

Iredell-Statesville Schools

Technology Plan

2001-2005



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Iredell-Statesville Schools
549 North Race Street
Statesville, NC 28625

**Iredell-Statesville Schools
Technology Plan**

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Introduction

The Iredell-Statesville Schools are committed to enhancing teaching and learning through the use of technology in all its schools. The North Carolina Educational Technology Plan for 2001-2005 and the Iredell-Statesville Schools Technology Plan for 2001-2005 will be the guiding influences in continuing this commitment.

High Student Achievement

Technology is a tool that allows teachers and administrators to work more productively and enables students access to information beyond their geographic, social, and economic barriers. Technology encourages creativity and self-direction, provides opportunities for interesting and effective lessons and activities, and offers solutions for more effective individual monitoring of student progress. Technology is a tool that can help every teacher and student be successful from basic skills to development of critical thinking and problem solving. The consistent and effective use of technology in our schools and classrooms has improved student academic performance. The Iredell-Statesville Schools Educational Technology Plan will work to provide adequate hardware, connectivity, and instructional support to accomplish this vision for our students and community.

Safe and Orderly Schools

The Iredell-Statesville Schools are committed to providing a safe learning and teaching environment for our students and staffs. To do so, we will seek to provide a technology infrastructure that includes security and protection systems. This includes, but is not limited to, telephones in every classroom, surveillance cameras, etc. The benefit from this safe and orderly school environment is that. Students focus more intently on tasks involving technology; therefore, their interest and motivation are higher. This increased focus decreases discipline problems and because the students are more motivated and successful, they work harder and longer, thus raising student achievement. Success thus creates an environment in which learning is the goal.

Quality Teachers, Administrators, and Staff

Technology has become the ultimate tool in any educator's professional role. It increases productivity, brings the world into the classroom by offering more expertise, and stimulates interest in learning. By increasing productivity and decreasing paperwork, technology provides additional time for interaction with students. Online lesson plans, distance learning, and research opportunities are bringing instructional resources and staff development into the individual classrooms and teacher's homes. Utilizing resources provided by North Carolina, such as NC WISE, NC WISE OWL, BUD, etc. has brought many useful tools to the desktops. With these and other resources, teachers and administrators can easily track student data, develop strategies, and ultimately create environments that affect higher student achievements. The Iredell-Statesville Schools will strive to train all personnel in the use of the tools that are now available and will become available as technology moves forward.

Effective, Efficient Operations

Technology is an infrastructure of cabling, hardware, and personnel that supports teachers and administrators as they strive to provide quality learning environments and activities for all students. The Iredell-Statesville Schools realize the benefits of a technology-rich environment that will lead to high student achievement and more effective time management of its staffs. The Iredell-Statesville Schools are committed to providing personnel and resources that will ensure the ultimate goal of high student achievement.

Community and Family

Technology is the most timely and efficient vehicle for communication with the community and families. E-mail, telephones, and cable television allow and encourage adult participation in a child's education. Research shows that the highest level of student achievement occurs when families, schools, and communities work together. The Iredell-Statesville Schools is committed to using these tools of electronic communication more effectively to reach out to parents, other teachers, and the community.

Instruction

Vision

The Iredell-Statesville Schools are committed to the use of technology to support integrated teaching and learning at every grade level. Technology will be used to nurture and empower the development of students and teachers to become life-long, self-directed learners, complex thinkers, quality producers, collaborative workers, and community contributors. In keeping with the statewide recommendations for enhancing teaching and learning through the infusion of technology into the classroom, the vision is as follows:

- Student and teacher access to the resources of technology will be facilitated as needed
- Distance-learning opportunities will be available for all students
- System-wide evaluation and recommendations for remediation and enrichment software to support the Standard Course of Study will be made available
- All teachers will infuse technology consistent with the North Carolina Standard Course of Study into the curriculum
- 100% of students will be prepared to pass Computer Skills Test
- Students who do not pass the Computer Skills Test will receive yearly remediation and retesting opportunities
- Administrators will model effective use of technology in managing the instructional program and other job related responsibilities.
- Collaborative interdisciplinary projects will be used to integrate technology into all areas of curricula
- Teachers in all academic programs will use technology resources to analyze student data to track individual progress
- Technology will be utilized to differentiate instruction for all students.
- Home access to school/system information and technology resources will be increased

Current Status

- Some schools are using networked programs, e.g., Cornerstone, Plato, etc., for enrichment and remediation effectively and consistently.
- All schools are using online resources for research and some teachers take advantage of online simulations and activities
- Instructional resources are available quickly online via Instructional Technology webpage
- 85+% of 8th grade students consistently pass the Compute Skills Test and remediation is offered each year throughout high school to give the remaining group every opportunity to succeed on this test
- Teacher complete skills cards for K-8 students attesting to their progress in the technology skills identified by the Standard Course of Study
- Three of four high schools have academic technology labs, all seven middle schools have an academic lab area and three of eighteen elementary schools have academic lab areas with older equipment
- Most academic teachers utilize technology to individualize some instruction for certain groups of students

Four Year Plan

- Prepare “user-friendly” Technology Orientation materials to reflect the technology issues as they pertain to specific school sites, such as software availability, workorder procedures, who to seek out for help, staff development, etc.
- Seek school systems to partner with in developing and providing distance learning for students
- Work with schools to develop individualized instruction via technology for all remediation students
- Continue to add to and update resources online
- Provide new and utilize existing resources to assist all teachers in infusing technology consistent with the Standard Course of Study
- Seek partnerships with corporations to provide additional technology resources
- Implement online learning opportunities for students to be accessible from home, library, etc.

