

# Yancey County Schools

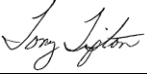
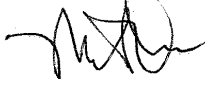


## Technology Plan

Draft November 2013

Final July 2014

2014-2016

LEA/Charter Name: Yancey County Schools  
LEA/Charter Number: 995  
Superintendent Name: Dr. Tony Tipton  
Superintendent Signature:   
Local Board Chair Name: Mr. Mike Orr  
Local Board Chair Signature:   
Person of Contact: Mrs. Kay Ball  
Telephone: (828) 682-6101  
Contact Email: khball@yanceync.net

## Table of Contents

Vision	Page 5
Strategic Priorities Overview	Page 6
Priority 1: Shared Services Model	Page 7
Priority 2: Universal Access to Personal Teaching and Learning Devices	Page 15
Priority 3: Access to Digital Teaching and Learning Resources, Including Digital Textbooks	Page 19
Priority 4: Model of Technology-Enabled Professional Development	Page 24
Priority 5: 21 <sup>st</sup> Century Leadership for Your LEA	Page 32
Appendices	Page 36

# Yancey County Schools Technology Planning Committee/MTAC

<b>Member</b>	<b>Job Title/Position</b>
Dr. Tony Tipton	Superintendent
Mr. Norb McKinney	School Board Member
Mr. Shane Cassida	Home Base Director
Mr. Alton Robinson	Middle School Principal (Cane River MS)
Mr. Stuart Jolley	Elementary Principal (Clearmont Elem)
Mrs. Karen Banks	Technology Facilitator (Mountain Heritage HS)
Ms. Kim Cripps	Elementary Teacher (South Toe Elem)
Mrs. Michelle Woody	Assistant Technology Facilitator (Micaville)
Mrs. Julia Fox	Media Coordinator (Burnsville Elem)
Mrs. Beryl Carroll	Media Coordinator (East Yancey MS)
Mrs. Amy Autrey	Teacher (Bald Creek Elem)
Mrs. Cindy Wilson	Web Master (Bee Log Elem)
Mr. Pete Peterson	Student Services Director
Mrs. Kay Ball	Technology Director

# **Yancey County Schools Technology Plan 2014-2016**

## **Vision Statement**

Yancey County Schools' students will be challenged to solve real world problems through the use of inquiry-based, project-based learning that will infuse higher-order thinking skills throughout the instructional opportunities, as evidenced by student-created 21st Century learning products with appropriate utilization of 21st Century technology devices, resources, and tools. Lead by 21<sup>st</sup> Century Educators, all students will be engaged in an instructional environment where they will read, write, think, and talk in every classroom, every day. Curricula will be powered by a robust infrastructure, connecting students to global learning communities beyond the boundary of the physical classroom.

# Yancey County Schools Technology Plan

## Strategic Priorities

### 2014 - 2016

#### **Shared Services Model**

Yancey County Schools' focus for Priority I will be to participate in the Shared Service model to utilize resources; increase student devices; and build a more robust infrastructure to create more opportunities for students and staff to access digital resources.

#### **Universal Access to Personal Teaching and Learning Devices**

Yancey County Schools' focus for Priority II will be to increase student learning devices both school and student supplied. We will continue to grow our infrastructure to support future online student assessments.

#### **Access to Digital Teaching and Learning Resources, Including Digital Textbooks**

Yancey County Schools' focus for Priority III will be to utilize digital resources both state procured and online resources.

#### **Model of Technology-Enabled Professional Development**

Yancey County Schools' focus for Priority IV will be to prepare teachers to use digital resources to support Common Core/Essential Standards. Focus will be given to creating an Instructional Improvement System (IIS) and use data to monitor personal teaching and learning. YCS will continue to upgrade and "grow our own" Instructional Improvement System (IIS) using Moodle as a Virtual Learning Environment. Support staff will continue be immersed in professional development training in a Tier I Train-the-Trainer setting.

## **21<sup>st</sup> Century Leadership for Your LEA/Charter**

Yancey County Schools' focus for Priority V will be to enhance 21<sup>st</sup> Century learning environments through professional partnerships with higher education entities and use data to set staff development priorities.

## **Strategic Priority 1: A Statewide Shared Services Model**

### ***Essential Questions for Yancey County Schools***

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

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

### ***Current Status and Moving Forward***

YCS is a small rural, low wealth county system that is dependent on federal and state funds. Technology is main funds is provided by *Connectivity, Fines and Forfeitures*, and *e-Rate*. These funding sources are used for daily operational expenses including required software/server licenses and maintenance supplies. The Statewide Services model including *Home Base* Instruction and Information Platform will provide much needed digital curricula resources.

At the end of the 2012-2013 school calendar year, Yancey County Schools Internet access was 100 mgs per site through a burstable pipe from MCNC. Connectivity increased in 2013-2014 from 100 mgs to 1 Gigabit connection to all YCS campuses through utilization of eRate funding and the completed expansion of the Broadband Technology Opportunities Project (BTOP). In the summer 2013, collaboration between YCS, MCNC and ERC: Internet traffic can travel through two connectivity routes. Main traffic from YCS switches travels to Mayland Community College and on to MCNC in Chapel Hill. In the event of failure on the main connectivity path, traffic can reroute to the hub in Asheville and back to MCNC, reducing loss of productivity time for YCS students and staff.

