NC Home Base Narrative

Children's Village Academy (CVA) began the implementation process for utilizing the NC Home Base information system during the 2012-13 school year. CVA began working with Arcadia in the spring of 2013 to provide professional development to teachers on how to utilize PowerSchool components, such as the "Attendance" tool. Also, several Race to the Top (RttT) team members attended the 2013 Summer Institute in Greenville, NC. The RttT members attended various training/informational sessions on the NC Home Base components. Throughout the 2013-15 school years, teachers and administrators have and will continue to attend several Home Base/PowerSchool trainings offered by the Department of Public Instruction (DPI). Also, designated staff has and will continue to conduct monthly or bi-monthly "on-site" training sessions with K-8 teachers on creating assignments in PowerSchool's Gradebook and creating lesson plans and assessments in Schoolnet. After comparing the features of Home Base to resources already being utilized by the school for benchmarking and instruction, CVA's instructional staff and curriculum leaders are planning to "opt-in" the Schoolnet and Openclass features of Home Base; therefore, professional development on NC Home Base will continue to be provided to faculty and staff in the 2014-15 academic year. CVA has also developed a wiki page at www.cvatigers.wikispaces.com, which serves as an online guide to NC Home Base related resources. The wiki also includes videos that demonstrate how to utilize several features of Schoolnet, PowerSchool, and Openclass. Representatives from CVA will attend the upcoming NC Home Base Symposium held February 2014 and similar state and regional meetings in the future.

In the spring of 2014, login information will be released to CVA students and parents for access to PowerSchool's student and parent portals. In addition, students (grades 6-8) will receive instruction on how to access their accounts, as well as, Schoolnet and Openclass features. These sessions will be included in the curriculum of our Computer lab course offered to students in grades 6-8. Parents will be introduced to the features of the parent portal and offered instructional sessions during "curriculum night" or PTVO meetings.

Beginning with the 2013-2014 school year, all stakeholders (teachers, parents, students, etc.) will be provided with annual surveys that will solicit feedback for CVA administrators and guide our efforts to improve the implementation process of the NC Home Base system.

In addition, CVA plans to revise its 2014- 2016 School Improvement Plan to include goals associated with

- providing additional Home Base-related professional development for faculty,
- allocating funds to purchase electronic devices that enhance staff and student accessibility and improve the school's overall internet infrastructure,
- Providing training to parents and students on the PowerSchool, Schoolnet, and Openclass features.

Strategic Priorities Overview

<p>Summary of Strategic Priorities and Goals</p> <p>Strategic Priority 1: Charter school Shared Services Model</p>	<ul style="list-style-type: none"> • Fully participate in the NC Education Cloud Architectural Blueprint. • Continue to procure services through the School Connectivity Initiative. • Maximize the efficient use of E-rate for both CVA campuses (K-5; 6-8) to ensure equity of access.
<p>Strategic Priority 2: Universal Access to Personal Teaching and Learning Devices</p>	<ul style="list-style-type: none"> • Provide support for students and teachers as they begin one-to-one personal teaching and learning device implementation. • Leverage existing technology to support one-to-one implementation of best practices and pilot opportunities (e.g., laptops and/or tablets for all students and technology equipped classrooms in support of technology-enabled instruction). • Development a sustainable funding formula and implementation for personal teacher and learner devices to assure equity of access for all students, teaching faculty and their classrooms.
<p>Strategic Priority 3: Schoolwide Access to Digital Teaching and Learning Resources, Including Digital Textbooks</p>	<ul style="list-style-type: none"> • Encourage and support the increase of NC WiseOwl and other open source educational resources. • Use expertise in area postsecondary institutions, such as Lenoir Community College (LCC) and East Carolina University (ECU), to design and curate digital teaching and learning resources. • Consistent with ACRE, NC Career and College Ready, Set, GO!, and Race to the Top initiatives, support and lead a digital reform effort on both CVA campuses and their individual classrooms.
<p>Strategic Priority 4: Schoolwide Model of Technology-Enabled Professional Development</p>	<ul style="list-style-type: none"> • Revise the standards, job descriptions, and school-based evaluation tools for CVA school media coordinators and instructional technology specialist. • Fund innovative models designed to promote and further the ideals of technology-enabled and integrated professional development for K-8 instruction in CVA classrooms. • Consistent with ACRE, NC Career and College Ready, Set, GO!, and Race to the Top initiatives, provide for embedded technology-enabled professional development to the teachers and administrators.
<p>Strategic Priority 5: 21st Century Leadership for all classrooms</p>	<ul style="list-style-type: none"> • Develop and maintain successful partnerships with local leaders and businesses that foster 21st Century teaching and learning. • Fund creative and innovative models that promote and further the ideals of technology-enabled, 21st Century leadership for the administrative and instructional workforce of CVA. • Revised school policies, procedures, and guidelines to support 21st Century leadership.

