



Montgomery County Schools 2014-2016

**Draft
Revised 10/11/2013**

Strategic Technology Plan

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**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.

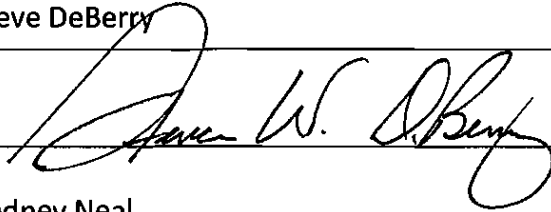
LEA/Charter Name: Montgomery County Schools

LEA/Charter Number: 620

Superintendent Name: Dr. Dale Ellis

Superintendent Signature: 

Local Board Chair Name: Steve DeBerry

Local Board Chair Signature: 

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

| Member | Job Title/Position | Signature |
|-----------------|---|--|
| Dr. Dale Ellis | Superintendent |  |
| Dr. Sue Hatley | Asst. Superintendent of Curriculum |  |
| Rodney Neal | Director of Technology |  |
| Alisha Ellis | Director of Instructional Support |  |
| Ben Grindstaff | Director of Performance and Accountability |  |
| Deidra Steed | Director of Elementary Education/AIG Services |  |
| Phillip Brown | Director of Secondary Education/CTE |  |
| Wade Auman | Instructional Technology Specialist |  |
| Matt DeBerry | Technician |  |
| David Kellis | Technician |  |
| Robyn Stone | Media Coordinator |  |
| Linda Rinaldi | Media Coordinator |  |
| Mark Miller | Business Teacher |  |
| Cathy Haithcock | Technology Assistant |  |
| | | |
| | | |

Montgomery County Schools Technology Plan
2014-2016
Vision Statement

The vision of Montgomery County Schools is to graduate life-ready, globally competitive students that perform academically in the top 25 of NC school systems. Our mission is to engage our students in rigorous educational experiences and to help them build positive relationships and strong partnerships in the community. This plan is reflective of our understanding that our students need to be highly skilled to compete in today's global economy and our belief that responsibility for learning is shared with family and community. Montgomery County Schools will support and enhance the priorities outlined in the North Carolina State Technology Plan by aligning the goals and objectives of our local plan with the NCSBE goals and objectives, the goals and objectives of Governor Beverly Perdue's Career & College: Ready, Set, Go! as well as the Race to the Top initiative.

Montgomery County Schools Technology Plan
Strategic Priorities
2014-2016

Montgomery County Schools recognizes that for all students to be future ready, they must have equal opportunities for maximizing information and technology resources and tools, and must be taught in a way that maximizes the effective use of these technologies. Our LEA has been successful in leveraging Erate funds to support numerous technology projects and services that are Erate eligible. We will continue to seek Erate funds to provide equitable network infrastructure for every site in our district. Technology equipment inequities exist across the district and our Leadership Team will work in the coming years to lower the student-to-device ratio. MCS realizes that access to teaching and learning technologies does not necessarily lead to equity for staff and students. These technologies must be accompanied by first-rate professional development, as we teach our instructional staff to integrate technology seamlessly into the curriculum. Technology usage should not be an isolated event, add-on, or after thought. We aim to increase utilization of digital teaching and learning resources district wide. High-quality 21st century school and district leadership must also exist across our LEA to fulfill the promise that all students graduate career and college ready.

The Commission on School Technology has identified five strategic priorities to guide our plan: 1) a statewide shared services model for platforms and infrastructure; 2) universal access to individual teaching and learning devices; 3) statewide access to digital teaching and learning resources, including digital textbooks; 4) a statewide model of 21st century professional development; 5) and 21st century leadership for all schools and districts.

Montgomery County Schools' Leadership Team looks forward to working collaboratively with all stakeholders to identify the best solutions to achieve our goals.

