

Approval Checklist

Complete	NCSSTP Elements	Components
<input type="checkbox"/>	Signature Page	Preliminary Components
<input type="checkbox"/>	Title Page	
<input type="checkbox"/>	Table of Contents	
<input type="checkbox"/>	Committee List	
<input type="checkbox"/>	Vision Statement/Narrative	
<input type="checkbox"/>	Strategic Priorities Narrative	
<input type="checkbox"/>	Priority 1 Elements Complete*	1. The plan establishes clear goals and a realistic strategy for using telecommunications and information technology to improve education. 3. The plan includes an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education.
<input type="checkbox"/>	Priority 2 Elements Complete*	
<input type="checkbox"/>	Priority 3 Elements Complete*	
<input type="checkbox"/>	AMTR (Annual Media and Technology Report) Complete and Periodically updated	Count/Inventory requirement
<input type="checkbox"/>	Priority 4 Elements Complete*	2. The plan has a professional development strategy to ensure that staff knows how to use these new technologies to improve education.
<input type="checkbox"/>	Priority 5 Elements Complete*	
<input type="checkbox"/>	Utilization of Cloud Resources	4. The plan includes an evaluation process that enables the school to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise
<input type="checkbox"/>	Alignment to 3 key initiatives	
<input type="checkbox"/>	Use of required evaluation tools	
<input type="checkbox"/>	All objectives measurable	
<input type="checkbox"/>	All addressed	Appendix A: Required Policies
<input type="checkbox"/>	Current	
<input type="checkbox"/>	Board approval dates included	
<input type="checkbox"/>	LEA Policy Noted and Posted	

***Questions answered in narrative, alignments complete, targets addressed.**

Notes:

REQUIRED SUBSTANTIVE COMPONENTS
OF THE
LOCAL SCHOOL DISTRICT TECHNOLOGY PLAN

Schools, school districts, and libraries that want to apply for Schools and Libraries support, commonly referred to as "E-rate," must first prepare a technology plan. Beginning with FY2011, technology plans are required only for Priority 2 services (Internal Connections and Basic Maintenance of Internal Connections). An approved technology plan sets out how information technology and telecommunications infrastructure will be used to achieve educational goals, specific curriculum reforms, or library service improvements.

A technology plan designed to improve education should cover the entire funding year (July 1 to June 30) but not more than three years. The plan must contain the following elements:

Goals and realistic strategy for using telecommunications and information technology

A professional development strategy

An assessment of telecommunication services, hardware, software, and other services needed

Ongoing evaluation process

Policies

The technology plan must be approved by a USAC-certified technology plan approver before discounted services can begin. The state is the certified technology plan approver for libraries and public schools. www.usac.org, August, 2011.

LEA/Charter Name: Mooresville Graded School District

LEA/Charter Number: 491

Superintendent Name: Dr. Mark Edwards

Superintendent Signature _____

Local Board Chair Name: Ms. Karen Hart

Local Board Chair Signature: _____

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Mooreville Graded School District
Technology Plan

2014-2016

Draft Fall 2013
Final Spring 2014

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LEA NAME
Technology Planning Committee/MTAC

Member	Job Title/Position
Dr. Scott Smith	CTO
Mr. Stephen Mauney	Executive Director of Secondary Education and CTE
Ms. Tracey Waid	Technology Facilitator, MHS
Ms. Felicia Bustle	Principal, MIS
Ms. Susie Harkey	Media Coordinator, PVES
Ms. Mesha Lasky	Media Coordinator, EMIS
Ms. Lauren Pollock	Technology Facilitator, RRES
Mr. Robert Lane	WAN Manager
Mr. David Sherrill	Helpdesk Manager, MHS
Ms. Robin McElhannon	Teacher, MIS
Ms. April Davala	Teacher, MHS
Mr. Chris Gammon	Assistant Principal MHS
Ms. Kitch Deaton	Teacher, South
Ms. Allison Long	Media Coordinator, MMS

**Mooresville Graded School District Technology Plan
 2014-2016**

Vision Statement

Vision

The vision of the Mooresville Graded School District is to be a state and nationally recognized school district through demonstrated success of all students.