Through support from MCNC technicians and completion of a yearly network assessment, YCS technicians preformed needed infrastructure maintenance including



installation of new POE switches to support connectivity and device deployment. The *2012 Network Assessment* targeted our single high school's wireless infrastructure and its ability to support the coming 1:1 laptop initiative sponsored by a grant from the Golden Leaf Foundation. Network assessment data affirmed the network could handle the Internet traffic for increased numbers of student devices. Based on the Network Assessment and recommendation of the MCNC team, YCS technicians created a second Vlan for guest traffic for anticipated *Bring Your Own Device (BYOD)* in coming years at all sites. By participating in the *Statewide Shared Service model*, YCS has taken advantage of resources provided at little or no cost to our district, including the Zscaler Content filter; and provided firewall and support. An additional benefit to YCS is the technical support provided by MCNC and NCDPI in regards to network support and management.

By participating in the cloud initiative, YCS has been able to redirect funds from required day-to-day operations to purchase items such student and teacher devices. Through collaborative department planning and the pooling of local, state, and federal resources, Yancey County Schools' dream of increased devices per student will now become a reality.

Increased exposure to educational devices does not increase learning opportunities unless digital resources are available. The implementation of the *Home Base* Instructional Improvement System in 2013-14 offers Yancey County Schools the opportunity to have access to a vast collection of quality curriculum, instructional, assessment, and data-gathering digital tools. The cost to YCS in 2013-14 is free of charge as it is for all North Carolina LEAs; however, the cost will be set tentatively at \$4/student in the 2014-15 school year. YCS hopes to utilize this "pilot" year to develop a feasibility plan to maximize the use of the optional components of *Home Base* platform to provide quality digital products and services that meet rigorous instructional

needs at a minimum of cost via the collective buying-power of the remaining North Carolina LEAs and NCDPI.

**Alignment to Other Plans and Initiatives:**

**Strategic Priority 1: A Statewide Shared Services Model**

**Yancey 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/Charter will better prepare for the transition to online assessments, digital textbooks, and universal access to personal teaching devices.

**Career and College Ready, Set, Go!**

By implementing the use of the NC Cloud resources, Yancey County Schools will work to improve the infrastructure for next generation technology.

**Race to the Top Local and State Scopes of Work**

By participating in the shared services model offerings, Yancey County Schools will utilize NCEd Cloud Opt-in Agreements

**1. Statewide Shared Services Model**

Suggested Goals/Targets	Year 1	Year 2	Yearly Evaluation	
	July 1, 2014 – June 30, 2015	July 1, 2015 – June 30, 2016	Evaluation Method(s)	DPI Use
<b>Provide equitable and additional access to mobile devices</b>	Increase the number of handheld, internet capable devices for educational and assessment use in the classroom  <b>Responsible:</b> Chief Technology Officer Technicians Principals Teachers	Increase or maintain the number of handheld, internet capable devices for educational and assessment use in the classroom (C) (3) 1.1  <b>Responsible:</b> Chief Technology Officer Technicians Principals Teachers	AMTR Reports  <i>Tech Readiness Assessment Instrument</i>	POs

Develop a sustainability plan that will potentially include a flexible, blended model including the institution of technology fees, “bring your own device” procedures, and community resources	Implement sustainability plan and refine procedures as needed resources	Copy of YCS Board Approved Sustainability Plan and YCS Board Policy
<b>Responsible:</b> Superintendent Finance Officer 1:1 Leadership Team School Board Members Chief Technology Officer Principals Community Stakeholders	<b>Responsible:</b> Superintendent Finance Officer 1:1 Leadership Team School Board Members Chief Technology Officer Principals	

**Provide equitable and additional access to digital resources**

Evaluate the potential increase in access and support for staff and students for Schoolnet (Instructional Improvement System) and Web Collaboration Tools such as OpenClass and Moodle. (DSW) (A) (1) Obj. 3.1	Increase access and support for staff and students for Schoolnet (IIS) and Web Collaboration Tools such as OpenClass and Moodle. (DSW) (A) (1) Obj. 3.1	<i>RttT</i> Detailed Scope of Work (DSW) monitoring reports  Network monitoring reports  Moodle Classes  Lesson Plans or Student Samples
<b>Responsible:</b> Superintendent Chief Technology Officer Home Base Director Curriculum Director Assistant Technology Facilitators Teachers	<b>Responsible:</b> Superintendent Chief Technology Officer Home Base Director Curriculum Director Assistant Technology Facilitators Teachers	

<b>Increase capacity of existing infrastructure</b>	Create replacement cycle schedule of wireless access points for continuous improvement of the infrastructure	Implement rotation cycle of existing access points.	Network Assessments provided by MCNC
	Identify weak points in signal within instructional areas, in order to further supplement the existing wireless infrastructure.	Identify weak points in signal within instructional areas, in order to further supplement the existing wireless infrastructure.	POs/Invoices
		Install new servers at each school-site and replace existing end of life switches	Reports generated from wireless management dash board
	<b>Responsible:</b> Chief Technology Officer Technicians Support from MCNC Principals	<b>Responsible:</b> Chief Technology Officer Technicians Support from MCNC Principals	
<b>Utilize State Connectivity experts and resources</b>	Request yearly network assessments by MCNC to identify vulnerable areas of the network to improve and provide a more robust infrastructure	Use MCNC network assessments to make corrections and improvements to the network as funds allow	Network Assessments provided by MCNC
	<b>Responsible:</b> Chief Technology Officer Technicians MCNC Engineers	<b>Responsible:</b> Superintendent Chief Technology Officer Chief Finance Officer	Reports Generated NCREN Portal

