Hertford County Public Schools
Technology Plan

2014-2016

Draft November 2013
Final July 2014

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Hertford County Public Schools
Technology Planning Committee/MTAC

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Hertford County Public Schools Technology Plan
2014-2016

Vision Statement

HCPS, serving as a cornerstone of our community, will prepare graduates who are ready to meet the global challenges of education, career, and life.

Every school in Hertford County Public Schools will be an information-rich, technology based environment. Through accessing and utilizing a variety of information resources, students and staff will be empowered to be active participants in a global community of learners. Every student in Hertford County Public Schools will use technology to learn successfully by acquiring the technological skills necessary to become productive citizens in a 21st Century democratic society. Faculty will enrich teaching and learning through the integration of technology resources into the core curriculum, thereby creating students who will be processors of knowledge rather than passive recipients of information.

Effective utilization of technology will enable all staff to meet the needs of our diverse student population through differentiated instruction. Greater individualization of school programs will prepare students to master critical skills and concepts essential for higher levels of thinking and learning. Each Hertford County public school will be an effective learning community able to network locally and connect globally. All members of these school communities will be empowered with the technological skills needed to succeed in the Information Age.

Hertford County Public Schools Technology Plan

Strategic Priorities Overview
2014 - 2016

Technology plays a vital role in improving productivity, time management, research, data collection and, disaggregation in a globally competitive world. Hertford County Public Schools is committed to providing 21st Century learning tools equitably to students, faculty and administration. In order to provide these tools, the district intends to fully utilize the shared services model and integrate the tools and resources that are and will be provided by the state through ACRE, Ready, Set, Go!, RttT, NC Education Cloud and Home Base. To maximize the impact of the shared services, Erate expenditures will be regulated in line with state and national technology plans. The vision for financial planning and budgeting of technology resources focuses on acquiring and maintaining up-to-date resources such as: higher-speed network switches and DHCP file servers with larger capacity, and equipment to give each school capability of connecting to Internet resources via wireless networking.

Educating students and teachers, with rigorous and relevant technology skills must be an integral part of our school curriculum. Students must have ready access to information that will allow them to discover, gather and analyze information that will help them to acquire knowledge as well as develop critical thinking and problem solving skills. Proficiency in using technology will enable students to enhance their learning while in school and prepare them for active roles in the workplace, community and personal arenas. In today's world, students need to have equitable access to technology and resources 24 hours a day, 7 days a week, to meet the diversity and unique learning styles of the learners.

To enable the use of more technologies in the schools, online resources such as digital textbooks, learning management systems and open education tools will have 24/7 access from the district, as well as the state initiatives. The goal of Hertford County Public Schools is to help students recognize technology as a tool. By utilizing technology as a tool the district can ensure that teachers and students master skills that will encourage collaboration and communication, while developing problem solving abilities and critical thinking skills.

Hertford County Public Schools realizes the positive benefits that can be derived from an infusion of technology in the classroom and the workplace. Technology is a tool that can increase productivity and stimulate learning while broadening opportunities for improving 21st Century skills. This process requires that employees are trained and updated in technology use on an ongoing and sustained basis. To ensure quality professional development and promote the implementation of the Core Curriculum and NC Essential Standards are being used for professional development will be utilized.

Hertford County Public Schools will provide on-going information and opportunities for collaboration to businesses, Institutes of Higher Education, non-profit organizations, and the community that will embrace change and promote continuous improvement. This will be accomplished by building on current success and by ensuring that all stakeholders are aware of the impact of media and technology programs and their infusion into the core curriculum. Administrators will be provided tools and professional development to enable them to maximize the potential of technology improving their skills and keeping them up-to-date with 21st Century guidelines. Procedures are in place to encourage a 21st Century technology-rich environment through support personnel, funding, enforceable policies, adequate bandwidth and sufficient hardware in accordance with recommendation by technology personnel, IMPACT guidelines, NCDPI, the state and national technology plans, and Erate.

Tech Plan

Strategic Priority 1: A Statewide Shared Services Model

Essential Questions for Hertford County Public 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?

Current Status and Moving Forward

Hertford County Public Schools has specific technology needs based on student and staff population size, strategies on technology integration in the classroom, socioeconomic mixes in the community, and many other factors. There are however, many technology services that all state school districts commonly use in providing dependable and safe resources that would benefit from the Shared Services Model. All districts provide access to the internet for instructional and administrative resources, use email/messaging for staff members and as a necessary part of the curriculum for many students, provide desktop and network security, such as virus and other malware protection. All districts receiving E-rate funding must demonstrate web filtering in order to comply with CIPA. To that end, Hertford County Public Schools is continuing to explore opportunities to share resources with other school districts through consortium purchasing to leverage the cost of products and   services in order to make them more robust and cost-effective. The district continues to look forward to collaborative purchasing agreements that will enable higher quality services at more affordable price.

Since July 2010 Hertford County Public Schools began to migrate toward cloud computing services to reduce the work load on an under manned technology staff by shifting support to the service providers, eliminating excessive cost for on-site hardware and software, and simplifying client device configurations by using web-accessible applications.

HCPS utilizes Software as a Service (SaaS) to access enterprise IT applications such as email and web hosting, or instructional applications such as learning management system (LMS), Home Base, instructional improvement (IIS) and the student information system (SIS) for teachers, students, parents and administration. By continuing to participate in the Statewide Shared Services Model and utilizing NCEdCloud Infrastructure as a Service (IaaS) would enable the technology staff to focus on the core priorities of supporting instructional technology in the classroom, enabling Hertford County Public Schools to make more effective hardware and software upgrades, when planning for future expansions.

The Statewide Shared Services Model enables the district to depend less on hardware for the same functions offered via web applications. The reliability of these applications would depend more on the uptime of the district's internet connection and the application's web server and less on local hardware, for the same result. Having access to NC REN bandwidth has proven to Hertford County Public Schools just how effective the Statewide Shared Services Model can be.

The district has moved aggressively by increasing the total number of virtual computer labs (VCL) which provides a multi-use cloud computing environment for student application service from a common hardware environment allowing for higher hardware utilization, productivity, and cost effectiveness. The district has purchased Polycom distance learning equipment for CS Brown Stem HS and the career and technical education (CTE) program. The equipment allows for combined classes which offer courses that would not have had sufficient enrollment. Partnering with NCVPS provides additional course enrollments for the students at HCPS.

Over the past two years continuous improvements to the network infrastructure has been accomplished. Through E-rate and Capital Outlay funding new Cisco switches, Cisco Security Appliance ASA 5510 firewall and, Aerohive HiveManager NMS Virtual Appliance has been installed. Additional equipment upgrades are needed within the next two years to complete the ongoing project. Broadband connectivity from NCREN and bandwidth is vitally important in providing quality of service to all district users. Currently each school is operating on 150Mbps which in two years an increase to 500Mbps will be needed. The current WAN connection of 1Gb provided by CenturyLink will need to be increased to 2-5 Gb.

Strategic Goals: Priority 1 - A Statewide Shared Services Model

    1.1 Evaluate and implement cost-effective alternatives to current services, from the NC Education Cloud Services, as they become available

    1.2 Utilize creative funding sources and cost-reducing options as they become available

    1.3 Maximize the use of E-rate to ensure equity of access

Alignment to Other Plans and Initiatives:
Hertford 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 evaluate and update the district infrastructure in order to implement the shared services to be provided from the state and national technology plan. These updates will enable the district to transition from traditional paper assessments to online testing and support a 21st century curriculum and resources.