Mission

The mission of the Mooresville Graded School District is to prepare every student, every day to be a successful and responsible citizen in a global workplace and community.

Motto

The motto of the Mooresville Graded School District is *every child, every day*.

Beliefs and Values

The staff of the Mooresville Graded School District embraces the following as representative of our beliefs and values:

- Decisions are data driven and student centered;
- We are a community of learners;
- Students are provided expanded curricular and co-curricular opportunities;
- Significant community and business partnerships are important for success;
- Technology-enriched, relevant curriculum and effective delivery of the curriculum are foundations for addressing diverse 21st century learners;
- 21st Century content (global awareness, civic literacy, financial literacy, and health awareness) is integrated into core content areas;
- District success hinges on embracing all students within an environment of pervasive caring that supports their optimal growth and success;
- Every student is successful when provided high expectations and sufficient support; and
- All employees are treated as professionals and supported by sufficient resources and ongoing training designed to enhance and broaden skills that support the district vision, mission and initiative

Mooresville Graded School District Technology Plan
Strategic Priorities
2014 - 2016

As part of the mission, motto, and beliefs, Mooresville Graded School District (MGSD) has embarked on an extraordinary and innovative journey through our Digital Conversion. Over 4500 laptop computers were deployed since in 2007 to all of students who attend Mooresville High School grades 3-12. All licensed staff also received laptops for use during the 2007-08 school year.

Students at deploying schools have the opportunity to take the laptops home to complete assignments, homework, projects, and for research. The laptop provides students access to the most current information available through the Internet as well as multimedia tools, which supplements materials presented in textbooks and by teachers.

The purpose of the Digital Conversion initiative is to employ technology in ways that improve teaching and learning through increased student engagement while teaching the NC Standard Course of Study. Laptop computers have significantly enhanced the level of student interest, motivation, and engagement in learning. Technology alone is not a panacea. The real focus is how we engage our students with this instructional tool to get results and add value to their performance.

As technology is integrated within our instruction, digital content becomes a vital resource for students and teachers. The laptop will not entirely replace textbooks although our intention is to increasingly use a digital format for teaching and learning. The use of computers as an instructional tool is becoming increasingly important, just as technology continues to increase in importance in our everyday lives and in the workplace.

Summer institutes are conducted in the summers to assist teachers with integrating technology within the classroom. Over 80% of the teachers voluntarily participate. In addition, ten professional development early release days were added to the school calendar for prescriptive training for teachers. Ongoing training is occurring in schools through our technology facilitators, media specialists, teacher leaders, and outside vendors.

As a component of the Digital Conversion Initiative, we realize the importance of digital learning with our youngest students as well. Therefore, digital, interactive SMART Boards, clickers and slates have been placed in every K -3 classroom. It is exciting to watch our K-3 students become engaged with this new teaching and learning initiative.

This Digital Conversion already in process puts MGSD at a crossroads, making us uniquely qualified for *all* students, faculty and community members reap the benefits of this progressive 21st century initiative, specifically to meet the following criteria:

Shared Services Model

Universal Access to Personal Teaching and Learning Devices

Access to Digital Teaching and Learning Resources, Including Digital Textbooks

Model of Technology-Enabled Professional Development

21st Century Leadership for Your LEA/Charter

Strategic Priority 1: A Statewide Shared Services Model

Essential Questions for Mooresville Graded School District

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

How can a Statewide Shared Services Model assist in shifting primary support from infrastructure to instructional needs?

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

How can a Statewide Shared Services Model provide higher service reliability?

How can a Statewide Shared Services Model facilitate more strategic budgeting models for our LEA/Charter School?