Technicians

**Promote/maintain innovative funding model by utilizing NCEd Cloud offerings and alternatives**

Continue using firewall protection provided by the NCEd Cloud

Continue using firewall protection provided by NCEd Cloud

NCEd Cloud Opt-in agreements

Develop an evaluation tool of current curriculum and support programs being utilized in district to analyze for maximum instructional effect and cost efficiency

Continue to utilize a Home Base Specialist Team to be trained to explore and utilize the full capacity of offerings in the Schoolnet and OpenClass portions of Home Base.

Meeting agenda and notes

Develop a Home Base Specialist Team to be trained to explore and utilize the full capacity of offerings in the Schoolnet and OpenClass portions of Home Base.

Continue to utilize a Home Base Specialist Team to develop a Comparison Report of current programming and costs versus Home Base offerings and costs to district stakeholders

Meeting agenda and notes

Develop a Comparison Report of current programming and costs versus Home Base offerings and costs to district stakeholders

Continue to monitor current programming and costs versus Home Base offerings and costs to district stakeholders

Comparison Report Document

**Responsible:**  
Chief Technology Officer  
Technicians

**Responsible:**  
Chief Technology Officer  
Technicians

	Finance Officer MCNC Support personnel Home Base Director Curriculum Director Homebase Team Members	Finance Officer MCNC Support personnel Home Base Director Curriculum Director Homebase Team Members	
<b>Maximize E-rate in support of instructional programs</b>	Maintain connectivity to ISP (LAN); metro-Ethernet (WAN); and webhosting	Maintain connectivity to ISP (LAN);metro-Ethernet (WAN); and webhosting	NSLD Reports
	Develop and implement survey to seek additional opportunities for Priority 2 Funds	Analyze data and apply for Priority funding (based on survey results)	eRate documentation
	<b>Responsible:</b> Superintendent Chief Technology Officer E-Rate Specialist Principals Designated school staff	<b>Responsible:</b> Superintendent Chief Technology Officer E-Rate Specialist Principals Designated school staff	Surveys
<b>Provide content filtering in accordance with the Children's Internet Protection Act (CIPA).</b>	Provide content filtering through Shared Services Model in accordance with the Children's Internet Protection Act (CIPA).	Provide content filtering through Shared Services Model in accordance with the Children's Internet Protection Act (CIPA).	Content filter reports  Cloud Opt-in agreements
	<b>Responsible:</b> Chief Technology Officer Technicians MCNC Support personnel	<b>Responsible:</b> Chief Technology Officer Technicians and ATFs MCNC	

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

### ***Essential Questions for Yancey County 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?

### ***Current Status and Moving Forward***

Current trends in education require students to have ample access to individual learning devices and digital content if they are to become true 21<sup>st</sup> Century students. In years past, devices have been on a limited basis as were allocated as high as seven students to one device based on AMTR data. Funding opportunities from Race to the Top and a substantially large Golden Leaf grant is helping to rapidly close the gap. In August 2013, all students at our sole high school were provided a Chromebook for school and home use. Teachers were provided both a Chromebook and a new laptop for their classrooms. Older models of the Chromebooks were redistributed to our two middle schools. These devices along with additional purchases of Chromebooks from RttT funds and a grant one of the middle schools received increased the number of devices at each school close to a one-to-one for day users. eReaders purchased for both middle schools through a 21<sup>st</sup> Century Grant have increased student access to online digital content. Recently adopted *Bring Your Own Device* for students will help YCS to continue to narrow the gap.



Our district focus is now shifting to our elementary schools to provide greater access to individual devices. Administrative leaders and elementary principals have devised a plan to use RttT funds, federal and local funds to provide additional student devices at each of our six elementary schools. In the 2013-2014 school year the target population for access will be to purchase Chromebook carts for use at the third-fifth grade levels. Currently we anticipate purchasing approximately 400 additional devices. Kindergarten – second grade will be targeted in 2014-2015. As with our middle schools, elementary school students will have opportunity to participate in BYOD with parental permission.

In addition to increase access to digital devices, multi-media teaching devices are becoming more prevalent in our district. The Golden Leaf grant not only provided a 1:1 student device for our high school students, but it also provides funds to equip our high school classrooms as a 21<sup>st</sup> Century learning environment. All high school classrooms will be equipped with a large flat panel screen, a document camera, and an interactive tablet. Additional multi-media equipment will be available for check out from the media center. Middle and elementary schools are using available funds from federal, state, local, grant funding and support from Parent Teacher organizations to purchase equipment, including interactive boards and ceiling mount projectors.

Resources provided through the NCEd cloud initiative, collaborative planning, and a unified district vision to change the education culture in Yancey County Schools, and student access to digital devices is now rapidly becoming a reality and no longer a dream allowing Yancey County students to cross the digital divide into a global community.