Career and College Ready, Set, Go!
Continue to provide more technology devices and resources for students and teachers in order to enable more access to equitable & diverse learning and instruction.

Race to the Top Local and State Scopes of Work
Objective (A)(2)1.1: Incorporate the state infrastructural blueprint into technology plans
Objective (A)(2)2.1: Implement the state infrastructural blueprint into technology plans
Objective (A)(2)3.1: Provide and support student, teacher, 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.
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

E-rate
Provide resources for telecommunications that follow CIPPA, FERPA and COPA guidelines and other standards required by e-Rate

Impact
Implement the "Teams" model to evaluate the technology needs at the school and district level.

Home Base
Provide IIS and SIS support for teachers, students, parents and administrators to access data and available resources.

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(s) Methods	DPI USE
Provide equitable and additional access to mobile devices.	Provide an additional number of mobile learning devices for Teachers. Purchased 593 laptops for students, eighteen 30 station charging/ storage carts, etc. for 2 schools for teaching, learning and online assessments. *Superintendent, Director of Technology & Media Asst. Superintendent Educational Services, Leadership Team*	Continue to build capacity of mobile learning devices for teachers and students to meet HCPS goal of becoming a 1 to 1 school district. *Superintendent, Finance Director Director of Technology & Media Asst. Superintendent Educational Services, Leadership Team*	AMTR	
Provide equitable and additional access to digital resources.	Utilize funding for CTE & Career and College Ready, Set, Go to provide hardware & software to ensure additional access to digital resources. *Director of CTE Director of Technology & Media*	Utilize funding for CTE & Career and College Ready, Set, Go to provide hardware & software to ensure additional access to digital resources. *Director of CTE Director of Technology & Media*	On-site Evaluations Annual Survey	

Reduce operating cost by facilitating a more strategic budget model utilizing blended funding and reducing isolated programmatic	Weekly cabinet meetings are held to evaluate and discuss programs that are beneficial and cost effective within the district to ensure a more strategic budget model is being implemented . *Superintendent of Schools, HR & Director of Finance*	Weekly cabinet meetings are held to evaluate and discuss programs that are beneficial and cost effective within the district to ensure a more strategic budget model is being implemented. *Superintendent of Schools, HR & Director of Finance*	Cost Comparison Charts, NC Cloud Shared Services
Promote/maintain innovative funding model by utilizing NCEdCloud offerings, Home Base and/or comparable alternatives.	The district has aligned it's technology plan with the state infrastructure blueprint to provide increased performance, efficiency and reliability (RttT A-2-1.1) *Director of Technology &Media, Technology Support Staff*	The district has aligned it's technology plan with state infrastructure blueprint to provide increased performance, efficiency and reliability (RttT A-2-1.1) *Director of Technology & Media, Technology Support Staff*	Cost Comparison
	The district provides continual support for students, teachers, and administrators. Shared Services access to Learner Management System, Learning Object Repository, Home Base, and web collaboration tools as they become available through NCEdCloud (RttT A-2-3.1) *Director of Technology & Media, Technology Support Staff*	The district provides continual support for students, teachers, and administrators. Shared Services access to Learner Management System, Learning Object Repository, Home Base, and web collaboration tools as they become available through NCEdCloud (RttT A-2-3.1) *Director of Technology & Media, Technology Support Staff*	NCEdCloud Opt-in Agreements

NC Cloud Services Application reports Local Survey |

Maximize E-rate in support of instructional programs.	Provide telecommunication resources equitably across the district through the use of funding provided through E-rate. *Technology Director* *Technology Support Staff*	Provide telecommunication resources equitably across the district through the use of funding provided through E-rate *Technology Director* *Technology Support Staff*	Erate
Provide content filtering in accordance with the Children's Internet Protection Act (CIPA).	Utilize the content filtering, anti-virus and malware programs as they become available through NCEdCloud. *Director of Technology, Network Admin*	Utilize the content filtering, anti-virus and malware programs as they become available through NCEdCloud. *Director of Technology, Network Admin*	NCEdCloud Opt-in Agreements, Content Filtering & Network monitoring reports
	HCPS continues to develop its Professional Development Plan through the positive impact of PLC's. Strategic plans for continuous improvements in areas of student learning, creating pacing guides/unit plans and best practices to create and administer common assessments. *Superintendent, Asst. Superintendent Education Services, Academic Services Team, Administrators, Teachers and Instructional Support Staff*	HCPS continues to develop its Professional Development Plan through the positive impact of PLC's. Strategic plans for continuous improvements in areas of student learning, creating pacing guides/unit plans and best practices to create and administer common assessments. *Superintendent, Asst. Superintendent Education Services, Academic Services Team, Administrators, Teachers and Instructional Support Staff*	PD Plans, agendas, sign-in sheets and, evaluation surveys

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

Essential Questions for Hertford County Public Schools

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

Hertford County Public Schools is progressively advancing in providing universal access to personal teaching and learning devices by increasing mobile technology and resources within the district. We are in the process of improving technological access and training for students and teachers. Our district is moving toward being a one-to-one district within the next 3 years. Personal learning devices will enable learner access to real-world applications and facilitate delivery of critical knowledge and skills that are essential to building 21st Century learners. Teachers will be able to evaluate and provide formative assessments throughout the year.

Currently we have Hertford Early College High School (HCEC), located on the campus of RCCC Community College, which is a one-to-one school focused on project-based interactive learning and serves as a model for universal access. This is also the inaugural year of our Stem program at C.S. Brown HS. With a strong focus on science and mathematics and with an engineering framework, students integrate technology into project based learning activities which stimulate creativity and help students apply acquired knowledge and skills to solve real world problems. With the restructuring of the CTE program it has created a bridge to building the STEM program. At the start of this school year C.S. Brown and Hertford County Middle School became one-to-one schools. With the implementation of 11 new (30) seat computer labs, 530 laptops, Smartboards, and WAP upgrades have provided ubiquitous computing within the district.

Hertford County Public Schools utilizes the North Carolina Learning Technology Initiative and the IMPACT model schools as implementation models for universal access to personal teaching devices. Although limited in funding to provide a full scale one-to-one model approach, the district has modified the plans to accommodate the implementation of devices in the district as illustrated in the RttT plan. Other departments follow the model through the purchase of standardized equipment recommended and other policies established by the Information Technology Services Department and the Hertford County Public Schools Board of Education. Sustainable staff development is recommended with purchase evaluations and in many instances supported by the site-based technology mentor or district level instructional technology specialists.

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

2.1 Research, evaluate and promote best practice models for one-to-one person teaching and learning device implementation

2.2 Support the implementation one-to-one personal teaching and learning devices

2.3 Research, evaluate and develop a sustainable funding formula and implementation plan for personal teacher and learner devices to assure equity of access in all schools

Alignment to Other Plans and Initiatives:

Hertford 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

Evaluate and update the district infrastructure in order to implement the shared services to be provided from the state and national technology plan. These updates will enable the district to transition from traditional paper assessments to online testing and support a 21st century curriculum and resources.

Create, implement and sustain a district professional development plan to provide teachers and administrators, knowledge and resources for instructional, assessment and management practices.

Career and College Ready, Set, Go!

Implement assessments utilizing a variety of technologies such as (tablets, netbooks, e-Readers, etc.), which allow teachers to continually assess student levels in reading, writing and math throughout the school year, as needed.

Continue and increase virtual learning opportunities for students in Hertford County Public Schools.