Strategic Priority 1: Shared Services Model

Essential Questions for Children's Village Academy

How will we leverage collaborative purchasing to pay substantially less for technology services and platforms?

How can a Statewide Shared Services Model assist in shifting primary support from infrastructure to instructional needs?

How can a Statewide Shared Services Model enable increased infrastructure and technology efficiency and sustainability?

How can a Statewide Shared Services Model provide higher service reliability?

How can a Statewide Shared Services Model facilitate more strategic budgeting models for our LEA/Charter School?

Current Status and Moving Forward

Like many schools and LEAs across North Carolina, Children's Village Academy (CVA) is not ideally suited to manage production server infrastructure. The school has two campuses and both have historical school buildings that are nearly 80 years old. The servers and main computer labs are housed in locations that lack sufficient space, power, and cooling. There is also a lack of storage and backup capability.

When the NC Educational Cloud becomes available, CVA will be afforded numerous benefits starting with having to pay substantially less for high quality technology services and state-of-art platforms than is currently the case. We anticipate that such a system will be cost-efficient and equitable across schools and LEA of varying sizes and resources, and that cost-benefit analysis will demonstrate such an outcome.

A state shared service will also assist by providing access to adequate bandwidth and 24 hour, 7 days a week access for our low-income families, who otherwise could not afford it. Nearly 100 percent of the students at CVA are from families who are eligible for free and reduced priced lunch. Similarly, CVA will take advantage of the opportunity to focus its efforts on technology-enabled instruction and student learning in a technology-rich environment, instead of the many challenges associated with maintaining basic technology infrastructure. In support of the new focus on technology as an integrated part of teaching and learning, we anticipate that open educational resources, such as NC Wiseowl available through such a system, will grow in the number and quality of offerings.

<p>Alignment to Other Plans and Initiatives: Strategic Priority 1: A Statewide Shared Services Model Children's Village Academy will utilize and align with the following key initiatives/plans to reach for the vision and complete the strategic priorities of our plan...</p>	
ACRE	<p>By participating in the shared services model offerings, CVA will be better prepared for the transition to online assessments, digital textbooks, and universal access to personal teaching devices.</p> <p>Career and College Ready, Set, Go!</p> <p>With a focus on technology-enabled instruction and student learning through technology, CVA will put more technology in the hands of students and teachers in order to increase individualized learning options.</p> <p>Race to the Top Local and State Scopes of Work</p> <p>The shared service model will allow CVA to adequately support online tools, assessments, and high quality data-informed professional development.</p> <p>Other LEA initiatives/plans</p> <p>Other LEA initiatives/plans</p> <p>Other LEA initiatives/plans</p>

1. Statewide Shared Services Model	
Suggested Goals/Targets	<div> <div>Year 1</div> <div>Year 2</div> <div>Yearly Evaluation</div> <div>DPI Use</div> </div>
Provide equitable and additional access to mobile devices	<div> <div>July 1, 2014 – June 30, 2015</div> <div>July 1, 2015 – June 30, 2016</div> <div>AMTR Report</div> <div>AMTR</div> </div> <p>At least 50% of students will have access to mobile devices throughout the school day, regardless of subject matter.</p> <p>100% of students will have access to mobile devices throughout the school day, regardless of subject matter.</p>
Provide equitable and additional access to digital	<div> <div>July 1, 2014 – June 30, 2015</div> <div>July 1, 2015 – June 30, 2016</div> <div>AMTR Report</div> <div>AMTR</div> </div> <p>All students and teachers, K-8, will have access to grade-</p> <p>All students and teachers, K-8, will have access to grade-</p> <p>RttT Evaluation Data</p>