---

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

**Yancey 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 utilizing School Connectivity resources, YCS will continue to analyze and improve the infrastructure to support 21<sup>st</sup> century curriculum and assessments.
  - Career and College Ready, Set, Go!**  
By utilizing *RttT* funds, YCS will increase access to technology to support learning.
  - Race to the Top Local and State Scopes of Work**  
By utilizing *RttT* funds, and other funding sources, YCS will enhance the technology infrastructure to facilitate online real-time assessments at each school.
- 

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

Suggested Goals/Targets	Year 1	Year 2	Yearly Evaluation	
	July 1, 2014 – June 30, 2015	July 1, 2015– June 30, 2016	Evaluation Method(s)	DPI Use
<b>Increase overall access to personal learning devices.</b>	Increase the number of internet capable devices for educational use in the classroom at the 3-5 grade span and middle school level to a 1:1 ratio	Continue to increase the number of handheld, internet capable devices for educational use in the classroom at the middle school level to a 1:1 ratio at the 3-5 level and provide access to mobile carts at the K-2 level	AMTR Reports  POs  Media Checkout Logs	

---

	<p><b>Responsible:</b>  Chief Technology Officer  Technicians  Principals  Teachers  Parents/guardians  Community Stakeholders</p>	<p><b>Responsible:</b>  Chief Technology Officer  Technicians  Principals  Teachers  Parents/guardians  Community Stakeholders</p>	<p><i>Technology  Readiness  Reporting Tool</i></p>
<p><b>Utilize Personal Learning Devices to promote student owned learning.</b></p>	<p>Develop a procedure and best practices document to implement student owned devices for educational activities</p> <p>Refine the YCS Board Policy on “Bring Your Own Device” standards, expectations, and best practices including student cell phone/smart phone devices</p> <p>Align all YCS Student Handbooks and YCS Policies for consistency in terms of technology access and usage</p> <p><b>Responsible:</b>  Chief Technology Officer  Technology Instruction Coordinator  Assistant Technology Facilitators  Technicians  Principals  Teachers</p>	<p>Begin implementation of district procedure and best practices to use student owned devices for educational activities</p> <p>Continue to monitor and adjust the YCS Board Policy on “Bring Your Own Device” standards, expectations, and best practices</p> <p><b>Responsible:</b>  Chief Technology Officer  Technology Instruction Coordinator  Assistant Technology Facilitators  Technicians  Principals  Teachers</p>	<p>Wireless Management</p> <p>Student created digital products</p> <p>Logs of personal devices used online</p> <p>Consent calendar of YCS Board Meetings</p>

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

### ***Essential Questions for Yancey County Schools***

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

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

### ***Current Status and Moving Forward***

Digital gadgets and resources are having a profound effect on the ways children learn and teachers present materials. The United States Department of Education states that, technology significantly improves both teaching and learning with when using digital tools and resources by providing access to learning materials 24-7 while increasing student engagement and motivation. Both instructors and students have access to expanded course offerings and links teachers to their students and to personalize learning. Yancey County Schools administration shares this same philosophy and has realigned resources, including utilizing students personal learning devices to increase digital access to all Yancey County students to meet individual learning styles and prepare our diverse learners to be global citizens. Currently we are narrowing the gap to wireless access and wireless devices through Race to the Top and other grant funds. Wireless is available in strategic locations on all Yancey County Schools campuses and free Wi-Fi is being provided by some local businesses. Funds from the Golden Leaf Foundation have provided a 1:1 learning environment for all our high school students and a classroom cart of devices for each middle school. Our current count of mobile devices for student use has increased to approximately 1200 Chromebooks, 75 iPads, and a large collection of Nooks. Each school has at least one wired lab and larger schools have as many as three labs of thirty machines. Additional tools such as

interactive boards and projectors have been provided by some of our local Parent and Teacher Organizations.

The influx of devices has created greater access to the vast collection of online resources. The *Home Base* platform offers YCS the opportunity to provide quality digital curriculum, instructional, assessment, and data management tools to all YCS stakeholders. In addition to *Home Base* resources, we rely heavily on free resources provided by *NC WiseOwl*, *Thinkfinity* and other corporate partnerships that are supplying our students and teachers with resources that we would not be able to otherwise afford. The key to utilizing these materials is not merely a question of access. The major obstacle now resides in “teaching” teachers how to integrate these digital resources into their instructional plans in a way that encourages higher order thinking and 21<sup>st</sup> Century technology skills that properly align with the new Common Core/Essential Standards curriculum. *Home Base* simplifies this somewhat in that these quality digital resources are gathered in one location for educators to access. Therefore, YCS will invest a great deal of time and effort in providing professional development for our Home Base Specialist Team to develop unique and creative ways to integrate these resources into their day-to-day instructional plans. Further training will then allow the Home Base Specialist Team to assist the remaining YCS instructional personnel to integrate these digital resources and plans into their teaching experiences.

---

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

Yancey 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 using Race to the Top (*RttT*) funds, YCS will update the technology infrastructure to support a 21<sup>st</sup> Century curriculum and assessment system.

#### Career and College Ready, Set, Go!

By using Race to the Top (*RttT*) funds, YCS will increase access to digital tools that support *Career and College Ready, Set, Go!*

#### Race to the Top Local and State Scopes of Work

By using Race to the Top (*RttT*) funds, YCS will improve access to and support for staff and students to use the Learner Management System; Learning Objective Repository, and Web Collaboration tools.