Continue to add technology tools to the schools and classrooms to increase equitable access to learning devices.

Promote, model and increase the use of technology for providing professional development opportunities for teachers.

Race to the Top Local and State Scopes of Work

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

Objective (A)(2)2.1: Implement the state infrastructural blueprint into technology plans

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

Objective (C)(3)1.1: Utilize LEA/Charter and school technology funds to enhance school and LEA/Charter Technology infrastructure to facilitate online real time assessments.

Objective (D)(5):   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

E-rate
Provide resources for telecommunications that follow CIPA, FERPA and COPA guidelines and other standards required by e-Rate

Impact
Model appropriate use and promote/provide staff development of personal teaching and learning devices through the technology mentors, administration and district level instructional technology specialists.

Home Base

Provide IIS and SIS support for teachers, students, parents and administrators to access data and available resources.

Priority 2: Universal Access to Personal Teaching and Learning Devices

Suggested Targets	Year 1	Year 2	Yearly Evaluation	DPI USE
	July 1, 2014 - June 30, 2015	July 1, 2015 - June 30, 2016	Evaluation Method(s)	
Develop a comprehensive sustainable LEA plan for universal access. *Resources: NCDPI, NCLTI, Educator Recruitment & Development, and District & School Transformation*	HCPS District Improvement Plan for 2012-2017 outlines the strategic goals and objectives. The district's technology plan 2012 – 2016 outlines the implementation timeline. *District Improvement Team, Director of Technology & Media Technology Support Staff, HR Director of Finance*	HCPS District Improvement Plan for 2012-2017 outlines the strategic goals and objectives. The district's technology plan 2012 – 2016 outlines the implementation timeline. *District Improvement Team, Director of Technology & Media, Technology Support Staff*	AMTR Network Readiness Assessments, Professional Plan Surveys	

The district will implement the core strategies and associated technologies adopted by the Board of Education. Maintain and expand the use of instructional technology and resources in academics for students needing academic strategic and intensive intervention	The district will implement the core strategies and associated technologies adopted by the Board of Education. Maintain and expand the use of instructional technology and resources in academics for students needing academic strategic and intensive intervention.	NCEdCloud Opt-in Agreements NC Cloud Services Application reports Local Surveys PD Plans, Agendas
HCPS will continue to maintain and extend partnerships with area universities and other venues for the recruitment and retention of HQ teachers.	HCPS will continue to maintain and extend partnerships with area universities and other venues for the recruitment and retention of HQ teachers.	Recruitment & Retention Plan State HQ Reports PowerSchool / SIS
Superintendent, Asst. Superintendent Education Services, Academic Services Team, Administrators, Teachers, and Instructional Support Staff, Student Information Coordinator	*Superintendent, Asst. Superintendent Education Services, Academic Services Team, Administrators, Teachers, and Instructional Support Staff, Student Information Coordinator*	

	Continue to utilize the district and school-based Media & Technology Advisory Committees to plan, implement, and monitor technology purchases and staff development. *Director of Technology &Media, School Level Administrators, Media Coordinators and Technology Mentors*	Continue to utilize the district and school-based Media & Technology Advisory Committees to plan, implement, and monitor technology purchases and staff development. *Director of Technology & Media, School Level Administrators, Media Coordinators and Technology Mentors*	MTAC Application reports Network monitoring reports PD Plans, agendas and sign-in sheets.
Communicate your plan to all stakeholders.	Post district plans to the Hertford County Public Schools website; example: Tech Plan. *Asst. Superintendent Education Services, Director of Technology & Media, Academic Services Team*	Post district plans to the Hertford County Public Schools website; example: Tech Plan. *Asst. Superintendent Education Services, Director of Technology & Media, Academic Services Team*	Hertford County webpage
Increase overall access to personal learning devices.	Provide an additional number of mobile learning devices for teachers. Purchased 593 laptops for students, eighteen 30-station charging/ storage carts for 2 schools for teaching, learning and online assessments. *Superintendent, Director of Technology & Media, Finance Director, Leadership Team and Principals*	Provide additional access points as needed to meet online assessment demands. An estimated 107 Cisco Wireless Access Points, 107 Data Wiring to Wireless Access Points and 2 additional Wireless Network Controllers will be added. *Director of Technology&Media, Technology Support Staff*	AMTR, Technology Readiness Tool, Network Readiness Assessments and Network monitoring reports

	Provide resources for administrators and lead teachers in schools and Central Office to increase their ability to utilize technology in a manner to enhance job performance and model/promote 21st Century skills. *Superintendent, Director of Finance, Asst. Superintendent , Education Services, Director of Technology & Media*	Provide resources for administrators and lead teachers in schools and Central Office to increase their ability to utilize technology in a manner to enhance job performance and model/promote 21st Century skills. *Superintendent, Director of Finance, Asst. Superintendent, Education Services, Director of Technology & Media*	NCEdCloud Services MTAC Application reports PD Plans, agendas and sign-in sheets.
	Utilize all available funding resources to ensure infrastructure fidelity and to provide appropriate hardware as needed. *Superintendent, Director of Finance, and Director of Technology & Media*	Utilize all available funding resources to ensure infrastructure fidelity and to provide appropriate hardware as needed. *Superintendent, Director of Finance, and Director of Technology & Media,*	Erate, AMTR, Innovative Budgeting Comparisons

Utilize Personal Learning Devices to promote student owned learning.	The district will implement curriculum monitoring tool (benchmark assessments) in Science, Social Studies, ELA, and Math. *Asst. Superintendent Ed. Svcs.*	The district will implement curriculum monitoring tool (benchmark assessments) in Science, Social Studies, ELA, and Math. *Asst. Superintendent Ed. Svcs.*	Local Survey Application reports PD plans Formative data Student Examplars

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

Essential Questions for Hertford County Public Schools

> **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 are they used?**
>
> **How can access to these resources be increased in our LEA?**

Current Status and Moving Forward

HCPS is committed to improving teaching and learning by transforming traditional classrooms into engaging digital learning environments. By providing the appropriate resources to create an avenue for students to be creative, and able to share and collaborate with their peers. Teachers will be able to create an interactive learning environment that meets the needs of 21st Century learners. Digital textbooks are core content textbooks, but can be tailored to meet a student's learning needs and interests. Digital textbooks provide a combination of textbooks, reference books, workbooks, and multimedia content without the constraints of time and space. HCPS continues to integrate web 2.0 tools and technologies to enhance effective digital learning environments within our classrooms. Students are able create their own textbooks while using the digital textbook by taking notes and adding content (ie websites or links) and combining the contents with high-quality, reliable knowledge that is their own. Digital learning enables teachers to differentiate learning instruction and support collaborative learning. With the ability to create a framework for student learning activities such as making assignments, leading discussions, and providing feedback. The students learn to manage their assignments, individualize practice and assessments. Using the various digital resources, teachers can plan, introduce and mange lessons. They can review student growth and trends in classroom performance.

In seeking alternative means to reduce cost HCPS utilizes Open Educational Resources (OER) which provides freely accessible open licensed documents and media that are useful for teaching, learning, educational, assessment and research purposes.