Current Status and Moving Forward

MGSD has investigated and invested in upgrading servers and infrastructure. We are moving toward more virtualization and cloud-based resources. Schools simply don't have the resources to build and staff a proper data center.

The district provides each school 1GB of bandwidth from the school to the Technology Department. MGSD utilizes the North Carolina Research and Education Network (NCREN) connection, provided by the School Connectivity Initiative, to carry digital traffic from the district to the Internet. These two initiatives have provided more than adequate bandwidth to support district needs. In 2008 this was upgraded to 250 MB and in 2011 were upgraded to 500MB. Currently MGSD utilizes on average 350 MB of this pipe. The additional bandwidth gives our students faster downloads, additional streaming capabilities of online content, and better access to the vast variety of digital resources we currently use.

November of 2011 MGSD successfully made the switch from a local email server to Google Apps for Education. This allowed us to turn off this local server, reducing our power costs and burden on the cooling system. Additionally, the WAN manager no longer has to spend a majority of his time updating and managing our email servers. Google Apps for Education has a guaranteed up time of 99.9999. This is something MGSD could not promise nor deliver.

The North Carolina Education Cloud has continued to assist MGSD with cloud based filtering and firewall services which were instituted in the fall of 2011. No longer will all computing, storage and management have to be handled in a MGSD facility. Collaborative purchasing will result in decreased costs and de-duplication of services among the 115 LEAs and Charter Schools. As the Federal Communications Commission (FCC) and the Universal Service Administrative Company (USAC) continue to modify and update policies and procedures relating to e-Rate, the shared-services model will enable MGSD to take advantage of continuous monitoring and facilitate e-Rate filings.

Removing these devices from MGSD have freed up time for the WAN Manager, allowing him to focus less hardware and, in turn, increasing the reliability of the other hardware and network

services. Finally, the yearly cost of the devices can be diverted to other instructional purchases.

Alignment to Other Plans and Initiatives:

Strategic Priority 1: A Statewide Shared Services Model

Mooreville Graded School District will utilize and align with the following key initiatives/plans to reach for the vision and complete the strategic priorities of our plan...

ACRE

Example: By participating in the shared services model offerings, our LEA/Charter will better prepare for the transition to online assessments, digital textbooks and universal access to personal teaching devices.

Continue to update the technology infrastructure needed to support a 21st century curriculum and assessment system and to move additional testing to appropriate technology formats. This analysis will allow the transition from a paper-based assessment system to one that takes greater advantage of technology.

Career and College Ready, Set, Go!

Put more technology into the hands of students and teachers to increase individualized learning options.

Race to the Top Local and State Scopes of Work

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

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

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

Objective (A)(2) 5.1: Provide access to effective high-quality job-embedded, data-informed professional development and support for educators with objectives aligned to the Race to the Top Initiatives.

Other LEA initiatives/plans

Other LEA initiatives/plans

Other LEA initiatives/plans

1. Statewide Shared Services Model

Suggested Goals/Targets	Year 1	Year 2	Yearly Evaluation	
	July 1, 2014 – June 30, 2015	July 1, 2015 – June 30, 2016	Evaluation Method(s)	DPI Use
Provide equitable and additional access to mobile devices and	Continue our 1:1	Continue our 1:1	Purchase Orders, AMTR and Inventory	
Provide equitable and additional access to digital resources	Continue our 1:1 and continue to provide digital resources	Continue our 1:1 and continue to provide digital resources	Purchase Orders, AMTR and Inventory	
Reduce operating costs by facilitating a more strategic budgeting model	Explore the option to replace paid services with free services and adopt NCEd Cloud offerings	Explore the option to replace paid services with free services and adopt NCEd Cloud offerings	Purchase Orders, AMTR and Inventory	
Facilitate a more strategic budgeting model utilizing blended funding and reducing isolated programmatic spending	Ongoing meeting with CFO, Superintendent and others related to reallocation of funding for Technology	Ongoing meeting with CFO, Superintendent and others related to reallocation of funding for Technology	Purchase Orders, AMTR and Inventory	
Promote/maintain innovative funding model by utilizing NCEdCloud offerings and alternatives	Continue cloud based firewall and filter services and explore other such endeavors and explore HomeBase applications	Continue cloud based firewall and filter services and explore other such endeavors and explore HomeBase applications	Purchase Orders, AMTR and Inventory	
Maximize E-rate in support of instructional programs	Continue to apply for eRate Services	Continue to apply for eRate Services	Purchase Orders, AMTR and Inventory	
Provide content filtering in accordance with the Children's Internet Protection Act (CIPA).	Continue the use of zScaler provided by NCEd Cloud	Continue the use of zScaler provided by NCEd Cloud	Purchase Orders, AMTR and Inventory	