- Update technology resource materials for each school site
- Provide differentiated instruction via technology for a larger group of students (average to enrichment level)
- Ensure that all schools have one academic labs with full-time instructional support for maximizing the use of remediation and enrichment resources, both online and networked
- Offer facilities, presenters, and resources for technology instruction to the community on a wide-scale basis
- Evaluate implementation of teacher infusion of technology into curriculum (via IGP's, informal rubrics, pre and post surveys)
- Use teacher and student-created rubrics to evaluate projects on a consistent basis and work as part of the total-integration approach to technology

Staff Development

Vision

Iredell-Statesville Schools will continue to strive to correlate technology staff development with the North Carolina Educator Technology Competencies so that all teachers will become proficient in basic and advanced computer competencies and demonstrate professional growth in technology integration. Providing teachers with quality technology training is an ongoing challenge as we enter the 21st century. To develop technology - rich instructional environments, we must empower teachers with the knowledge of technology. Our vision includes:

- Staff development opportunities delivered online in a virtual environment through Connected University, NC Win, and LEARN NC
- Instructional Technology Specialists at each school to model technology infused units of instruction
- Collaborative approach to develop technology - rich instructional environments

Current Status

- District Instructional Technology Coordinators deliver instruction for all personnel on computer competencies and specific job related responsibilities
- Fairintosh Instructional Technology Center is well equipped as a facility for instruction
- Two-year “Train the Trainers” program has provided technology mentors for every school in the Iredell-Statesville Schools
- Mobile lab of forty-five laptops is available for teacher training and student projects on site
- Evaluations of staff development training and yearly surveys are used to collect data for improvements
- Iredell - Statesville Schools sponsor a Technology Fair to showcase student and teacher activities related to instruction and technology

Four Year Plan

- Provide online professional development for teachers and administrators through Connected University, NC Win, and LEARN NC
- Develop models of infusing technology into the K-12 curriculum using the Team Collaboration Approach funded through participation in the Technology Literacy Challenge Grant
- Offer online professional development opportunities to new teachers through NC Win
- Continue to provide a mobile lab for staff development and student technology projects on site
- Address technology staff development as a component of individual professional growth plans
- Conduct an annual self-appraisal of technology proficiency level of teachers and administrators
- Employ one certified instructional technology facilitator per school
- Increase the use of online learning opportunities
- Establish an Iredell-Statesville Schools Computer Competency Certification for educators demonstrating instructional technology proficiency

Infrastructure/Connectivity

Vision

An infrastructure which will support the connectivity necessary for students, employees, and the community to access resources and gain the skills necessary to be effective users of technology must be provided. With regard to infrastructure, the vision is that

- State and system technology plans will guide the expansion of technology
- T-1 or better connectivity for each school and all central office facilities
- Connectivity within school buildings will be improved
- Security for the Wide Area Network (WAN) and Local Area Networks (LAN) will be improved

Current Status

- T-1 connectivity to three high schools, one middle school, and three of the four administrative offices; 256K the fourth high school, the other six middle schools, the 20 elementary schools, and the alternative school
- All sites connect to the Central Office which houses two T-1 lines, a firewall, and the AS 400
- TCP/IP connectivity is provided to the Internet, Email, and the AS400
- There are one to three data drops per classroom, one to two data drops in administrative areas, and one to five data drops in media centers
- Shared 10 Mbps connectivity to each classroom and administrative space

Four Year Plan

- Increase connectivity at all schools to T-1 or better
- Evaluate and improve data connectivity in all locations where necessary

- Improve data connectivity using switches in new constructions and upgrade switches/hubs in older facilities
- Continued maintenance of a firewall with the addition of security software for the Wide Area Network (WAN)
- Addition of software to permit remote workstation capabilities for the maintenance of all LANs
- Increase the number of drops in classrooms, administrative areas, and media centers in new construction
- Retrofit older facilities with hubs/switches to increase number of drops

Personnel

Vision

Research has proven that the use of technology in the classroom increases student interest, motivation, and achievement. To maximize the use of technology, it is essential that adequate and qualified personnel be available to provide leadership, staff development, assistance, and technical services and support to all users. To provide these components, the Iredell-Statesville Schools are committed to implementing the statewide recommendations for technology support personnel (instructional and technical). With regard to personnel, the vision is that

- Leadership will be provided to unify all technical systems and act as a liaison with instruction which is responsible for instructional technology and media
- Sufficient technical personnel will be employed at a level comparable to the business world
- The amount of employment provided for part time SIMS/NC WISE data managers for data management will be increased

Current Status

- Assistant Superintendent for Facilities who oversees the instructional technology program
- Director of Support Services who oversees the media program
- Director of Management Information Systems who oversees the technical systems
- Four instructional technology coordinators who provide staff development and software support
- Two computer technicians
- Two LAN technicians
- One audio-Visual technician
- SIMS/NC WISE coordinator at the Central Office and at least one part-time SIMS/NC WISE data manager in all schools
- Media specialist per school