Digital textbooks are core content textbooks, but can be tailored to meet a student's learning needs and interests. Digital textbooks provide a combination of textbooks, reference books, workbooks, and multimedia content without the constraints of time and space. HCPS continues to integrate web 2.0 tools and technologies to enhance effective digital learning environments within our classrooms. Students are able create their own textbooks while using the digital textbook by taking notes and adding content (ie websites or links) and combining the contents with high-quality, reliable knowledge that is their own. Digital learning enables teachers to differentiate learning instruction and support collaborative learning. With the ability to create a framework for student learning activities such as making assignments, leading discussions, and providing feedback. The students learn to manage their assignments, individualize practice and assessments. Using the various digital resources, teachers can plan, introduce and mange lessons. They can review student growth and trends in classroom performance.

In seeking alternative means to reduce cost HCPS utilizes Open Educational Resources (OER) which provides freely accessible open licensed documents and media that are useful for teaching, learning, educational, assessment and research purposes. Digital resources can improve teaching quality; create an improved learning environment with fewer disruptions and build and enjoyment of math, social studies, and language arts. Access to digital teaching and learning resources provide a foundation for digitally reforming schools during the 21st Century. Most of the resources students use on their own is free and accessible online, 24/7: Twitter, Facebook, iTunes, Wikipedia and more. Many of the colleges and universities students will be attending already use digital textbooks and resources for instruction and it is vital to prepare them for this endeavor. One of the best resources we have for transforming into 21st century digital teaching is our students. They are ready and willing to help bring teachers into the 21st century with technology tools. It also gives them "part ownership" in the curriculum as an active participant of their own learning.

A good example of the use of digital resources and teaching in Hertford County Public Schools is the Microsoft IT Academy. Through the Microsoft IT Academy, teachers can effectively deliver 21st century curriculum. Microsoft's online curriculum provides students the chance to experience online learning, including many hands-on labs that expose students to real world scenarios. All of the Microsoft courses are taught on-line with unlimited learning resources. The digital textbooks are electronic books that come with the course that is being taught. Teachers and students need access to digital teaching and learning devices to prepare them for the 21st century.

The major benefit of digital textbooks to school districts is the cost. Digital textbooks are more affordable than physical texts and it enables the districts to provide more up-to-date materials to the students. Another benefit is that students can carry these virtual textbooks with them using an eReader and not have the added weight to manage. This resource will be with them wherever they go! Digital textbooks engage the learner while meeting the diverse needs of the student population and bridging gaps in language or disabilities; examples are, offering multiple languages, read-aloud, and adjustments to font size or color.

Open resources used by Hertford County Public Schools include but are not limited to: NC WISE Owl, Open Office, Wikispaces Classroom, Learn NC, Edutopia Project Base Learning, Google Earth, Edmodo, and Google Docs. These resources are reliable and provide 24/7 equitable educational resources to all faculty and students. Students have accessibility to these resources at school or anywhere they have access to the Internet. These resources promote collaboration, critical thinking, creativity, and communication when integrated into the core curriculum. Teachers have these resources available as well as professional development either face-to-face or online and most available on demand.

Through use of these 21st Century tools and skills, teachers and administrators are quickly developing new methods and uses of the technology. Teachers are now able to assess students in real-time and utilize the data to modify the lesson to meet the needs of the learners. Administrators are becoming more proficient in the use of web tools that evaluate their teachers and enable them feedback on how to assist the teachers in modifying their approach to better their instruction. The Central office personnel utilize district management systems to monitor evaluations and instruction to ensure high quality learning and leading.

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

3.1 Participate in Acre, RttT, NC Career and College Ready, Set, Go!, and other state initiatives in order to digitally reform the schools and classrooms in Hertford County Public Schools.

3.2 Research, evaluate and implement digital textbooks.

3.3 Research, evaluate and promote the use of digital and open education resources such as NC WISE Owl and Google Docs.

Alignment to Other Plans and Initiatives:

Hertford 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

Evaluate and update the district infrastructure in order to implement the shared services to be provided from the state and national technology plan. These updates will enable the district to transition from traditional paper assessments to online testing and support a 21st century curriculum and resources.

Utilize the NC Education Cloud assessment system which will include formative, benchmark and summative assessments that are to be based on the new curriculum.

Career and College Ready, Set, Go!

Continue and increase virtual learning opportunities for students in Hertford County Public Schools, such as the Microsoft IT Academy.

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 (B)(3)1.1 Ensure teachers and staff understand the new Standard Course of Study including the Common Core and Essential Standards, and related assessments.

Objective (C)(3)1.1 Create a transition plan for schools and LEAs to begin using the online IIS for the 2013-2014 school year.

Impact

Equitably provide tools and resources for faculty and staff for Digital Teaching and Learning Resources

Home Base

Provide IIS and SIS support for teachers, students, parents and administrators to access data and available resources.

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

Suggested Targets	Year 1 July 1, 2014 - June 30, 2015	Year 2 July 1, 2015 - June 30, 2016	Yearly Evaluation Evaluation Method(s)	DPI USE
Continue to transition from Traditional print and paper based resources to current, affordable online resources.	The district will provide and support student, teacher, administrator access to Learner Management System, Learning Object Repository, and web collaboration tools as deployed (RttT Sec. A-2-3.1) *Director of Technology &Media, Technology Support Staff*	The district will provide and support student, teacher, administrator access to Learner Management System, Learning Object Repository, and web collaboration tools as deployed (RttT A-2-3.1) *Director of Technology & Media, Technology Support Staff*	NCEdCloud Services	
	Promote and support the use of online resources including but not limited to: Worldbook, Renaissance, Study Island, Discovery Education , Follett Destiny, SchoolWorld, Edmodo Rosetta Stone, Classworks, Google Mail & Apps. (ACRE) *Asst. Superintendent Edu. Svcs, Director of Technology & Media, Technology Support Staff*	Promote and support the use of online resources including but not limited to: Worldbook, Renaissance Study Island, Discovery Education, Follett Destiny, SchoolWorld, Edmodo Rosetta Stone, Classworks, Google Mail & Apps. (ACRE) *Asst. Superintendent Edu.Svcs, Director of Technology & Media, Technology Support Staff*	NCEdCloud Opt-in agreement	

Utilize procured resources such as NC WiseOwl, and other open education resources	The district will provide and support student, teacher, administrator access to Learner Management System, Learning Object Repository, and web collaboration tools as deployed	The district will provide and support student, teacher, administrator access to Learner Management System, Learning Object Repository, and web collaboration tools as deployed	Application reports, IIS reports, NCEdCloud Services
	Promote and support the use of open education resources including but not limited to: SAS in Schools, Learn NC (esp. digital textbooks), Thinkfinity, Open Office, NC WISE Owl, Google Mail & Apps. (ACRE)	Promote and support the use of open education resources including but not limited to: SAS in Schools, Learn NC (esp. digital textbooks), Thinkfinity, Open Office, NC WISE Owl, Google Mail & Apps. (ACRE)	NCEdCloud Services, Innovative Budgeting Comparisons
Use digital content aligned specifically to Common Core and NC Essential Standards	The district has implemented curriculum monitoring tools for (benchmark assessments) in Science, Social Studies, ELA Math. *Asst. Superintendent Edu. Svcs, Academic Services Team, Principals*	The district will utilize the Digital student artifact / media repository. *Asst. Superintendent Edu. Svcs, Academic Services Team, Principals*	Local Surveys, PD Plans, Application reports,

Provide travel, professional development resources and substitutes as needed for LEA Implementation Teams and teachers to attend required NC DPI training for the new Standard Course of Study to include RESA workshops, Summer Institute and local workshops. *Academic Services Team, NC DPI,*	Provide travel, professional development resources and substitutes as needed for LEA Implementation Teams and teachers to attend required NC DPI training for the new Standard Course of Study to include RESA workshops, Summer Institute and local workshops. *Academic Services Team, NC DPI,*	PLC Plans, Conference attendance, PD Plans/outlines/agendas and completion verification. Local surveys
Provide a four day local Curriculum and Instruction Summer Institute for administrators, teachers, instructional support staff, parents and community. *Director of Middle Grades Education, Teaching/Learning Coach, and Lead Instructional Technology Specialists*	Provide a four day local Curriculum and Instruction Summer Institute for administrators, teachers, instructional support staff, parents and community. *Director of Middle Grades Education, Teaching/Learning Coach, and Lead Instructional Technology Specialists*	PLC Plans, Conference attendance, PD Plans/outlines/agendas and completion verification. Local surveys

Ensure equity to digital teaching and learning resources from school to school in your LEA.	The district will provide and support student, teacher, administrator access to Learner Management System, Learning Object Repository, and web collaboration tools as deployed.

