

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: Union County Public Schools

LEA/Charter Number: 900

Superintendent Name: Dr. Mary Ellis

Superintendent Signature: _____

Local Board Chair Name: Richard Yercheck

Local Board Chair Signature: _____

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Union County Public Schools Technology Plan 2014-2016

Draft November 2013
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**Union County Public Schools
Technology Council / MTAC**

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Matt Graham	IT Services Manager
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Brad Breedlove	Principal, Monroe High School
Jimmie Quesinberry	Director of Professional Growth and Quality Standards
Mike Guzman	UCPS Board of Education Member

**Union County Public Schools Technology Plan
2014-2016**

Vision Statement

The mission of Union County Public Schools is “Preparing all students to succeed.” In order to do so requires the use of many forms of digital technology to allow the consumption of knowledge and production of products which demonstrate learning by students. The same is true for the teaching faculty and support staff who work to educate our students.

Core Values

The school system will base its strategic plan, its technology plan and all its operations on the following principles:

Leadership:

Capable, visionary leadership at all levels of the organization that is constantly focused on the aim of the system is necessary to sustain high performance results that inspire and engage students and other stakeholders. Setting clear direction, facilitating innovation, establishing a student-focused, learning-oriented climate, as well as demonstrating clear, visible values are key roles for effective leaders. Leadership must be both personally committed to, and actively involved in, communicating and reinforcing the school system’s values and expectations to both internal and external customers/stakeholders.

Customer-Driven Quality (i.e., Student/Stakeholder Focus):

Customer-driven quality is the foundation for a quality system and includes all attributes that contribute to creating value and satisfaction for internal and external customers. Meeting/exceeding student and other stakeholders’ (e.g., parents, businesses, suppliers, taxpayers) needs and expectations must be a constant focus of the system. Knowing and continually monitoring these needs/expectations (current and emerging) are essential functions at all levels of the organization.

Results Orientation:

Satisfying and delighting students and stakeholders require a constant, unswerving focus on students, stakeholders, and operational results. Student performance, organizational process, human resource, business, and supplier/partner support results must be monitored continually to determine overall performance of the system. The use of a balanced composite of performance measurements and indicators (leading and lagging) will offer an effective means to verify that value and satisfaction have been created for all students and stakeholders.

Organizational Responsibility and Citizenship:

Quality management objectives must stress community responsibility and citizenship. Health, ethnic, safety, and environmental considerations should be taken into account in all the operations of the school system.

Partnership Development:

Partnership development is about building internal and external relationships to accomplish the strategic goals and objectives of the school system. Developing such partnerships with external

suppliers and stakeholders and internal co-producers (i.e., teamwork) is one key to achieving performance excellence. The key requirements for success of these partnerships are addressed through regular communication, evaluating progress, and having processes in place for adapting to changing conditions.

Management by Fact:

The pursuit of quality and operational performance goals of the organization requires that process management be based on reliable data, information and knowledge gained through careful and systematic analysis. This requires that a set of processes are in place to: (1) collect and analyze relevant data; (2) convert the data to information and knowledge; and (3) share it throughout the organization to create the understanding and wisdom that are necessary to make appropriate decisions, solve problems, manage variation in and improve the system continually. Such knowledge must be made available to all internal and external stakeholders.

Long-Range Outlook:

High performing organizations have a strong future orientation and are willing to make long-term commitments to students, customers, suppliers, the community and other key stakeholders. The constancy of purpose must permeate the entire system and its culture.

Design Quality and Prevention:

Design quality and prevention places strong emphasis on building quality into key work processes and support services. Problems and waste prevention are achieved at much lower costs when intervention occurs “upstream” at earlier stages in these processes.

Fast Response:

A timely, more flexible response to internal and external customers is a priority for any organization. Responding quickly to student/stakeholder requests is also essential to organizational success as determined by “end-user” satisfaction. Relationships built on trust, confidence, and loyalty are also essential here. Schools and departments must be committed to simplifying and shortening work processes and paths to achieve major improvements in response time.

Employee Participation and Development:

An organization’s success in improving performance depends on the skills and motivation of its workforce. Employee success depends on having meaningful opportunities to learn new knowledge and practice new skills. To this end, the school system must invest in the development of the workforce through education, training and the creation of opportunities for continuing growth focused on “success and high student achievement for all.”

Continuous Improvement:

Achieving the highest levels of quality requires a well-defined and well-executed approach to continual improvement. Using a Plan/Do/Study/Act (PDSA) Cycle enables the organization to achieve higher levels of performance. This approach should be imbedded in the way a school system functions: (1) improvement is part of the daily work of all schools and departments; (2) improvement processes seek to prevent problems by eliminating them at their source; and (3) improvement is driven by opportunities to do better, as well as, problems to be solved.

Alignment:

The best chance to improve a school system, school, and/or classroom occurs when there is alignment of “system” aim (i.e., purpose, intent) to operational processes (i.e., methods, work) and intended results (i.e., output, outcomes). Essential work functions (e.g. teaching) must be in line with the planning, curriculum, staff development, and assessment frameworks that guide their deployment. This “aligned management system” must be understood and followed by all internal stakeholders.

Systems Thinking: (A systems perspective):

A “system” is a collection of inter-related processes and people who work together enabling an organization to accomplish its aim. The success of the school system is dependent upon people working together through core work processes toward a common aim that inspires and engages students and stakeholders.

Fairness and Equity:

All students, staff, and stakeholders shall be treated fairly and without regard to race, color, national origin, gender, age, handicapping condition or geographic location in the county.

Union County Public Schools Technology Plan
Strategic Priorities
2014 - 2016

Shared Services Model

Universal Access to Personal Teaching and Learning Devices

Access to Digital Teaching and Learning Resources, Including Digital Textbooks

Model of Technology-Enabled Professional Development

21st Century Leadership for Your LEA/Charter

Union County Public Schools (UCPS) has committed itself to providing a 21st century learning environment across all learning environments PreK-12. An ambitious effort over the last 18 months has led to dramatic improvements in the following areas:

- Interactive whiteboards or comparable projectors in classrooms
- Laptops for teachers
- 1:1 laptop initiative in grades 6-12, totaling approximately 25,000 student units
- Ubiquitous wireless network access coverage in all UCPS locations by June 2014
- Network equipment refreshed in 46 schools with 6 more in progress
- Equipment refresh projects at the elementary, middle and high school levels
- Professional development efforts to support 21st century instructional methodologies at the elementary, middle and high school level
- Expansion of a model teacher professional learning community to support 1:1 laptop initiative with teachers in grade 3 through 12
- Reallocate netbook technology into all elementary locations which will provide a vastly increased access model
- Reallocate ninth grade student laptops to equip UCPS teachers and support personnel with a single digital teaching platform in order to standardize professional development and minimize teacher downtime

These initiatives have allowed UCPS to continue moving forward on a path where all schools across all grade levels will have a true 21st century learning environment. These environments will allow easy access to digitized materials to supplement all curriculum areas whether in the form of digital textbooks or through streamed video from content providers such as Discovery Education. The work has been done to allow these ambitious education reform goals to occur in UCPS.