Four Year Plan

- Employ a Director of Technology to oversee the infrastructure, WAN, school LANs, hardware concerns, establish and coordinate a Technicians Users Group (TUG) , and act as liaison with instruction
- Employ an Assistant Superintendent for Curriculum to oversee the instructional technology program
- Maintain four instructional technology coordinators at the system level
- Employ one instructional technology facilitator per school
- Employ additional technicians to attain a ratio of one technician per 400 computers
- Maintain LAN technicians
- Maintain SIMS/NC WISE coordinator
- Maintain full time SIMS/NC WISE data managers and increase the amount of employment used for data management for part time SIMS/NC WISE data managers
- Continue to maintain the appropriate number of media specialists at each school

Resources

Vision

The Iredell-Statesville Schools are committed to enriching the learning environments available to students and teachers by providing them access to print material and remote sources at their point of need. Teachers and students need access to many sources of support to inspire and motivate them to become more knowledgeable and skilled. With regard to resource, the vision is to

- Update and add to media collections with an emphasis on books
- Plan for renewable resources
- Implement online databases for workshops and workorders
- Provide time for school webmanagers
- Update web-based email and webpage components
- Utilize online resources more effectively systemwide
- Utilize distance learning for teachers and students system-wide
- Replace hardware on a four-year rotation
- Access NC WISE for recording and maintaining student data

Current Status

- Electronic resources are available for new textbook adoptions.
- All schools have dedicated access lines for Internet in 95+% of classrooms and offices. This provides access to NC WISE OWL, LEARN NC, online simulations, etc.
- The district technology webpage provides links to such online resources as Classroom Connect, Connected University, NC Win, NASA Connect, etc., as well as to various district departments and specialty areas such as Technology, SIMS, Testing, Personnel, Prime Time, SAP, and Career Development
- All Iredell-Statesville School faculties and staffs have web-based email accounts and its use is highly encouraged for professional communication
- Investigation into online distance learning for staff development.

- All schools use online resources for research and some remediation
- Media/Technology Advisory Committees in place at each school
- A majority of schools have library automation and via networks have access to media collections at all stations
- All new and past two-year hardware purchases are based on state recommendations for standardization and provide 80+% of classrooms and offices with multimedia machines

Four Year Plan

- Evaluate the infrastructure to determine accessibility for each classroom to the Internet and online resources
- Investigate parental access to student homework assignments and student grades
- Complete library automation for remaining schools
- Seek collaboration with corporations to form ongoing partnerships to assist in all areas of technology progress
- Improve use of email, email system updates, and webpage updates and management
- Seek other school systems to form consortia to facilitate unmet needs of high school courses that are highly sought through distance learning
- Implement NC WISE for student information management
- Each classroom and administrative space will have access to basic application software and to simulation software as appropriate
- Investigate parental access to student homework assignments and student grades

Hardware

Vision

For the use of technology to be effective, quality computers, printers, and other peripherals must exist in sufficient numbers. With regard to the availability of hardware, the vision is that

- Every classroom will have up-to-date hardware in sufficient numbers to meet the needs of the teachers and students
- Every media center will be equipped with sufficient numbers of online public access catalogs, research stations, circulation stations, printers, and presentation devices
- Each computer lab will have enough workstations for the largest class
- Each administrative space will have an up-to-date computer for every member of the administrative and clerical staff plus printers and other peripherals to meet the needs of the staff
- Assistive/adaptive devices will be available in areas as needed

Current Status

- Most classrooms, have data drops expandable through the use of hubs
Most have computers capable of accessing the Internet and a printer
- All school (elementary, middle, and high) have 1 computer per classroom
- Media centers have data drops expandable through the use of hubs.
All have computers capable of accessing the Internet and a printer
- Administrative areas have data drops expandable through the use of hubs. Most have computers capable of accessing the Internet and a printer
- Three of four high schools have academic technology labs, all seven middle schools have an academic lab area and three of eighteen elementary schools have academic lab areas with older equipment

Four Year Plan

- The technology plan will serve as a guide for the procurement of hardware
- Procurement of hardware for each classroom, media center, computer lab, and administrative space will be according to the hardware model
- Increase to 100% classrooms with Internet ready computers
- Purchase a minimum of 150 computers per year to increase the minimum number of classroom computers to 2, the number of lab computers to 30, the number of computers in media centers and administrative space, and to replace older non internet compatible computers
- Assess needs of assistive/adaptive devices
- Increase the number of online public access catalog stations, research stations, circulation stations, printers, and presentation devices available in each media center
- Maintain network printer and presentation device in each lab
- Provide surge protectors on each computer and UPS's as deemed appropriate
- Order ergonomically correct furniture when needed

Policy

Vision

Policies and procedures that provide for the acquisition and maintenance of quality hardware and software as well as the management and use of online resources must be developed, implemented, and maintained in order to provide for maximum use of technology. With regard to the need for policies and procedures, the vision is that

- Policies and procedures will be developed for the acquisition, distribution, and maintenance of resources
- All materials will be used in an ethical manner
- Technology continues to be used as a major communication tool between the school system and community

Current Status

Even though the Policy Manual for Iredell-Statesville Schools is currently under revision, the following policies have been approved by the Board of Education.