Comment [DG1]: AMTR

resources	appropriate digital resources for ELA, Math, Science, and Social Studies.	appropriate digital resources for core academic subjects, as well as co-curriculum courses, such as Physical Education and Music.
Reduce operating costs by facilitating a more strategic budgeting model	Decrease operating cost by 50% for maintaining a school-based computer server infrastructure by participating in NC Ed Cloud	Decrease operating cost by 100% for maintaining a school-based computer server infrastructure by participating in NC EdCloud .
Facilitate a more strategic budgeting model utilizing blended funding and reducing isolated programmatic spending	Increase budget line item by 30% for digital resources, while decreasing corresponding cost for other items, such as hardcopy text books.	Increase budget line item by 50% for digital resources, while decreasing corresponding cost for other items, such as hardcopy textbooks.
Promote/maintain innovative funding model by utilizing NC EdCloud offerings and alternatives	Increase use of free NC EdCloud offerings by 50%.	Increase use of free NC EdCloud offerings by 80%.
Maximize E-rate in support of instructional programs	Over 60% of E-rate services will be directly aligned with the 2014-16 Technology Plan priorities.	100% alignment will be evident between the priorities of the 2014-16 Technology Plan and CVA E-rate services.
		Degree of alignment between E-rate services and 2012-14 Technology

Provide content filtering in accordance with the Children's Internet Protection Act (CIPA).	100% of computer desktops in media centers and 50% of desktops in classrooms will be protected by content filtering restrictions software.	100% of computer desktops in media centers and classrooms will be protected by content filtering restrictions software.	Plan's priorities.
			Number of computer units protected by filtering software in media centers and classrooms.

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

Essential Questions for Children's Village Academy

What is universal access to personal teaching and learning devices?

Why do our teachers and students need access to personal teaching and learning devices?

How will we provide ample access to individual teaching and learning devices?

What models can be used for implementing universal access to personal teaching and learning devices in our LEA/Charter.

Current Status and Moving Forward

For Children's Village Academy, universal access to personal teaching and learning devices means a laptop or touch screen wireless tablet in the hands of every child, and high tech digital devices and equipment in every classroom (e.g., Smart Boards, LED projectors, computer networked wireless TVs and classroom based desk top systems). Similarly, universe access should translate into state-of-the-art computer labs and media centers equipped with ample bandwidth, around the clock access to the internet where students can expand opportunities for learning through online libraries, tutorials, research, educational tools and games, and thousands of educational applications.

Students and teachers need access to personal teaching and learning devices to keep pace with the learning demands and requirements of a globally-competitive 21st Century environment. If CVA students are to keep pace with emerging problem-solving approaches, the use of technology literacy to access a range of data sources, and technology-based application of knowledge and skills necessary to future success in postsecondary institutions and the world of work, such digital devices are critical.

CVA will ensure that each classroom has access to such learning devices and each teacher can readily call upon technology to improve instruction and comprehension. However, because of security and damage concerns, students will not be allowed to leave the school with these devices, unless they have been checked out by parents consistent with well developed policy and procedures.

Teachers will be required to demonstrate the use of technology in their daily lesson plans. They will work closely with the school's technology specialist to enhance the integration of technology into various units of the curriculum in a frequent and purposive manner.

Alignment to Other Plans and Initiatives:	
Strategic Priority 2: Universal Access to Personal Teaching and Learning Devices	
Children's Village Academy will utilize and align with the following key initiatives/plans to reach for the vision and complete the strategic priorities of our plan...	
ACRE	CVA will ensure a comprehensive, customize professional development program for teachers and administrators with the skills and understandings needed to use data to inform instruction and make formative assessments a daily routine in classrooms.
Career and College Ready, Set, Go!	CVA will put technology in the hands of every student and teacher to allow for real-time extended teaching and learning options.
Professional development options will help ensure these opportunities are not lost or misguided.	
Race to the Top Local and State Scopes of Work	
CVA's participation in the state infrastructure blueprint will allow for ready access to rich technology resources, educational tools and applications, data management systems, high quality professional development and online assessments for summative and formative evaluations of student progress.	
Other LEA initiatives/plans	
Other LEA initiatives/plans	
Other LEA initiatives/plans	