Beyond providing the tools to implement such an environment, UCPS has committed itself to conducting high-quality professional development in many areas that directly impact the instruction that occurs in the classroom. Whether it is learning about working in professional learning communities, interactive board training, or implementing project-based learning, UCPS is giving teachers and administrators many opportunities to refine and enhance their teaching and leading abilities.

UCPS is proud of the pace at which it has been able to enact dramatic and sweeping change to its technology programs and looks forward to the time ahead when this work will bear fruit in the form of greater student achievement.

Strategic Priority 1: A Statewide Shared Services Model

Essential Questions

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

Union County Public Schools (UCPS) continues to improve and expand its technological infrastructure at its core and corresponding schools. This growth provides student and faculty access to learning tools and resources in order to ensure our students are obtaining a high quality, 21st century education. Great attention has been paid toward bandwidth and computing capacity and ease of secure access and scalability of systems to meet the demands of the ever growing flow of digital information for learning and site administration.

UCPS has equipped all schools with wireless access and has utilized virtualization technology to achieve the goals of a robust network infrastructure which lends to highly reliable and available resources, and reduces the cost of information technology when applicable.

The state of North Carolina has also been aggressively implementing a program of change in order to support the compute-power necessary and network infrastructure needed to connect students, teachers, and administrators to a vast array of services in order to provide access to curricular materials and services that can provide cost savings to school systems. UCPS has watched with great interest the development of these programs and has elected to leverage one at this time, by allowing NC Research and Education Network (NCREN) to be the Internet Service Provider to the school district at no charge to UCPS.

Other opportunities are likely to follow as the state implements other shared services for UCPS to join and leverage these cost saving opportunities such as HomeBase, identity management, and content providers. In each case, UCPS will evaluate the opportunities available to determine final participation. As with some systems, keeping some services such as email, collaboration, and communication platforms in the UCPS Private Cloud infrastructure is desired, in order to maintain full ownership of the data generated over the course of operation.

The priority of UCPS is to continue refining its systems to achieve the highest internal efficiencies of operation by:

1. Utilizing virtualization technology,
2. Conducting centralized purchasing of devices through Technology Services,
3. Standardizing hardware

4. Cooperatively budgeting across departments to pool resources to provide infrastructure and services, and keeping all internal systems as up-to-date as possible. This includes seeking out E-Rate funding for all applicable areas where this federal program can be of benefit.

UCPS has committed itself to maximizing resources provided by the UCPS Private Cloud and the NC Education Cloud in order to continue providing the 21st century environment it has worked diligently to create.

Alignment to Other Plans and Initiatives:**Strategic Priority 1: A Statewide Shared Services Model**

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

Accountability and Curriculum Reform Effort (ACRE)

Continue to analyze the technology infrastructure of the LEA to support a 21st century curriculum and assessment system while transitioning to Common Core State and North Carolina Essential Standards. This will allow the transition from paper-based assessment systems to one that takes greater advantage of technology.

Career and College Ready, Set, Go!

Continue to increase access model for both students and teachers to increase individualized learning experiences.

Race to the Top Local and State Scopes of Work

UCPS Race to the Top (RttT) Strategic Priority 4: 21st Century Systems operating effectively and efficiently.

- (A)(2)(2.1): Implement the infrastructure blueprint.
- (A)(2)(3.1): Provide and support student, teacher, and administrator access to Learner Management System, Learning Object Repository, and Web Collaboration Tools.
- (A)(2) Eval 1.1: Participate in the evaluation of the RttT initiatives and use the resulting evaluation data and conclusions to improve effectiveness.
- (C)(3)(1.2): Use LEA/Charter and school technology funds to enhance school and LEA/Charter technology infrastructure to facilitate online, real-time assessments at each school.

Home Base Implementation

Leverage state-wide instructional improvement tools to more effectively manage teacher and student resources.

- PowerSchool SIS- administrative and classroom management
- NCEES (Truenorthlogic) - teacher evaluation and growth model
- Schoolnet - formative and summative assessment tools and digital curriculum resources

UCPS Strategic Plan 2011-2014 (subject to Strategic Plan revisions Spring 2014)

Strategic Priority: High achieving and globally competitive students.

- **UCPS will prepare students for the 21st Century.**

Strategic Priority: 21st Century systems operating effectively and efficiently.

- **Goal: UCPS will equitably allocate and align budgeted resources to meet identified needs for systems.**
- **Goal: UCPS systems will support the effective and efficient operations of the district and school.**

Strategic Priority: Family, business and community members involved and supportive of our schools.

- **Goal: UCPS will promote and encourage community/parent involvement and input in schools.**

UCPS Technology Reboot Summer 2013

Facilitate increased access model through major hardware realignment.

- **Surplus all existing hardware five years and older (ongoing)**
- **Deploy Chromebooks to all secondary students**
- **Standardize teacher devices in K-12**
- **Allocate existing Netbooks to elementary schools**
- **Utilize baseline model to provide equity of access (ongoing)**

Strategic Priority 1: Statewide Shared Services Model

Suggested Goals/Targets	Year 1		Yearly Evaluation	
	July 1, 2014 – June 30, 2015	Year 2	Evaluation Method(s)	DPI Use
Participate in state Internet Service Provider shared resource through NC Research and Education Network (NCREN).	Activity: Maintain NCREN as the Internet Service Provider to UCPS. Responsible: Technology Services Department	July 1, 2015 – June 30, 2016 Activity: Maintain NCREN as the Internet Service Provider to UCPS. Responsible: Technology Services Department	Documentation of Internet Service Provider (ISP)	
Build-out UCPS Private Cloud services in order to provide services to schools and administrative units at lower operational costs.	Activity: Continue to virtualize UCPS server-based resources in order to utilize UCPS Private Cloud infrastructure. Responsible: District Leadership; School Leadership; Technology Services Department	Activity: Continue to virtualize UCPS server-based resources in order to utilize UCPS Private Cloud infrastructure. Responsible: District Leadership; School Leadership; Technology Services Department	Inventory of data center hardware, configuration, and available services.	
Maintain a robust Wide Area Network (WAN) connecting schools to the UCPS Data Center.	Activity: Apply for E-Rate Priority I funding to maintain a robust Wide Area Network (WAN) infrastructure capable of meeting current and anticipated future bandwidth capacity needs. Responsible: Finance Department; Technology Services Department	Activity: Apply for E-Rate Priority I funding to maintain a robust Wide Area Network (WAN) infrastructure capable of meeting current and anticipated future bandwidth capacity needs. Responsible: Finance Department; Technology Services Department	Annual E-Rate applications and Universal Service Administrative Company (USAC) Funding Decision Letters.	

Maintain robust Local Area Network (LAN) at all school and administrative sites.

Activity: Apply for E-Rate Priority II monies to fund internal connections (network equipment, wireless network equipment, and site cabling) where possible give school free and reduced lunch percentages. Work with district leadership to secure annual recurring monies to fund internal connections at all other school and administrative sites according to replacement cycle planning.