Strategic Priority 1: A Statewide Shared Services Model

Essential Questions for Montgomery County Schools

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

Montgomery County Schools utilizes several funding sources to provide support for instructional and administrative technology. The State Technology Fund (PRC 015), the School Connectivity Fund (PRC 073), and local funds are used to provide connectivity, network hardware and infrastructure, outside support services, and new and replacement hardware. Other funding sources for end-user hardware and software are: AIG funds, Title I funds, At-Risk funds, CTE and local school funds. The district receives ERate reimbursements for telecommunications and Internet services.

Montgomery County Schools use a Cisco ASA 5510 firewall to protect the WAN and Ethernet connections. A Barracuda SPAM filter works to prevent over 95% of the SPAM sent to our system's email accounts. We utilize Total Traffic Control by Lightspeed Systems to filter content, reports network activity, and offer desktop and laptop antivirus protection. A 50 MB fiber connection provided by the School Connectivity initiative/MCNC/NCREN is utilized for our internet. Staff email accounts are supported by our Microsoft Exchange server.

A portion of funds spent by MCS are used on services to maintain our network and hardware. If these services could be delivered in a Shared Services model, we could pay substantially less. For example, firewall, content filtering, and antivirus software solutions could be delivered as Shared Services. A statewide contract for Shared Services would enable each of the 115 school districts in the state to benefit from a discounted fee for services they are already purchasing individually. A bonus of purchasing these services statewide would be the release from responsibility to identify, procure, deploy, and maintain these services at our individual districts, which takes time and resources.

Currently, Montgomery County Schools pay yearly fees for instructional resources and services, including Destiny, ClassScape, Data Connections, AlertNow, Schoolwires, Discovery Education, Learn 360, Apex, and Gaggles email for students. Isolated schools are subscribing to Renaissance Learning's Accelerated Reader(AR), Study Island, and Scholastic's Student Reading Counts (SRI). If any of the services we currently use could be purchased through a statewide, discounted rate, Montgomery County Schools could pay substantially less.

Taking advantage of E-rate funding is a priority for our school district. We receive funds for web hosting, e-mail, WAN fees, and local and long distance service. Funds also support cell phone use for key staff and for all buses. Our goal is to continue to seek funding to provide equitable infrastructure at all our sites. Currently, MCS would like to extend our wireless coverage throughout all locations to maximize the use of wireless capable devices in our schools. Having a stable infrastructure to support our technology-infused instructional goals is paramount.

Alignment to Other Plans and Initiatives:

Strategic Priority 1: A Statewide Shared Services Model

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

ACRE

By participating in the shared services model offerings, our LEA will better support 21st century learning and prepare students and staff for the transition to online assessments.

Career and College Ready, Set, Go!

By participating in the shared services model offerings, we will put more technology in the hands of students and staff to increase individualized learning options.

Race to the Top Local and State Scopes of Work

Objective (A)(2) 1.1: Incorporate the state infrastructure blueprint into technology plans.

Objective (A)(2) 2.1: Implement the infrastructure blueprint.

Objective (A)(2) 3.1: Provide and support student, teacher, administrator access to a Learner Management System, Learning Object Repository, and web collaboration tools at each school.

Objective 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.

1. Statewide Shared Services Model

| Suggested Targets | Year 1 July 1, 2014 – June 30, 2015 | Year 2 July 1, 2015 – June 30, 2016 | Yearly Evaluation Evaluation Methods(s) DPI USE-Leave BLANK |
|---|--|--|---|
| Increase equitable and additional access to technology devices | Reduce our student to computer ratio as funding allows | Continue to reduce our student to computer ratio as funding allows | AMTR Data, Measure ratio of computers per student |