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

Essential Questions

What is universal access to personal teaching and learning devices?

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

How will we provide ample access to individual teaching and learning devices?

What models can be used for implementing universal access to personal teaching and learning devices in our LEA/Charter.

Current Status and Moving Forward

MGSD started planning in 2007 for a 1:1 for all students grades 4-12. Since that time, Mooresville has seen an enormous technological revolution. Over 4500 laptop computers have been deployed to every 4th through 12th grade student and all licensed staff across the district. Students and staff have access to these machines twenty-four hours a day, seven days a week, for all 180 school days. Laptop computers have significantly enhanced the level of student interest, motivation, and engagement in learning. Technology alone is not a panacea, thus the real focus is how we engage our students with this instructional tool to get results and add value to their academic performance. Students take their laptops home daily to complete assignments, homework, projects, and research. The laptop provides students and staff constant access to the most current information available through the Internet as well as multimedia tools, which supplements materials presented in textbooks and by teachers. During the Fall of 2011 laptop carts were distributed to third grade teachers at each of our elementary schools creating a 1:1 environment for these students.

Throughout this conversion, MGSD is living our motto: *every child every day*. By providing equitable access to every child, MGSD has all but erased the digital divide and truly leveled the academic and information-access playing field. In a district where the free and reduced rate has risen to 40% in 2011, providing technology for every child has been a “win win” for the students, school system and community. Every child having the powerful tools available through technology makes learning relevant and centered on each child’s individual needs.

Not only do our students benefit from participation in this partnership, but due to the systemic nature of our Digital Conversion, all teachers, faculty and community members reap the benefits of this progressive 21st century initiative. This Digital Conversion, already in process, puts MGSD at a crossroads. The next natural extension for us is to expand to grades K-2. As a result, we are seeking to provide iPad access for each K-2 student as well.

Alignment to Other Plans and Initiatives:

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

Mooreville Graded School District will utilize and align with the following key initiatives/plans to reach for the vision and complete the strategic priorities of our plan...

ACRE

Create a comprehensive, customized professional development system to provide teachers and administrators with the skills and understandings needed to use data to inform instructional practice and make formative assessments a daily practice in the classroom. Update the analysis of the technology infrastructure needed to supports a 21st century curriculum and assessment system and to move additional testing to appropriate technology formats. This analysis will allow the transition from a paper-based assessment system to one that takes greater advantage of technology.

Career and College Ready, Set, Go!

Implement diagnostic assessments using technology that allow teachers to check where each child is with reading, writing and math basics throughout the year so they have a solid foundation for continued learning.

Put more technology into the hands of students and teachers to increase individualized learning options.

Increase the use of technology for providing professional development opportunities for teachers.

Race to the Top Local and State Scopes of Work

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

Objective (C)(3) 1.2: Utilize school technology funds to enhance technology infrastructure to facilitate online real-time assessments at each school.

Objective (D)(5) 1.1: Provide access to effective, high-quality, job-embedded, data-informed professional development and support for educators with objectives aligned to the Race to the Top initiatives.

