CARTER G. WOODSON SCHOOL
437 GOLD FLOSS STREET
WINSTON SALEM, NC 27127

Strategic Technology Plan

2009 - 2013

Ruth Hopkins, School Director
Hazel Mack-Hilliard, Board Chairperson
L. Aynn Daniels, Technology Coordinator & Compliance Officer
Abay Gidey, Network Analyst
Necessary Components for the LEA Technology Plans
North Carolina G. S. § Article 8, Part 3A 115c-102.6A-C(16).

In order for local education agencies to meet requirements as set forth in North Carolina General Statute § Article 8, Part 3A 115c-102.6C-A, each section of the plan must include at least one strategy or objective that addresses the following:

**NC public schools will produce globally competitive students.**

1. Mathematics/reading scores improvement
2. Classroom use of student resources
3. IMPACT model implementation
4. Computer Skills Test score improvement
5. Computer Skills Curriculum implementation
6. Information Skills Curriculum implementation
7. Technology integration across the curriculum
8. Student distance learning opportunities
9. Assistive technology availability
10. Global Exchange
11. Support for Early College/Learn and Earn (or similar) programs

**NC public schools will be led by 21st Century professionals.**

1. Teacher/staff skills assessment
2. Diverse training resources (local and online including DPI resources)
3. Follow-up support
4. Local certification and professional development requirements
5. Ethical and professional standards
6. Evaluation of training
7. Readiness of an educator to design, implement, and discuss assessment strategies is referred to as "assessment literacy."
8. Global awareness training*

*Global Awareness:* The recognition and understanding of interrelationships among international organizations, nation-states, public and private economic entities, socio-cultural groups, and individuals across the globe.

**NC public school students will be healthy and responsible.**

1. School campus security (video, alarms, metal detectors, etc.)
2. School bus security (video, radios, cell phones, etc.)
3. Student and Staff ID systems
4. Student Information/Tracking Systems (SIMS/NCWISE, nutrition, etc.)
5. Internet and email filtering/security
6. Classroom telephone systems and other communications devices
7. Website use (district, school and classroom) Flexible access to resources
8. Equitable access to resources
9. Ethical and personal responsibility
10. Policy and procedures to address global, ethical and responsible use
11. Technology used to educate, monitor and maintain healthy student lifestyles

Leadership will guide innovation in NC public schools.

1. Leadership enabling Teaching and learning collaborative projects
2. MTAC
3. Leadership communication tools and venues
4. Leadership created professional growth opportunities
5. Partnerships
6. Process for addressing ongoing change

NC public schools will be governed and supported by 21st Century systems.

1. Policy
2. Budget
3. Personnel
4. Security
5. Administrative Applications
6. Hardware
7. Infrastructure—School Local Area Networks and District Wide Area Networks
8. Communication and collaboration tools (email, Web 2.0, file management) for clientele
REQUIRED SUBSTANTIVE COMPONENTS
OF THE
LOCAL SCHOOL DISTRICT TECHNOLOGY PLAN

The local school board has actively involved key stakeholders in the development of a district-wide four-year technology plan that includes the following key components:

- a vision statement consistent with the North Carolina Instructional Technology Plan that reflects the unique qualities and strategic priorities of your local school system;
- the identification of the current situation, goals, objectives and evaluation of the core instructional and administrative components of a technology program that address the five strategic priorities of the Future Ready Students:
  - Globally competitive students
  - 21st Century professionals
  - Healthy and responsible students
  - Leadership for innovation
  - 21st Century Systems;
- a staff development and training component that reflects a budget of 20 to 30% of the total cost of the technology program; and
- an infrastructure/connectivity component that meets North Carolina Information Technology Services standards to assure compatibility, connectivity, and cost-effectiveness.

LEA Name: Carter G. Woodson School LEA Number: 34-D

Signature: ____________________________________________

Superintendent Local Board Chair

Person of Contact: L. Aynn Daniels Telephone number: 336-723-6838

2009 – 2013 Carter G. Woodson School: Strategic Technology Plan 3
Media and Technology Advisory Committee (MTAC) Members

All committee members have been involved in the development of this plan and support its implementation.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title or Group Represented</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ruth Hopkins</td>
<td>School Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Virginia Newell</td>
<td>Board Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abay Gidey</td>
<td>Network Analyst</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Belita Mack</td>
<td>Technology Instructor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L. Aynn Daniels</td>
<td>Technology Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DeLois Linder</td>
<td>K-6 School Team Leader</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debra Gaines</td>
<td>7-12 School Team Leader</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rita Oti</td>
<td>NC Wise Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kenya Myers</td>
<td>School Improvement Team Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
VISION

Overall, we want Carter G. Woodson School’s (CGWS) education program to meet the needs of our students. Our students and staff will be proficient users of technologies that enhance the production, delivery, and mastery of the NC Standard Course of Study curriculum. Our staff and students will utilize a variety of technologies for continuous improvement of knowledge, skills and attitudes. We are living in a global community that is bringing great change. Every country is competing for their share of the pie. Technology has become a tool for this change by making more information available and facilitating communication between businesses as well as nations. No longer can a business or a country live in isolation from the rest of the world and expect to survive.

The implications for the education system are immense. Five areas that employers will seek from their employees are the ability to use resources, to find and use information, understand systems, to be technologically proficient, and to be able to work as a team. The educational system of our school must evolve to be an informational age system to allow students to compete in the technological systems of universities, community colleges and work force training centers.

The vision of the CGWSC will be a learner directed, individualized, relevant and collaborative in nature. Learning will be problem-based, interdisciplinary, and will allow for communication beyond the walls of the school. The effective use of technology-based tools in the delivery of instruction will be essential.

An effective learning environment is very important. The best chance we have of approximating an instructional and learning environment, which is responsive to individualized learning characteristics, personal interests, and cognitive strengths and learning styles, is through the intelligent and well-organized use of emerging technologies. This process will be accomplished through the integration of knowledge about learners and learning, and the use of emerging technologies as instructional, learning and resource tools. Disadvantaged and at risk students will master the basic communication, circulation, and problem solving skills necessary to become shareholders in the personal and economic rewards and responsibilities of our society.

The CGWSC will provide an educational environment in which technology serves as vital link between students and the mastery of a common core of knowledge necessary for active participation in a global society. All learner students, educators, parents, businesses, and the general community should have equitable access to technology.

The Carter G. Woodson School of Challenge [CGWSC] in cooperation with our parents, board of directors, staff and community, will utilize educational strategies that create a respectful and nurturing learning environments, which is favorable to the growth and development of our students and parents. We will provide a quality education that prepares students to become lifelong learners. Our school believes that “children will respond to the expectations that adults have of them”. If we expect them to achieve and we provide the impetus and freedom to do so they will.

The North Carolina Educational Technology Plan has been designed to reflect North Carolina’s Future-Ready Schools for the 21st Century. As mandated by North Carolina
law GS115C-102-6, North Carolina has developed a state educational technology plan to enhance teaching and learning within the school/district.