Asst. Superintendent Edu. Svcs, Director of Technology & Media Technology Support Staff | The district will provide and support student, teacher, administrator access to Learner Management System, Learning Object Repository, and web collaboration tools as deployed

Asst. Superintendent Edu. Svcs., Director of Technology & Media Technology Support Staff | Local surveys, AMTR, Application and Monitoring reports |

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

Essential Questions for Hertford County Public Schools

> **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

Hertford County Public Schools is striving for proficient and consistent vertical and horizontal alignment of curriculum, instruction, and assessment. To improve instructional strategies a Comprehensive Needs Assessment (CNA) from the Department of Public Instruction was requested by the district. In response to the report from the CNA, schools have launched a comprehensive plan to provide differentiated instruction through flexible grouping to all students during an intervention/enrichment period each day. Continuing to address all subgroups of students, the district has emphasized following policy and best practices. IEPs are used to place students in self-contained and inclusion classes. At the high school and middle school, there's one self-contain special education class, and all other Special Education students are mainstreamed with support. Daytime tutors, after-school tutoring, and peer tutoring are available in all schools throughout the district. Computerized instructional programs are used to assist with individual student needs: Waterford, Success Maker, Cracking the Code, Reading 3-D, Star Reading and Math. Ongoing professional development for teachers and administrators assist in using these tools with fidelity. For technology specific professional development, the district continues to use the "Team" model approach through "Technology Mentors (TMs)." The TMs are teachers that volunteer to teach their peers at their assigned schools. Hertford County Public Schools, reaches out to teachers and administrators who use digital resources effectively to encourage them to model use, share information and conduct staff development for peers. The Model Teacher program encourages teachers who are leaders to share their knowledge with their peers while giving them extra resources to continue modeling their approach. Professional Learning Communities (PLCs) and NC Falcon promote the use of digital resources through professional development.

A prime example of technology-enabled professional development is the Microsoft IT Academy, available for students, faculty, staff and administration of Hertford County Public Schools. Microsoft IT Certification testing is readily available to anyone in the community, including HCPS teachers and administrators. Many teachers in the county are already certified in Microsoft technologies, with that number steadily increasing. HCPS teachers and administrators can be given access to the online Microsoft curriculum to study on their own time. They can then test at an authorized testing center which can be found at any one of the county's high schools.

Through the Microsoft IT Academy, teachers can effectively deliver 21st century curriculum. Microsoft's online curriculum provides students the chance to experience online learning, including many hands-on labs that expose students to real world scenarios. Students and teachers are learning 21st Century workforce skills that can be used in education or real life. It is a collaborative effort between the teacher and students, but also involves effort from administrators and the community. The MS IT Academy in its best form integrates online learning, hands-on labs and face-to-face instruction.

Teachers, administrators and staff at Hertford County Public Schools are engaged in sustained technology-enabled professional development throughout the school year. Staff development on the district level, focuses on implementing and assessing the skills and processes students need to succeed in the 21st Century. In addition, professional development at the school level is promoted to encourage use of tools and resources available at each site that will enable students to use digital resources and faculty and staff to integrate them into their curriculum and professional responsibilities.

Administrators and teachers participated in the district roll out of NC FALCON modules in 2010-2011. Participation in Professional Learning Communities (PLCs) was a critical part of the delivery model. The NC FALCON modules are still available for individual, school wide or district wide use and study. The district focus beginning in the 2011-2012 school year is on the Common Core State Standards and the NC Essential Standards. Administrators, teachers and instructional assistants will utilize NC FALCON modules to comprehend and prepare for the new core curriculum that will be implemented next year.

Hertford County Public Schools faculty and administrators use data from assessments to drive instruction. Assessment examples include but are not limited to: formative, summative, anecdotal records, benchmarks, EOG test results and computer skills tests. Professional development available is local and state led and includes off-site workshops and conferences. State personnel are utilized for Region II to provide professional development for administrators and staff. Linkage with local community colleges, RCCC, Chowan College, Elizabeth City State University, and East Carolina University, are being made in preparation for on-line instruction and assessment. Future technology-enabled professional development will be based around resources developed by NC Education Cloud and NC DPI.

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

4.1 Provide technology-enabled professional development to the teachers and administrators for Hertford County Public Schools.

4.2 Promote the Teams model of professional development begun by the EETT grant through use of Technology Mentors and Media Coordinators in the schools.

4.3 Promote and support the standards, job description and evaluation tools as specified by DPI, for media coordinators and instructional technology facilitators.

Alignment to Other Plans and Initiatives:

Hertford 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

Evaluate and update the district infrastructure in order to implement the shared services to be provided from the state and national technology plan. These updates will enable the district to transition from traditional paper assessments to online testing and support a 21st century curriculum and resources.

Create, implement and sustain a district professional development plan to provide teachers and administrators, knowledge and resources for instructional, assessment and management practices.

Career and College Ready, Set, Go!

Utilize the P-20 longitudinal data system, developed by DPI, in order to provide comprehensive data and information on all students.

Continue to add technology tools to the schools and classrooms to increase equitable access to learning devices.

Promote, model and increase the use of technology for providing professional development opportunities for teachers.

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 (A)(2)EVAL1.1: Participate in the evaluation of the RttT initiatives and use the resulting evaluation data and conclusions to improve effectiveness.

Objective (B)(3)1.1: Ensure teachers and staff understand the new Standard Course of Study including the Common Core and Essential Standards, and related assessments.

Objective(C)(2)1.1: Complete a unified strategic plan for Hertford County Public Schools that utilizes data to determine priority goals and activities, and set targets for performance.

Objective (C)(3)1.1: Create a transition plan for schools and LEAs to begin using the online IIS for the 2012-2013 school year.

Objective (C)(3)1.1: Work as partners with DPI staff to incorporate the IIS into the daily operational aspects of school.

Objective (D)1.1: Provide evaluation results to the state by submitting summary ratings.

Objective (D)1.1: Integrate student growth data into teacher and principal evaluations.
Objective (D)1.2: 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.
Objective (D)1.3: Measure, evaluate and improve professional development and support.

Impact

Provide ongoing sustained professional development for faculty and administration on technology and its use to enhance job performance and integration into the core curriculum.

Home Base

Provide IIS and SIS support for teachers, students, parents and administrators to access data and available resources.