Priority 2: Universal Access to Personal Teaching and Learning Devices			
Suggested Goals/Targets	Year 1		DPI Use
	July 1, 2014 – June 30, 2015	Year 2 July 1, 2015 – June 30, 2016	
Develop a comprehensive sustainable LEA plan for universal access. <i>Resources: NC DPI, NCLTI, Educator Recruitment & Development, and District & School</i>	Begin implementation of a comprehensive sustainable plan for universal access characterized for achievable phases.	Finalize and complete all phases of implementation of comprehensive plan for universal access.	Review of comprehensive plan and phase implementation of School Technology

<i>Transformation</i>		Needs Assessment (STNA)
Communicate your plan to all stakeholders.	Begin implementation of, a comprehensive outreach communication plan for key stakeholders, that includes PowerSchool student and parent portals (e.g. publications, website page, PTVO meetings, stakeholder meetings).	Finalize, and complete implementation of, the comprehensive outreach communication plan for key stakeholders, that includes PowerSchool student and parent portals
Increase overall access to personal learning devices.	100% of students and all teachers will have access to personal learning devices, such as laptops and touch screen wireless tablets.	50% of students and all teachers will have access to personal learning devices, such as laptops and touch screen wireless tablets, for school and home use.
Utilize Personal Learning Devices to promote student owned learning.	Mandate, and closely monitor, that at least 70% of daily lesson plans will show evidence of use of personal learning devices for classroom, homework, or special assignments.	Mandate, and closely monitor, that at least 100% of daily lesson plans will show evidence of use of personal learning devices for classroom, homework, or special assignments.
		A random sample of teacher lesson plans.

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

Essential Questions - Children's Village Academy

What are digital teaching and learning resources? What are digital textbooks?

Why do teachers and students need access to digital teaching and learning devices?

What are the benefits of digital textbooks?

What are open educational resources and how can they be used?

How can access to these resources be increased in our LEA?

Current Status and Moving Forward

CVA will expand the use of digital teaching and learning resources beyond the traditional desk top computer. Such devices will include the more accessible hand held devices, such as touch screen wireless tablets, MP3 players, large flat screen smart TVs, Smart Boards, LED projectors, and wireless laser printers. Such devices are the foundation of new models for the learning sciences as we know them in the 21st Century. Schools have to keep pace with the technology-rich world that students interact with and function in daily. The approach is more relevant, motivating, and will better prepare students for the world of work and postsecondary pursuits.

Digital textbooks will serve as a major source to the digital world of teaching and learning. They are more cost efficient, accessible, and motivate students to learn and focus on what counts. Digital textbooks are more commensurate with the world in which students live. On the other hand, hardcopy books are getting too heavy for student backpacks. In addition, they are generally out of date in three years and are more expensive than digital textbooks.

With ready access to the NC Ed Cloud, CVA will have immediate access to these digital textbooks – in classroom and at home -- in addition to such open education resources as Home Base, which offers access to numerous educational resources, tools, and state-aligned materials. With the cost efficiency of the Cloud, CVA will have more resources to devote to other important technology-based tools and online curriculum and state-aligned assessment tools, such as Reading Eggs, and Study Island and Rice Bowl and more. Additionally, we anticipate that the state will enhance the resources available through Home Base and improve the collective access to open educational resources for all schools and LEAs.

<p>Alignment to Other Plans and Initiatives: Strategic Priority 3: Statewide Access to Digital Teaching and Learning Resources, Including Digital Textbooks Children's Village Academy will utilize and align with the following key initiatives/plans to reach for the vision and complete the strategic priorities of our plan...</p>	
ACRE	
CVA will support the reform of the educational model into a technology-based one of technology-enabled teaching and learning in every classroom.	
Career and College Ready, Set, Go!	
CVA will help expand learning through virtual opportunities for every child regardless of their economy challenges and barriers. Individualized learning with technology in the hands of every child will be a reality for all, not just a few.	
Race to the Top Local and State Scopes of Work	
CVA will leverage access to well-developed data management systems, high quality online professional development, educational tools and resources aligned with the Common Core and Essential Standards and related assessments.	
Other LEA initiatives/plans	
Other LEA initiatives/plans	
Other LEA initiatives/plans	