---

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

Suggested Goals/Targets	Year 1		Yearly Evaluation	
	July 1, 2012 – June 30, 2013	Year 2	Evaluation Methods(s)	DPI Use
	July 1, 2012 – June 30, 2013	July 1, 2013 – June 30, 2014		
Utilize procured resources such as <i>Home Base-Schoolnet</i> , NC <i>WiseOwl</i> , and other open education resources	Provide access to professional development for procured resources	Continue to provide access to professional development for procured resources	Professional development activity evaluation logs	
	<b>Responsible:</b> Curriculum Support Staff Technology Integration Coordinator Home Base Director Curriculum Director	<b>Responsible:</b> Curriculum Support Staff Technology Integration Coordinator Assistant Technology Facilitators Principals	Collected Professional Development Surveys	

---

	Home Base Specialist Team Home Base Lead Team Assistant Technology Facilitators Principals		
<b>Use digital content aligned specifically to Common Core and NC Essential Standards</b>	Use digital content provided via <i>Home Base-Schoolnet</i> , NC Wise Owl, and other district and school-level programming.	Continue to use digital content provided, YCS students will create digital projects	Student Project samples
	Create digital resources by YCS Instructional Personnel, including but not limited to Instructional Units, Lesson Plans, Assessments, and District Benchmarks, that are aligned to CC/ES Standards	Create digital resources by YCS Instructional Personnel, including but not limited to Instructional Units, Lesson Plans, Assessments, and District Benchmarks, that are aligned to CC/ES Standards	Lesson Plans and Units  Teacher Evaluation Instrument
	Create digital projects, resources, and other learning evidences by YCS students , demonstrating mastery of the CC/ES Standards	Create digital projects, resources, and other learning evidences by YCS students , demonstrating mastery of the CC/ES Standards	Principal Walk-Throughs
		Procure and implement digital textbooks across the K-12 curriculum	YCS District Benchmark assessments
	<b>Responsible:</b> Curriculum Support Staff Technology Integration Coordinator Home Base Director	<b>Responsible:</b> Technology Integration Coordinator Home Base Director Curriculum Director	Table/webpage of digital text books available for YCS staff

Curriculum Director	Home Base Specialist Team	Destiny Software
Home Base Specialist Team	Home Base Lead Team	Reports
Home Base Lead Team	Assistant Technology Facilitators	
Assistant Technology Facilitators	Principals	
Principals	Teachers	
Teachers	Media Coordinators	
Media Coordinators		



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

### ***Essential Questions for Yancey County Schools***

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

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

### ***Current Status and Moving Forward***

Yancey County Schools administration has embraced the ever evolving expansion of digital tools and resources with the understanding that quality professional development is the key to implementation and staff/student success. This vision is driving our district to take advantage of the current professional development being present to support the Golden Leaf 1:1 project at our high school. Staff from the NCDPI Department of Digital Teaching and Learning provides some of the highest quality, pertinent professional development available for our staff. Staff members from all schools participate in this as a Tier 1 trainer and in turn provide training at the individual school sites.

A technology facilitator has been hired for the high school. She provides professional development each Tuesday during teachers' planning times. One of her *Tech Tuesday* focus has been the implementation of a YCS Moodle. Owning and managing our own Moodle has been a long time need in our district. The employment of a technology facilitator to provide training and just-in-time support has been a key factor for faculty to embrace this instruction management system. Though *Tech Tuesday* is held on the campus of our high school, other staff members have an open invitation to attend sessions.

The YCS administration understands the importance of this support for teachers and has embraced the trend of a *Tier I Train the Trainer Model*. Currently YCS technology professional development is present in Tier I training to school-based assistant technology facilitators (ATFs), media coordinators, and/or designated teachers by designated YCS staff. Each YCS school has one assistant technology facilitator to facilitate training and support with the exception of our high school. MHHS has two assistant facilitators. One serves as the NCVPS coordinator and the other ATF has more refined technician skills to provide just-in-time support. The support of the Home Base initiative will require extensive professional development to fully implement PowerSchool, PowerTeacher, PowerParent, Schoolnet, NCEES, and TestNav. YCS has created a Home Base Specialist Team and Home Base Lead Team to lead this professional development process via the Tier I/Tier II Train the Trainer Model.

Yancey County Schools is quickly becoming a Google/Chromebook district. This new cloud-based technology will increase our needs for professional development to work with cloud-based resources on a device that opens a portal to the Google Apps cloud. Through the 1:1 initiative, our high school faculty and staff have become early adapters to these cloud resources. The district initiative is now focused on using Chromebooks at both the middle and elementary schools. Professional development presented by a Google Certified Trainer for all YCS schools on effective use of Chromebooks and Google apps is being planned for the 2014 school year.

As YCS staff continues the journey through the digital age, YCS administration will continue to provide support, resources, and release time for teachers to receive the professional development needed to ensure success in their individual areas of concentration. Professional development will be provided through grade level Curriculum Walks, Professional Learning Communities, and online e-Learning instruction opportunities.

---

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

Yancey 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 using teacher evaluation instruments, YCS administration will identify and select highly-qualified candidates to participate in regional leadership academies.

### Career and College Ready, Set, Go!

By creating relevant, rigorous professional development support, YCS administration will provide opportunities that cultivate and nurture great teachers and principals.