Other LEA initiatives/plans

Other LEA initiatives/plans

Other LEA initiatives/plans

Priority 2: Universal Access to Personal Teaching and Learning Devices

Suggested Goals/Targets	Year 1 July 1, 2014 – June 30, 2015	Year 2 July 1, 2015 – June 30, 2016	Yearly Evaluation	
			Evaluation Method(s)	DPI Use
Develop a comprehensive sustainable LEA plan for universal access. <i>Resources: NCDPI, NCLTI, Educator Recruitment & Development, and District & School Transformation</i>	Continue our 1:1, continue to provide digital resources, continue appropriate allocation of resources	Continue our 1:1, continue to provide digital resources, continue appropriate allocation of resources	Budget, AMTR	
Communicate your plan to all stakeholders.	Use web to publicize plan, include in yearly parent trainings	Use web to publicize plan, include in yearly parent trainings	Meeting Schedules, website	
Increase overall access to personal learning devices.	Expand 1:1 into K-2 adding iPads	Expand 1:1 into K-2 adding iPads	Inventory, Budget, AMTR	
Utilize Personal Learning Devices to promote student owned learning.	Continue 1:1 grades 3-12 and add K-2	Continue 1:1 grades 3-12 and add K-2	Inventory, Budget, AMTR	

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

Essential Questions

What are digital teaching and learning resources? What are digital textbooks?

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

What are the benefits of digital textbooks?

What are open educational resources and how can they be used?

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

Current Status and Moving Forward

As technology is integrated and infused within our instruction, digital content in the curriculum becomes a vital resource for students and teachers. The laptop or iPad will not entirely replace textbooks, although the district intention is to increasingly use a digital format for teaching and learning. The use of technology as an instructional tool is becoming increasingly important, just as technology continues to increase in importance in our everyday lives and in the workplace. Students in MGSD are leading the way with creativity of content and knowledge achieved. Moving into a constructivist model of teaching and learning, students are gaining valuable critical thinking, problem solving and higher-order cognition skills. With technology at their fingertips, they are becoming more globally aware of their citizenship as digital natives. Students of today approach learning differently. Research, project-based learning, and inquiry/problem-solving activities are becoming second nature to MGSD students. Mooresville students now personify the performance indicators of the NETS for Students.

Both ACRE and Race to the Top call for reforms of the instructional models used in classrooms. To provide equal access to educational opportunities to produce globally competitive students, and to build affordable and sustainable educational technology practices. MGSD has moved away from traditional textbooks and into a more comprehensive digital resources community. Since 2008, MGSD has not purchased a traditional textbook except in High School advanced placement classes as dictated by the College Board. Instead MGSD has invested in paid online and digital resources such as but not limited to: Discovery, iCurio, Brain Pop, IXL Math, iStation, Study Island, ThinkGate Assessment, Angel Learning Management System, Follett, Big Universe, Easy CBM, and Raz Kids. In addition a variety of free educational resources such as NCWISE Owl, SAS in School and a plethora of websites are currently being utilized.

MGSD continues to evaluate these resources and adds when possible and necessary. A Digital Resources Review Committee has been created along with a scoring rubric to evaluate these resources. More and more resources are moving toward truly adaptive instruction which aids in the need to meet individual needs of specific learners.

Alignment to Other Plans and Initiatives:

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

Mooreville Graded School District will utilize and align with the following key initiatives/plans to reach for the vision and complete the strategic priorities of our plan...

ACRE

Update the analysis of the technology infrastructure needed to supports a 21st century curriculum and assessment system and to move additional testing to appropriate technology formats. This analysis will allow the transition from a paper-based assessment system to one that takes greater advantage of technology.

Develop a next generation assessment system that includes formative, benchmark and summative assessments based on the new standards.

Career and College Ready, Set, Go!

Increase virtual learning opportunities so every child – no matter where they live – can reach his or her potential.

Put more technology into the hands of students and teachers to increase individualized learning options.

