Technology Plan

2018-2023

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The Charles City County Public Schools Technology Plan establishes the framework for the effective and efficient use of technology to increase student engagement and achievement in all instructional content areas. This plan is aligned with both state and federal technology plans and reflects anticipated technology trends for the next five years. This plan will serve as the guide for the implementation of appropriate and meaningful technology into our learning environment.

Today's world and technology changes rapidly. This is also the case for our students. Each student is unique and brings with them diverse experiences and backgrounds. Our students are digital natives who embrace the technology and naturally know how to use it to function and communicate in the world around them. The traditional classroom of the past is very different than the 21st Century classroom. Classrooms are becoming more student-centered and provide students an opportunity to experience learning with the use of technology. Technology also allows the teacher to facilitate learning and to engage the students with creative and innovative lessons while also connecting them to real world learning. As we move forward as a division, it is our duty to continue planning ways to improve the delivery and use of technology in the classroom and to ensure that instruction continues to be even more student-centered. It is our responsibility to provide and teach the necessary 21st Century skills each student will need to be competitive in our ever changing global community.

Most of our educators are digital immigrants and realize that our students are far more efficient in the use of technology to locate and access digital content. The teacher's responsibility is to blend learning and model the proper application of technology resources. Providing our teachers with knowledge and skills to create change in the classroom structure is a daunting task. High quality professional development addressing instructional technology is the key to ensuring that our teachers and staff continuously improve the methods we use to engage, innovate, instruct, support, and inspire our students during their education careers at our schools.

It is our intent to use this plan as a tool to help us expand our use of technology and to strengthen our instruction and curriculum. Means of strengthening will come with the expanded offering of virtual courses, improving infrastructure and equipment, and providing the needed components to produce an efficient and effective network. This plan addresses the role of technology in our instructional responsibilities to our students, staff, administration, and community. This plan will be continually assessed and updated in the spring of each year to determine the alignment with our mission and vision, and to ensure that our students continue to hone and improve their 21st Century skills.

Technology   Team Members:

Wendy González-Cauley, Director of Teaching, Learning, and Accountability

Jerome Tyler, Supervisor of Operations

Matthew Hendricks, Network Specialist, Operations

Jennifer Richardson, ITRT, Instructional Technology Resource Teacher

Lisa Brown, High School Media Specialist

Beth Buttner, Elementary School Media Specialist

Review Committee Members

Dr. David Gaston, Superintendent

Sue Salg, Director of Finance

Preston Adkins, School Board Member

Marcus Petty, High School Principal

Mia Pollard, High School Assistant Principal

Edward VanDyke, Elementary Principal

Heather Kennedy, Elementary Assistant Principal

Andrew Merritt, Elementary Teacher

Cristine Ratliff, High School Teacher

Ria Justice, Elementary Parent

Natalie Crump, Elementary Parent

Kerry Canaday, High School Parent

Goal One- Learning: Enhanced Personalized, Equitable Student Learning Experiences with Technology

 Goal: Promote and support personalized, deeper learning experiences to demonstrate workplace readiness by creatively solving complex problems, thinking critically, collaborating, communicating and demonstrating responsible citizenship.

Resources/Partnership:
Institutions of higher education, educational stakeholder groups, professional organizations, business and industry groups, and local school divisions

Results (What do we want to accomplish?)	Indicators (What evidence will exist of completion?)	Action (What action will be taken?)
- Students will develop deeper learning skills by leveraging technology as a resource or tool - Educators will leverage current and emerging technologies to increase opportunities for students to follow personalized learning - Students will apply technology effectively to support the construction and application of content knowledge and skills. - Students will demonstrate mastery in a variety of ways, including the use of technology through the creation of digital artifacts. - Educators will expose all students to career and college opportunities including those in the technical fields to promote workplace and college readiness through advanced coursework, mentorships and internships.	- Student survey to analyze technology based resources used by students in our instructional program - Teacher survey to analyze technology based resources used by teachers and students in our instructional program. - Collect information on the number of students enrolled in CTE courses and Bridging Communities.	- Research, vet, and develop Teacher Toolbox to assist in providing innovative, personalized and deeper learning experiences for all students. - Develop and revise existing policy and guidance documents to support innovative learning experiences. - Provide instructional resources (Quia and AA PowerSchool) that allows for the sharing of alternative assessments in our division. - Provide virtual learning tools (Edgenuity and Office 365) that deliver multiple pathways for learning through blended and fully online models in ways that increase quality of education and equity for students.

Results (What do we want to accomplish?)	Indicators (What evidence will exist of completion?)	Action (What action will be taken?)
		- Provide opportunities for industry certifications, professional licenses, advanced placement courses and dual enrollment courses along with career exploration, exposure, and planning opportunities. - Revise curriculum to show the integration of Computer/Technology and Computer Science Standards in grades K-12 - Improve digital literacy by providing students with resources related to Internet safety, digital citizenship skills, and student awareness/skills for personal and data privacy

Results (What do we want to accomplish?)	Indicators (What evidence will exist of completion?)	Action (What action will be taken?)

Goal Two- Support Innovative Professional Learning with Technology

Goal: Promote and support current and emerging technology-based resources that support educators in developing and employing innovative strategies and practices to support student-centric learning models to increase quality of education and equity for students.