### Race to the Top Local and State Scopes of Work

By implementing *Race to the Top (RttT)* Detailed Scope of Work (DSW), YCS will ensure teachers and staff understand the new Common Core and Essential Standards.

---

## 4: A Statewide Model of Technology-Enabled Professional Development

Suggested Goals/Targets	Year 1		Yearly Evaluation	
	July 1, 2014 – June 30, 2015	July 1, 2015 – June 30, 2016	Evaluation Method(s)	DPI Use
Provide support for teacher and administrator progress and evaluation according to 21 <sup>st</sup> Century Learning skills.	Use internet capable technology devices for teacher evaluations and building-level walk-throughs by YCS and school-level administration.	Use internet capable technology devices for teacher evaluations and building-level walk-throughs by YCS and school-level administration.	Professional Development Evaluations/Surveys	
	Provide all YCS and school-level administration further professional development on the use of these devices and the NCEES system via the <i>Home Base</i> platform. Professional development sources will be	Provide all YCS and school-level administration further professional development on the use of these devices and the NCEES system via the <i>Home Base</i> platform. Professional development sources will be	STNA	

through Pearson, Truenorthlogic, and other <i>Home Base</i> initiated vendors.	through Pearson, Truenorthlogic, and other <i>Home Base</i> initiated vendors.	
Provide all YCS educators access to formative and benchmark data for their students via the <i>Home Base</i> platform.	Provide all YCS educators access to formative and benchmark data for their students via the <i>Home Base</i> platform.	Benchmark data samples
Foster rich instructional improvement conversations opportunities between all levels of YCS personnel via PLCs, Curriculum Walks, Grade Level Meetings, Vertical Content-Specific Meetings in district and school-level contexts.	Foster rich instructional improvement conversations opportunities between all levels of YCS personnel via PLCs, Curriculum Walks, Grade Level Meetings, Vertical Content-Specific Meetings in district and school-level contexts.	Meeting agendas and notes
Explore funding sources to hire District Technology Facilitator(s)	Explore funding sources to hire a Technology Facilitators at the elementary and middle school levels	Review of YCS Budget
<b>Responsible</b> Superintendent Chief Technology Officer Home Base Director Curriculum Director Home Base Specialist Team Principals	<b>Responsible</b> Superintendent Chief Technology Officer Home Base Director Curriculum Director Home Base Specialist Team Principals	

	Designated school personnel	Designated school personnel	
<b>Prepare media specialists and instructional technology facilitators to support digital reform.</b>	<p>Use Web 2.0 and NCDPI supported resources to provide professional development activities for media specialists and assistants at the Tier I: Train-the-Trainer sessions annually</p> <p><b>Responsible:</b>  NCDPI Department of Digital Learning Consultants  Chief Technology Officer  Curriculum Coordinator  Principals  High School Technology Facilitator  Media Specialists  Assistant Technology Facilitators</p>	<p>Use Web 2.0 tools and NCDPI supported resources, especially those housed within <i>Home Base</i>, to provide professional development activities for media specialists and assistants at the Tier I Train the Trainer sessions. Tier II trainings at the school site. Professional development sources will be through Pearson, Truenorthlogic, and other <i>Home Base</i> initiated vendors.</p> <p><b>Responsible:</b>  NCDPI Department of Digital Learning Consultants  Chief Technology Officer  Curriculum Coordinator  Principals  High School Technology Facilitator  Media Specialists  Assistant Technology Facilitators</p>	<p>Professional Development Evaluations/Surveys</p> <p>Training material samples</p>
<b>Deliver Common Core and Essential Standards training to teachers using integrated technology as a model for</b>	Provide ongoing and sustained Professional Development to all instructional staff on the integration of CC/ES aligned	Provide ongoing and sustained Professional Development to all instructional staff on the integration of CC/ES aligned	Professional Development Evaluations/Surveys

<p><b>further classroom integration.</b></p>	<p>Web 2.0 tools and online resources, particularly those housed in <i>Home Base-Schoolnet</i>. This will be done via the Tier I/Tier II Train the Trainer model with the Home Base Specialist Team and the Grade Level and Content-Specific PLC Teams. Professional development sources will be through Pearson, Truenorthlogic, and other <i>Home Base</i> initiated vendors. (DSW) (B) (3) (1.1)</p> <p><b>Responsible:</b> Home Base Director Curriculum Director Home Base Specialist Team Assistant Technology Facilitators Principals Teachers High School Technology Facilitator</p>	<p>Web 2.0 tools and online resources, particularly those housed in <i>Home Base-Schoolnet</i>. This will be done via the Tier I/Tier II Train the Trainer model with the Home Base Specialist Team and the Grade Level and Content-Specific PLC Teams. Professional development sources will be through Pearson, Truenorthlogic, and other <i>Home Base</i> initiated vendors. (DSW) (B) (3) (1.1)</p> <p><b>Responsible:</b> Home Base Director Curriculum Director Home Base Specialist Team Assistant Technology Facilitators Principals Teachers High School Technology Facilitator</p>	
<p><b>Prepare staff for online assessment delivery.</b></p>	<p>Provide ongoing and sustained Professional Development to all instructional staff on the integration of CC/ES aligned Web 2.0 tools and online resources, particularly those housed in <i>Home Base-Schoolnet</i>. This will be done via the Tier I/Tier II Train the Trainer model</p>	<p>Provide ongoing and sustained Professional Development to all instructional staff on the integration of CC/ES aligned Web 2.0 tools and online resources, particularly those housed in <i>Home Base-Schoolnet</i>. This will be done via the Tier I/Tier II Train the Trainer model</p>	<p>Professional Development Evaluations/Surveys</p> <p>Pearson, Truenorthlogic, and other <i>Home Base</i></p>