| | Technology Department | Technology Department | |
|--|--|---|---|
| Provide equitable and additional access to digital resources | Evaluate and pursue cost-saving shared services district-wide Technology Department/ Curriculum Department | Continue to evaluate and pursue cost-saving shared services district-wide Technology Department/ Curriculum Department | Evaluation rubrics Opt-in agreements |
| Reduce operating costs by facilitating a more strategic budgeting model | Explore cost-effective alternatives to current service offerings (e.g. Gmail vs. Gaggle) Technology Department/ Curriculum Department | Consider district wide resources and how we can leverage shared services to consolidate software and hardware. Technology Department/ Curriculum Department | Price Comparisons Purchase Orders |
| Facilitate a more strategic budgeting model utilizing blended funding and reducing isolated programmatic spending | Conduct monthly curriculum meetings to monitor budgets/purchases and consider bulk purchasing for district wide initiatives Secondary/CTE, Curriculum, EC, Technology Directors | Conduct monthly curriculum meetings to ensure budgets/purchases are efficiently leveraging bulk purchases and shared services. Secondary/CTE, Curriculum, EC, Technology Directors | Meeting Agendas and Notes |
| Promote/maintain innovative funding model by utilizing NCEdCloud offerings and alternatives | Research the viability of services offered through NCEdCloud Technology Department | Conduct tests of services offered to evaluate if they meet current standards and needs Technology Department | Evaluation data |
| Maximize E-rate in support of instructional programs | Continue seeking ERate funding for any eligible services | Continue seeking ERate funding for any eligible services | Form 470, 471, 476 |

Technology Director

Technology Director

Provide content filtering in accordance with the Children's Internet Protection Act (CIPA).

Continue to provide a filter solution in compliance with the Children's Internet Protection Act, and required by ERate.

Technology Department

Continue to provide a filter solution in compliance with the Children's Internet Protection Act, and required by ERate.

Technology Department

Content filtering reports

Students and Staff will safely and ethically use the Internet to access educationally appropriate materials and engage in Internet enabled Learning

Update teacher and student knowledge of Internet safety and ethical usage.

Yearly verifications from each school stating Internet Safety has been taught to all students

ITS, Principal, Teachers

Principals, Teachers, Students

Increase wireless access coverage throughout areas that have limited or no coverage.

As funding allows, design and implement wireless access coverage for the middle and high schools.

Technology Department

Increase wireless coverage at elementary schools and upgrade existing equipment to allow for maximum throughput of all APs.

Technology Department

Inventory of Wireless Networking Equipment

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

In order for students of Montgomery County Schools to be competitive in a technologically advanced society, they must receive an education that is structured with a foundation in technology. Students in today's age utilize technology differently than previous generations. In order to captivate and motivate student learning, we must offer a learning environment that is conducive to our students needs. The use of personal devices for teaching and learning enables teachers to offer rigorous and technologically based instruction. Students of Montgomery County Schools will graduate with the technology skills they need to become productive members of an ever evolving, technologically savvy, society.

The provision of personal teaching and learning devices is the fundamental key to offering an education that will enable our students to be competitive in today's society. The methods by which these devices are offered are just as important as the devices themselves. Personal teaching and learning devices must be provided for all students and staff every day, all day, all year long, regardless of someone's race, sex, or socio-economic background. This premise is the definition of universal access.

Montgomery County Schools is developing strategies and setting goals in an effort to increase the availability of personal teaching and learning devices. We are researching blended funding models to increase the number of devices we offer. We are setting short term, attainable goals to track our progression as we work toward the long term goal of a 1:1 environment. As we increase our devices, we will monitor and upgrade our network as necessary. We recognize that increasing the number of devices, will require training for both students and staff. Increasing the quantity of devices will also require adding staff to support the additional needs of maintaining more technology. We will investigate cost-effective ways of standardizing software on our devices including operating systems and productivity suites. This will help us to provide equitable access to technology tools for all students.

By providing better access to teaching and learning devices Montgomery County Schools will help students and staff to develop the skills and technological literacy needed to be competitive in a global society. By not only providing devices, but also training on how to effectively use technology to search, evaluate, and create information, MCS will equip students with the qualities they need to enter the workforce or move on to additional educational opportunities after graduation.