Race to the Top Local and State Scopes of Work

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

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

Other LEA initiatives/plans

Other LEA initiatives/plans

Other LEA initiatives/plans

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

Suggested Goals/Targets	Year 1	Year 2	Yearly Evaluation	
	July 1, 2014 – June 30, 2015	July 1, 2015 – June 30, 2016	Evaluation Methods(s)	DPI Use
Shift from traditional print and paper-based resources to affordable, current online resources	Continue use of digital resources and evaluate additional resources as needed	Continue use of digital resources and evaluate additional resources as needed	AMTR, usage reports, Budgets, Digital Resource Committee Evaluation Rubric	
Utilize procured resources such as NC WiseOwl, HomeBase and other open education resources	Continue use of digital resources and evaluate additional resources as needed. Explore HomeBase applications for feasibility.	Continue use of digital resources and evaluate additional resources as needed. Explore HomeBase applications for feasibility.	AMTR, usage reports, Budgets, Digital Resource Committee Evaluation Rubric	
Use digital content aligned specifically to Common Core and NC Essential Standards	Continue use of digital resources and evaluate additional resources as needed	Continue use of digital resources and evaluate additional resources as needed	AMTR, usage reports, Budgets, Digital Resource Committee Evaluation Rubric	
Ensure equity to digital teaching and learning resources from school to school in your LEA.	Continue 1:1 and use of digital resources and evaluate additional resources as needed	Continue 1:1 and use of digital resources and evaluate additional resources as needed	AMTR, usage reports, Budgets, Digital Resource Committee Evaluation Rubric	

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

Essential Questions

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

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

How do teachers, administrators, and staff work with colleagues to guide our LEA toward more effective uses of 21st Century tools for teaching, learning, and managing instruction?

How are teachers, administrators, and staff prepared to understand, implement, and assess the span of skills and processes that students need to succeed in the 21st Century?

How are teachers, administrators, and staff prepared to apply 21st Century assessment systems to inform instruction and measure 21st Century knowledge, skills, performance, and dispositions?

Current Status and Moving Forward

MGSD places a great deal of importance on professional development throughout this conversion. As such, a four-day summer institute was conducted in July 2008, a three-day institute in July of 2009 and a two-day institute in August of 2010, 2011, 2012, and 3 days in 2013. 2013 set record numbers of 92% of the teachers participating in this voluntary training. In addition, five professional development early release days were added to the school calendar in 2008 - 2009, and that number increased to 10 days in 2010 - 2011, for teacher training.

Ongoing sustained and targeted training regularly occurs in schools through our technology facilitators, media specialists, teacher leaders, and outside vendors. MGSD has made the transition from being a teacher-centered district to a student-centered district. Teachers actively support students' creativity and learning through day-to-day activities. With the tools and access available, lessons are centered on experiences that lead students to be active participants in their own learning. Student engagement has increased ten fold. Teachers model what it means to be a 21st century learner and a global citizen. MGSD believe in the following:

- District culture embraces innovation. Mooresville teachers possess the necessary skills and awareness to implement sustain a digital environment
- Embedded philosophy that access to innovative and interactive technology tools is essential in order to grow even our youngest users into 21st century learners
- Conviction that student engagement is reflected in high achievement and quality teachers are a success factor in this engagement

As noted above, MGSD teachers and staff are adept learners who embrace new technologies and the opportunities they bring. We are confident that the core skills necessary to continue this Digital Conversion are present, yet more specific training will be needed on maximizing functionality of existing resources, including incorporating the online. As the initiative grows, Professional Learning Communities will focus on sharing of strategies, exploring new apps, and developing new uses for technology in the classroom.

Alignment to Other Plans and Initiatives:

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

Mooreville Graded School District will utilize and align with the following key initiatives/plans to reach for the vision and complete the strategic priorities of our plan...