	with the Home Base Specialist Team and the Grade Level and Content-Specific PLC Teams. Professional development sources will be through Pearson, Truenorthlogic, and other <i>Home Base</i> initiated vendors.	with the Home Base Specialist Team and the Grade Level and Content-Specific PLC Teams. Professional development sources will be through Pearson, Truenorthlogic, and other <i>Home Base</i> initiated vendors.	initiated vendors' material samples
	<b>Responsible:</b> Superintendent Chief Technology Officer Home Base Director Curriculum Director Home Base Lead Team Home Base Specialist Team Principals Teachers Assistant Tech Facilitators	<b>Responsible:</b> Superintendent Chief Technology Officer Home Base Director Curriculum Director Home Base Lead Team Home Base Specialist Team Principals Teachers Assistant Tech Facilitators	
<b>Provide ongoing support and professional development necessary for use of data to inform instruction.</b>	Provide ongoing and sustained professional development to all YCS instructional personnel on student data analysis and instructional outcomes. This will be done with a variety of data systems including <i>Home Base-Power Teacher</i> , CEDARS, and/or EVAAS. The Tier I/Tier II Train the Trainer model will be utilized.  Develop a YCS District Assessment plan to provide all summative assessments online	Provide ongoing and sustained professional development to all YCS instructional personnel on student data analysis and instructional outcomes. This will be done with a variety of data systems including <i>Home Base-Power Teacher</i> , CEDARS, and/or EVAAS. The Tier I/Tier II Train the Trainer model will be utilized.	Professional Development Evaluations/Surveys  Samples of training materials  EVAAS Data  Copy of YCS District Assessment

via the *Home Base-TestNav* tool across the K-12 spectrum in YCS in the 2014-15 year. Monitor district benchmarks implemented 2013-14 school year.

Plan

**Responsible:**

Superintendent  
Chief Technology Officer  
Home Base Director  
Curriculum Director  
Home Base Lead Team  
Home Base Specialist Team  
Principals  
Teachers  
Assistant Tech Facilitators

**Responsible**

Chief Technology Officer  
Home Base Director  
Curriculum Director  
Home Base Lead Team  
Home Base Specialist Team  
Principals  
Teachers



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

### ***Essential Questions for Yancey County 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***

Current administrative leadership in Yancey County Schools embrace technology and the doors technology tools and resources can open for our students and professional learning communities. Through information provided through MCNC network assessments, administrators identified critical infrastructure needs. The *Race-to-the-Top (RttT)* initiative for Yancey County Schools has become a technology initiative, providing much needed monetary resource to revamp the aging infrastructure to provide wireless access and devices on all campuses. However, infrastructure and devices are only one component needed to create a 21<sup>st</sup> Century Learning Community.

In addition to information collected by tools such as *STNA* and data collected through use of the NCEES online evaluation system will provide building and district level administrators knowledge of how to plan for future professional growth of all staff in regards to becoming proficient with integrating technology skills into Common Core instructional activities. *Home Base-Truenorthlogic PD*, NCED Modules, and other webinar-based learning systems will provide excellent avenues for YCS educators to have this professional development provided to them. These web-based models are inexpensive to provide and give educators a model to use in developing their own web-based learning resources for use in the classroom.

---

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

**Yancey 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 site-based professional development and state and regional learning communities, YCS teachers will use formative data driven instructional practice.

**Career and College Ready, Set, Go!**

By implementing resources from the Instructional Improvement System (IIS), YCS administration will use data to ensure students are placed in rigorous and appropriate courses.

**Race to the Top Local and State Scopes of Work**

By increasing technology access, YCS will provide professional development opportunities for teachers.

**YCS System Education and Facilities Goals**

By using collected data, YCS administration will align professional development (K-12) with improvement plan goals, EVAAS reports by school/teacher, and licensure requirement

---

**5: 21st Century Leadership for All Schools and Districts**

Suggested Goals/Targets	Year 1	Year 2	Yearly Evaluation	
	July 1, 2014 – June 30, 2015	July 1, 2015 – June 30, 2016	Evaluation Method(s)	DPI Use
<b>Utilize the evaluation tool and process as a primary factor in teacher and principal development plans and decisions related to promotion, retention, removal</b>	Upgrade administrators’ digital devices for use in teacher evaluations and access to educational data as funds allow.	Continue to support administrators digital devices for use in teacher evaluations and access to educational data as funds allow  Provide ongoing sustained professional development in the use of data systems and the analysis of that data in affecting	PO for Devices  AMTR data  NCEES PowerSchool  Evaluation Data	