Technology helps foster the mastery of basic academic skills while also allowing students the opportunity to work on their own creative projects. Technology allows our staff, instructors, and administrators to assess and monitor student progress in various ways. It further enables and allows our teachers to develop and deliver innovative and effective lessons and classroom activities. It helps our teachers to provide remediation/enrichment strategies, and allows for individualized student instruction. Finally, technology can help ensure student success through an alignment of specific curricular objectives to technology incentives. Carter G. Woodson has assessed and implemented several technology programs to support student achievement in reading and math.
Goal 1: Carter G. Woodson School will produce globally competitive students.
Current Situation Narrative

Guiding Questions for Current Situation

a) How is your district currently using technology to support student achievement?
   ► Students have access to fundamental technology programs that support the North Carolina Computer Skills Curriculum. Elementary and middle school students have partial access to computer labs for integration into their regular curriculum.
   ► Four TVs with VCR are accessible to classrooms, grades K-12. Each classroom in grades K-12 have a high definition flat screen, Cable ready TV using Time Warners Cable In the Classroom services. Overhead projectors and viewing capabilities are in every classroom. All classrooms in the elementary, middle and high schools have full Internet connectivity. Core classes within our school are utilizing Internet resources provided by our Internet connectivity and have access to flexibly scheduled computer labs for research and enrichment. Teachers are given the freedom to implement the computer curriculum in different ways.

b) What key technology programs and initiatives are in place to support student achievement?
   ► Elementary School
   Success For All – targeting reading and math targeted areas of weakness
   Kidspiration – concept-mapping application for organizing thinking and developing higher order thinking skills
   Accelerated Reader/Accelerated Math – literacy enrichment application
   Type to Learn – keyboarding tutorial
   Reading Together – peer tutoring model
   School Island – reading, math and science enrichment

   ► Middle School
   Inspiration
   Accelerated Reader
   North Carolina Blueprint for Vocational Classes
   Study Island – math, reading and science enrichment
   Reading Together
   Microsoft Office Suite including Word, Excel, Access, PowerPoint, and Publisher
Success For All

**High School**

Inspiration

Accelerated Reader

North Carolina Blueprint for Vocational Classes

Study Island – math, reading and science enrichment

Reading Together

Microsoft Office Suite including Word, Excel, Access, PowerPoint, and Publisher

c) How is technology being used in your district to assess and benchmark student achievement?

► Carter G. Woodson School seeks to provide our teachers with the tools they need to effectively and efficiently assess student achievement and to affect instruction. We use Star Math and Star Reader’s online assessment from Renaissance Learning. These programs provide disaggregated data which aides in differentiated instruction. Students in middle grades have access to the DANA and NEO handheld computers utilizing math and reading literacy from Renaissance Learning. MAP from NWEA (Northwestern Evaluation Association), is used 3 times per year to assign benchmark assessments and is aligned with NC Standard Course of Study. Measures of Academic Progress (MAP) are state-aligned computerized adaptive tests that accurately reflect the instructional level of each student and measure growth over time for Reading, Math, and Language usage.

These tools assist teachers in tracking student progress and in remediation. All state testing data is collected through scanning equipment and software through WRESA, via our NC WISE process to manage the data transmission to NCDPI.

d) To what degree is the IMPACT Model for Media and Technology being implemented in your schools? (address flexible access, personnel, resources and collaboration)

► Carter G. Woodson School implements and supports the IMPACT Model for Media and Technology in stages for elementary, middle, and high schools. The administrators of the school collaborates with the technology facilitator to flexibly and equitably schedule resources for students and teachers; The Media and Technology Planning Committee is composed of administration, representative teachers, technology facilitators, students, parents, and community members; teachers and staff have an enormous need for training in the use of technology to support instruction. There are two computer labs (one 22 station lab for grades K-6; and one 25 station for grades 7-12) Limited staffing including teacher/aide
staffing, instructional technologists, and inadequate planning time prohibit the full implementation of collaboration with technology into the curriculum.

Technology, and student service staff meet occasionally with teachers to plan cooperatively. A 17,000 sq.ft. building project was completed in February 2008, which supports 130 students in grades 7-12, and 8 teachers. The construction increases middle school and high school classrooms for student capacity, and increases the number of computer labs from one to two. The added computer lab allows for more distance learning/videoconferencing opportunities for middle and high school students.

e) What is your average number of computers per classroom?
►Our elementary, middle and high schools have an average of one computer per classroom. This computer is assigned for teacher use, with generally no student access.

f) How many of your classrooms/schools have internet access?
►All classrooms from elementary through high school have Internet connectivity.

g) What distance learning opportunities are available to your students?
►Over the past three years, Carter G. Woodson School’s high school students have completed full credit courses in core subject areas for general development and credit recovery for distance learning opportunities through Brigham Young University, and NC Virtual Public High School.

f) How digital resources (state provided or otherwise) are made available and promoted to and utilized by students and teachers to support learning? (e.g. Web 2.0 tools, NC WiseOwl, Kaleidoscope)
►Additional computer labs, additional computers in the classrooms, more flexibly scheduled computer access, and increased media personnel will allow our students to more effectively use digital resources like NCWISE Owl and Kaleidoscope to support student achievement and the curriculum. These are ready resources for teachers, administrators and instructional support personnel. Intranet sites with online curriculum links are provided. Technology Coordinator, School Level Team Leaders, technology Instructor and math and science leaders place resources in emails.

g) How is your district encouraging technology use for global exchange and partnerships? (Examples: NC in the World resources, Global Schoolnet projects, and Geo Games.)
►Global exchange and alliances, and international dimensions through technology integration is made available to teachers through the North Carolina in the World (through LearnNC) website. Teachers have access to the Global SchoolNet that offers online curriculum, support services, educational internet based learning projects and other educational resources. This comprehensive approach allows students to develop advanced literacy skills and prepare them to become citizens that are more effective in an increasing global economy. All teachers have access to GeoGames through Discovery Education. Teachers integrate technology throughout the curriculum in
teaching the Foreign Language curricula (Spanish and Japanese). Teachers use PowerPoint presentations, interactive games, web-based and CD-ROM versions. Students use WebQuests to build higher order thinking skills. Students who need assistive/adaptive technologies are provided individualized instruction and plans that incorporate technology to support teaching methods that address a variety of learning styles.

h) How is technology being utilized to address issues like foreign language competency and international communications?

► CGWS is participating in a 3-year grant with Provisions Academy Charter School to offer students in grades K-6 the Foreign Language Assistance Program whereby Japanese Language instruction is provided by a consulting teacher for 12 hours per week with additional support using the technology based software from Rosetta Stone. With a population of over 35% Spanish speaking students, the school climate is moving to a multicultural understanding of “Spanish as a Second Language”.

i) What assistive/adaptive technologies are currently available for students?
   ► Alternative software applications; and special keyboards
   ► Implementing a study on the use of iPods for special needs students addressing reading and testing adaptations; and Web cams for homebound students

j) Describe any Early College/Learn and Earn (or similar) opportunities available to students and how technology is supporting these.
   ► Dual Enrollment with Forsyth Technical Community College

k) Describe how the use of technology supports the goals of your District/ School Improvement Plan

► Technology supports CGWS’s School Improvement plan through alignment with the Plan’s stated goals:

1. Percentage of students performing at grade level or above in Technology at grades 8 and/or above will increase by 5% or more per year in years 2006-2010.
2. Professional development for teachers each year will focus on instructional skills, and content concepts needed to enhance student academic achievement using scientifically based “best practices” in teaching and learning in the curriculum areas of reading, math, science, technology, instructional methods, and assessments.
3. Teachers in grades K-12 will integrate technology best practices (IMPACT School Leadership Model) in the Standard Course of Study through a variety of instructional models.
4. 100% of teachers and staff will conduct the annual technology self-assessment survey, and participate in at least 12 hours of computer-technology training.
5. At least 30% of Carter G. Woodson School parents and other community stakeholders will receive training in volunteerism, student academic assessments and learning, parents as first teachers, serving on school based support teams, service learning, parenting, life skills, computer literacy, financial literacy, and other supportive activities.
Goal 1: Carter G. Woodson School will produce globally competitive students.