ACRE

Create a comprehensive, customized professional development system to provide teachers and administrators with the skills and understandings needed to use data to inform instructional practice and make formative assessments a daily practice in the classroom. Update the analysis of the technology infrastructure needed to support a 21st century curriculum and assessment system and to move additional testing to appropriate technology formats. This analysis will allow the transition from a paper-based assessment system to one that takes greater advantage of technology.

Career and College Ready, Set, Go!

Put more technology into the hands of students and teachers to increase individualized learning options.
Increase the use of technology for providing professional development opportunities for teachers.
Develop a P-20 longitudinal data system in order to provide comprehensive data and information on all students.

Race to the Top Local and State Scopes of Work

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

Objective (A)(2) EVAL 1.1: Participate in the evaluation of the RttT initiatives and use the resulting evaluation data and conclusions to improve effectiveness.

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

Objective (D) (5) 1.1: Provide access to effective, high-quality, job-embedded, data-informed professional development and support for educators with objectives aligned to the Race to the Top Initiatives.

Other LEA initiatives/plans

Other LEA initiatives/plans

Other LEA initiatives/plans

4: A Statewide Model of Technology-Enabled Professional Development

Suggested Goals/Targets	Year 1		Yearly Evaluation	
	July 1, 2014 – June 30, 2015	Year 2 July 1, 2015 – June 30, 2015	Evaluation Method(s)	DPI Use
Implement a plan for embedded technology-enabled professional development for teachers and administrators.	Survey teachers to determine needs; Include as part of MGSD Strategic Plan, continue early release days and Summer Institutes	Survey teachers to determine needs; Include as part of MGSD Strategic Plan, continue early release days and Summer Institutes	Survey, Plan, Attendance	
Support models that promote and further the ideals of technology-enabled and integrated professional development	Continue early release days and Summer Institutes and continue Technology Facilitator training at school level	Continue early release days and Summer Institutes and continue Technology Facilitator training at school level	Plan, Attendance	
Prepare media specialists and instructional technology facilitators to support digital reform.	Continue monthly meeting for TF and MC staff and support for them to be leaders and promoters as trainers and staff development experts	Continue monthly meeting for TF and MC staff and support for them to be leaders and promoters as trainers and staff development experts	Plan, Attendance	
Deliver Common Core and Essential Standards training to teachers using integrated technology as a model for further classroom integration.	Ongoing and Regular Professional Development by Common Core Team, tech Facilitators and Media Coordinators	Ongoing and Regular Professional Development by Common Core Team, tech Facilitators and Media Coordinators	Plan, Attendance	
Prepare staff for online assessment delivery.	Ongoing and Regular Professional Development by Common Core Team, tech Facilitators and Media Coordinators	Ongoing and Regular Professional Development by Common Core Team, tech Facilitators and Media Coordinators	Plan, Attendance	
Provide ongoing support and professional development necessary for use of data to inform instruction.	Ongoing and Regular Professional Development by Common Core Team, tech Facilitators and Media Coordinators	Ongoing and Regular Professional Development by Common Core Team, tech Facilitators and Media Coordinators	Plan, Attendance	
Prepare students for online assessment delivery.	Ongoing and Regular Professional Development by Common Core Team, tech Facilitators and Media Coordinators	Ongoing and Regular Professional Development by Common Core Team, tech Facilitators and Media Coordinators	Plan, Attendance	

Provide support for teacher and administrator progress and evaluation according to NCDPI standards.	Ongoing and Regular Professional Development by Common Core Team, tech Facilitators and Media Coordinators and Principals	Ongoing and Regular Professional Development by Common Core Team, tech Facilitators and Media Coordinators and Principals	Plan, Attendance
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Strategic Priority 5: 21st Century Leadership for All Schools and Districts

Essential Questions

Are your LEA/Charter leaders prepared to lead and create a vision for 21st century education?

Are mechanisms in place for school leaders to create 21st century learning cultures?