As we move forward toward our goal to provide universal access, we must constantly evaluate infrastructure and support to make sure that we maximize the instructional effectiveness of our initiative. Schools will utilize the North Carolina Learning Technology Initiative Model to drive

our long term goal of becoming a 1:1 environment. Site based needs assessments will be completed for each school to identify areas of improvement as we move forward. Ongoing assessments will be completed to assess network capabilities and teacher needs as devices are being deployed system wide. We will fund this goal by using various innovative sources of capital, E-rate funding to enhance and upgrade existing networks and the consolidation of existing programs and services to obtain more competitive pricing.

Alignment to Other Plans and Initiatives:

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

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

ACRE

By providing universal access to teaching and learning devices, Montgomery County Schools will provide a better environment for teachers, students and administration to learn 21st Century skills and have more access to digital resources and electronic assessments.

Career and College Ready, Set, Go!

Provide digital tools and resources to support all initiatives in Career & College: Ready, Set, Go!

Race to the Top Local and State Scopes of Work

Objective (A)(2) 3.1: Provide and support student, teacher, and administrator access to Learner Management System, Learning Object Repository, and web collaboration tools.

Objective (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.

Priority 2: Universal Access to Personal Teaching and Learning Devices

| Suggested Targets | Year 1 July 1, 2014 – June 30, 2015 | Year 2 July 1, 2015 – June 30, 2016 | Yearly Evaluation Evaluation Methods(s) DPI USE-Leave BLANK |
|---|---|---|---|
| Develop a comprehensive sustainable LEA plan for universal access. Resources: NCDPI, NCLTI, Educator | Form a Universal Access Task Force to develop a “rough draft” plan for universal access. Superintendent | Universal Access Task Force will create final version of our plan for universal access. | Draft of Plan; Final Version of the Plan Meeting Agendas and Notes |

**Recruitment & Development,
and District & School
Transformation**

Superintendent

**Communicate our process and
plan to all stakeholders.**

Community/Student/Certified &
Classified Staff Advisory
Meetings, District Website, etc.
Superintendent
Public Information Officer

Community/Student/Certified &
Classified Staff Advisory
Meetings, District Website, etc.
Superintendent
Public Information Officer

District Website
Meeting Agendas and Notes
Feedback from Surveys/Meeting
Comments

**Increase overall access to
personal learning devices.**

Reduce the ratio of students to
learning devices as budgets allow
Technology Department
Superintendent

Continue to lower student to
learning device ratio as budgets
allow
Technology Department
Superintendent

Purchase Orders
Baseline AMTR data/Post AMTR data

**Utilize Personal Learning
Devices to promote student
owned learning.**

Provide professional
development to help teachers
and administrators effectively
use and manage learning
devices.
Technology Department
Curriculum

Utilize learning devices for
individual assessment and for a
focused learning environment.
Technology Department
Curriculum

Staff Development Surveys/Feedback

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

Digitization has taken the world by storm and is reshaping the avenues by which our students are educated. The days of pencil and paper, hardback textbooks and chalkboards are transitioning to the age of wikis, digital textbooks, and interactive whiteboards. Utilizing these digital resources is creating the necessary bridge between our students' interests and their needs. Today's students need to be engaged in order to learn. Students need their education presented in a familiar and accessible format. Digital teaching and learning resources are enabling students to take ownership of their education. Montgomery County Schools has embraced the use of multiple digital resources.

Our middle and high schools have access to streaming audio and video through Discovery Education, while Learn 360 is accessible to our elementary schools. We are using the multitude of resources offered by NC WiseOwl, Library of Congress, and LearnNC. Many of our schools purchase ebooks, which can be viewed online through Destiny, our Library Management System. Montgomery County Schools has implemented the use of a Learning Management System to offer rigorous hybrid courses. We are currently utilizing digital copies of our textbooks for online courses through NCVPS and hybrid MoVE courses. Many of our staff members are savvy at identifying, evaluating, and then incorporating online resources into their instruction. Our students are taught the necessary skills for searching and identifying quality resources to enhance their learning.