3: Statewide Access to Digital Teaching and Learning Resources, Including Digital Textbooks				
Suggested Goals/Targets	Year 1		Year 2	
	July 1, 2014 – June 30, 2015	July 1, 2015 – June 30, 2016	Yearly Evaluation Methods(s)	DPI Use
Shift from traditional print and paper-based resources to affordable, current online resources	Over 40% of classrooms will use digital textbooks for one or more content areas.	100% of classrooms will use digital textbooks for one or more content areas.	Number of classrooms using digital textbooks. Also conduct the STNA.	

Utilize procured resources such as NC WiseOwl, and other open education resources	Over 50% of students and 80 % of teachers will use procured resources, such as Home Base and other open education resources for, at least once a week.	Over 80% of students and 100 % of teachers will use procured resources, such as Home Base and other open education resources, twice a week or more.	Teacher and student reports of using open educational resources, such as Home Base.
Use digital content aligned specifically to Common Core and NC Essential Standards	At least 100% of teachers report using digital content specifically aligned to Common Core and NC Essential Standards at least once a week.	100% of teachers report using digital content specifically aligned to Common Core and NC Essential Standards three or more times a week. .	Teacher reports of weekly use of content- aligned to Common Core and NC Essential Standards.
Ensure equity to digital teaching and learning resources from school to school in your LEA.	Over 50% of digital devices on both campuses will have ready access to digital teaching and learning resources.	100% of digital devices on both campuses will have ready access to digital teaching and learning resources.	Percent of desktops in media centers and classrooms that have ready access to digital teaching and learning resources. Use RttT Evaluation Data to assess student progress.

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

Essential Questions – Children’s Village Academy

What skills are needed to transition to digital teaching and learning resources?

How can these skills be delivered and sustained to our LEA teachers and administrators?

How do teachers, administrators, and staff work with colleagues to guide our LEA toward more effective uses of 21st Century tools for teaching, learning, and managing instruction?

How are teachers, administrators, and staff prepared to understand, implement, and assess the span of skills and processes that students need to succeed in the 21st Century?

How are teachers, administrators, and staff prepared to apply 21st Century assessment systems to inform instruction and measure 21st Century knowledge, skills, performance, and dispositions?

Current Status and Moving Forward

Teachers must be proficient in the use of digital tools and resources in order to effectively deliver content and knowledge, application, and comprehension of any subject to students. Teachers must have new approaches to instruction, which uses ubiquitous technology. Consistent with the North Carolina Professional Teaching Standards, teachers must be able to:

- Teach existing core content such as critical thinking, problem-solving, information and communication technology literacy.
- Use data to organize, plan, and set goals.
- Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.
- Use assessment systems to inform instruction and demonstrate evidence of students’ 21st Century knowledge, skills, performance, and disposition.

To accomplish such a transformation, teachers will need high tech classrooms, personal digital devices, and held devices in the hands of every student. The Cloud blueprint must be affordable, accessible, and well-equipped with the technical specifications needed for online learning, high quality professional development courses, data management systems to support teachers, and formative assessment tools, exemplar items, and instructional materials aligned with the Common Core, the North Standard Course of Student, and Essential Standards.

CVA will work closely with teachers and administrators to provide relevant professional development in a timely and high quality fashion. We will encourage the full integration of technology through teacher contracts, position descriptions, lesson plan requirements, in addition to formalized incentive programs for creative and innovative technology-based teaching and learning models. Similarly, CVA will foster a renewed focus on learning through technology by redefining the role of technical support personnel through co-teaching and instructional requirements designed to facilitate the integration of technology across content areas. Learning and application technology will be no longer an isolated occurrence for teachers or students.