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 DPI USE Methods (s)
Implement a plan for embedded technology-enabled professional development for teachers and administrators.	HCPS provides professional development through the positive impact of PLCs to build capacity and increase proficiency. Teachers receive PD training to develop skills in building lesson plans for the new (NCSCOS) by utilizing the "Understanding by Design" (UBD) method. *Superintendent, Academic Services Team, Administrators, Teachers and, Instructional Support Staff*	HCPS provides professional development through the positive impact of PLCs to build capacity and increase proficiency. Teachers receive PD training to develop skills in building lesson plans for the new (NCSCOS) by utilizing the "Understanding by Design" (UBD) method. *Superintendent, Academic Services Team, Administrators, Teachers and, Instructional Support Staff*	Unit Plans Pacing Guides PD Evaluations Summary Reports LoFTI STNA

Support models that assist all school personnel in creating technology-enabled and instruction that transforms educational practice and improves student learning.	Formal and informal walkthroughs, In-house PD and monitoring by District Academic Team, District Data Team meetings, and local PLCs are conducted on a regular basis. *Academic Services Team Administrators, Teachers, Instructional Support Staff*	Formal and informal walkthroughs, In-house PD and monitoring by District Academic Team, District Data Team meetings, and local PLCs are conducted on a regular Basis. *Academic Services Team Administrators, Teachers, Instructional Support Staff*	STNA LoFTI ClassScape Application reports MCREL
	District will identify and select highly qualified principal candidates to participate in regional leadership academies using the district leadership academy. *Superintendent, Asst. Superintendent Edu. Svcs Academic Services Team*	District will identify and select highly qualified principal candidates to participate in regional leadership academies using the district leadership academy. *Superintendent, Asst. Superintendent Edu. Svcs Academic Services Team*	EVAAS/ MCREL reports
Prepare media specialists and instructional technology facilitators to support digital reform.	Powerschool Coordinator has provided continuous training throughout the district for Power School and Home Base. NCDPI will be providing assistance to the Media Coordinators in regards to Digital Teaching and Learning. *Director of Technology & Media, Powerschool Coord., NCDPI*	Powerschool Coordinator has provided continuous training throughout the district for Power School and Home Base. NCDPI will be providing assistance to the Media Coordinators in regards to Digital Teaching and Learning. *Director of Technology & Media, Powerschool Coord. NCDPI*	MTAC/Workshops

Deliver Common Core and Essential Standards training to teachers using integrated technology as a model for further classroom integration.	Provide travel, professional development resources and substitutes as needed for LEA Implementation Teams and teachers to attend required NC DPI training for the new Standard Course of Study to include RESA workshops, Summer Institute and local workshops. (RttT Sec B) *NC DPI, Leadership Team,*	Provide travel, professional development resources and substitutes as needed for LEA Implementation Teams and teachers to attend required NC DPI training for the new Standard Course of Study to include RESA workshops, Summer Institute and local workshops. (RttT Sec B) *NC DPI, Leadership Team,*	PD Plans, Training workshops, PLC plans IIS reports, observations
	Provide a four day local Curriculum and Instruction Summer Institute for administrators, teachers, instructional support staff, parents and community. (RttT B-3-1.1) *Director of Middle Grades Education, Teaching/Learning Coach, and Lead Instructional Technology Specialists*	Provide a four day local Curriculum and Instruction Summer Institute for administrators, teachers, instructional support staff, parents and community. (RttT B-3-1.1) *Director of Middle Grades Education, Teaching/Learning Coach, and Lead Instructional Technology Specialists*	PD Plans, Training workshops, PLC plans, IIS reports, observations
Prepare staff for online assessment delivery.	The district has scheduled continuous PD training sessions to prepare teachers and students for online assessments and testing. *Asst. Superintendent Edu. Svcs Director of Testing & Accountability Powerschool Coordinator*	The district has scheduled continuous PD training sessions to prepare teachers and students for online assessments and testing. *Asst. Superintendent Edu. Svcs Director of Testing & Accountability Powerschool Coordinator*	IIS/PowerSchool Reports, workshop evaluations, classroom observations

	The district will provide and support student, teacher, administrator access to Learner Management System, Learning Object Repository, and web collaboration tools as deployed. *Superintendent, AST* *Director of Technology & Media*	The district will provide and support student, teacher, administrator access to Learner Management System, Learning Object Repository, and web collaboration tools as deployed. *Superintendent, AST* *Director of Technology & Media*	STNA Surveys, IIS Reports, workshop evaluations, classroom observations
Prepare students for online assessment delivery.	The district has conducted bench mark testing periods to get students acclimated with online assessments. NCTest secure browser has been deployed to all desktops and laptops for student usage. *Superintendent, AST*	The district has conducted bench Mark testing periods to get students acclimated with online assessments. NCTest secure browser has been deployed to all desktops and laptops for student usage. *Superintendent, AST*	Local Surveys, PD Plans, Application reports,
	The district will provide and support student, teacher, administrator access to Learner Management System, Learning Object Repository, and web collaboration tools as deployed (RttT A-2-3.1) *Superintendent, AST* *Technology Director*	The district will provide and support student, teacher, administrator access to Learner Management System, Learning Object Repository, and web collaboration tools as deployed (RttT A-2-3.1) *Superintendent, AST* *Technology Director*	Local Surveys, PD Plans, Application reports,

Provide ongoing support and professional development necessary for use of data to inform instruction.	HCPS identifies and provides, through data, relevant PD for new and career teachers. PLC's is the vehicle which drives many of the academic initiatives. *Executive Director HR, Director of Instructional Resources* The district utilizes data to determine priority goals and activities in setting targets for performance. *District Data Team, Academic Services Team, Superintendent*	HCPS identifies and provides, through data, relevant PD for new and career teachers. PLC's is the vehicle which drives many of the academic initiative. *Executive Director HR, Director of Instructional Resources* The district utilizes data to determine priority goals and activities in setting targets for performance. *District Data Team, Academic Services Team, Superintendent*	Teacher Talk Summary reports Conference Evaluations
Provide support for teacher and administrator progress and evaluation according to MCREL standards.	Participate in focus groups and surveys to provide information to the State Evaluation Team. *District Data Team, AST*	Participate in focus groups and surveys to provide information to the State Evaluation Team. *District Data Team, AST*	Local Surveys, PD Plans, MCREL reports Application reports,

Summary evaluations for all principals, assistant principals and teachers will be completed using the new state instrument beginning in 2010-2011 and submitted online. Results will be used to produce subsequent professional development plans (PEP) for personnel. *Superintendent, Leadership Team and Principals*	Summary evaluations for all principals, assistant principals and teachers will be completed using the new state instrument beginning in 2010-2011 and submitted online. Results will be used to produce subsequent professional development plans (PEP) for personnel. *Superintendent, Leadership Team and Principals*
Principals and teachers will be evaluated using the new state instrument including the new teacher standard 6 and administrator standard 8. *Superintendent, Leadership Team and Principals*	Principals and teachers will be evaluated using the new state instrument including the new teacher standard 6 and administrator standard 8. *Superintendent, Leadership Team and Principals*

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

Essential Questions for Hertford County Public Schools

> **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

Hertford County Public Schools provides mentoring, coaching, and induction programs which support instructional improvement consistent with the system's values and beliefs about teaching and learning. The district has established collaborative learning communities for all staff that meet both informally and formally. These sessions allow teachers from the entire district to collaborate on instructional strategies, integrate skills, identify resources, and create formative assessments. HCPS system and school leaders engage in conversations and professional development with teachers concerning instructional practices. It has been identified that the one-on-one engagement is impactful on individual teacher's improvements and student success.