Digital resources offer school systems a more equitable means to provide students and teachers with the tools necessary to enrich and support the teaching and learning process. Digital resources are cost efficient, do not require storage, and are accessible anytime on mobile learning devices. These resources alleviate damages, loss, and shortages of traditional resources. Montgomery County Schools will continue to seek and evaluate the best digital resources to support the teaching of the Common Core and Essential Standards. All digital resources that are utilized by MCS must adhere to the Acceptable Use Policy adopted by our school board.

Alignment to Other Plans and Initiatives:

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

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

ACRE

By providing access to digital resources we will equip students, teachers and administrators with easily accessible resources to help them be successful and competitive in a global society.

Career and College Ready, Set, Go!

Provide digital tools and resources to support all initiatives in *Career & College: Ready, Set, Go!*

Race to the Top Local and State Scopes of Work

Objective (C)(3) 1.4: Work as partners with DPI staff to incorporate the IIS into the daily operational aspects of school.

MCS Strategic Plan

Globally Competitive Students: By 2016, the 4-year cohort graduation rate will increase to meet or exceed 78%.

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

| Suggested Targets | Year 1 | | Year 2 | | Yearly Evaluation Evaluation Methods DPI USE-Leave BLANK |
|---|-------------------------------------|----------------------------|---|----------------------------|--|
| | July 1, 2014 – June 30, 2015 | | July 1, 2015 – June 30, 2016 | | |
| Shift from traditional print and paper-based resources to affordable, current online resources | Educate teachers and students about | Instructional Facilitators | Implement IIS with teachers and students optimizing digital resources | Instructional Facilitators | PLC Meeting Agendas/Minutes Usage reports from IIS Classroom Walk Through Data |

| | | | |
|--|---|--|---|
| Utilize procured resources such as NC WiseOwl, and other open education resources | Promote usage, webinars, grade level and content-specific resources to teachers and students by posting information on district/school websites Webmaster/Media Coordinators | Increase usage, webinars, grade level and content-specific resources to teachers and students by posting information on district/school websites Webmaster/Media Coordinators | Usage reports from content filter Classroom Walk Through Data |
| Use digital content aligned specifically to Common Core and NC Essential Standards | Educate teachers and students about IIS Instructional Facilitators/ITS | Implement IIS with teachers and students optimizing digital resources Instructional Facilitators/ITS | Staff Development Surveys/Feedback Usage reports from IIS |
| Ensure equity to digital teaching and learning resources from school to school in your LEA. | Increase access to learning devices for students, teachers, and administrators and provide adequate training for their use. Technology Department Curriculum | Ensure access to digital tools and resources through constant evaluation of district infrastructure and support staff. Technology Department Curriculum Department | Staff Development Surveys/Feedback Evaluation reports of Infrastructure and Support Staff AMTR data |



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

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

Teachers and administrators need a specific skill-set to transition to digital teaching and learning resources. Some of the necessary skills have already been acquired over time, as they have acclimated to the digital world around them. Students, teachers and administrators must collaborate together to fully utilize and analyze resources for their effectiveness and educational viability. They will use these resources to provide a learning environment that provides for personalized instruction and effectively meets the needs of all stakeholders. Administration and teachers must use their expertise in teaching and subject matter to effectively use technology to further student knowledge, creativity and collaboration in both face to face and virtual environments.

We must provide access to professional development in the use of digital resources and tools. We do this to ensure that technology skills of staff and administration continue to be effective in the integration of technology in the learning environment. Teachers and administration will continue to participate in learning communities to collaborate, support and grow the use of digital tools and resources for all stakeholders. We must continue to provide relevant learning opportunities for our students whether they are provided in face to face, virtual or hybrid environments.