Responsible: District Leadership; Finance Department; Technology Services Department

Activity: Apply for E-Rate Priority II monies to fund internal connections (network equipment, wireless network equipment, and site cabling) where possible give school free and reduced lunch percentages. Work with district leadership to secure annual recurring monies to fund internal connections at all other school and administrative sites according to replacement cycle planning.

Responsible: District Leadership; Finance Department; Technology Services Department

Project planning and execution documentation.

Department budgets.

Lifecycle planning documentation.

Annual E-Rate application and Universal Service Administrative Company (USAC) Funding Decision Letters.

Enroll in and utilize the state cloud computing offerings that provide new cloud-based services UCPS is not currently using or those which provide cost-savings to UCPS if already in use or hosted by a private cloud.

Activity: Utilize state cloud computing offerings which benefit students and faculty of UCPS and offer a long-term cost savings for said service(s) to increase operational efficiency.

Responsible: Technology Services Department; Curriculum and Instruction Department

Activity: Utilize state cloud computing offerings which benefit students and faculty of UCPS and offer a long-term cost savings for said service(s) to increase operational efficiency.

Responsible: Technology Services Department; Curriculum and Instruction Department

Enrollment and utilization of state cloud- offered computing resources. If state can maintain production and reliability standard offered by industry leaders, cost-savings can be validated, and new services offered.

<p>Continue to install Voice Over Internet Protocol (VOIP) technology to replace analog telecommunications systems.</p>	<p>Activity: Install VOIP technology in schools still utilizing analog telecommunications systems, as funding allows. Apply for E-Rate Priority I funding for all associated local and long distance telephone carrier services related to this system.</p>	<p>Activity: Install VOIP technology in schools still utilizing analog telecommunications systems, as funding allows. Apply for E-Rate Priority I funding for all associated local and long distance telephone carrier services related to this system.</p>	<p>Annual department budgets.</p> <p>Annual E-Rate application and Universal Service Administrative Company (USAC) Funding Decision Letters.</p>
	<p>Responsible: District Leadership; Maintenance Department; Technology Services Department</p>	<p>Responsible: District Leadership; Maintenance Department; Technology Services Department</p>	
<p>Maintain current analog telephone systems until such time as the ability exists to replace systems with Voice Over Internet Protocol (VOIP) technology.</p>	<p>Activity: Apply for E-Rate Priority I funding for all local and long distance telephone carrier services related to these systems.</p>	<p>Activity: Apply for E-Rate Priority I funding for all local and long distance telephone carrier services related to these systems.</p>	<p>Annual E-Rate application and Universal Service Administrative Company (USAC) Funding Decision Letters.</p>
	<p>Responsible: Technology Services Department; Finance Department</p>	<p>Responsible: Technology Services Department; Finance Department</p>	
<p>Provide content filtering in accordance with the Children's Internet Protection Act (CIPA).</p>	<p>Activity: Maintain a locally-controlled Internet content filtering system that provides filtering capability both inside and outside of the district network for both students and staff on UCPS-owned assets.</p>	<p>Activity: Maintain a locally-controlled Internet content filtering system that provides filtering capability both inside and outside of the district network for both students and staff on UCPS-owned assets.</p>	<p>Filtering system purchase and service agreement documentation.</p> <p>Filtering logs as requested.</p>
	<p>Responsible: Technology Services Department</p>	<p>Responsible: Technology Services Department</p>	

Support, implement and participate in the Internet Information Services (IIS) systems, the NC Education Cloud, and the associated infrastructure.

Activity: Continually evaluate the value-add and the total cost of ownership by implementing state-managed systems to determine if appropriate for UCPS participation.

Responsibility: Curriculum and Instruction Department; Technology Services Department; Finance Department.

Activity: Continually evaluate the value-add and the total cost of ownership by implementing state-managed systems to determine if appropriate for UCPS participation.

Responsibility: Curriculum and Instruction Department; Technology Services Department; Finance Department.

Enrollment and utilization of state-offered cloud computing resources when available.

Ensure operational efficiencies in systems and school networks for access of cloud-based computing services.

Goal: 95% or greater network uptime and associated connectivity.

Responsible: Technology Services Department

Goal: 95% or greater network uptime and associated connectivity.

Responsible: Technology Services Department

Internet connection; Service Level Agreement (SLA) metrics; UCPS Wide Area Network (WAN) Service Level Agreement (SLA) metrics; cloud-services utilization metrics; purchase orders for network and equipment

Measure and monitor the operational effectiveness of the UCPS connectivity, UCPS Wide Area Network (WAN) connectivity, and school-based networks and associated systems.

Goal: 95% or greater network uptime and associated connectivity.

Responsible: Technology Services Department

Goal: 95% or greater network uptime and associated connectivity.

Responsible: Technology Services Department

Wide Area Network (WAN) and Local Area Network (LAN) network monitoring utilization metrics.

Provide equitable and additional access to digital resources

Activity: Participate in HomeBase IIS offerings throughout North Carolina implementation phase.
Activity: Continue to partner with digital resource providers not included in the North Carolina IIS.
Responsible: Technology Services Department

Activity: Participate in HomeBase IIS offerings throughout North Carolina implementation phase.
Activity: Continue to partner with digital resource providers not included in the North Carolina IIS.
Responsible: Technology Services Department

Enrollment and utilization of state offered resources. If state can maintain production and reliability standard offered by industry leaders, cost-savings can be validated, and new services offered.

Reduce operating costs by facilitating a more strategic budgeting model utilizing blended funding and reducing isolated programmatic spending

Activity: Centralize purchasing of digital resources to ensure all schools have equitable access.
Activity: Standardize hardware purchasing throughout all school locations.
Responsible: Technology Services Department

Activity: Centralize purchasing of digital resources to ensure all schools have equitable access.
Activity: Standardize hardware purchasing throughout all school locations.
Responsible: Technology Services Department

Annual financial reports

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

Activity: Reallocate a portion of curriculum and instruction school-based funding to subsidize both HomeBase and comparable alternatives.
Responsible: LEA Leadership in conjunction with Technology Services Department

Activity: Reallocate a portion of curriculum and instruction school-based funding to subsidize both HomeBase and comparable alternatives.
Responsible: LEA Leadership in conjunction with Technology Services Department

Annual financial reports

Maximize E-Rate in support of instructional programs

Activity: Apply for Priority I and Priority II E-Rate funding.
Activity: Ensure all utilization of digital resources fully comply with CIPA and other applicable policies.
Responsible: District Leadership, Technology Services Department, Finance Department

Activity: Apply for Priority I and Priority II E-Rate funding.
Activity: Ensure all utilization of digital resources fully comply with CIPA and other applicable policies.
Responsible: District Leadership, Technology Services Department, Finance Department

Annual E-Rate applications

Participate in state Internet Service Provider shared resource through NC Research and Education Network (NCREN).