Alignment to Other Plans and Initiatives:			
Strategic Priority 4: A Statewide Model of Technology-Enabled Professional Development			
Children's Village Academy will utilize and align with the following key initiatives/plans to reach for the vision and complete the strategic priorities of our plan...			
ACRE			
CVA will ensure high quality embedded technology-enabled professional development for teachers and administrators.			
Career and College Ready, Set, Go!			
Transformation of classrooms will not occur until CVA ensures teachers are proficient in technology-enabled instruction.			
Race to the Top Local and State Scopes of Work			
CVA will ensure the appropriate use of online data systems, such as IIS and other data systems designed to support effective teacher data management.			
Other LEA initiatives/plans			
Other LEA initiatives/plans			
Other LEA initiatives/plans			

4: A Statewide Model of Technology-Enabled Professional Development			
Suggested Goals/Targets	Year 1		DPI Use
	July 1, 2014 – June 30, 2015	Year 2 July 1, 2015 – June 30, 2016	
Implement a plan for embedded technology-enabled professional development for teachers and administrators.	100% of all teachers and administrators will participate in at least two technology-based professional development training.	100% of all teachers and administrators will participate in at least four technology-based professional development trainings.	PD Plan, Agenda and Sign-In Sheet

Support models that promote and further the ideals of technology-enabled and integrated professional development	Provide two or more in-house trainings that have their primary focus on technology and professional development.	Provide at least four in-house trainings that have their primary focus on technology and professional development.	PD Plan, Agenda and Sign-In Sheet
Prepare media specialists and instructional technology facilitators to support digital reform.	Technology/media specialists will attend at least two professional development training.	Technology/media specialists will attend three or more technology-based professional trainings	PD Plan, Agenda and Sign-In Sheet
Deliver Common Core and Essential Standards training to teachers using integrated technology as a model for further classroom integration.	Utilize webinar-type technology for 40% or more of professional development training.	Utilize webinar-type technology for 60% or more of professional development training.	PD Plan, Agenda and Sign-In Sheet
Prepare staff for online assessment delivery.	Participating in trainings provided by NCDPI and/or testing coordinator(s).	Participating in trainings provided by NCDPI and/or testing coordinator(s).	PD Plan, Agenda and Sign-In Sheet
Prepare students for online assessment delivery.	Implement online testing program SchooInet for 9-week benchmark testing sessions for students using online technology.	Finalize the implementation of the SchooInet for all 9-week testing session.	Implementation of online testing for 9-week testing program.
Provide ongoing support and professional development necessary for use of data to inform instruction.	The trained professional staff will provide training for teachers and administrators twice during the academic year.	The trained professional staff will provide training for teachers and administrators four times during the academic year.	RtTI Evaluation Data, PD Plan, Agenda and Sign-In Sheet.
Provide support for teacher and administrator progress and evaluation according to MCREL standards.	Teachers and administrators will have at least one faculty meeting devoted to the principles outlined in the MCREL standards.	Teachers and administrators will have at least two faculty meetings devoted to the principles outlined in the MCREL standards.	Meeting Minutes, PD Plan, Agenda and Sign-In Sheet

Comment [DG2]: Provide training to teachers and administrators twice during the academic year on use of data to inform instruction – do the same for year 2

Strategic Priority 5: 21st Century Leadership for All Classrooms

Essential Questions – Children's Village Academy

Are your LEA/Charter leaders prepared to lead and create a vision for 21st century education?

Are mechanisms in place for school leaders to create 21st century learning cultures?

Are professional growth programs/opportunities available to prepare teachers and administrators to lead 21st century learning environments?

Current Status/Moving Forward

CVA will ensure a holistic approach to supporting 21st Century by not only focusing on availability of digital devices, but also the culture, environment, and school climate. Teachers who are required to produce 21st Century students should work in a 21st Century workplace. It will be the responsibility of CVA leadership to redefine, implement, and integrate technology into the daily work environment.

CVA will revise policies, procedures, and guidelines to support 21st Century work and learning environments. Accountability tools, evaluations, and daily office communications will be retool within the context of a paperless workplace. Everyday systems, such as reporting student attendance, counting student meals, and reporting disciplinary actions will be revised as technology-based systems.

The CVA School Board and its senior administrators must send a clear message to its employees, community business, postsecondary stakeholders, and the general public at large that CVA is a 21st Century workplace. We will be consistent in seeking new technology-based processes and utilizing community expertise to help us get there. Outreach through our website, publications, and ongoing discussions with our stakeholders will debut our new focus. Similarly, CVA leadership will create professional growth opportunities for staff with creative and innovative ways to improve our vision for a 21st Century work and learning environment.