Teachers and administration must work closely together to promote the adoption of digital resources, tools and devices. Constructive feedback will guide decision makers to make informed choices of what best meets the needs of students and staff. Leadership must work together to define a clear vision of what they want technology to provide for the educational experience. Shared decision making will be the key to develop a vision that builds community acceptance, but also will create an environment that will foster the leadership and technology skills of others. It is essential that all stakeholders share our vision and we continue to provide the professional development to effectively use existing and emerging technology resources to maximize instructional opportunities.

Alignment to Other Plans and Initiatives:

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

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

ACRE

Our LEA will utilize the statewide model of technology-enabled professional development to equip teachers and administrators with the skills and resources to create learning environments that challenge learners and develop skills and knowledge critical for the 21st century.

Career and College Ready, Set, Go!

Develop resources (workshops, professional learning communities, virtual courses, webinars, etc.) to support effective professional activities and create additional resources as needed.

Race to the Top Local and State Scopes of Work

Objective (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.

MCS Strategic Plan

21st Century Professionals: By 2016, the percentage of MCS teachers that meet the NCLB Highly Qualified criteria will meet or exceed 99%.

4: A Statewide Model of Technology-Enabled Professional Development

| Suggested Targets | Year 1 July 1, 2014 – June 30, 2015 | Year 2 July 1, 2015 – June 30, 2016 | Yearly Evaluation Evaluation Methods DPI USE-Leave BLANK |
|-------------------|--|--|--|
|-------------------|--|--|--|

| | | | |
|---|--|--|------------------------------------|
| Implement a plan for embedded technology-enabled professional development for teachers and administrators. | Implement Leadership Academy Training on State and District Initiatives Instructional Technology Staff, Instructional Facilitators, Technology Department | Increase access to professional development for teachers and administrators to continue effective use of technology resources Instructional Technology Staff, Instructional Facilitators, Technology Department | Evaluation Surveys |
| Support models that promote and further the ideals of technology-enabled and integrated professional development | Train Instructional Facilitators on best practices for training Instructional Facilitator Coach | Train Teacher Leaders on best practices for training Instructional Facilitators | Evaluation Surveys |
| Prepare media specialists and instructional technology facilitators to support digital reform. | Provide training and information on resources such as Thinkfinity, etc. during quarterly meetings/website/wiki Media Supervisor | Continue to train staff in 21 st century teaching and learning research to align with our technology vision. Media Supervisor | Evaluation Surveys |
| Deliver Common Core and Essential Standards training to teachers using integrated technology as a model for further classroom integration. | Follow the District Professional Development Timeline at each school Instructional Facilitators Instructional Facilitator Coach | Follow the District Professional Development Timeline at each school Instructional Facilitators Instructional Facilitator Coach | Evaluation Surveys |
| Prepare staff and students for online assessment delivery. | Utilize online assessment system for predictive and formative assessments. Technology Department Instructional Facilitators | Utilize online assessment system for predictive and formative assessments. Technology Department Instructional Facilitators | Usage reports/data from ClassScape |

| | | | |
|--|---|---|---|
| Provide ongoing support and professional development necessary for use of data to inform instruction. | Continue to implement Instructional Facilitator Model/PLC's in every school Instructional Facilitator Instructional Facilitator Coach | Continue to implement Instructional Facilitator Model/PLC's in every school Instructional Facilitator Instructional Facilitator Coach | PLC data discussions in PLC Minutes |
| Provide support for teacher and administrator progress and evaluation according to MCREL standards. | Train new staff and administrators with MCREL instrument Instructional Technology Facilitators | Update handouts and web resources for the MCREL system on the HR website for MCS HR Department | Evaluation Surveys Updated Resources |

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

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 educational leaders of Montgomery County Schools are well prepared to lead and create a vision for 21st century education. Experienced Instructional Facilitators guide the PLCs in each school to promote collaborative learning cultures. Professional Development is offered primarily at the schools, but there are district opportunities as well, including support. MCS will strive to build a vision for technology that has input from multiple stakeholders to drive the decision making process in current and future digital endeavors. This will provide a cohesive, supportive environment in which we can constantly evolve to meet the needs of all stakeholders.