Activity: Maintain NCREN as the Internet Service Provider to UCPS.
Responsible: Technology Services Department

Activity: Maintain NCREN as the Internet Service Provider to UCPS.
Responsible: Technology Services Department

Documentation of Internet Service Provider (ISP)

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

Essential Questions

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

Universal access to personal teaching and learning devices implies a commitment to making technology available to students, teachers and administrators in a quantity that enhances instruction and administration within a school. UCPS has committed itself to achieving a model of universal access by structuring environments that allow for mobility, flexibility, accessibility to networks and equipment, and resources. UCPS understands the necessity of universal access of learning devices for students and teachers; digital content and subsequent systems used to personalize learning are expanding daily. In order to achieve these goals, UCPS has committed themselves to the following:

1. Providing wireless networks at all school and central office sites to allow ease of access to information.
2. Repurposing approximately 10,000 netbooks into elementary schools for increased access to technology.
3. Launching a 1:1 laptop initiative that now encompasses grades 6 - 12 with over 22,500 devices in students' hands.
4. Reallocated laptops for all K-12 teachers.

Increasing access and providing equipment and instructional resources takes a commitment to secure adequate funding. The senior leadership of UCPS has pooled resources in order to provide the dollars necessary for such an ambitious effort. Superintendents worked closely with the chief financial officer to pool resources to enable the types of changes outlined above.

This collaboration has permitted the expansion of our 1:1 laptop. In the fall of 2013, UCPS issued over 22,500 Chromebooks to students in grades 6-12 resulting in the largest single Chromebook rollout in US history.

During the summer of 2013, UCPS technology services completed a major technology overhaul for all UCPS schools. A 5 year refresh cycle was implemented for all computers. Ninth grade laptops were re-imaged and prepared for teacher use and middle school netbooks were prepared for students at elementary schools.

With the combined efforts of collaboration, pooled resources, expansion of the 1:1 initiative and summer overhaul, UCPS has significantly enhanced our access model.

Alignment to Other Plans and Initiatives:**Strategic Priority 2: Universal Access to Personal Teaching and Learning Devices**

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

Accountability and Curriculum Reform Act (ACRE)

Continue to analyze the technology infrastructure of the LEA to support a 21st century curriculum and assessment system while transitioning to Common Core State and North Carolina Essential Standards. This will allow the transition from paper-based assessment systems to one that takes greater advantage of technology.

Career and College Ready, Set, Go!

Continue to increase access model for both students and teachers to increase individualized learning experiences.

Race to the Top Local and State Scopes of Work

UCPS Race to the Top Strategic Priority 4: 21st Century Systems operating effectively and efficiently.

(C)(3)(1.2): Utilize LEA/Charter and school technology funds to enhance school and LEA/Charter technology infrastructure to facilitate online, real-time assessments at each school.

Home Base Implementation

Leverage state-wide instructional improvement tools to more effectively manage teacher and student resources.

- PowerSchool SIS- administrative and classroom management
- NCEES (Truenorthlogic) - teacher evaluation and growth model
- Schoolnet- formative and summative assessment tools and digital curriculum resources

UCPS Strategic Plan

Strategic Priority: High achieving and globally competitive students.

- UCPS will prepare students for the 21st Century.

Strategic Priority: 21st Century systems operating effectively and efficiently.

- Goal: UCPS will equitably allocate and align budgeted resources to meet identified needs for systems.
- Goal: UCPS systems will support the effective and efficient operations of the district and school.

UCPS Technology Reboot Summer 2013

Facilitate increased access model through major hardware realignment.

- **Surplus all existing hardware five years and older (ongoing)**
- **Deploy Chromebooks to all secondary students**
- **Standardize teacher devices in K-12**
- **Allocate existing Netbooks to elementary schools**
- **Utilize baseline model to provide equity of access (ongoing)**

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
Institute a 1:1 learning environment for grades 6-12	Activity: All students in grades 6-12 will be issued a netbook/laptop computer to use for learning during the school year.	Activity: All students in grades 6-12 will be issued a netbook/laptop computer to use for learning during the school year.	Initiative planning and documentation.	
	Responsible: District Leadership; Curriculum and Instruction Department; Technology Services Department	Responsible: District Leadership; Curriculum and Instruction Department; Technology Services Department	Annual Media and Technology Report.	Purchase orders.
Continue to provide teachers with a laptop computer for use with their instructional duties.	Activity: Teachers in grades K-12 will be issued a laptop computer for use with their instructional duties.	Activity: Teachers in grades K-12 will be issued a laptop computer for use with their instructional duties.	Initiative planning and documentation	
	Responsible: District Leadership; Curriculum and Instruction Department, Technology Services Department	Responsible: District Leadership; Curriculum and Instruction Department, Technology Services Department	Annual Media and Technology Report (AMTR)	Purchase orders

Implement the Elementary Classroom Technology Model created by the UCPS Technology Council Elementary Subcommittee.

Activity: Assist elementary schools with technology purchase decision-making to implement the Elementary Classroom Technology Model.

Responsible: Technology Services Department; School-based Leadership

Activity: Assist elementary schools with technology purchase decision-making to implement the Elementary Classroom Technology Model.

Responsible: Technology Services Department; School-based Leadership

Annual Media and Technology Report.

School-based purchase orders.

Maintain and extend wireless connectivity on school campuses to provide system-wide access to educational and administrative applications and information.

Activity: Annually review wireless infrastructure capacity to plan for upgrades to system or lifecycle replacement purchasing.

Responsible: Technology Services Department

Activity: Annually review wireless infrastructure capacity to plan for upgrades to system or lifecycle replacement purchasing.

Responsible: Technology Services Department

Documentation of wireless access point deployment.

Local and wide area network metrics.

Purchase orders.

Mobile Device Management used to manage mobile device deployment, device functionality while within UCPS sites, and device access to the network.

Activity: Implement a mobile device management system to control the use of all mobile devices within the UCPS network scope per funding availability and actual need.

Responsible: Technology Services Department

Activity: Implement a mobile device management system to control the use of all mobile devices within the UCPS network scope per funding availability and actual need.

Responsible: Technology Services Department

Wireless Local Area Network (WLAN) metrics.

Purchase orders.

<p>Maintain monitored environment of Local Area Network (LAN), Wireless Local Area Network (WLAN), and Wide Area Network (WAN) to ensure efficient and effective connectivity for devices used in the learning environment.</p>	<p>Activity: Maintain current set of enterprise management tools (System Center Configuration Manager (SCCM), System Center Operations Manager (SCOM), KACE (Dell software), Solarwinds, Sophos, ClearPass, Airwave, etc.) and deploy new monitoring tools, as necessary, to ensure efficient and effective connectivity in the schools and administrative sites.</p>	<p>Activity: Maintain current set of enterprise management tools (System Center Configuration Manager (SCCM), System Center Operations Manager (SCOM), KACE (Dell software), Solarwinds, Sophos, ClearPass, Airwave, etc.) and deploy new monitoring tools, as necessary, to ensure efficient and effective connectivity in the schools and administrative sites.</p>	<p>Inventory of enterprise system monitoring tools and associated metrics.</p>
	<p>Responsible: Technology Services Department</p>	<p>Responsible: Technology Services Department</p>	
<p>Develop a comprehensive sustainable LEA plan for universal access. <i>Resources: NCDPI, NCLTI, Educator Effectiveness, and District & School Transformation</i></p>	<p>Activity: Work toward establishing break/fix baselines for Chromebooks in grades 6-12. Activity: Evaluate student device refresh timeline for all grade levels.</p>	<p>Activity: Work toward establishing break/fix baselines for Chromebooks in grades 6-12. Activity: Evaluate student device refresh timeline for all grade levels.</p>	<p>Initiative planning and documentation Annual Media and Technology Report (AMTR) Purchase orders</p>
<p>Communicate your plan to all stakeholders.</p>	<p>Activity: Publish Technology Plan on UCPS website. Responsible: Technology Services Department</p>	<p>Activity: Publish Technology Plan on UCPS website. Responsible: Technology Services Department</p>	<p>UCPS website archives</p>