- Acceptable Use Policy
- Media Selection Policy
- Copyright Policy
- Student Photo Permission
- Webpage Guidelines

Iredell-Statesville Schools currently employs a full time interpreter for the purpose of translating written and oral communication to non-English speaking parents and students.

Four Year Plan

- All policies will be reviewed and revised as necessary
- Develop and implement deployment procedures

- Develop and implement hardware/software procurement procedures
- Develop and implement procedures for equipment repair and maintenance, as well as the disposal and replacement of outdated and obsolete equipment
- Develop and implement procedures for donated equipment
- Develop and implement network security procedures
- Develop and implement procedures for inventory control
- Develop and implement policy for online staff development credits
- Develop and implement policy for data privacy
- Develop and implement procedures for disaster recovery for both data and hardware
- Develop and implement policy related to advertisement on school resources

Budget

Vision

Adequate funding is a necessity for the continued improvement of all aspects of the technology program from personnel to hardware. The Iredell-Statesville Schools will develop and utilize a unified approach in budgeting for technology. By using a budgeting process that crosses all program areas there will be greater assurance that every program adheres to technical standards. It will also ensure that the hardware and software being purchased can be supported by the technical and personnel infrastructure. With regard to the budget, the vision is that

- Sufficient funds will be available from a variety of sources for the implementation of the technology plan
- A variety of grants will be applied for
- Partnerships will exist between the schools and local businesses

Current Status

- State Technology funds used for acquisition of technology resources in accordance with priorities established in Technology Plan 1995-2000.
- Local funds utilized to supplement State Technology Funds
- E-rate funding received in 1998-99 and 1999-2000
- E-rate funding approved for 2000-2001
- Technology Learning Challenge Grant has provided additional funding

Four Year Plan

- Track spending from all budget areas
- All schools will develop long-range technology plans
- All schools will develop yearly technology plans dependent on funding

- Establish a system level technology committee representative of all areas/personnel that leverage funding for technology resources and programs. Membership should rotate on a scheduled basis
- Seek visible support and participation by major employers on technology advisory committee
- Consider all funding sources in the technology budget planning process to achieve a cohesive plan for purchasing, staff development, and total cost of operation for the entire system
- Utilize the system-level technology committee to plan for distribution of all sources of technology funding that ensures high student achievement, safe and orderly schools, quality teachers, administrators, and staff, and effective and efficient operations
- Provide an equitable base of support for technology resources in all schools. Consider size of school, grade level requirements of ABCs and Standard Course of Study, and the ability of school to generate additional funding through parent organizations and community partnerships
- Provide continuous funding over multi-year period, to facilitate the development of high-quality, long-range local plans and allow for the deployment of resources to be coordinated with staff development and infrastructure improvements
- Budget 20-30% of technology fund for staff development
- Purchase hardware and software to support the ABC's and EOC/EOG Testing programs
- Scheduled replacement of hardware
- Employ a system-level grant writer to seek and secure additional dollars for technology funding
- Encourage the inclusion of technology in any county bond proposals

Budget
July, 2001 – June, 2005

	2001-2002	2002-2003	2003-2004	2004-2005	2001-2005
Instruction	\$ 75,000	\$ 75,000	\$ 75,000	\$ 75,000	\$ 300,000.00
Staff Development	\$ 212,000	\$ 214,000	\$ 216,000	\$ 218,000	\$ 860,000.00
Infrastructure/Connectivity	\$ 316,000	\$ 316,000	\$ 321,000	\$ 325,000	\$1,278,000.00
Personnel	\$ 333,000	\$ 536,000	\$ 809,000	\$ 1,537,000	\$3,215,000.00
Resources	\$ 25,000	\$ 30,000	\$ 35,000	\$ 40,000	\$ 130,000.00
Hardware	\$ 183,000	\$ 186,000	\$ 189,000	\$ 193,000	\$ 751,000.00
Policy	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Budget	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Communication/Collaboration	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Total	\$1,148,999.00	\$1,361,999.00	\$1,649,999.00	\$2,392,999.00	\$6,538,996.00
Total Excluding Personnel	\$ 815,999.00	\$ 825,999.00	\$ 840,999.00	\$ 855,999.00	\$ 3,323,996.00

Communication and Collaboration

Vision

Communication and collaboration with the business and higher education communities are vital to providing up-to-date technological skills to our students and employees. With regard to this communication, the vision is that

- Partnerships with local businesses, institutions of higher education, and community groups will be created and/or expanded
- Best practices and special projects of schools will be shared through state conferences, local news media, system meetings, and staff development
- Administrators, teachers, staff, and students will participate in a variety of national, state, and local organizations, conferences, and initiatives

Current Status

- Director of Public Relations publicizes technological events
- A Technology Fair that showcases technology uses and instruction in each school is held in the Spring
- Data is collected through Annual Media and Technology Report, the Milken Survey, the US Department of Education for grant projects, and other local reporting mechanisms
- Attendance as well as presentations at state conferences is encouraged

Four Year Plan

- Increase number of staff members who attend technology oriented training
- Provide data to NCDPI, the Milken Exchange, the US Government, and the Board of Education
- Continue the Technology Fair
- Promote the technology program and the Technology Fair through continued presentations at conferences, the systemwide newsletter, *Insights*, and the opening of facilities to the community
- Develop business partners through direct contact and communication with civic organizations