Strategic Technology Plan

Include at least one strategy or objective that includes the following:

1. Mathematics/reading scores improvement
2. Classroom use of student resources
3. IMPACT model implementation
4. Computer Skills Test score improvement
5. Computer Skills Curriculum implementation
6. Information Skills Curriculum implementation
7. Technology integration across the curriculum
8. Student distance learning opportunities
9. Assistive technology availability
10. Global Exchange
11. Support for Early College (or similar) programs

Strategic Priority 1: NC public schools will produce globally competitive students.*

<table>
<thead>
<tr>
<th>Strategic Goal: (Please check.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Every student excels in rigorous and relevant core curriculum that reflects what students need to know and demonstrate a global 21st Century environment, including a mastery of languages, an appreciation of the arts, and competencies in the use of technology.</td>
</tr>
<tr>
<td>X Every student’s achievement is measured with an assessment system that informs instruction and evaluates knowledge, skills, performance, and dispositions needed in the 21st Century.</td>
</tr>
<tr>
<td>X Every student will be enrolled in a course of study designed to prepare him or her to stay ahead of international competition.</td>
</tr>
<tr>
<td>X Every student uses technology to access and demonstrate new knowledge and skills that will be needed as a life-long learner to be competitive in a constantly changing international environment.</td>
</tr>
<tr>
<td>X Every student has the opportunity to graduate from high school with an Associates Degree or college transfer credit.</td>
</tr>
</tbody>
</table>

Objectives:

1.1 Improve EOG and EOC scores in Reading and Math for students in grades 3-12
1.2 Provide adequate classroom technology resources for all students
1.3 Promote an environment for successful implementation of the IMPACT model
1.4 Enhance Computer Skills Test scores for 8th grade students
1.5 Promote continuous and comprehensive implementation of the Computer Skills Curriculum
1.6 Enhance implementation of the Information Skills Curriculum for grades K-8
1.7 Assist and promote teachers in integrating technology across the curriculum
1.8 Provide opportunities for students to participate in distance learning activities
1.9 Provide assistance/adaptive technology resources to special needs students
1.10 Promote and provide adequate technology to promote Global Exchange
1.11 Ensure, promote and provide opportunities for students to participate in Early College, or similar, programs
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Resources Needed (Human &amp; Material)</th>
<th>Person(s) Responsible</th>
<th>Budget Needs</th>
<th>Funding Sources</th>
<th>Time-line (Proposed Beginning &amp; Ending dates)</th>
<th>Method of Evaluation</th>
<th>Evaluation Results June, 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Provide both online and CD/DVD formatted resources to increase math and reading skills.</td>
<td>Research based reading and math software and online resources; Technology literate teachers; MAP from NWEA; Study Island; NCWiseOwl; and Kaleidoscope; Computer Skills Curriculum Maps detailing student progression; Use of Problem-based/solving models; higher education and community based partners</td>
<td>School Director; Technology Instructor; Technology Coordinator; Network Analyst; and Both the Elementary and Middle School Team Leader</td>
<td>$19,800</td>
<td>Local, state, federal</td>
<td>Beginning July 2009 Ending June 2013</td>
<td>EOG/EOC data, Quarterly Progress Data, and periodic MAP/NWEA data, teacher observation, teacher generated quizzes and tests, School Improvement Team (SIT) agendas &amp; attendance rosters</td>
<td></td>
</tr>
<tr>
<td>1.2 Promote the use of technology to bridge achievement gaps</td>
<td>Distance learning courses; assistive technologies for students with special needs, United Streaming, computer lab use during after school</td>
<td>Technology Instructor; Technology Coordinator; Network Analyst; and Both the Elementary and Middle School Team Leader</td>
<td>$15,700</td>
<td>Federal, State/Local</td>
<td>Beginning July 2009 Ending June 2013</td>
<td>Course Logs/Procurement Logs for software; Internet Usage logs</td>
<td></td>
</tr>
</tbody>
</table>
1.3 Provide student and teacher access to technology resources

| Sessions, technology based tutoring for struggling students, enhanced use of rubrics and e-portfolios, Study Island | Online and desk top application support; Internet connectivity; computers; cameras; TVs and monitors; White Boards | School Director; Technology Instructor; Technology – Media Coordinator; Network Analyst; and Both the Elementary and Middle School Team Leader | $27,300 | Local, state, federal | Beginning: July 2009 | Ending: June 2013 | Web-based cataloging system in AMTR |

1.4 Promote and integrate the IMPACT Model and provide support to the Media Technology Planning Committee (MTAC)

| IMPACT Model Documentation; Technology Instructor; Instructional Technology Facilitator | Technology Instructor; Technology Coordinator; and School Director | In Kind | In Kind | Beginning: July 2009 | Ending: June 2013 | MTAC agendas; Professional development profile listing |

1.5 Provide adequate computer resources to teachers to improve 8th grade student (and possibly others) computer scores

| Technology Instructor; Technology Coordinator; NC Technology SCOS | Technology Instructor; Technology – Media Coordinator; School Director | In Kind | In Kind | Beginning: July 2009 | Ending: June 2013 | Computer Skills test data profile |

1.6 Provide teachers with computer skill resources aligned

| ISTE (International Society for Technology in Education) | Technology Instructor; Technology - Media Coordinator; School | NA* | NA | Beginning: July 2009 | Ending: June | Professional Development profile |

*NA = In side other
<table>
<thead>
<tr>
<th>1.7 Provide staff development to teachers in grades K-12 on strategies to integrate information skills across the curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards; Web tools; multimedia tools; AASL (American Association of School Librarians) Learning Standards</td>
</tr>
<tr>
<td>ISTE Standards; Technology Instructor; Technology - Media Coordinator; AASL Learning Standards</td>
</tr>
<tr>
<td>Curriculum Pathways (SaS), United Streaming/video on demand, Discovery Education, Interactive Whiteboards, Multimedia, Cameras and Computers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.8 Promote an atmosphere and provide adequate resources to implement technology across the curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Pathways (SaS), United Streaming/video on demand, Discovery Education, Interactive Whiteboards, Multimedia, Cameras and Computers</td>
</tr>
<tr>
<td>Learn and Earn Online; NC Virtual High School; Forsyth Technical Community College; Web Tools; DE Streaming; Technology –</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.9 Provide for and allow students to participate in distance learning opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn and Earn Online; NC Virtual High School; Forsyth Technical Community College; Web Tools; DE Streaming; Technology –</td>
</tr>
<tr>
<td>NA</td>
</tr>
</tbody>
</table>

Staff development profile, AMTR, Tech Plan reporting

Online enrollment data; review of test data; distance learning credits
<table>
<thead>
<tr>
<th>Facilitator</th>
<th>Technology - Media Coordinator; Technology Instructor; School Director; Instructional Coaches</th>
<th>NA</th>
<th>NA</th>
<th>Beginning: July 2009</th>
<th>Ending: June 2013</th>
<th>Staff development profile; Procurement records for technology resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.10 Provide adequate resources and training to teachers on the use of assistive and adaptive technology for special needs students</td>
<td>Exceptional Children’s Director; Adaptive/assistive technology resources</td>
<td>NA</td>
<td>NA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.11 Provide adequate opportunities for students by implementing global exchanges</td>
<td>Activation of student email accounts, access to LearnNC, NC in the World and other statewide networks, train students in the use and security of blogs, podcasting and webcams, video conferencing, ePals, student ePortfolios</td>
<td>NA</td>
<td>NA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.12 Provide opportunities and resources for students to pursue college transfer credits</td>
<td>NC Virtual High School; Learn and Earn; UNCG iSchool; DE Streaming</td>
<td>NA</td>
<td>NA</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Goal 2: Carter G. Woodson School will be led by 21st Century professionals.
Current Situation Narrative

Guiding Questions for Current Situation

a) How do your professional development activities make use of resources provided by DPI including but not limited to: eBistro, Kaleidoscope, NCWise Owl, and Intel Teach Programs, Gale InfoBits, Grolier Online, Jr. Reference, and Info Trac.
  ►CGWS provides opportunities, training and allows time for teachers and students to access Kaleidoscope, NCWise Owl, and Grolier Online
  ►The Technology Coordinator, Technology Instructor, and Network Analyst provides at least 4-6 hours per year of technology skills training.

b) What are training resources your school (or school district) provides to support the staff development of teachers, administrators and others. (Examples are: Technology Facilitators, Train-the-Trainer groups, training facilities, on-line training, district Intranet, software, and hardware.)
  ►There are multiple other training resources utilized by the school in the training of teachers, administrators, and other support personnel such as the use of CDs and web-based sources through the use of projectors, interactive TV.
  ►The school’s Technology Instructor and Technology Coordinator provides both in-house and online professional development. Online resources, with purchased licenses, such as Discovery Education (DE) Streaming is available to teachers. Students in grades K-8 also participate in virtual science using investigative/problem based inquiry on the DE Streaming website. The effective use of technology improves student performance by enabling them to access and analyze information, solve problems, team with others, and communicate effectively. The optimal outcome is that students emerge as self-motivated, self-directed lifelong learners who ultimately become contributing citizens.