<p>Increase overall access to personal learning devices.</p>	<p>Activity: Participating students in grades 6-12 will be issued a Chromebook computer for learning during the school year. Activity: Continue to expand access model in all elementary locations.</p> <p>Responsible: Technology Services Department, Financial Department, District Leadership</p>	<p>Activity: Participating students in grades 6-12 will be issued a Chromebook computer for learning during the school year. Activity: Continue to expand access model in all elementary locations.</p> <p>Responsible: Technology Services Department, Financial Department, District Leadership</p>	<p>Initiative planning and documentation</p> <p>Annual Media and Technology Report (AMTR)</p> <p>Purchase orders</p>
<p>Utilize Personal Learning Devices to promote student owned learning.</p>	<p>Activity: Emphasize project-based learning. Activity: Expand UC-Virtual course offering to eligible students throughout the district.</p> <p>Responsible: Curriculum and Instruction Department, Technology Services Department</p>	<p>Activity: Emphasize project-based learning. Activity: Expand UC-Virtual course offering to eligible students throughout the district.</p> <p>Responsible: Curriculum and Instruction Department, Technology Services Department</p>	<p>NCEES</p> <p>PowerSchool enrollment numbers</p>
<p>Utilize increased access to personal teaching and learning devices available in elementary classrooms.</p>	<p>Activity: Work with school leadership to facilitate increased use of digital devices.</p> <p>Responsible: District Leadership, Technology Services Department</p>	<p>Activity: Work with school leadership to facilitate increased use of digital devices.</p> <p>Responsible: District Leadership, Technology Services Department</p>	<p>NCEES</p> <p>UCPS-defined metrics</p>

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

Essential Questions

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

Union County Public Schools (UCPS) has been committed to leveraging digital teaching and learning resources throughout the course of providing instruction to students. In the spring of 2007, the learning management system, Moodle, was implemented in UCPS. From uploading assignments to participating in forums, Moodle has become a tool in the instructional process. Additionally, UCPS provides students access to digital teaching and learning content from providers such as HomeBase, Discovery Education, NCWiseOwl, etc. By establishing an environment where blended learning is a part of the daily classroom experience, UCPS has pushed the envelope as an early adopter of these digital platforms in the K-12 environment.

Beginning in the 2011-2012 academic year, UCPS provided students and teachers with Google Applications for Education (GAFE) accounts. The core suite of applications allows teachers and students to use Google Documents, Presentations, Spreadsheets, Forms, Drawings and Sites. Google Drive provides a place to store and manipulate materials utilized by the teacher. The ease of creating and sharing documents, presentations and spreadsheets promotes collaboration among students with real-time results. Additionally, students in grades 6-12 have student Google email accounts that allow them to email any student or teacher within the county. Given the benefit of having access to digital teaching and learning resources that UCPS has validated through its own research, our goal is to find ways to effectively allow access to all digital resources, including digital textbooks. Unfortunately, the publishing industry remains undecided with its approach to the digitization of their textbooks, delivery mechanisms for their textbooks, pricing of their textbooks, making their product platform independent, etc. In response to this uncertainty, UCPS in its 1:1 initiative continues to offer opportunities that allow students to download digital texts in order to have access to them on their devices. This innovative approach provides students with their materials, greater administrative efficiency in delivering and managing inventories of these materials, and a savings in cost to the school system for such resources.

All UCPS students, teachers and administrators will continue to benefit from the continued advances in digital materials. Working with the North Carolina Department of Public Instruction to establish a procedure for sharing in a state-wide procurement process for such resources will help with cost and access to these materials. UCPS welcomes this change where it is appropriate and beneficial to students.

Alignment to Other Plans and Initiatives:

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

Union County Public 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

Continue to analyze the technology infrastructure of the LEA to support a 21st century curriculum and assessment system while transitioning to Common Core State and North Carolina Essential Standards. This will allow the transition from paper-based assessment systems to one that takes greater advantage of technology.

Career and College Ready, Set, Go!

Continue to increase access model for both students and teachers to increase individualized learning experiences.

Race to the Top Local and State Scopes of Work

UCPS Race to the Top Strategic Priority 1: Highly Achieving and Globally Competitive Students; and,

UCPS Race to the Top Strategic Priority 4: 21st Century Systems operating effectively and efficiently.

- (C)(3)(1.1): Create a transition plan for schools and LEA's to begin using the online IIS for the 2012-2013 school year.
- (C)(3)(1.4): Work as partners with DPI staff to incorporate the IIS into the daily operational aspects of school.

Home Base Implementation

Leverage state-wide instructional improvement tools to more effectively manage teacher and student resources.

- PowerSchool SIS- administrative and classroom management
- NCEES (Truenorthlogic) - teacher evaluation and growth model
- Schoolnet - formative and summative assessment tools and digital curriculum resources

UCPS Strategic Plan 2011-2014

Strategic Priority: High achieving and globally competitive students.

- UCPS will prepare students for the 21st Century.

Strategic Priority: 21st Century systems operating effectively and efficiently.

- Goal: UCPS will equitably allocate and align budgeted resources to meet identified needs for systems.

Goal: UCPS systems will support the effective and efficient operations of the district and school.

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

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	Activity: Provide continued access to an online learning management system.	Activity: Provide continued access to an online learning management system.	Purchase orders.	
	Activity: Facilitate collaborative cloud based environments to allow teachers and students access to learning materials and opportunities.	Activity: Facilitate collaborative cloud based environments to allow teachers and students access to learning materials and opportunities.	Platform utilization metrics.	
	Responsible: Technology Services Department; Curriculum and Instruction Department	Responsible: Technology Services Department; Curriculum and Instruction Department		
Utilize procured resources such as NCWiseOwl, Home Base and other open education resources	Activity: Support the use of state-provided resources such as NCWiseOwl and HomeBase by training stakeholders on an annual basis in the use of these platforms.	Activity: Support the use of state-provided resources such as NCWiseOwl and HomeBase by training stakeholders on an annual basis in the use of these platforms.	Platform utilization metrics.	
	Responsible: Curriculum & Instruction Department; Technology Services Department; Career and Technical Education Department	Responsible: Curriculum & Instruction Department; Technology Services Department; Career and Technical Education Department	Training documentation.	