Resources/Partnership:
Institutions of higher education, educational stakeholder groups, professional organizations, business and industry groups, and local school divisions

Results (What do we want to accomplish?)	Indicators (What evidence will exist of completion?)	Action (What action will be taken?)
• Educators support personalized, deeper learning experiences that are enhanced through appropriate and meaningful technology integration. • Through the use of technology supports (e.g., learning and/or content management systems, student information systems, adaptive technologies) educators will monitor students' progress to personalize learning and inform instructional practices. • Educators utilize the instructional technology resource teacher model to support student engagement through technology in the classroom. • Educators understand how to enhance performance-based and alternative assessments through the intentional integration of technology.	• Completion report and list of professional learning opportunities provided to the staff (Microsoft Modules, software training, and online courses) • Enhancement of the Teacher Toolbox based on the recommendations and needs from the Teacher Technology Survey and from observations.	• Develop and revise existing policy and guidance documents to support innovative learning experiences • Work collaboratively with teacher and technology stakeholders to create instructional resources that can be used by educators to support innovative learning experiences that will be accessible in the division in the Teacher Toolbox. • Provide opportunities for industry certifications, professional licenses, along with career exploration, exposure, and planning opportunities • Guide and support professional development for the inclusion of technology skills that promote adaptation and integration of current and emerging technologies into professional practices, and the use of assistive

Results	Indicators	Action
(What do we want to accomplish?)	(What evidence will exist of completion?)	(What action will be taken?)
		technology, • Ensure students have a working knowledge of digital citizenship skills and issues. • Provide information to teachers and staff about assistive technology availability and uses through the Training and Technical Assistance Centers (TTAC) and local division level • Provide instructional support in the development of rubrics and other evaluation tools for use with performance-based assessment that integrate technology.

Goal Three: Create Cultures of Change through Innovative Leadership Practices

Goal: Promote leadership that supports deeper learning experiences for students and innovative instructional practices by educators through the use of technology.

Resources/Partnerships:
Institutions of higher education, educational stakeholder groups, professional organizations, business and industry groups, and local school divisions

Results (What do we want to accomplish?)	Indicators (What evidence will exist of completion?)	Action (What action will be taken?)
• Division Leadership Team continues to implement the mission for teaching and learning that includes the appropriate use of technology. • Division and School Leadership Teams are able to communicate and guide the implementation of division and school goals for teaching and learning that integrate technology and promote innovation. • Division Leadership and School Leadership Teams support, secure and advocate for resources to sustain technology initiatives and goals including those designed to support personalized learning environments.	• Completion report and list of professional learning opportunities provided to the staff (Microsoft Modules, software training, and online courses) • Current and emerging technology-based resources used by our division as indicated by our Teacher Technology Usage Survey responses.	• Update current job descriptions for all school leadership positions that reflect the need to have a deep understanding of the use of technology in learning and school operations. • Seek and establish partnerships with other school divisions and professional organizations to implement and evaluate new technologies and instructional approaches • Promote and provide professional learning opportunities regarding educational technology research and innovations in education. • Promote the effective and efficient use of Instructional Technology Resource Teachers.

Results (What do we want to accomplish?)	Indicators (What evidence will exist of completion?)	Action (What action will be taken?)
• Division Leadership, School Leadership, and Technology Teams promote the use of a variety of innovative instructional strategies and practices developed with current and emerging technology-based resources to support the innovative instructional approaches in the classroom. • Division Leadership and School Leadership Teams possess the capability and model and efficiently and effectively use technology in the performance of job duties (data-driven decision making, educator evaluations, communications, and more) and model district technology initiatives.		• Collaborate with other organizations to provide opportunities for leaders to meet, collaborate, and share ideas, resources, and effective practices, and to promote professional learning networks through social networking tools.

Goal 4: Secure and Robust Infrastructure

Goal: Promote and support a secure and robust technology infrastructure to support access, adequacy, and equity.

Resources/Partnerships:
Institutions of higher education, educational stakeholder groups, professional organizations, business and industry groups, and local school divisions

Results (What do we want to accomplish?)	Indicators (What evidence will exist of completion?)	Action (What action will be taken?)
• Students, educators, and leaders have equitable access to secure and robust networks that provide high quality, reliable access to the Internet and other networks. • CCCPS will use best practices that comply with federal, state, and industry guidelines and recommendations to minimize network threats and vulnerabilities and protect educational data. • Students, educators, and leaders have equitable access to computing devices and other digital resources, including assistive technologies.	• Increased reporting of equitable and continuous access to secure and reliable networks by students, educators, and leaders as indicated by the Teacher and Student Technology Usage Surveys. • Laptop distribution report in Tempest will show assigned devices to student in grades 3-12 • Laptop distribution report in Tempest to show assigned devices to teachers and school leadership • COW Log Sheets will show usage of devices of students enrolled in grades K-2.	• Promote equitable access to high quality, effective learning environments for all students by supporting efforts to reduce barriers to technology access • Provide opportunities for community and parental feedback on usage of school devices outside of the school domain • Promote the continual expansion of broadband capability to support digital learning and innovative education using guidance provided by relevant stakeholder organizations. • Usage of federal and state programs to maximize resources available to students, teachers, and school leaders. • Ensure that assistive technology services and devices are implemented in accordance with the Individuals With Disabilities Education Act (IDEA).

Results (What do we want to accomplish?)	Indicators (What evidence will exist of completion?)	Action (What action will be taken?)
• CCPS will have access to technical and human resources that enable the effective evaluation of infrastructure costs and other considerations necessary for high quality and reliable access to the Internet and other networks used by students, educators, and leaders in innovative way.		• Ensure the efficient use of the technical support personnel required in the Standards of Quality (§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel – see J).