CGWS is participating in a two-year grant with Winston Salem State University on an NC QUEST grant to improve teacher quality. The grant is entitled “Improving Teacher Performance in Facilitating Literacy Development of Low-Performing Students”. The grant promotes using technology across the curriculum.

b) What district requirements (or recommendations) are in place for technology-specific professional development? If there are no requirements or recommendations, please explain.
  ►The entire campus is W1-FI accessible
  ►All instructional staff must attend at least 4-6 hours of technology skills training per year

c) What web based resources (local and state) do your employee’s access to perform their work? (Examples are: NC WISE, CECAS, SEA System, eProcurement, employee timesheets, Intranet, and email.)
Each classroom is equipped with a computer in addition to two 25-seat computer labs. All administrative, instructional and support personnel have access to such statewide tools as NCWISE, NCWise Owl, in addition to DE Streaming.

All classrooms are cable ready with Cable in The Classroom and equipped with flat screen TVs.

d) What percentage of your technology budget is allocated to technology professional development? (You may include in-kind sources in calculating this percentage.)

Allowing for staff members who provide direct in-service training, online training and resources, CGWS provides 5-7% in professional development including in-kind allotments.

e) What professional development opportunities are offered to train teachers/administrators to use resources that assess student knowledge, skills, performance and dispositions? (Examples: ABC Tools, Online surveys, SAS EVAAS or other value added assessment systems)

IMPACT Road Mapping Tools, surveys, and IMPACT model surveys.

f) Does technology professional development include global awareness training? (Examples: Web 2.0 resources, use of translation media within reference and search engines, endangered species, climate change, reviews of Global Awareness websites)

Project based learning is integrated with global awareness.

Web 2.0 implementation and training is in the infantile stages to address wikis, blogs, podcasts, etc.

Teachers in grades K-12 participate in an online survey to assess their technology needs and skill level. This survey is conducted in April of each year.
Goal 2: Carter G. Woodson School will be led by 21st Century professionals.

**Strategic Technology Plan**

Include at least one strategy or objective that includes the following:

1. Teacher/staff skills assessment
2. Diverse training resources (local and online including DPI resources)
3. Follow-up support
4. Local certification and professional development requirements
5. Ethical and professional standards
6. Evaluation of training
7. Readiness of an educator to design, implement, and discuss assessment strategies ("assessment literacy.")
8. ***Global awareness training

| **Strategic Priority 2: NC public schools will be led by 21st Century professionals.*** |
|-----------------|-----------------|
| **Strategic Goal:** | (Please check.) |
| X Every teacher will have the skills to deliver 21st Century content in a 21st Century context with 21st Century tools and technology that guarantees student learning. |
| X Every teacher and administrator will use a 21st Century assessment system to inform instruction and measure 21st Century knowledge, skills, performance, and dispositions. |
| X Every education professional will receive preparation in the interconnectedness of the world with knowledge and skills, including language study. |
| X Every education professional will have 21st Century preparation and access to ongoing high quality professional development aligned with State Board of Education priorities. |
| X Every educational professional uses data to inform decision. |

**Objectives**

2.1 Provide skills assessments for staff
2.2 Offer diverse training resources (local and online including NCDPI resources)
2.3 Provide Follow-up support
2.4 Develop and support local certification and professional development requirements
2.5 Train staff on ethical and professional standards
2.6 Evaluate professional development
2.7 Provide training on assessment literacy
2.8 Provide global awareness training

<table>
<thead>
<tr>
<th><strong>Strategy</strong></th>
<th><strong>Resources Needed (Human &amp; Material)</strong></th>
<th><strong>Person(s) Responsible</strong></th>
<th><strong>Budget Needs</strong></th>
<th><strong>Funding Sources</strong></th>
<th><strong>Time-line (Proposed Beginning &amp; Ending dates)</strong></th>
<th><strong>Method of Evaluation</strong></th>
<th><strong>Evaluation Results</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Provide support and resources designed to integrate technology into both the Reading and Math curriculum</td>
<td>Math and Reading Intervention Specialists/Coaches; Rubrics; DE Streaming; In service workshops; Technology – Media Coordinator; School Director; Technology Instructor</td>
<td></td>
<td>$7,500</td>
<td>Federal, State, Local</td>
<td>Beginning: July 2009 Ending: June 2013</td>
<td>Analysis of math and reading scores, IMPACT surveys; Training</td>
<td></td>
</tr>
<tr>
<td>Table</td>
<td>SchoolCenter</td>
<td>Distance Learning; Streaming Video Server; Moodle; SharePoint; and Atomic Learning; Technology Coordinator</td>
<td>Technology –Media Coordinator; School Director; Technology Instructor, Network Analyst</td>
<td>NA</td>
<td>NA</td>
<td>Beginning: July 2009</td>
<td>Ending: June 2013</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2.2 Provide access and opportunities for teachers to online meetings, and a variety of other training resources</td>
<td>Distance Learning; Streaming Video Server; Moodle; SharePoint; and Atomic Learning; Technology Coordinator</td>
<td>Technology –Media Coordinator; School Director; Technology Instructor, Network Analyst</td>
<td>NA</td>
<td>NA</td>
<td>Beginning: July 2009</td>
<td>Ending: June 2013</td>
<td>Web-site listing, training attendance profiles/rosters</td>
</tr>
<tr>
<td>2.3 Provide software, hardware use training, and other on-going support to teachers, administrators and instructional support staff</td>
<td>Computers; Online tutorials; Distance Learning; Streaming Video Server; Moodle; SharePoint; and Atomic Learning; Instructional Technology Facilitator</td>
<td>Technology –Media Coordinator; School Director; Technology Instructor, Network Analyst</td>
<td>NA</td>
<td>NA</td>
<td>Beginning: July 2009</td>
<td>Ending: June 2013</td>
<td>Procure logs; training attendance profiles/rosters</td>
</tr>
<tr>
<td>2.4 Provide access and awareness of Acceptable Use Policies (AUP) for certification and professional development training requirements</td>
<td>Federal, State and Local Certification requirements for Instructional Technology Facilitators; School Board of Directors’ policies; Compliance Officer</td>
<td>Technology –Media Coordinator; School Director; Technology Instructor, Network Analyst; School Board members; SIT members</td>
<td>In Kind</td>
<td>In Kind</td>
<td>Beginning: July 2009</td>
<td>Ending: June 2013</td>
<td>Written AUP policies</td>
</tr>
<tr>
<td>2.5 Establish and disseminate AUP standards that are ethical and professional</td>
<td>Copyright Standards; SchoolCenter rubric</td>
<td>Technology –Media Coordinator; School Director; Technology Instructor, Network Analyst;</td>
<td>NA</td>
<td>NA</td>
<td>Beginning: July 2009</td>
<td>Ending: June 2013</td>
<td>Written AUP policies</td>
</tr>
<tr>
<td>2.6 Provide evaluation of Technology hardware-software;</td>
<td>Technology –Media Coordinator; School</td>
<td>Technology –Media Coordinator; School</td>
<td>NA</td>
<td>NA</td>
<td>Beginning: July 2009</td>
<td>Evaluation and survey results</td>
<td></td>
</tr>
</tbody>
</table>
### 2.7 Provide teacher training and support for design and implementation of authentic assessment tools

| Professional development activities for teachers, administrators, and other instructional support staff | Internet and Intranet connectivity; and Online courses; e-portfolio-rubric assessments and training resources; Technology – Media Coordinator; Technology Instructor, Network Analyst; | Director; Technology Instructor, Network Analyst; SIT members | Ending: June 2013 |