Our program for professional development is continuous and addresses the individual needs of our teachers. HCPS determines needed PD through a needs analysis survey through survey questions. The PD schedule is developed and strategic representation is determined so we can maximize learning and sharing among all staff members, yet protect instructional time. There's a focused effort to build teacher capacity and leadership in the district to the point where our teachers were asked to share/deliver their PD with teachers in nearby schools systems. All staff members participate in a rigorous, continuous program of professional learning that is aligned with the system's purpose and direction. This rigorous five day program of required PD ranges from content development, delivery of instruction, collaboration, and technology. The PD requires teachers to develop instructional pathways from measurable objectives to formative and summative assessment to alignment of the quality learning activities.

HCPS Human Resources Department facilitates the mentoring, coaching and induction programs for our district. All new teachers are part of the NCCAT New Teachers Connections cohort, in which all teachers are required to meet monthly to receive quality professional development that impacts teaching and learning. HCPS has a coach for all levels (elementary, middle and high) who meet with mentors to discuss best practices for supporting new teachers. The coaches match each beginning teacher with a mentor who has similar grade level and content experience. Our district also provides continued support for our second and third year teachers, as well seasoned teachers who are new to the district through "Teacher Talk". Our county is one of 16 districts who are members of the Collaborative to Support Initially Licensed Professionals which provides support for teachers in their first three years. To assist with the sustainability of our program, this year we have partnered with North Carolina New Teacher Support Program.

Hertford County Public Schools also partners with East Carolina University to provide local cohorts for advanced degree programs in school administration. Other resources such as custom local designed courses in Moodle, Learning Bridges and Learn NC offer an alternative method via the Internet to support professional growth opportunities.

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

5.1 Continue successful partnerships, as well as expand and develop new partnerships with local leaders that will promote 21st century teaching and learning.

5.2 Promote 21st century leadership for administrators, principals and teachers in Hertford County Public Schools.

5.3 Revise policies, procedures and guidelines to support 21st century leadership.

Alignment to Other Plans and Initiatives:

Hertford 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

Create, implement and sustain a district professional development plan to provide teachers and administrators, knowledge and resources for instructional, assessment and management practices.

Career and College Ready, Set, Go!

Promote the state Leadership Academy.

Promote and implement the Student Learning Conditions Survey developed by DPI.

Implement the transformation model with low performing schools in the district.

Implement a program to promote Great Teachers in every classroom, especially in Science and Math.

Utilize the P-20 longitudinal data system, developed by DPI, in order to provide comprehensive data and information on all students.

Promote, model and increase the use of technology for providing professional development opportunities for teachers.

Race to the Top Local and State Scopes of Work

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

Objective (A)(2)EVAL1.1: Participate in the evaluation of the RttT initiatives and use the resulting evaluation data and conclusions to improve effectiveness.

Objective (D)(1)1.1: Recruit individuals to teach in high-need schools in rural and urban areas utilizing school/university partnerships.

Objective (D)(1)1.2: Use alternative routes to administrator and teacher certification with fidelity.

Objective (D)(1)2.1: Address areas of teacher shortage.

Objective (D)(2)1.1: Utilize the evaluation tool and process as a primary factor in teacher and principal development plans and decisions related to promotion, retention and removal.

Objective (D)(2)1.2: Provide evaluation results to the state by submitting summary ratings.

Objective (D)(2)2.1: Integrate student growth data into teacher and principal evaluations.

Objective (D)(3)1.1: Identify and select highly-qualified candidates to participate in regional leadership academies.

Objective (D)(3)2.1: Recruit and increase the concentration of highly-effective teachers and leaders in high need schools.

Objective (D)(3)2.2: Forecast hiring needs and use succession planning to identify candidates for school leadership positions.

Objective (D)(4)2.1: Provide feedback for preparation, certification and alternative licensure programs.

Objective (D)(4)2.2: Establish communication process with regional preparation programs to strengthen programs and increase success of first-year educators.

Objective (D)(4)2.3: Establish or extend existing partnerships with North Carolina colleges and universities.

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.

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

Objective (E)(2)1.1: Implement one of the US Department of Education's four models in each of their lowest-achieving schools: turnaround, restart, closure or transformation.

Objective (E)(2)1.2: Engage in NC Comprehensive Needs Assessment, Leadership and Instructional Coaching, Professional Development, change plan and implementation map.

Objective (E)(2)2.1: Implement one of the US Department of Education's four models in each of their lowest-achieving schools: turnaround, restart, closure or transformation.

IMPACT & E-rate

Continue to monitor changes in technology and provide/update policies, procedures and guidelines for technology implementation and growth as the need arises.

IMPACT

Provide technology resources and professional development for administrators to improve job performance and enable modeling of appropriate use.

Erate

Provide ongoing professional development and instruction on cyber-safety, while promoting appropriate use through maintenance and upgrading of policies, procedures and guidelines pertaining to technology.

5: 21st Century Leadership for All Schools and Districts

Suggested Targets	Year 1 July 1, 2012 - June 30, 2013	Year 2 July 1, 2013 - June 30, 2014	Yearly Evaluation Evaluation DPI USE Method(s)
Create and lead a vision for 21st century education	The district will provide and support student, teacher,	The district will provide and support student, teacher,	STNA / Teacher working conditions,

administrator access to Learner Management System, Learning Object Repository, and web collaboration tools as deployed.

HCPS school district will implement a Transformation model which will include job-embedded professional development emphasizing school improvement practices utilizing Teachscape Consultants, High Yield Strategies, Instructional Decision Making and Planning, and Classroom Walkthroughs will be included to guide comprehensive research-based instructional practices. The Comer model and Positive Behavior and Intervention Support will also be utilized to provide structure for social culture and parent engagement. (RttT Sec E)
Superintendent,
Asst. Superintendent
Academic Services Team
Administrators, Principals | administrator access to Learner Management System, Learning Object Repository, and web collaboration tools as deployed.

 HCPS school district will implement a Transformation model which will include job-embedded professional development emphasizing school improvement practices utilizing Teachscape Consultants, High Yield Strategies, Instructional Decision Making and Planning, and Classroom Walkthroughs will be included to guide comprehensive research-based instructional practices. The Comer model and Positive Behavior and Intervention Support will also be utilized to provide structure for social culture and parent engagement. (RttT E)
Superintendent
Asst. Superintendent
Academic Services
Administrators, Principals | Local Surveys, PD Plans, ClassScape, Observations Application reports |

Create 21st century learning cultures	District will identify and select highly qualified principal candidates to participate in regional leadership academies using the district leadership academy.	District will identify and select highly qualified principal candidates to participate in regional leadership academies using the district leadership academy.	MCREL Reports, PD Plans, RttT Evaluation data
	Superintendent, Asst. Super-Intendent, Edu. Svcs HCPS provides professional development through PLC's to build capacity and increase proficiency. Teachers receive PD training to develop skills in building lesson plans to align with the NCSCOS by implementing the UBD method. *Superintendent, Asst. Superintendent, Academic Services Team*	*Superintendent, Asst. Super-Intendent, Edu. Svcs* HCPS provides professional development through PLC's to Build capacity and increase proficiency. Teachers receive PD training to develop skills in building lesson plans to align with the NCSCOS by implementing the UBD method. *Superintendent, Asst. Superintendent, Academic Services Team*	

Prepare teachers and administrators to lead 21st century learning environments	The district will continue to expand alternative licensure programs through the Chowan College, NC Teach, ECU, ECSU	The district will continue to expand alternative licensure programs through the Chowan College, NC Teach, ECU, ECSU	MCREL Local Surveys
	HR Personnel, External Partnerships	*HR Personnel, External Partnerships*	
	HCPS provides professional development to facilitate administrators and teachers implementation of assessment item banks.	HCPS provides professional development to facilitate administrators and teachers implementation of assessment item banks.	
	Superintendent, Asst. Superintendent Edu. Services, Academic Services Team, Principals	*Superintendent, Asst. Superintendent Edu. Services, Academic Services Team, Principals*	

HCPS reviews quarterly the progress and alignment of each School Improvement Plan and District Strategic Plan. Results are used to produce subsequent PDP's for personnel.