Use digital content aligned specifically to Common Core and NC Essential Standards	Activity: Seek out and continue to provide access to online digital content aligned to the Common Core and NCES.	Activity: Seek out and continue to provide access to online digital content aligned to the Common Core and NCES.	Platform utilization metrics
	Activity: Evaluate and utilize state offered IIS resources.	Activity: Evaluate and utilize state offered IIS resources.	Training documentation related to specific content platforms (as necessary)
	Activity: Facilitate inter-departmental collaboration to evaluate and implement digital content.	Activity: Facilitate inter-departmental collaboration to evaluate and implement digital content.	Purchase orders
	Responsible: Curriculum & Instruction Department, Technology Services Department, Career and Technical Education (CTE) Department	Responsible: Curriculum & Instruction Department, Technology Services Department, Career and Technical Education (CTE) Department	
Ensure equity to digital teaching and learning resources from school to school in your LEA	Activity: Ensure digital devices follow a system-determined replacement cycle to ensure equitable distribution.	Activity: Ensure digital devices follow a system-determined replacement cycle to ensure equitable distribution.	Annual Media and Technology Report
	Responsible: District Leadership, Technology Services Department	Responsible: District Leadership, Technology Services Department	Lifecycle replacement planning
			Purchase orders

<p>Monitor state’s progress of digital content implementation.</p>	<p>Activity: Participate in regional and state offerings and conferences as well as regularly monitor NCDPI communication.</p>	<p>Activity: Participate in regional and state offerings and conferences as well as regularly monitor NCDPI communication.</p>	<p>Membership attendance and communication archives.</p>
	<p>Activity: Implement training and ongoing professional development for administrators and teachers of the Instructional Improvement System (IIS) when it becomes available.</p>	<p>Activity: Implement training and ongoing professional development for administrators and teachers of the Instructional Improvement System (IIS) when it becomes available.</p>	<p>Resource archives. Session Attendance.</p>
	<p>Responsible: Technology Services Department, Curriculum and Instruction Department, District Leadership</p>	<p>Responsible: Technology Services Department, Curriculum and Instruction Department, District Leadership</p>	
<p>Work as partners with Department of Public Instruction (DPI) staff to incorporate the Instructional Improvement System (IIS) into the daily operational aspects of school.</p>	<p>Activity: Ensure effective operation of the Instructional Improvement System (IIS) with LEA networks and digital devices.</p> <p>Responsible: District Leadership; Curriculum and Instruction Department; Technology Services Department</p>	<p>Activity: Ensure effective operation of the Instructional Improvement System (IIS) with LEA networks and digital devices.</p> <p>Responsible: District Leadership; Curriculum and Instruction Department; Technology Services Department</p>	<p>Participation metrics of state Instructional Improvement System (IIS).</p> <p>Performance metrics of district and Local Area Network (LAN) and Wide Area Network (WAN).</p>

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

Examples of Essential Questions

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

Teaching and leading in a 21st century learning environment requires the knowledge of best-practice and research-based instructional strategy and methodology. Additionally, knowing how to integrate a wide array of technology into the teaching and learning process is essential.

With the fast pace changes in software and hardware, most teachers and school administrators are daunted by the challenge of keeping current with technology trends. Therefore professional development is imperative in classrooms where technology integration is an expectation. The UCPS 1:1 initiative is a prime example of how ubiquitous access to digital devices and their successful use in the learning process depends on the teachers' ability to plan and execute instruction that leverages the presence of these devices. Intense and ongoing professional development has occurred with K-12 teachers, with an emphasis for teachers in grades 6-12 who have students receiving individual laptop devices. Instructional Technology Facilitators have conducted professional development with faculty at all middle and high schools at the time they receive their machines and at individual school sites. Our Instructional Technology Mentor Teachers (ITMT) initiative has become our biggest success in developing the professional knowledge and skills necessary to be a 21st century teacher. Working with the philosophy that designated teachers receive enhanced professional development to share and model with their peers, UCPS has successfully launched, sustained, and nurtured this initiative for teachers at all middle schools and has expanded this idea into our high schools. The initiative will continue to expand to the elementary levels in the next three years. UCPS has seen tremendous results in the transformation of the classroom environment; this process has been understood from the beginning to be a "work-in-progress" for several school years to come.

This use of an ITMT initiative does encompass other initiatives underway in UCPS to bring 21st century skills to the teaching and learning process. Recall that 21st century skills framework includes learning and innovation skills that are not restricted to just a technology-rich environment. Not only should we foster creativity and innovation, critical thinking and problem solving, and communication and collaboration in our students, but we should also foster them in our employees. Thus, UCPS has committed itself to fully implementing the Professional Learning Communities (PLC) model. UCPS will continue the professional development and support needed to sustain this initiative. Through the PLC model UCPS intends to foster the

professional collaboration that is necessary to make good decisions about student instruction by using all of the tools and measures available to fuel these discussions.

Beyond the professional development surrounding the PLCs at schools, other professional learning opportunities abound in UCPS. A “future leaders” program has been implemented to further enhance the working knowledge of the principalship with a select group of assistant principals. Sessions have been created to support the Global teachers program, UCPS Global Schools initiative, and Curriculum Instructional Leaders. Training in technology and diversity is provided to principals and directors on a routine basis at monthly principal meetings. All of these initiatives are aimed at developing the necessary leadership and instructional capacity necessary to carry our schools forward into the 21st century.

UCPS employees have multiple options for delivering and receiving professional development. Delivery methods include but are not limited to face-to-face, LMS course content, Lync video conferencing, video tutorial archiving on our internal UCTV server, and web based resources. As described briefly in the text above, UCPS is committed to a program of developing all of its employees for the benefit of our students.

Alignment to Other Plans and Initiatives:

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

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

Accountability and Curriculum Reform (ACRE)

Continue to analyze the technology infrastructure of the LEA to support a 21st century curriculum and assessment system while transitioning to Common Core State and North Carolina Essential Standards. This will allow the transition from paper-based assessment systems to one that takes greater advantage of technology.

Career and College Ready, Set, Go!

Increasing teacher and principal effectiveness so that every student has a great teacher and every school has a great principal.

Establishing and increasing the use of robust data systems that measure student success and inform teachers, principals, and policymakers about how they can improve the delivery of educational services to students.

Race to the Top Local and State Scopes of Work

UCPS Race to the Top Strategic Priority 4: 21st Century Systems operating effectively and efficiently.

- (C)(3)(1.1): Create a transition plan for schools and LEA's to begin using the online IIS for the 2012-2013 school year.
- (C)(3)(1.4): Work as partners with DPI staff to incorporate the Internet Information Services (IIS) into the daily operational aspects of school.

UCPS Race to the Top Strategic Priority 2: Quality teachers, administrators, and staff providing innovative leadership for 21st century schools.

- (D)(5)(1.1): Provide access to effective, high-quality, job-embedded, data-informed professional development and support for educators with objectives aligned to the Race to the Top Initiatives.
- (D)(5)(1.2): Measure, evaluate and improve professional development and support.

Home Base Implementation

Leverage state-wide instructional improvement tools to more effectively manage teacher and student resources.