Our leadership team, including principals, have smart phones and mobile devices to keep updated on what is happening in our district, as well as the world. Administrators have utilized online forms and surveys and regularly submit electronic documentation to conserve resources. Students in grades three and above, staff, and administrators have access to Web 2.0 tools, which allow them to promote and model effective communication and collaboration among stakeholders. Administrators have promoted the use of technology to exceed our learning goals. We use a model for continuous improvement and are constantly looking for ways to improve our efficiency, resources, and tools. We have conducted needs assessments to prioritize what needs to be accomplished. Our future goals involve improving the areas that have the greatest impact on student and staff success.

Administrators participate in training and attend conferences to heighten their awareness of educational research and emerging technology trends. MCS utilizes Instructional Facilitators at each school for staff training and often enlist teacher leaders to ensure that our staff is informed about emerging technology tools. Instructional Technology Coordinators also provide training at both the district and school levels. Students, staff, and administrators are encouraged to demonstrate their learning and share their knowledge with others. Through our evaluation system, ACRE implementation, PLCs, and RttT initiative, all employees are given opportunities to participate in activities to develop their leadership skills. Looking forward, our administrators will continue to seek innovative ways to lead our students and staff through the 21st century. They must utilize technology as an essential component of their daily work, instead of viewing it as an additional, unnecessary responsibility. Administrators will focus their efforts on continuous improvement in a digital age, and they will allocate time, resources, and access to ensure ongoing professional growth in technology integration.

Alignment to Other Plans and Initiatives:

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

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

ACRE

Our LEA will provide opportunities for teachers and administrators to develop the skills necessary to meet the challenges of our ever-changing society and ensure that the school environment is respectful, healthy, engaging and supportive for all stakeholders.

Career and College Ready, Set, Go!

Create, train and support a number of various teacher and principal professional development leaders to establish sustainable professional development capacity statewide.

Race to the Top Local and State Scopes of Work

Objective D(5) 1.2: Measure, evaluate and improve professional development and support.

MCS Strategic Plan

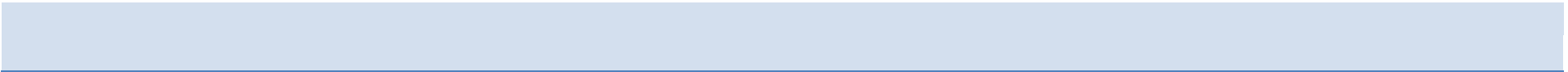
Leadership Guides Innovation: By 2016, each MCS school will have a total of four formal partnerships with a community business or faith-based partner.

5: 21st Century Leadership for All Schools

| Suggested Targets | Year 1 | | Year 2 | | Yearly Evaluation DPI USE-Leave BLANK | |
|---|--------------------------------------|-----|------------------------------|-------------------------|--|---|
| | July 1, 2014– June 30, 2015 | | July 1, 2015 – June 30, 2016 | | | |
| Create and lead a vision for 21st century education | Utilize | our | Continuous | Continue to utilize our | Continuous | PDSA Boards in Classrooms, Classroom Walkthroughs, Training Rosters |
| | Improvement Model Leadership Team | | | Monitor Strategic Plan | | |