---

		instructional decisions and student outcomes. Professional development sources will be through Pearson, Truenorthlogic, and other <i>Home Base</i> initiated vendors.	Professional Development Evaluation Instrument
	<b>Responsible</b> Superintendent Chief Technology Officer Finance Officer	<b>Responsible</b> Superintendent Chief Technology Officer Technology Staff Principals	
<b>Establish or extend existing partnerships with North Carolina colleges and universities</b>	Continue to participate in annual meetings with IHEs for possible teacher placement and learning partnerships: ASU, WCU, Mars Hill College; UNCA; Mayland Community College	Continue to participate in annual meetings with IHEs for possible teacher placement and learning partnerships: ASU, WCU, Mars Hill College; UNCA; Mayland Community College	Record of Annual Meetings and listing of specific partnership activities
	<b>Responsible:</b> Superintendent, Principals, Teachers, HR Coordinator	<b>Responsible:</b> Superintendent, Principals, Teachers, HR Coordinator	
<b>Prepare teachers and administrators to lead 21<sup>st</sup> century learning environments</b>	Use resources from ACRE to develop a plan to begin using the online IIS Components of Home Base	Use the IIS <i>Home Base</i> to access and monitor teaching and learning.	Completed Transition Plan

	<p><b>Responsible:</b>          Superintendent          Chief Technology Officer          Instructional Technology Coordinator          Principals          Teachers</p>	<p><b>Responsible:</b>          Superintendent          Chief Technology Officer          Instructional Technology Coordinator          Principals          Teachers</p>	
<p><b>Foster collaboration amongst School-level Media Specialists and Assistant Technology Facilitators</b></p>	<p>Meet five times a year to discuss best practices and effective instructional strategies. High-quality professional development will be provided at this time as well.</p> <p>Attend Regional Media/Technology Meetings/Conferences</p>	<p>Continue to meet five times a year to discuss best practices and effective instructional strategies.</p> <p>Attend Regional Media/Technology Meetings/Conferences</p>	<p>Meeting Agenda and Notes</p>
<p><b>Establish or extend existing partnerships with other NC LEAs to seek resources through grant opportunities</b></p>	<p>Form working committees to seek resources through collaborative partnerships</p> <p><b>Responsible:</b>          Superintendent,          Grant Coordinator          District Directors          School Site Representatives</p>	<p>Form working committees to Seek grant resources through collaborative partnerships</p> <p><b>Responsible:</b>          Superintendent,          Grant Coordinator          District Directors          School Site Representatives</p>	<p>Meetings Partnership activities</p>

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

Policies, Procedures, & Guidelines	LEA Policy Code or Procedure	LEA Adoption, Implementation or Revision Date
<b>Policies Required</b>		
A. Materials Selection Policy including internet resources ( <a href="#">GS §115c-98(b)</a> )	#3200/3220	May 2013 Feb. 2013
B. Disposal of Equipment / Replacement of Obsolete Equipment ( <a href="#">GS §115c-518</a> )	#6560/6561	June 2011 June 2001
C. Hardware and Software Procurement ( <a href="#">GS § 115c-522</a> , <a href="#">115c-522.1</a> )	#3220 #6561	Feb. 2013 June 2001
D. Copyright and Plagiarism Policy ( <a href="#">PL §94-553</a> , <a href="#">90 Stat. 2541</a> ),	3230/7330	April 2010
E. Acceptable Use Policy ( <a href="#">PL §106-554</a> ) (Including BYOD)	3225/4312/ 7320 4318 #3220A	May 2010 June 2012 October 2013
F. Equipment/Materials Donation Policy ( <a href="#">GS §115C-518</a> )	8220 8221	July 2010 June 2001
G. Data Privacy Policy ( <a href="#">20 U.S.C. § 1232g</a> ; <a href="#">34 CFR Part 99 (FERPA)</a> )	#4700 #3227/7322	May 2010 Dec. 2009
H. Inventory Control Policy ( <a href="#">GS §115c-539</a> , <a href="#">115c-102.6A-C(5)</a> )	#6510 #6521  #8350	Sept. 2010 June 2001  July 2010
I. Access to Services Policy ( <a href="#">GS §115c-106.2</a> )	#4001 #1730/4022/ 7231	July 2010  Feb. 2012
J. Online Assessment and Instruction Policy (Students) (Online instruction for Personnel)	#3226-4313- 7321 #7801	Month/Year April 2, 2012 June 2001
K. Advertising and Commercialism Policy ( <a href="#">GS §115c-98</a> ) (Procurement and gifts ethics)	#6401	Dec. 2010
L. Internet Safety and Ethical Use including Cyberbullying and Harassment ( <a href="#">Protecting Children in the 21<sup>st</sup> Century Act</a> , <a href="#">CIPA</a> , <a href="#">FERPA</a> , <a href="#">GS 115C-407</a> )	#4332	Dec. 2009
<b>Procedures</b>		
A. Hardware and Software Deployment	#3220	Feb. 2013

B. Equipment maintenance and repairs	#6524	July 2010
	#6560	Dec. 2010
C. Outdated Resources and Equipment Replacement	#6561	June 2001
D. Disaster Recovery of Data and Hardware	#6561	June 2001
<b>Guidelines</b>		
A. Policy Translation (Translations provided in Parent Handbooks at beginning of each year.)		
B. Use of Digital Media and Resources	#3230	April 2010
C. YCS Parent and Student Code of Conduct		<a href="#">August 2013</a>
D. YCS Lista de Reconocimiento del Manual del Estudiante de 2013-2014		<a href="#">August 2013</a>