<p>Alignment to Other Plans and Initiatives: Strategic Priority 5: 21st Century Leadership for All Schools and Districts Children's Village Academy will utilize and align with the following key initiatives/plans to reach for the vision and complete the strategic priorities of our plan...</p>	
ACRE	CVA will use community expertise to help create a comprehensive, customized profession development system for teachers and administrators in need of knowledge and skills necessary to technology-based instructional practices and approaches.
Career and College Ready, Set, Go!	CVA will leverage its partnerships with business and postsecondary institutions in order to provide strong and effective models for technology-enabled instruction and learning.
Race to the Top Local and State Scopes of Work	CVA will utilize high quality professional development training and resources available through the state blueprint system.
Other LEA initiatives/plans	
Other LEA initiatives/plans	
Other LEA initiatives/plans	

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 July 1, 2014 – June 30, 2015	Year 2 July 1, 2015 – June 30, 2016	Yearly Evaluation Evaluation Method(s)	DPI Use
Create and lead a vision for 21 st century education	Develop and support a district level outreach policy for 21 st century education.	Develop guidelines and principles for the 21 st century education policy.	District Level Outreach Plan. Also use the Looking for Technology Integration (LoFTI).	

Create 21 st century learning cultures	Develop a plan for transforming 60% of paper and pencil administrative processes into digital ones.	Transform 75% of paper and pencil administrative processes into digital ones.	Transformation Plan
Prepare teachers and administrators to lead 21 st century learning environments	Integrate 21 st century agenda items into 50% of faculty meetings.	Integrate 21 st century agenda items into 75% or more of faculty meetings.	Faculty meeting agenda.
Develop strategic partnerships with community and business to promote 21 st Century learning.	Partner with Lenoir County Schools to promote 21 st Century learning in the community.	Include in two or more faculty meeting or staff development training one community partner to promote 21 st century learning.	Meeting Agenda and Minutes.

Appendix A: Policies and Procedures
54A/The Children's Village Academy 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))	TP1.1	March/2013
B. Disposal of Equipment / Replacement of Obsolete Equipment (GS §115c-518)	TP1.2	March/2013
C. Hardware and Software Procurement (GS § 115c-522, 115c-522.1)	TP1.3	March/2013
D. Copyright and Plagiarism Policy (PL §94-553, 90 Stat. 2541).	TP1.4	March/2013
E. Acceptable Use Policy (PL §106-554) (including existing 1:1, bring your own device)	TP1.5	March/2013
F. Equipment/Materials Donation Policy (GS §115C-518)	TP1.6	March/2013
G. Data Privacy Policy (20 U.S.C. § 1232g; 34 CFR Part 99 (FERPA))	TP1.7	March/2013
H. Inventory Control Policy (GS §115c-539, 115c-102.6A-C(5))	TP1.8	March/2013
I. Access to Services Policy (GS §115c-106.2)	TP1.9	March/2013
J. Online Assessment and Instruction Policy	TP1.10	March/2013
K. Advertising and Commercialism Policy (GS §115c-98) (Procurement and gifts ethics)	TP1.11	March/2013
L. Internet Safety and Ethical Use including Cyberbullying and Harassment (Protecting Children in the 21 st Century Act, CIPA, FERPA, GS 115C-407)	TP1.13	March/2013
(Locally identified policies)		
Procedures		
A. Hardware and Software Deployment		
B. Equipment maintenance and repairs		
C. Outdated Resources and Equipment Replacement		
D. Disaster Recovery of Data and Hardware		
E. Administration of Online Courses		
F. Administration of Online Assessment		
(Locally identified procedures)		
Relevant procedures can be found in the CVA Handbook for Technology Policy, Procedures, and Guidelines: 2012-2014. An electronic version of the handbook will be placed on the school's website during the next scheduled update in Fall 2012.		
Guidelines		
A. Policy Translation		
B. Use of Digital Media and Resources		
C. Instructional Use of Videos		
D. Development of Online Resources		
(Locally identified guidelines)		
Relevant guidelines can be found in the CVA Handbook for Technology Policies, Procedures, and Guidelines: 2012-2014. An electronic version of the handbook will be placed on the school's website during the next scheduled update in Fall 2012.		

References