- **PowerSchool SIS- administrative and classroom management**
- **NCEES (Truenorthlogic) - teacher evaluation and growth model**
- **Schoolnet - formative and summative assessment tools and digital curriculum resources**

UCPS Strategic Plan 2011-2014

Strategic Priority: Quality teachers, administrators, and staff providing innovative leadership for the 21st century schools.

- **UCPS will hire and retain highly qualified teachers, administrators and staff.**

Strategic Priority: 21st Century systems operating effectively and efficiently.

- **Goal: UCPS will equitably allocate and align budgeted resources to meet identified needs for systems.**

4: A Statewide Model of Technology-Enabled Professional Development

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 stakeholders.	<p>Activity: Develop and deliver research-based professional development for stakeholders utilizing various platforms, including, but not limited to; online, face-to-face, and blended offerings.</p> <p>Responsible: Technology Services Department</p>	<p>Activity: Develop and deliver research-based professional development for stakeholders utilizing various platforms, including, but not limited to; online, face-to-face, and blended offerings.</p> <p>Responsible: Technology Services Department</p>	<p>Log of professional development offered to UCPS personnel.</p> <p>Inventory of Learning Management System (LMS) professional development modules.</p> <p>Staff Development Manager</p>	
Support models that assist all school personnel in creating technology-enabled instruction that transforms educational practice and improves student learning	<p>Activity: Build capacity through developing school-based support teams.</p> <p>Responsible: Technology Services Department</p>	<p>Activity: Build capacity through developing school-based support teams.</p> <p>Responsible: Technology Services Department</p>	<p>ITMT Documentation</p> <p>PLC Documentation</p>	

<p>Prepare Media Coordinators and Instructional Technology Facilitators to support digital reform.</p>	<p>Activity: Implement North Carolina Evaluation tool for Media Coordinators and Instructional Technology Facilitators.</p>	<p>Activity: Implement North Carolina Evaluation tool for Media Coordinators and Instructional Technology Facilitators.</p>	<p>Participant evaluations</p>
	<p>Activity: Attend regional, state, and national conferences (based on available funding).</p>	<p>Activity: Attend regional, state, and national conferences (based on available funding).</p>	<p>Conference registrations</p>
	<p>Activity: Implement and participate in PLCs to foster collaborative growth opportunities.</p>	<p>Activity: Implement and participate in PLCs to foster collaborative growth opportunities.</p>	<p>PLC documentation</p>
	<p>Responsible: Technology Services Department</p>	<p>Responsible: Technology Services Department</p>	
<p>Deliver Common Core and Essential Standards training to teachers using integrated technology as a model for further classroom integration.</p>	<p>Activity: Offer Professional Development through LMS and cloud based modalities to enhance teachers' understanding of classroom integration and model best practices.</p>	<p>Activity: Offer Professional Development through LMS and cloud based modalities to enhance teachers' understanding of classroom integration and model best practices.</p>	<p>Log of professional development offered to UCPS personnel.</p>
	<p>Responsible: Technology Services Department, Curriculum and Instruction Department</p>	<p>Responsible: Technology Services Department, Curriculum and Instruction Department</p>	

<p>Prepare staff for online assessment delivery.</p>	<p>Activity: Develop process for ongoing training and information sharing for school-based faculty to conduct online testing in a reliable and secure manner.</p> <p>Responsible: Director of Student Services; Technology Services Department</p>	<p>Activity: Develop process for ongoing training and information sharing for school-based faculty to conduct online testing in a reliable and secure manner.</p> <p>Responsible: Director of Student Services; Technology Services Department</p>	<p>Record of training and professional development conducted in advance of online testing sessions.</p>
<p>Prepare students for online assessment delivery.</p>	<p>Activity: Students will practice with online assessments by using an online formative assessment program (HomeBase, ClassScapes, etc.) on a routine, scheduled basis.</p> <p>Responsible: Curriculum and Instruction Department, Director of Student Services, Technology Services Department</p>	<p>Activity: Students will practice with online assessments by using an online formative assessment program (HomeBase, ClassScapes, etc.) on a routine, scheduled basis.</p> <p>Responsible: Curriculum and Instruction Department, Director of Student Services, Technology Services Department</p>	<p>Logs and utilization metrics of formative assessment system(s) to show participation.</p>

<p>Provide ongoing support and professional development necessary for use of data to inform instruction.</p>	<p>Activity: Central Services and school-based leadership teams will review data and develop capacity to make data-driven instructional decisions.</p> <p>Responsible: Director of Student Services, Curriculum and Instruction Department</p>	<p>Activity: Central Services and school-based leadership teams will review data and develop capacity to make data-driven instructional decisions.</p> <p>Responsible: Director of Student Services, Curriculum and Instruction Department</p>	<p>Log of meetings including Director of Student Services and school-based administrators.</p> <p>Utilization metrics of data systems such as Education Value Added Assessment System (EVAAS).</p>
<p>Provide support for teacher and administrator progress and evaluation according to NCEES standards.</p>	<p>Activity: Offer professional development and support for administrative staff. Administrative staff will train on-site faculty.</p> <p>Responsible: Human Resources, School Leadership</p>	<p>Activity: Offer professional development and support for administrative staff. Administrative staff will train on-site faculty.</p> <p>Responsible: Human Resources, School Leadership</p>	<p>Log of professional development sessions and meetings.</p>

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

Directions: Write a concise narrative addressing the essential questions pertinent to your LEA/Charter. Remember, these questions are meant to guide your local priorities, and should not be considered inclusive.

Examples of Essential Questions

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

The 21st century skills framework includes learning and innovation skills that are not solely restricted to a technology-rich environment for learning, but are equally valuable goals for the type of leadership necessary to carry schools in UCPS forward. Not only should we foster creativity and innovation, critical thinking and problem solving, and communication and collaboration in our teacher and students, but we should also foster them in our leadership at the building and central services levels. Thus, UCPS has committed itself to fully implementing the Professional Learning Communities (PLC) model.

Beyond the professional development surrounding the Professional Learning Communities at schools, other professional learning opportunities abound in UCPS. A “Future Leaders” program has been implemented to further enhance the working knowledge of the principalship with a select group of assistant principals. Technology is emphasized at the annual Principals Leadership Retreat and district leaders are trained and encouraged to use the same 21st Century tools that are made available to teachers and students.

UCPS facilitates an Instructional Technology Mentor Teacher initiative which provides the opportunity for teacher leaders from each school to receive intense professional development in order to build technology capacity in our schools. All of these initiatives are aimed at developing the necessary leadership and instructional capacity necessary to carry our schools forward into the 21st century.

As described briefly in the text above, UPCS is committed to a program of developing all of its employees for the benefit of our students, especially its leaders.

Alignment to Other Plans and Initiatives:

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

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

Accountability and Curriculum Reform Effort (ACRE)

Continue to analyze the technology infrastructure of the LEA to support a 21st century curriculum and assessment system while transitioning to Common Core State and North Carolina Essential Standards. This will allow the transition from paper-based assessment systems to one that takes greater advantage of technology.

Career and College Ready, Set, Go!

Increasing teacher and principal effectiveness so that every student has a great teacher and every school has a great principal.