**Internet and Intranet connectivity; and Online courses; e-portfolio-rubric assessments and training resources; Technology – Media Coordinator; Technology Instructor, Network Analyst; Director; Technology Instructor, Network Analyst; SIT members**

| Technology hardware-software; Internet and Intranet connectivity; and Online courses; e-portfolio-rubric assessments and training resources; Marzano Instructional strategies; Technology Coordinator; Technology Instructor | Technology – Media Coordinator; School Director; Technology Instructor | NA | NA | Beginning: July 2009 |

**Technology hardware-software; Internet and Intranet connectivity; and Online courses; e-portfolio-rubric assessments and training resources; Marzano Instructional strategies; Technology Coordinator; Technology Instructor**

| Online tutorials; on-site workshops; Distance Learning; Web 2.0 tools; SharePoint; Technology Coordinator; Technology Instructor | Technology – Media Coordinator; School Director; Technology Instructor | NA | NA | Beginning: July 2009 |

**Online tutorials; on-site workshops; Distance Learning; Web 2.0 tools; SharePoint; Technology Coordinator; Technology Instructor**

### 2.8 Provide training and promote 21st Century technology tools regarding the awareness and appreciation of global connections and diverse perspectives

| Training profiles/rosters; technology class; observations; URL site logs | Training logs/Profiles |

**Technology – Media Coordinator; School Director; Technology Instructor**

| Technology – Media Coordinator; School Director; Technology Instructor | NA | NA | Beginning: July 2009 |

**Training profiles/rosters; technology class; observations; URL site logs**

---

**Global Awareness:** The recognition and understanding of interrelationships among international organizations, nation-states, public and private economic entities, socio-cultural groups, and individuals across the globe.
Goal 3: Carter G. Woodson School students will be healthy and responsible.
Current Situation Narrative

Guiding Questions for Current Situation
a) How is technology used to support your Safe Schools Plan?
  ► Two-way radios for administrators and key support personnel
   ► Interior and exterior video surveillance of all buildings accessible from any computer on campus and of site
   ► ParentLink for school to home communications and emergency communications
   ► Outlook Email for all staff use
   ► Telephone system in most classrooms
b) How is your Child Nutrition Department utilizing technology to support their work?
   ► All Free and Reduced Lunch students are captured on a secure laptop computer database using compliance elements as required by NCDPI Child Nutrition program. This system allows for purchases, inventory and National Free and Reduced Lunch accountability. CGWS uses a food vendor service approved by NCDPI. Students enter their secured account code on a key pad

c) Describe any electronic surveillance systems currently being used in your schools?
   ► 14 cameras to secure inside hallways and outside campus area


d) How is technology used to support student programs like DARE, CIS, etc?
   ► CGWS has been awarded a grant from NCDPI for a Drop Out Prevention program 2008-2010. Student participant demographic data and dropout prevention activities are kept in a customized database. Students use the researched based program “Career Choices” to complete a yearlong curriculum including e-Portfolios.

e) How is technology used to maintain student discipline data?
   ► School Violence Reports and NCWISE

f) How is flexible access to all resources addressed in your district?
   ► IMPACT Model school wide
   ► Intranet email
   ► Computer labs have both set class schedules and varied, flexible schedules both during and after school
   ► All elementary teachers have laptops. Seeking to secure laptops for middle and high school teachers


g) How is equitable access to all resources being addressed in your district?
   ► The School Improvement Plan addresses key elements of equitable access
   ► Parent and Students Services use technology to record and track parent and student concerns
   ► Title 1 (Free and Reduced Lunch and academic proficiency program); IDEA Part B (Exceptional Children program); and Title 3 (Limited English Proficiency program) use technology as a means to equitable access
h) How is ethical and personal responsibility issues addressed regarding technology in your district?
   ► Student record confidentiality aligned with FERPA
   ► Technology Coordinator, Compliance Officer and School Director conduct AUP sessions Annually
   ► Compliance Officer reviews and refines policies and procedures annually for Board review and approval

i) How do your existing policies and procedures address global, responsible and ethical use of technology and resources?
   ► K-12 AUP and Internet Safety Issue awareness
   ► Internet filter compliance for all computers

j) How are technologies being used to educate, monitor and maintain healthy student lifestyles?
   ► School Improvement Plan cites broad wellness elements such as obesity and others with implementation through the SI Team
   ► HopSport computer interactive PE and wellness program to be implemented Fall 2009
   ► Immunization and health records maintained online by school health nurse
   ► Emergency planning for Schools website (www.ed.gov/admins/lead/safety/emergencyplan/index.html) link to CGWS website and awareness sessions for staff
   ► Personal emergency planning for individuals and families (www.ready.gov) from U.S. office of Homeland Security link to CGWS website and awareness sessions for staff
Goal 3: Carter G. Woodson School students will be healthy and responsible.

Strategic Technology Plan

Include at least one strategy or objective that includes the following:

1. School campus security (video, alarms, metal detectors, etc.)
2. School bus security (video, radios, cell phones, etc.)
3. Student and Staff ID systems
4. Student Information/Tracking Systems (SIMS/NCWISE, nutrition, etc.)
5. Internet and email filtering/security
6. Classroom telephone systems and other communications devices
7. Website use (district, school and classroom)
8. Flexible access to resources
9. Equitable access to resources
10. Ethical and personal responsibility
11. Policy and procedures to address global, ethical and responsible use
12. Technology used to educate, monitor and maintain healthy student lifestyles

<table>
<thead>
<tr>
<th>Strategic Priority 3: NC public school students will be healthy and responsible,*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Goal: (Please check.)</td>
</tr>
<tr>
<td>X Every learning environment will be inviting, respectful, supportive, inclusive, and flexible for student success.</td>
</tr>
<tr>
<td>X Every school provides an environment in which each child has positive, nurturing relationships with caring adults.</td>
</tr>
<tr>
<td>X Every school promotes a healthy, active lifestyle where students are encouraged to make responsible choices.</td>
</tr>
<tr>
<td>X Every school focuses on developing strong student character, personal responsibility, and community/world involvement.</td>
</tr>
<tr>
<td>X Every school reflects a culture of learning that empowers and prepares students to be life-long learners.</td>
</tr>
</tbody>
</table>