Superintendent, Leadership Team, and Principals

Principals and teachers will be evaluated using the new state instrument including the new teacher standard 6 and administrator standard 8.

Superintendent, Leadership Team, and Principals

District will provide local Leadership Academy for aspiring school administrators and local Leadership Academy for novice principals (5 years or less experience).

Superintendent, Asst. Superintendent Education Services, Academic Services Team

Tech Plan

	Continue providing mentor support to beginning teachers through Beginning Teacher Induction program. *Director of Human Resources*	Continue providing mentor support to beginning teachers through Beginning Teacher Induction program. *Director of Human Resources*	
	Provide professional development for teacher effectiveness, principal effectiveness. *Superintendent, Asst. Super-intendent, Academic Services Team, Principals, School Administrators and DPI*	Provide professional development for teacher effectiveness, principal effectiveness. *Superintendent, Asst. Super-intendent, Academic Services Team, Principals, School Administrators and DPI*	
Develop strategic partnerships with community and business to promote 21ˢᵗ Century learning.	Participate in focus groups and surveys to provide information to the State Evaluation Team. *Academic Services Team*	Participate in focus groups and surveys to provide information to the State Evaluation Team. *Academic Services Team*	Local and Community Surveys, PD Plans and, Application reports
	The district will continue recruiting partnerships with schools of education at colleges and universities. *HR Personnel*	The district will continue recruiting partnerships with schools of education at colleges and universities. *HR Personnel*	

Attend meetings with partnering universities to provide feedback on teacher preparation and seek assistance with mentoring beginning teachers. *Human Personnel* The district will continue to extend existing partnerships with Chowan College, East Carolina University, Barton College, Fayetteville State University, NC State University, UNC-Wilmington and other schools of education. *Human Personnel and External Partnerships* District will continue to actively recruit and retain in critical shortage areas of Math, Science and Exceptional Children teachers by attending job fairs in and out of state, holding a local system-wide job fair, and developing media and marketing tools for the website. *HR Personnel, External Partnerships and Principals*	Attend meetings with partnering universities to provide feedback on teacher preparation and seek assistance with mentoring beginning teachers. *Human Personnel* The district will continue to extend existing partnerships with Chowan College, East Carolina University, Barton College, Fayetteville State University, NC State University, UNC-Wilmington and other schools of education. *Human Personnel and External Partnerships* District will continue to actively recruit and retain in critical shortage areas of Math, Science and Exceptional Children teachers by attending job fairs in and out of state, holding a local system-wide job fair, and developing media and marketing tools for the website. *HR Personnel, External Partnerships and Principals*

Provide ongoing professional development and classroom instruction on cyber-safety, while promoting appropriate use through maintenance and upgrading of policies, procedures and guidelines pertaining to technology. (IMPACT & Erate) *Superintendent, Asst. Superintendent Education Services Academic Services Team School Administrators, Instructional Technology Specialists, Media Coordinators, Teachers, DPI*	Provide ongoing professional development and classroom instruction on cyber-safety, while promoting appropriate use through maintenance and upgrading of policies, procedures and guidelines pertaining to technology. (IMPACT & Erate) *Superintendent, Leadership Team, Central Office, School Administrators, Instructional Technology Specialists, Media Coordinators, Teachers and NC DPI*

Hertford County Public Schools Technology Plan

Policy, Procedure, & Guidelines Implementation Chart

Policies, Procedures, & Guidelines 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.	LEA Policy Code or Procedure	LEA Adoption Implementation or Revision Date
Procedures		
A. Materials Selection Policy including internet resources (GS §115c-98(b)) *Selection of Textbooks and Supplementary Materials* *Parental Inspection and Objection to Instructional materials*	3310	7/2013
B. Disposal of Equipment / Replacement of Obsolete Equipment (GS §115c-518) *Disposal of Surplus Property*	6100	11/2013
C. Hardware and Software Procurement (GS § 115c-522, 115c-522.1) *State Purchasing Requirements for Equipment, Materials and Supplies* *Local Purchasing Requirements for Equipment, Materials and Supplies*	7300/7310	
D. Copyright and Plagiarism Policy (PL §94-553, 90 Stat. 2541) *Copyright Compliance*	3340/3346 R	7/2013
E. Acceptable Use Policy (PL §106-554) *Student Acceptable Use of Technology Resources* *Technology/Internet Acceptable Use Agreement* *Employee Technology and NC WISE Acceptable Use Policy* *Employee Use of Social Networking Sites, Blogging and the Internet* *Use of Wireless Communication Devices*	3350	7/2013
F. Equipment/Materials Donation Policy (GS §115C-518) *Gifts and Bequests*	6100	11/2013
G. Data Privacy Policy (20 U.S.C. § 1232g; 34 CFR Part 99 (FERPA)) *Cumulative Student Records* *Student Records*	Completed	
H. Inventory Control Policy (GS §115c-539, 115c-102.6A-C(5)) *Accounting for Fixed Assets*	7310	
I. Access to Services Policy (GS §115c-106.2) *Special Education Programs/Rights of Disabled Students/Homebound and Hospitalized Program*	Completed	
J. Online Assessment and Instruction Policy *Utilize/Follow Policies in place from NC DPI*	N/A	N/A

K. Advertising and Commercialism Policy (GS §115c-98) (Procurement and gifts ethics) *Employee Conflict of Interest*	7320/2300	
L. Internet Safety and Ethical Use including Cyberbullying and Harassment (CIPA, FERPA, GS_115C-407) *Student Acceptable Use of Technology Resources* *Technology/Internet Acceptable Use Agreement* *Employee Technology and NC WISE Acceptable Use Policy* *Employee Use of Social Networking Sites, Blogging and the Internet*	5180	10/2013
Use of Wireless Communication Devices		

M. Other Local Policies
    Remote Access Policy
    Virus Protection Policy
    Security Awareness Policy
    Network Security Policy		

Procedures		

A. Hardware and Software Deployment
    Software Selection and Utilization Policy
    Software Purchase/Preview Request Form
	Completed	2004

B. Equipment maintenance and repairs *Technology Support Repair Procedures*	Procedure	2008
C. Outdated Resources and Equipment Replacement *Selection of Textbooks and Supplementary Materials*		
D. Disaster Recovery of Data and Hardware		
E. Administration of Online Courses *Utilize/Follow Policies in place from NC DPI*	N/A	N/A
F. Administration of Online Assessment *Utilize/Follow Policies in place from NC DPI*	N/A	N/A
G. Locally identified procedures		
Guidelines		
A. Policy Translation *Translating Policies for Students & Parents*	5100	10/2013
B. Use of Digital Media and Resources *IMPACT*	N/A	2005
C. Instructional Use of Videos *Video/DVD Approval Policy*		
D. Development of Online Resources *Web Page Resources and Development Manual*	N/A	2005
E. Locally identified guidelines		

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