Race to the Top Local and State Scopes of Work

UCPS Race to the Top Strategic Priority 2: Quality teachers, administrators, and staff providing innovative leadership for 21st century schools.

- (D)(5)(1.1): Provide access to effective, high-quality, job-embedded, data-informed professional development and support for educators with objectives aligned to the Race to the Top Initiatives.
- (D)(5)(1.2): Measure, evaluate and improve professional development and support.

Home Base Implementation

Utilize components of HomeBase to promote 21st century education.

Implement Student Information System (SIS), North Carolina Educator Evaluation System (NCEES), and Schoolnet Assessments

UCPS Strategic Plan

Strategic Priority: Quality teachers, administrators, and staff providing innovative leadership for the 21st century schools.

- UCPS will hire and retain highly qualified teachers, administrators and staff.

Strategic Priority: 21st Century systems operating effectively and efficiently.

- Goal: UCPS will equitably allocate and align budgeted resources to meet identified needs for systems.

5: 21st Century Leadership for All Schools and Districts

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
Create and lead a vision for 21st century education	Activity: Implement the UCPS Strategic plan. Responsible: District Leadership	Activity: Implement the UCPS Strategic plan. Responsible: District Leadership	Performance goals outlined in the UCPS Strategic Plan for 2011-2014	
Create 21st century learning environments	Activity: Provide the professional development for professional learning communities. Responsible: District Leadership	Activity: Provide the professional development for professional learning communities. Responsible: District Leadership	Professional development data showing opportunities for Professional Learning Communities	
Prepare teachers and administrators to lead 21st century learning environments	Activity: Provide professional development opportunities in the areas of leadership, 21 st century skills, and technology. Activity: Expand and continue the Instructional Technology Mentor Teachers (ITMT) program. Responsible: District Leadership, Technology Services Department	Activity: Provide professional development opportunities in the areas of leadership, 21 st century skills, and technology. Activity: Expand and continue the Instructional Technology Mentor Teachers (ITMT) program. Responsible: District Leadership, Technology Services Department	Professional development data showing professional development opportunities for Professional Learning Communities Plus / Delta Analysis	

Develop strategic partnerships with community and business to promote 21st Century learning.	Activity: Support the work of the Union County Public Schools Education Foundation. Responsible: District Leadership	Activity: Support the work of the Union County Public Schools Education Foundation. Responsible: District Leadership	Record of Education Foundation work
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**Appendix A: Policies and Procedures
Union County Public 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 Essential Standards. 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))	5-1	5/11/2010
B. Disposal of Equipment / Replacement of Obsolete Equipment (GS §115c-518)	2-48	10/05/2010
C. Hardware and Software Procurement (GS § 115c-522 , 115c-522.1)	5-20	3/6/2012
D. Copyright and Plagiarism Policy (PL §94-553 , 90 Stat. 2541),	5-20	3/6/2012
E. Acceptable Use Policy (PL §106-554) (including existing 1:1, bring your own device)	5-20	3/6/2012
F. Equipment/Materials Donation Policy (GS §115C-518)	2-5	3/6/2012
G. Data Privacy Policy (20 U.S.C. § 1232g ; 34 CFR Part 99 (FERPA))	4-14	2/5/2013
H. Inventory Control Policy (GS §115c-539 , 115c-102.6A-C(5))	2-18	5/11/2010
I. Access to Services Policy (GS §115c-106.2)	5-6	10/21/2008
J. Online Assessment and Instruction Policy		
K. Advertising and Commercialism Policy (GS §115c-98) (Procurement and gifts ethics)	3-2(a)	3/1/2011
L. Internet Safety and Ethical Use including Cyberbullying and Harassment (Protecting Children in the 21st Century Act , CIPA , FERPA , GS 115C-407)	5-20	3/6/2012
M. (Locally identified policies)		
Procedures		
A. Hardware and Software Deployment	Document	
B. Equipment maintenance and repairs	Document	
C. Outdated Resources and Equipment Replacement	Document	
D. Disaster Recovery of Data and Hardware	Document	
E. Administration of Online Courses	Document	
F. Administration of Online Assessment	Document	
Guidelines		
A. Policy Translation		
B. Use of Digital Media and Resources	5-20	3/6/2012
C. Instructional Use of Videos	5-20	3/6/2012
D. Development of Online Resources		
E. (Locally identified guidelines)		

Addendum: Rolling-out the required and optional portions of Home Base

High-level Implementation Details

Union County Public Schools has divided the required and optional portions of Home Base into three categories. The new teacher evaluation system, North Carolina Educator Evaluation System (NCEES), will be headed by Human Resources and they will work with administrators and teachers to prepare them for the new electronic evaluation tool.

Schoolnet will fall under the purview of Curriculum and Instruction including Testing and Accountability. They will be responsible for organizing and sharing information with all stakeholders to best utilize required and optional components of Schoolnet.

PowerSchool and PowerTeacher will be managed and implemented by the Instructional Technology Division of Technology Services. A train the trainer model will be employed to build capacity in each school location and provide constant support to teachers and administrators.

Technology Services will work with all groups to facilitate functionality of all Home Base systems throughout and after implementation. Ongoing services and LEA integration by Technology Services will be the keystone of successful implementation as more Home Base offerings are tweaked for optimal UI and UX functionality and ease of access.

Professional Development Activities

Union County Public Schools has utilized a train the trainer model for the purposes of implementing Home Base. Key central office personnel obtained PowerSchool certification in the summer of 2013 while members of Curriculum and Instruction and Human Resources attended offerings through the Department of Public Instruction. All stakeholders will monitor progress and state recommendations throughout the implementation process.

All school locations will hold mandatory teacher opportunities in various phases throughout the Home Base initiative. Phases one and two include PowerSchool and Teacher Evaluation training and assistance in order to facilitate the ongoing operations of LEA activity while phase three will focus on Schoolnet and expanded offerings as they are made available.

Funding Sources

Funding sources necessary for successful implementation of Home Base are varied based on need and audience. Sources primarily include RttT and various local funds. Funding for conferences (2013 Summer Leadership Conference) and orientation sessions were provided by RttT. Technology Services, Human Resources and Curriculum and Instruction provide local funds for PowerSchool, NCEES (Truenorthlogic) and Schoolnet professional development. In addition, UCPS will continue to seek grant opportunities as potential sources of future funding.

Evaluating Effectiveness

Home Base integration is a major shift in infrastructure and process and will require constant monitoring and revision for effective integration. Evaluating the effectiveness of Home Base implementation will be an ongoing process which includes effective processes, stakeholder satisfaction and overall LEA efficiency. The first measure will be operational effectiveness to ensure that basic processes and procedures are able to be carried out on a consistent basis.

Once we are able to consistently utilize full functionality within the SIS, our focus will shift to optimization of Home Base systems to improve student engagement and learning. District leadership must monitor use of IIS resources to ensure continued use of state and local resources. Finally, UCPS will utilize the North Carolina Learning Technology Initiative (NCLTI) Readiness Assessment to evaluate ongoing effectiveness of Home Base implementation and overall technology integration throughout the district.