Objectives

3.1 Promote and provide campus security school wide (video, alarms, metal detectors, etc.)
3.2 Promote and provide school bus security (video, radios, cell phones, etc.)
3.3 Develop and Implement staff and student ID systems
3.4 Provide access to Student Information/Tracking Systems
3.5 Provide Internet and email filtering/security
3.6 Provide classroom telephone systems and other communication devices
3.7 Promote and provide opportunities for website use (school and classroom)
3.8 Provide flexible access to resources
3.9 Promote and provide equitable access to resources
3.10 Promote and provide ethical and personal responsibility
3.11 Develop and implement policy and procedures to address global, ethical and responsible use
3.12 Promote and provide technology used to educate, monitor and maintain healthy student lifestyles
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Resources Needed (Human &amp; Material)</th>
<th>Person(s) Responsible</th>
<th>Budget Needs</th>
<th>Funding Sources</th>
<th>Time-line (Proposed Beginning &amp; Ending dates)</th>
<th>Method of Evaluation</th>
<th>Evaluation Results June, 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Deploy surveillance cameras in halls, playgrounds, and parking lots.</td>
<td>Cameras and computer equipment, servers and software</td>
<td>Facilities director; Technology Coordinator; Network Analyst</td>
<td>NA</td>
<td>NA</td>
<td>Beginning: July 2009 Ending: June 2013</td>
<td>Observation, discipline records, vandalism reports</td>
<td></td>
</tr>
<tr>
<td>3.2 Place video cameras and cell phones in all school and activity buses</td>
<td>Cameras; computer hardware; telecommunications equipment</td>
<td>Technology Coordinator; Network Analyst</td>
<td>NA</td>
<td>NA</td>
<td>Beginning: July 2009 Ending: June 2013</td>
<td>Procurement and system inventory</td>
<td></td>
</tr>
<tr>
<td>3.3 Deploy Student and staff ID system</td>
<td>ID application hardware and software</td>
<td>Administrative Assistant; School Director</td>
<td>NA</td>
<td>NA</td>
<td>Beginning: July 2009 Ending: June 2013</td>
<td>Completed ID badges and/or cards</td>
<td></td>
</tr>
<tr>
<td>3.4 Deploy Student Information/Tracking System for student discipline</td>
<td>NCWISE Coordinator; School Administration; Student Services Director</td>
<td>Technology Coordinator; School Director</td>
<td>In Kind</td>
<td>In Kind</td>
<td>Beginning: July 2009 Ending: June 2013</td>
<td>Discipline report data</td>
<td></td>
</tr>
<tr>
<td>3.5 Upgrade and deploy Internet Email filtering and security system on all computers</td>
<td>Telecom company services; computer hardware/software; Technology Coordinator; Network Analyst</td>
<td>Technology Coordinator; Network Analyst</td>
<td>NA</td>
<td>NA</td>
<td>Beginning: July 2009 Ending: June 2013</td>
<td>Email/Internet Usage reports</td>
<td></td>
</tr>
<tr>
<td>3.6 Maintain telephone communication system in each classroom; student support area; and central</td>
<td>Telecommunication company services; computer hardware/software; phone system; Technology Facilitator; Network</td>
<td>Technology Coordinator; Network Analyst</td>
<td>NA</td>
<td>NA</td>
<td>Beginning: July 2009 Ending: June 2013</td>
<td>Procurement reports</td>
<td></td>
</tr>
<tr>
<td>Administrative Area</td>
<td>Analyst/Parent Link</td>
<td>Messaging System</td>
<td>In Kind</td>
<td>In Kind</td>
<td>Beginning: July 2009</td>
<td>Ending: June 2013</td>
<td>Website Usage Reports</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>---------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>---------</td>
<td>---------</td>
<td>----------------------</td>
<td>---------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>3.7 Enhance school’s website and create websites for each classroom</td>
<td>Internet Connectivity; Web Application; Web Master/Network Analyst</td>
<td>Technology Coordinator; Network Analyst</td>
<td>In Kind</td>
<td>In Kind</td>
<td>Beginning: July 2009</td>
<td>Ending: June 2013</td>
<td>Website Usage Reports</td>
</tr>
<tr>
<td>3.8 Promote equitable and flexible access to all school wide resources</td>
<td>WAN/LAN services; Learning Village Software Review; Compliance Officer</td>
<td>Technology Coordinator; Network Analyst; Technology Instructor</td>
<td>NA</td>
<td>NA</td>
<td>Beginning: July 2009</td>
<td>Ending: June 2013</td>
<td>Procurement and Usage Reports</td>
</tr>
<tr>
<td>3.9 Address ethical, global, and personal responsibility through implementation of policies and procedures, and intellectual property</td>
<td>Board Policies; AUP and Internet Safety systems; Board Attorney; Compliance Officer</td>
<td>Technology Coordinator; Network Analyst; Technology Instructor; School Director</td>
<td>In Kind</td>
<td>In Kind</td>
<td>Beginning: July 2009</td>
<td>Ending: June 2013</td>
<td>Policies and Procedures adoption</td>
</tr>
<tr>
<td>3.10 Use technology to promote, educate and monitor healthy lifestyles for students</td>
<td>Food service vendor; HopSport technology; Child Nutrition program; Technology Coordinator; Network Analyst; Technology Instructor; School Director</td>
<td>Technology Coordinator; Network Analyst; Technology Instructor; School Director</td>
<td>NA</td>
<td>NA</td>
<td>Beginning: July 2009</td>
<td>Ending: June 2013</td>
<td>HopSport usage data; Child Nutrition data</td>
</tr>
</tbody>
</table>
Goal 4: Carter G. Woodson School leadership will guide innovation in NC public schools.

Current Situation Narrative

Guiding Questions for Current Situation

a) What collaborative efforts (e.g. IMPACT Model and Learning Communities) are school professionals participating in to develop better understanding of international issues and global awareness?
   ▶ Learning Communities are practicing in grades K-5, and being explored for grades 6-12

b) What role has leadership played in the communication, implementation and change process to meet Future Ready Goals?
   ▶ Graduation requirements policy revised to reflect Future Ready Goals
   ▶ 21st Century Technology tools used in classrooms and computer labs
   ▶ Implementing flexible access enhancements for individual students and teachers in computer labs
   ▶ Flexible blocks of time for class/group visits to computer lab for collaborative work
   ▶ School Improvement Plan revised to reflect Future Ready Goals

c) What avenues are available for teachers and students to participate in teaching and learning with students outside of the school, state and country?
   ▶ CGWS participates with the Provisions Academy grant “Foreign Language Assistance Program” FLAP in Japanese culture and language; a group of students will travel to Japan during the Summer of 2009 as an immersion experience
   ▶ Initiating a GLOBE Collaborative Studies Program in Fall 2009

d) How has school and school district leadership created opportunities for teachers and students to participate in teaching and learning with students outside of the school, state and country?
   ▶ Opportunities made available 2008-2009 school year for Web 2.0

e) How do school leaders in your district promote continuous improvement?
   ▶ IMPACT Survey analysis
   ▶ Semi annual meetings of SIT
   ▶ Annual Board of Directors retreat/Strategic Planning

f) How does district leadership provide options and opportunities for professional growth and opportunities for career advancement?
   ▶ Professional Development assessments/surveys
   ▶ Beginning Teacher supports

g) What technology is in place to support professional growth opportunities?
   ▶ NC QUEST grant activities with Winston Salem State University during academic year and summer institute (Year 1 of 2)
   ▶ DE Streaming
   ▶ Online Technology needs assessments
h) How is input from all staff members regarding decisions for instructional technology and media obtained?
   ► MTAC and SIT sessions

i) Is there an active district MTAC committee that presents regularly to the school board on resources, concerns and progress on the district media and technology programs?
   ► MTAC meets at least semi annually and presents to Board in cooperation with the SIT programming

j) What school and school district partnerships are in place that enable student growth, academic achievement, professional growth and support the mission, and technology initiatives of the district? How do these partnerships support the district teaching and learning activities?
   ► Winston Salem State University QUEST grant
   ► The school’s Drop Out Prevention Coordinating Council
Goal 4: Leadership will guide innovation in NC public schools.

Strategic Technology Plan

Include at least one strategy or objective that includes the following:

1. Leadership enabling teaching and learning collaborative projects
2. Media and Technology Advisory Committee
3. Leadership communication tools and venues
4. Leadership created professional growth opportunities
5. Partnerships
6. Process for addressing ongoing change

Strategic Priority 4: Leadership will guide innovation in NC public schools.*

Strategic Goal: (Please check.)