Evaluation

Vision

Evaluation is necessary to determine the effectiveness of any plan. With regard to evaluation, the vision is that

- The technology plan will be the guide for the advancement of technology
- There will be annual evaluation and revision of the plan
- Computer Skills Test data will be used as analysis of how to improve technology program
- Staff and students will be periodically surveyed to determine technological needs

Current Status

- Information is collected from schools and used to determine progress on goals
- Ideas for improvement of technology collected at state and national conferences
- Scores on computer test analyzed

Four Year Plan

- Develop evaluation checklist to determine progress toward goals
- Collect and compile data to report to appropriate agencies
- Develop a database showing information from AMTR by school

- Evaluate the technology program based on newer methods and strategies obtained from state and national conferences as well as professional publications
- Conduct periodic needs assessments
- Monitor results of all state testing, End of Course, End of Grade, Competency, Computer Skills, and Writing to determine if remediation through technological means is effective

Timeline

July, 2001 – June, 2005

Instruction

Strategy	Timeline	Person(s) Responsible	Evaluation
Prepare “user-friendly” Technology Orientation materials to reflect the technology issues as they pertain to specific school sites; such as software availability, workorder procedures, who to seek out for help, staff development, etc.	2001-2002	Director of Technology, Instructional Technology Specialists	Availability of materials
Seek school systems to partner with in developing and providing distance learning for students	2001-2005	Instructional Technology Specialists	List of contacts and available links
Work with schools to develop individualized instruction via technology for all remediation students	2001-2005	Assistant Superintendent for Curriculum, Director of Technology, Instructional Technology Specialists, Principals, Teachers	Lesson plans, activities available, and improved Computer Skills, EOC, EOG, and Writing scores
Continue to add to and update resources online	2001-2005	Instructional Technology Specialists	Increased number of resources and activities

Strategy	Timeline	Person(s) Responsible	Evaluation
Provide new and utilize existing resources to assist all teachers in infusing technology consistent with the Standard Course of Study	2001-2005	Assistant Superintendent for Curriculum, Director of Technology, Instructional Technology Specialists, Principals, Teachers	Lesson plans, activities and resource list available, and improved Computer Skills, EOC, EOG, and Writing scores
Seek partnerships with corporations to provide additional technology resources	2002-2003	Director of Technology Instructional Technology Specialists	
Implement online learning opportunities for students to be accessible from home, library, etc	2002-2005	Assistant Superintendent for Curriculum, Director of Technology, Instructional Technology Specialists	Increased number of links to resources
Add to courses offered via distance learning	2002-2005	Assistant Superintendent for Curriculum, Director of Technology, Instructional Technology Specialists	List of additional courses and how to access
Update technology resource materials for each school site	2002-2005	Assistant Superintendent for Curriculum, Director of Technology, Instructional Technology Specialists	List of additional courses and how to access
Provide differentiated instruction via technology for a larger group of students (average to enrichment level)	2002-2005	Assistant Superintendent for Curriculum, Director of Technology, Instructional Technology Specialists	List of additional courses and how to access
Ensure that all schools have one academic lab with full-time instructional support for maximizing the use of remediation and enrichment resources, both online and networked	2003-2005	Assistant Superintendent for Curriculum, Director of Technology, Instructional Technology Specialists	Existence of lab in each school

Strategy	Timeline	Person(s) Responsible	Evaluation
Offer facilities, presenters, and resources for technology instruction to the community on a wide-scale basis	2003-2005	Director of Technology, Instructional Technology Specialists	Schedule of events
Evaluate implementation of the previous three years' goals, especially teacher infusion of technology into curriculum (via IGP's, informal rubrics, pre and post surveys)	2003-2004	Assistant Superintendent for Curriculum, Director of Technology, Instructional Technology Specialists	Checklist of accomplishments
Continue hardware support of academic labs in each school with upgrades	2003-2005	Assistant Superintendent for Curriculum, Director of Technology, Instructional Technology Specialists	Upgrades installed
Teachers will use teacher and student-created rubrics on a consistent basis to evaluate projects and work as part of the total-integration approach to technology	2004-2005	Instructional Technology Specialists	Checklists that evidence use of rubrics

Timeline

July, 2001 – June, 2005

Staff Development

Strategy	Timeline	Person(s) Responsible	Evaluation
Provide online professional development for teachers and administrators through Connected University, NC Win, and LEARN NC	2001-2005	Assistant Superintendent for Curriculum, Director of Technology, Instructional Technology Specialists, Principals, Teachers	Availability of on line staff development
Develop models of infusing technology into the K-12 curriculum using the Team Collaboration Approach funded through participation in the Technology Literacy Challenge Grant	2001-2005	Assistant Superintendent for Curriculum, Director of Technology, Instructional Technology Specialists, Principals, Teachers	Materials that outline the model
Offer online professional development opportunities to new teachers through NC Win	2001-2005	Assistant Superintendent for Curriculum, Director of Technology, Instructional Technology Specialists, Principals, Teachers	Availability of staff development on line
Continue to provide a mobile lab for staff development and student technology projects on site	2001-2005	Assistant Superintendent for Curriculum, Executive Director of MIS, Director of Technology	Existence of Lab
Address technology staff development as a component of individual professional growth plans	2001-2005	Assistant Superintendent for Curriculum, Director of Technology, Instructional Technology Specialists, Principals, Teachers	The appearance of this as a part of the plans