Leadership Team

| | | | |
|--|--|---|---|
| Create 21st century learning cultures | Continue sharing best practices and making data-driven decisions during PLC's Instructional Facilitators, Technology Department | Give Teachers and administrators the knowledge and resources to innovate and encourage achievement. Director of Instructional Support; Instructional Facilitators, Technology Department | PLC Minutes on the PLC Wiki Principals Meeting Agendas |
| Prepare teachers and administrators to lead 21st century learning environments | Encourage use of collaborative tools to accomplish the work of the schools and district Instructional Technology Team, Curriculum Team , Technology Department | Continue the utilization of Leadership Academy to foster growth and development of leadership amongst teachers and administrators. Instructional Technology Team, Curriculum Team, Technology Department | Training Agendas and Evaluation Surveys |
| Develop strategic partnerships with community and business to promote 21st Century learning. | Establish effective partnerships with community and business organizations to promote 21 st Century learning Public Information Officer, Technology Department | Foster collaboration among departments and outside partnerships to further develop our technology vision. Public Information Officer, Technology Department | Formal partnership agreements |



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

| <p style="text-align: center;">Policies, Procedures, & Guidelines</p> <p>All Policies, procedures and guidelines should be updated to include the fundamentals of 21st Century Education and Information & Technology Skills. Policies should be translated into predominant languages of students and parents. Policies, procedures and guidelines should be displayed along with the STP and other referenced LEA/Charter plans. Make sure links have navigations that are user friendly.</p> | <p style="text-align: center;">LEA Policy Code or Procedure</p> | <p style="text-align: center;">LEA Adoption, Implementation or Revision Date</p> |
|--|--|---|
| <p>Policies Required</p> | | |
| <p>A. Materials Selection Policy including internet resources (GS §115c-98(b))</p> | <p>Technology in the Educational Program - 3220</p> | <p>April 2009</p> |
| <p>B. Disposal of Equipment / Replacement of Obsolete Equipment (GS §115c-518)</p> | <p>Disposal of Surplus Property - 6560</p> | <p>July 2009</p> |
| <p>C. Hardware and Software Procurement (GS § 115c-522, 115c-522.1)</p> | <p>Technology in the Educational Program - 3220</p> | <p>April 2009</p> |
| <p>D. Copyright and Plagiarism Policy (PL §94-553, 90 Stat. 2541),</p> | <p>Copyright Compliance - 3230/7330</p> | <p>August 2009</p> |
| <p>E. Acceptable Use Policy (PL §106-554)</p> | <p>Technology AUP for Students- 3225/4312/7320 E-1</p> | <p>January 2012</p> |

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|--|--|-------------------|
| F. Equipment/Materials Donation Policy (GS §115C-518) | Gifts and Bequests - 8220 | May 2000 |
| G. Data Privacy Policy (20 U.S.C. § 1232g ; 34 CFR Part 99 (FERPA)) | Student Records - 4700 | August 2010 |
| H. Inventory Control Policy (GS §115c-539 , 115c-102.6A-C(5)) | Fixed Assets inventory - 8350 | March 2006 |
| I. Access to Services Policy (GS §115c-106.2) | Equal Educational Opportunities - 4001 | August 2010 |
| J. Online Assessment and Instruction Policy | Code Name/# | Month/Year |
| K. Advertising and Commercialism Policy (GS §115c-98) | Advertising in the Schools - 5240 | February 2009 |
| L. Internet Safety and Ethical Use including Cyberbullying and Harassment (Protecting Children in the 21st Century Act , CIPA , FERPA , GS 115C-407) | Technology AUP for Students- 3225/4312/7320 E-1 | January 2012 |
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| Procedures | | |
| A. Hardware and Software Deployment | | |
| B. Equipment maintenance and repairs | | |
| C. Outdated Resources and Equipment Replacement | | |
| D. Disaster Recovery of Data and Hardware | | |
| E. Administration of Online Courses | | |

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| F. Administration of Online Assessment | | |
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| Guidelines | | |
| A. Policy Translation | Translating Policies for Students and Parents - 4003 | May 2009 |
| B. Use of Digital Media and Resources | | |
| C. Instructional Use of Videos | | |
| D. Development of Online Resources | | |
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