X School professionals will collaborate with national and international partners to discover innovative transformational strategies that will facilitate change, remove barriers for 21st Century learning, and understand global connections.
X School leaders will create a culture that embraces change and promotes dynamic continuous improvement.
X Educational professionals will make decisions in collaboration with parents, students, businesses, education institutions, and faith-based and other community and civic organizations to impact student success.
X The public school professionals will collaborate with community colleges and public and private universities and colleges to provide enhanced educational opportunities for students.

Objectives
4.1 Implement and promote technology based collaborative projects and learning environments
4.2 Develop, implement standards based operating procedures under the leadership of Media and Technology Advisory
4.3 Use technology based community tools to communicate with parents and community based organizations
4.4 Provide and promote professional growth opportunities for teachers and support staff
4.5 Develop and promote external partnerships for enhanced resources and support of staff and students
4.6 Develop and implement plans and processes for continuous quality improvement and change in technology resources

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Resources Needed (Human &amp; Material)</th>
<th>Person(s) Responsible</th>
<th>Budget Needs</th>
<th>Funding Sources</th>
<th>Time-line (Proposed Beginning &amp; Ending dates)</th>
<th>Method of Evaluation</th>
<th>Evaluation Results July, 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Develop enhanced technology tools including parent portals, student e-portfolios, and teacher portals</td>
<td>Web technologies; Internet Connectivity; Servers; Technology Coordinator; Network Analyst</td>
<td>Technology Coordinator; Network Analyst; Technology Instructor</td>
<td>NA</td>
<td>NA</td>
<td>Beginning: July 2009 Ending: June 2013</td>
<td>Internet/web-based usage reports; ParentLink</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Responsibility</td>
<td>Resources</td>
<td>Status</td>
<td>Technology Products</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>------------------------------------------------</td>
<td>----------------------------------</td>
<td>---------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2 Establish and promote Moodle environments</td>
<td>Moodle; Web based technologies; Technology Coordinator; Network Analyst; Technology Instructor</td>
<td>NA</td>
<td>NA</td>
<td>Beginning: July 2009 Ending: June 2013 Moodle course profiles; Usage reports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.3 Develop, implement, and promote a Technology Handbook with policies and procedures established by the MTAC</td>
<td>Technology Coordinator; SIT Coordinator</td>
<td>Technology Coordinator; School Director</td>
<td>In Kind</td>
<td>Beginning: July 2009 Ending: June 2013 Published Handbook</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4 Provide and promote email accounts for students and staff</td>
<td>Internet Connectivity; Email application accessibility</td>
<td>Technology Coordinator; Network Analyst</td>
<td>NA</td>
<td>Beginning: July 2009 Ending: June 2013 Email account profile listing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.5 Develop and implement school and classroom/teacher web-pages</td>
<td>School Center Internet</td>
<td>Technology Coordinator; Network Analyst</td>
<td>NA</td>
<td>Beginning: July 2009 Ending: June 2013 Directory of websites</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.6 Establish partnerships with community based organizations to sustain IMPACT activities for continuous improvement and change in technology resources</td>
<td>ParentLink Communication System; Internet Connectivity; MTAC; SIT</td>
<td>Technology Coordinator; Network Analyst; MTAC Coordinator; SIT Coordinator</td>
<td>NA</td>
<td>Beginning: July 2009 Ending: June 2013 Usage Reports; ParentLink; MTAC agendas</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Goal 5: Carter G. Woodson School will be governed and supported by 21st Century systems.

Current Situation Narrative

Guiding Questions for Current Situation

a) What technology personnel are in place to support both instructional and administrative technology utilization by students, teachers and staff?
   ►1 Technology Coordinator
   ►1 Network Analyst
   ►1 Technology Instructor
   ►1 NCWISE Data Manager
   ►1 School Director
   ►1 Administrative Assistant

b) What federal, state, and local budgets are currently available for funding technology needs?
   ►Federal: Title I, Title II, IDEA Title VI-Band E-Rate SAC
   ►State, Local staff development, and instructional/educational materials
   ►Child Nutrition

c) What processes are in place for formal budget requests for funding 21st Century Systems?
   ►MTAC and technology planning
   ►Grant writing
   ►E-Rate Planning and processing
   ►General Operating Budget

d) What processes are in place for seeking grant funding and utilization of professional grant writing services?
   ►CGWS retains a consulting resource development and compliance officer
   ►CGWS also consults and collaborates with other agencies and institutions to write and implement funded projects

e) Describe policies, procedures and review process in place to support 21st Century Systems.
   ►Compliance Officer consults with MTAC, SIT, and School Board in development of processes, policies, policies. Processes, policies, and procedures are submitted then to the Board for review and final adoption

f) What processes or policies are in place to ensure full implementation of the LEA technology plan and accountability of staff that are designated within the plan?
   ►Technology Coordinator; Compliance Officer; Network Analyst; Technology Instructor develop plans and processes in consultation and coordination with MTAC and SIT

g) Describe hardware, bandwidth (LAN/WAN), security and other infrastructure available in your schools for 21st Century Systems.
   ►Network infrastructure servers; broadband services over 200 mbps is three; 115 desktops computers; security system in elementary, middle, and high school buildings
h) What 21st Century security systems, surveillance systems, and communication systems are deployed to ensure safety of students and staff and to minimize interruptions to the instructional day?
   ◆ Security Cameras, mobile radios, electronic emails. Telephone system used as a paging unit. Central intercoms system

i) What communication and collaboration tools (email, Web 2.0, file management) are provided for clientele for use in sharing and reporting data?
   ◆ Microsoft Outlook; public announcement, ParentLink

j) To what extent are features of NCWise effectively used throughout the district to collect, analyze, and report data for use in decision-making?
   ◆ NCWISE is used to retain and maintain accurate and complete student records including grades, attendance, test scores, discipline, immunizations, transcripts, course credits, ADM, PMR, Graduation Reports, Highly Qualified Teacher Reports, Exceptional Children Reports, Drop Out Reports, Progress Reports, and so on.
   ◆ Child Nutrition Lists; Title I student reports, School Nurse Reports, Safe Schools Data Reports
   ◆ NWEA reports for baseline and benchmark academic proficiency data for differentiated instruction and to assess academic growth data
   ◆ Study Island reports for academic diagnostic and tutorial/enrichment
   ◆ Student Service use NC Wise reports (transcripts, student class schedules, student demographic data, dropout prevention data
Goal 5: Carter G. Woodson School will be governed and supported by 21st Century systems.

**Strategic Technology Plan**

Include at least one strategy or objective that includes the following:

1. Policy and policy management
2. Budget
3. Personnel
4. Security
5. Administrative Applications
6. Hardware
7. Infrastructure-School Local Area Networks and District Wide Area Networks
8. Communication and collaboration tools

**Goal 5: NC public schools will be governed and supported by 21st Century systems.**

<table>
<thead>
<tr>
<th>Strategic Goal: (Please check.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Processes are in place for financial planning and budgeting that focuses on resource attainment and alignment with priorities to maximize student achievement.</td>
</tr>
<tr>
<td>X Twenty-first century technology and learning tools are available and are supported by school facilities that have the capacity for 21st Century learning.</td>
</tr>
<tr>
<td>X Information and fiscal accountability, systems are capable of collecting relevant data and reporting strategic and operational results.</td>
</tr>
<tr>
<td>X Procedures are in place to support and sanction schools that are not meeting state standards for student achievement.</td>
</tr>
</tbody>
</table>

**Objectives**

5.1 Processes for financial planning and budgeting that focuses on resource attainment and alignment with student academic achievement