Strategy	Timeline	Person(s) Responsible	Evaluation
Conduct an annual self-appraisal of technology proficiency level of teachers and administrators	2001-2005	Assistant Superintendent for Curriculum, Director of Technology, Instructional Technology Specialists, Principals, Teachers	Database containing information on proficiency of personnel
Employ one certified instructional technology facilitator per high school	2002-2003	Assistant Superintendent for Curriculum, Executive Director of MIS, Director of Technology	Employment of facilitators
Increase the use of online learning opportunities	2002-2005	Instructional Technology Specialists	Checklist of use
Establish an Iredell-Statesville Schools Computer Competency Certification for educators demonstrating instructional technology proficiency	2002-2003	Assistant Superintendent for Curriculum, Director of Technology, Instructional Technology Specialists	Certificates to be awarded
Employ one instructional technology facilitator per middle school	2003-2004	Assistant Superintendent for Curriculum, Executive Director of MIS, Director of Technology	Employment of facilitators
Employ one instructional technology facilitator per elementary school	2004-2005	Assistant Superintendent for Curriculum, Executive Director of MIS, Director of Technology	Employment of facilitators

Timeline

July, 2001 – June, 2005

Infrastructure/Connectivity

Strategy	Timeline	Person(s) Responsible	Evaluation
Increase connectivity at all schools to T-1 or better	2001-2005	Director of Technology, Technicians	T-1 Connectivity Established
Evaluate and improve data connectivity in all locations where necessary	2001-2002	Director of Technology, Technicians	Written evaluation from outside consultants
Improve data connectivity using switches in new constructions and upgrade switches/hubs in older facilities	2001-2005	Director of Technology, Technicians, Construction Supervisor	New hubs and wiring
Continued maintenance of a firewall with the addition of security software for the Wide Area Network (WAN)	2001-2002	Director of Technology, Technicians	Software in place
Addition of software to permit remote workstation capabilities for the maintenance of all LANs	2001-2002	Director of Technology, Technicians	Software in place
Increase the number of drops in classrooms, administrative areas, and media centers in new construction	2001-2005	Director of Technology, Technicians, Construction Supervisor	New hubs and wiring
Retrofit older facilities with hubs/switches to increase number of drops	2001-2005	Director of Technology, Technicians	Replacement of hubs

Timeline

July, 2001 – June, 2005

Personnel

Strategy	Timeline	Person(s) Responsible	Evaluation
Employ a Director of Technology to oversee the infrastructure, WAN, school LANs, hardware concerns, establish and coordinate a Technicians Users Group (TUG) , and act as liaison with instruction	2001-2001	Executive Director of MIS	Employment of Director
Employ an Assistant Superintendent for Curriculum to oversee the instructional technology program	2001-2002	Superintendent	Employment of Assistant Superintendent
Maintain four instructional technology specialists at the system level	2001-2005	Assistant Superintendent for Curriculum, Executive Director of MIS, Director of Technology	Continued employment of ITS
Maintain LAN technicians	2001-2005	Executive Director of MIS, Director of Technology	Continued employment of LAN technicians
Maintain SIMS/NC WISE coordinator	2001-2005	Executive Director of MIS	Continued employment of SIMS/NCWISE coordinator
Maintain full time SIMS/NC WISE data managers and increase the amount of employment used for data management for part time SIMS/NC	2001-2005	Executive Director of MIS, SIMS/NCWISE Coordinator	Continued employment of SIMS/NCWISE data managers

WISE data managers			
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Strategy	Timeline	Person's Responsible	Evaluation
Continue to maintain the appropriate number of media specialists at each school	2001-2005	Director of Media Services	Continued employment of media specialists
Employ one instructional technology facilitator per high school	2002-2003	Assistant Superintendent for Curriculum, Executive Director of MIS, Director of Technology	Employment of facilitators
Employ additional technicians to attain a ratio of one technician per 400 computers	2002-2005	Executive Director of MIS, Director of Technology	Employment of technicians
Employ one instructional technology facilitator per middle school	2003-2004	Assistant Superintendent for Curriculum, Executive Director of MIS, Director of Technology	Employment of facilitators
Employ one instructional technology facilitator per elementary school	2004-2005	Assistant Superintendent for Curriculum, Executive Director of MIS, Director of Technology	Employment of facilitators

Timeline

July, 2001 – June, 2005

Resources

Strategy	Timeline	Person(s) Responsible	Evaluation
Evaluate the infrastructure to determine accessibility for each classroom to the Internet and online resources	2001-2002	Director of Technology, Technicians	Written evaluation from outside consultant
Investigate parental access to student homework and grades via the internet	2001-2002	Director of Technology	Report on access and necessary software
Seek collaboration with corporations to form ongoing partnerships to assist in all areas of technology progress	2001-2005	Director of Technology, Instructional Technology Specialists	List of corporate partners
Improve use of email, email system updates, and webpage updates and management	2001-2005	Executive Director of MIS, Director of Technology, Instructional Technology Specialists	Updates to email system and webpages. Evidences of improved management
Seek other school systems to form consortia to facilitate unmet needs of high school courses that are highly sought through distance learning	2001-2005	Director of Technology, Instructional Technology Specialists	List of systems and services available
Complete library automation for remaining schools	2002-2004	Director of Technology, Director of Media Services	All necessary equipment available
Implement NC WISE for student information management	2004-2005	Executive Director of Management Information Systems, SIMS/NCWISE Coordinator	All necessary equipment and software in place