5.2 Twenty – first century technology and learning tools are in place and aligned with the 21st Century Learning Model

5.3 Information and fiscal accountability systems are adequate for reporting strategic and operational results

5.4 Policies, procedures, processes, and sanctions are in place to assist school in meeting state standards for student achievement

<table>
<thead>
<tr>
<th><strong>Strategy</strong></th>
<th><strong>Resources Needed (Human &amp; Material)</strong></th>
<th><strong>Person(s) Responsible</strong></th>
<th><strong>Budget Needs</strong></th>
<th><strong>Funding Sources</strong></th>
<th><strong>Time-line (Proposed Beginning &amp; Ending dates)</strong></th>
<th><strong>Method of Evaluation</strong></th>
<th><strong>Evaluation Results</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Expand document sharing, enforce policy restrictions for email and Internet</td>
<td>SharePoint 2007; High speed Internet access; Web Filtering; desktop software; Network Analyst</td>
<td>Technology Coordinator; Network Analyst</td>
<td>NA</td>
<td>NA</td>
<td>Beginning: July 2009 Ending: June 2013</td>
<td>Staff satisfaction survey, observation, document usage logs; documented policies</td>
<td></td>
</tr>
<tr>
<td>5.2 Improve TCO processes and</td>
<td>SharePoint 2007</td>
<td>Technology Coordinator;</td>
<td>NA</td>
<td>NA</td>
<td>Beginning: July 2009</td>
<td>TCP Planning Tools review</td>
<td></td>
</tr>
</tbody>
</table>

2009 – 2013 Carter G. Woodson School: Strategic Technology Plan 33
<table>
<thead>
<tr>
<th>Planning Area</th>
<th>Task Description</th>
<th>Responsible Parties</th>
<th>Budget/Source</th>
<th>Start Date</th>
<th>End Date</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.3 Reduce hardcopy printing</td>
<td>Reduce hardcopy printing for all offices.</td>
<td>Technology Coordinator; Network Analyst</td>
<td>NA/NA</td>
<td>Beginning: July 2009</td>
<td>Ending: June 2013</td>
<td>SharePoint usage report; Email reports</td>
</tr>
<tr>
<td>5.4 Align fiscal planning with strategic and technology planning</td>
<td>Align fiscal planning with strategic and technology planning.</td>
<td>Accountant; SIT Coordinator; Technology Coordinator; School Director</td>
<td>In Kind/In Kind</td>
<td>Beginning: July 2009</td>
<td>Ending: June 2013</td>
<td>Strategic Plan; Technology Plan; School Improvement Plan alignment report</td>
</tr>
<tr>
<td>5.5 Prepare and implement plan for recycling, upgrading hardware</td>
<td>Prepare and implement plan for recycling, upgrading hardware.</td>
<td>SharePoint; Network Analyst; Technology Coordinator</td>
<td>NA/In Kind/In Kind</td>
<td>Beginning: July 2009</td>
<td>Ending: June 2013</td>
<td>Procurement Reports</td>
</tr>
<tr>
<td>5.6 Hire/retain 1 instructional technologist</td>
<td>Hire/retain 1 instructional technologist.</td>
<td>Instructional Technology Facilitator</td>
<td>$43,500/State, Local</td>
<td>Beginning: July 2009</td>
<td>Ending: June 2013</td>
<td>Employee/Contractor database</td>
</tr>
<tr>
<td>5.7 Require an Acceptable Use Policy (AUP) agreement for Internet access</td>
<td>Require an Acceptable Use Policy (AUP) agreement for Internet access.</td>
<td>MTAC Coordinator; School Board; SIT Coordinator; Technology Coordinator</td>
<td>NA/NA</td>
<td>Beginning: July 2009</td>
<td>Ending: June 2013</td>
<td>AUP policy review; Signed AUP agreements</td>
</tr>
<tr>
<td>5.7 Provide safe search engines and a safe email environment</td>
<td>Provide safe search engines and a safe email environment.</td>
<td>Time Warner Telecom Virus Filter; User sign with protected passwords; daily backup and storage solutions; Tracker accounts</td>
<td>NA/NA</td>
<td>Beginning: July 2009</td>
<td>Ending: June 2013</td>
<td>Web usage reports/SPAM-Virus reports; Server reports</td>
</tr>
<tr>
<td>5.8 Upgrade and enhance computer hardware and server for NCWISE application security</td>
<td>Upgrade and enhance computer hardware and server for NCWISE application security.</td>
<td>Hardware; software; server applications</td>
<td>NA/NA</td>
<td>Beginning: July 2009</td>
<td>Ending: June 2013</td>
<td>Procurement reports</td>
</tr>
<tr>
<td>5.9 Train staff in the appropriate use of Email; Internet use; NCWISE; and shared resources</td>
<td>Technology Coordinator; Network Analyst</td>
<td>Technology Coordinator; Network Analyst</td>
<td>In Kind</td>
<td>In Kind</td>
<td>Beginning: July 2009</td>
<td>Ending: June 2013</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>5.10 Develop and deploy NC Information Highway (NCREN) through NCDPI for enhanced distance learning capabilities</td>
<td>Instructional Technology Facilitator, Technology Coordinator; Network Analyst</td>
<td>Technology Coordinator; Network Analyst; School Director</td>
<td>NA</td>
<td>NA</td>
<td>Beginning: July 2009</td>
<td>Ending: June 2013</td>
</tr>
</tbody>
</table>
Appendix A
Local Education Agency (LEA) Technology Plan
Policy, Procedure, & Guidelines Implementation Chart

<table>
<thead>
<tr>
<th>Policies, Procedures, &amp; Guidelines</th>
<th>LEA Policy Code or Procedure</th>
<th>LEA Date of Adoption, Implementation or Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Policies Required</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Materials Selection Policy (GS §115c-98(b))</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Disposal of Equipment / Replacement of Obsolete Equipment (GS §115c-518)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Hardware and Software Procurement (GS § 115c-522, 115c-522.1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Copyright Policy (PL §94-553, 90 Stat. 2541)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Acceptable Use Policy (PL §106-554)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Equipment/Materials Donation Policy (GS §115C-518)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. Data Privacy Policy (20 U.S.C. § 1232g; 34 CFR Part 99 (FERPA))</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H. Inventory Control Policy (GS §115c-539, 115c-102.6A-C(5))</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. Access to Services Policy (GS §115c-106)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J. Student Discipline and Liability Policy (GS § 115C-391, 115C-398)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K. Remote Access Policy (GS §147-33.111)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L. Virus Protection Policy (GS §147-33.111)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M. NC WISE ID and Password Workstation Policy (GS § 147-33.111)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N. Security Awareness Policy (GS §147-33.111)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P. Advertising and Commercialism Policy (GS §115c-98)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedures</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Hardware and Software Deployment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Equipment maintenance and repairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Outdated Resources and Equipment Replacement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Disaster Recovery of Data and Hardware</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Administration of Online Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Other(s) (as needed by LEA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Guidelines</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Policy Translation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Web Site Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Instructional Use of Videos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Development of Online Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Other(s) (as needed by LEA)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix B

The Technology Plan Budget

LEAs will be required to submit a two-part budget on or before November 1 of each year. Part 1 will consist of a working budget for the current year. Data needed for input in the spreadsheet include:

- Item
- Type
- Per Unit Cost
- Number of Units Purchased
- Total Annual Unit Cost
- Erate %
- Lease Cycle
- Primary Funding (drop-down menu provided)
- Secondary Funding (drop-down menu provided)
- Primary Goal (drop-down menu provided)
- Secondary Goal (drop-down menu provided)
- Primary User (drop-down menu provided)
- Secondary User (drop-down menu provided)

Part 2 will include the same components as a projected budget for the following school year.

The budget spreadsheet is available for download from http://etips.dpi.state.nc.us/techplan0913/default.html.
Network Diagrams