Timeline

July, 2001 – June, 2005

Hardware

Strategy	Timeline	Person(s) Responsible	Evaluation
The technology plan will serve as a guide for the procurement of hardware	2001-2005	Director of Technology, Principals	Hardware purchases based on the plan
Procurement of hardware for each classroom, media center, computer lab, and administrative space will be according to the hardware model	2001-2005	Director of Technology, Principals	Hardware purchases based on the model
Increase number of computers to attain 100% classrooms with Internet ready computers	2001-2005	Director of Technology, Principals	All classrooms with computers
Purchase a minimum of 150 computers per year to increase the minimum number of classroom computers to 2, the number of lab computers to 30, the number of computers in media centers and administrative space, and to replace older non internet compatible computers	2001-2005	Director of Technology, Principals	Hardware in place
Assess needs of assistive/adaptive devices	2001-2002	Director of Technology, Director of Exceptional Children	Needs list of assistive/adaptive devices

Strategy	Timeline	Person(s) Responsible	Evaluation
Increase the number of online public access catalog stations, research stations, circulation stations, printers, and presentation devices available in each media center	2001-2005	Director of Technology, Director of Media Services, Principals	Necessary equipment in place
Maintain network printer and presentation device in each lab	2001-2005	Director of Technology	Equipment in place
Provide surge protectors on each computer and UPS's as deemed appropriate	2001-2005	Director of Technology	Necessary equipment in place
Order ergonomically correct furniture when needed	2001-2005	Director of Technology	Necessary furniture in place

Timeline

July, 2001 – June, 2005

Policy

Strategy	Timeline	Person(s) Responsible	Evaluation
All policies will be reviewed and revised as necessary	2001-2002	Executive Director of MIS, Director of Technology	Review complete
Develop and implement deployment procedures	2001-2002	Executive Director of MIS, Director of Technology	Procedure in place
Develop and implement hardware/software procurement procedure	2001-2002	Executive Director of MIS, Director of Technology	Procedure in place
Develop and implement procedures for donated equipment	2001-2002	Executive Director of MIS, Director of Technology	Procedure in place
Develop and implement network security procedures	2001-2002	Executive Director of MIS, Director of Technology	Procedure in place
Develop and implement procedures for inventory control	2001-2002	Executive Director of MIS, Director of Technology	Procedure in place
Develop and implement policy for online staff development credits	2001-2002	Executive Director of MIS, Director of Technology	Policy in place
Develop and implement procedures for disaster recovery for both data and hardware	2001-2002	Executive Director of MIS, Director of Technology	Procedure in place
Develop and implement policy related to advertisement on school resources	2001-2002	Executive Director of MIS, Director of Technology	Policy in place
Continue to Revise and update policies	2002-2005	Executive Director of MIS, Director of Technology	Any necessary revisions completed

Timeline

July, 2001 – June, 2005

Budget

Strategy	Timeline	Person(s) Responsible	Evaluation
Track spending from all budget areas	2001-2005	Executive Director of MIS, Director of Technology	Spreadsheets
All schools will develop long-range technology plans	2001-2005	Executive Director of MIS, Director of Technology	Plans
All schools will develop yearly technology plans dependent on funding	2001-2002	Executive Director of MIS, Director of Technology	Plans
Establish a system level technology committee representative of all areas/personnel that leverage funding for technology resources and programs	2001-2002	Executive Director of MIS, Director of Technology, Instructional Technology Specialists	Committee
Seek visible support and participation by major employers on technology advisory committee	2001-2002	Director of Technology, Instructional Technology Specialists	Corporate committee members
Consider all funding sources in the technology budget planning process to achieve a cohesive plan for purchasing, staff development, and total cost of operation for the entire system	2001-2005	Executive Director of MIS, Director of Technology	Budget with supporting evidence

Strategy	Timeline	Person(s) Responsible	Evaluation
Utilize system-level technology committee to plan for distribution of all sources of technology funding that ensures high student achievement, safe and orderly schools, quality teachers, administrators, and staff, and effective and efficient operations	2001-2005	Assistant Superintendent for Curriculum, Executive Director of MIS, Director of Technology, Instructional Technology Specialists, Principals, Teachers	Budget with supporting evidence
Provide an equitable base of support for technology resources in all schools. Consider size of school, grade level requirements of ABC and Standard Course of Study, ability of school to generate additional funding through parent organizations and community partnerships.	2001-2005	Assistant Superintendent for Curriculum, Executive Director of MIS, Director of Technology, Instructional Technology Specialists, Principals, Teachers	Budget with supporting evidence
Provide continuous funding over multi-year period, to facilitate the development of high-quality, long-range local plans and allow for the deployment of resources to be coordinated with staff development and infrastructure improvements	2001-2005	Assistant Superintendent for Curriculum, Executive Director of MIS, Director of Technology, Instructional Technology Specialists, Principals, Teachers	Budget with supporting evidence
Budget 20-30% of technology fund for staff development	2001-2005	Assistant Superintendent for Curriculum, Executive Director of MIS, Director of Technology, Instructional Technology Specialists, Principals, Teachers	Budget with supporting evidence

Strategy	Timeline	Person(s) Responsible	Evaluation
Purchase hardware and software to support the ABC's and EOC/EOG Testing programs	2001-2002	Assistant Superintendent for Curriculum, Executive Director of MIS, Director of Technology, Instructional Technology Specialists, Principals, Teachers	Budget with supporting evidence
Replace hardware on a specified schedule	2001-2005	Director of Technology	New hardware replaced on written schedule
Employ a system-level grant writer to seek and secure additional dollars for technology funding	2003-2004	Superintendent	Employment of Grant Writer
Rotate members of technology committee to include administrators and teachers for all school levels and geographic areas of system	2001-2005	Assistant Superintendent for Curriculum, Executive Director of MIS, Director of Technology, Instructional Technology Specialists, Principals	Membership of committee
Encourage the inclusion of technology in any county bond proposals	2003-2005	Director of Technology	Written recommendation

Timeline

July, 2001 – June, 2005

Communication and Collaboration

Strategy	Timeline	Person(s) Responsible	Evaluation
Increase number of staff members who attend technology oriented training	2001-2005	Assistant Superintendent for Curriculum, Director of Technology, Instructional Technology Specialists, Principals, Teachers	Number of staff who attend based on spreadsheets
Provide data to NCDPI, the Milken Exchange, the US Government, and the Board of Education	2001-2005	Director of Technology, Director of Media Services, Instructional Technology Specialists, Media Specialists	Report submitted to DPI
Promote the technology program and the Technology Fair through continued presentations at conferences, the systemwide newsletter, <i>Insights</i> , and the opening of facilities to the community	2001-2005	Director of Technology, Instructional Technology Specialists	Evidences of presentations, articles in newsletter, and schedules of community facility use
Develop business partners through direct contact and communication with civic organizations	2001-2005	Director of Technology, Instructional Technology Specialists	Lists of contacts and meetings
Continue the Technology Fair	2001-2005	Assistant Superintendent for Curriculum, Director of Technology, Instructional Technology Specialists	Technology Fair evaluations

Timeline
July, 2001 – June, 2005

Evaluation

Strategy	Timeline	Person(s) Responsible	Evaluation
Develop evaluation checklist to determine progress toward goals	2001-2002	Executive Director of MIS, Director of Technology	Checklist
Collect and compile data to report to appropriate agencies	2001-2005	Director of Technology, Director of Media Services, Instructional Technology Specialists, Media Specialists	Reports submitted to appropriate agency
Develop and maintain a database showing information from AMTR by school	2001-2005	Director of Technology	Database
Evaluate the technology program based on newer methods and strategies obtained from state and national conferences as well as professional publications	2001-2005	Director of Technology	Written evaluation
Conduct periodic needs assessments	2001-2005	Director of Technology	Results of needs assessment
Monitor results of Computer Skills, EOG, EOC, and Writing test scores	2001-2005	Assistant Superintendent for Curriculum, Executive Director of MIS, Director of Technology, Instructional Technology Specialists	Comparison of test results

Appendices

Network Diagrams

Organizational Chart

Job Descriptions

Hardware/Software Model

Iredell-Statesville Schools Hardware/Software Model

Platform

PC

Hardware

All classrooms will have:

- Eight data drops
- Telephone
- Television/monitor connected to a media retrieval system
- Three networked multimedia Internet-ready computers
- Networked printer
- Access to a presentation device, video camera, scanner, and digital camera
- Surge-protected outlets
- UPS's and Assistive/Adaptive Devices as needed
- Appropriately-sized, ergonomically correct furniture

All media centers will have:

- Twenty data drops
- An appropriate number of telephones
- Two television/monitors connect to a media retrieval system (one with a presentation device)
- One multimedia Internet-ready computer for a circulation station with a network printer
- One multimedia Internet-ready computer for a cataloging station
- An appropriate number of multimedia Internet-ready computers for OPAC stations (1 per 150 students)
- An appropriate number of multimedia Internet-ready computers for research stations (1 per 100 students)
- The ability to switch from circulation stations to OPAC stations to research stations
- The appropriate number of network printers (1 per 10 computers)
- Access to a scanner, a data/video projector, a digital camera

- Surge protected outlets
- UPS's and Assistive/Adaptive Devices as needed
- Appropriately-sized, ergonomically-correct furniture

All computer labs will have:

- 30 multimedia Internet-ready computers or enough to seat the largest class at the school, whichever is greater
- One multimedia Internet-ready computer for a teaching station
- A networked laser printer and color inkjet
- Access to a scanner, data projector, and digital camera
- Surge-protected outlets
- UPS's and Assistive/Adaptive Devices as needed
- Appropriately-sized, ergonomically-correct furniture

All administrative spaces will have:

- A multimedia Internet-ready computer for each administrator and clerical staff member as deemed appropriate
- A telephone for each administrator and clerical staff member as deemed appropriate
- Access to a networked printer and color inkjet
- Access to a television/monitor, scanner, and digital camera
- Surge-protected outlets
- UPS's and Assistive/Adaptive Devices as needed
- Appropriately-sized, ergonomically-correct furniture