Are professional growth programs/opportunities available to prepare teachers and administrators to lead 21st century learning environments?

Current Status/Moving Forward

MGSD uses a distributed leadership model to equip and empower its administrators, faculty leaders and classroom teachers with the skills and tools necessary to make a positive change in education. Administrators have the ability to do whatever it takes to meet the needs of every single child. Professional learning communities and other heuristic groups have read and discussed works such as “The Six Secrets of Change”, “All Systems Go” by Michael Fullan, “Outliers” by Malcolm Gladwell, “Drive” by Daniel Pink, and “A New Culture of learning by Brown and Thomas.

MGSD has been identified as a “lighthouse district” for technological success at the national and state level. In 2012, MGSD was accepted into the highly-competitive Consortium for School Networking Leading Edge Cadre, which brings together leading districts throughout the nation to share experiences, knowledge and resources and support each others’ continuing digital learning progress. The Leading Edge Cadre also helps other districts integrate digital media into their own schools—disseminating valuable knowledge and best practices. Through participation in this Cadre, MGSD can learn from and share with other districts across the nation.

With regard to other leadership activities, Dr. Mark Edwards was a member of the Empowering the 21st Century Superintendent Task Force during the 2012 Digital Learning Day events. Dr. Scott Smith, Chief Technology Officer, hosted one of only four live video feeds at this event. In 2011 Dr. Edwards was also invited to speak at the White House for the “Digital Promise” launch on behalf of Mooresville Graded School District about the need for digital access and resources for all students. Digital Promise is a new public/private partnership aimed at accelerating the inclusion and access to new education technologies for schools, including the formation of a “League of Innovative Schools” that represents best practices. MGSD was invited to join the League of Innovative Schools, and in fact hosted the League’s first meeting.

In 2012, MGSD won the prestigious Sylvia Chorp award as the outstanding technology district in the nation from ISTE and THE Magazine. In 2013 MGSD won the CoSN The Team Award honors a district leadership team for its transformative impact on ed tech and its work to improve student learning.

Several of MGSD’s partners have written and published information about MGSD as a leader and success story, including but not limited to: Cisco, Apple, Blackboard, Coleman Technologies, Discovery Education, NetTrekker, PBS, and SAS. Media coverage for MGSD’s Digital Conversion includes, but is not limited to, the following:

- [“Mooresville’s Shining Example \(It’s Not Just About the Laptops\),”](#) New York Times, February 12, 2012
 - Alan Schwarz: “Mooresville, a modest community about 20 miles north of Charlotte best known as home to several Nascar teams and drivers, has quietly emerged as the de facto national model of the digital school.”
- [“Governor Duly Impressed with School District’s Technology,”](#) Mooresville Tribune, February 27, 2012
 - Governor Perdue: ““This school is on fire and students are actively engaged in learning... It’s really important for tax payers to understand that this school district is producing the next team of our workforce.”
- [“This Time It’s Personal,”](#) T.H.E. Journal, January 4, 2012
 - Jennifer Demski: “Mooresville pioneered the district-level implementation of the tech-powered personalized learning model, and routinely hosts visitors looking to implement such a model in their own districts.”
 - Jennifer Demski: “Greaves has visited more than 1,000 schools as part of his research on technology-transformed schools and he says that he can point to only one district—Mooresville Graded School District (NC)—‘where you can go into every classroom in every school and see personalized learning in action.’”
- [“The Mooreville Tech Revolution,”](#) PBS – Learning Matters, April 8, 2011
- “Connected to the Future,” American School Board Journal, April 2011
 - “A North Carolina school district is transformed by a one-to-one computing programming, raising student achievement and sparking creativity in classrooms and homes alike.”
- [“Discover Offers a ‘Techbook,’”](#) Wall Street Journal, February 9, 2011
 - Nat Worden: “Mooresville is a school system at the forefront of a trend that will gain momentum in the years ahead as broadband access increases in the U.S. and more communities realize the value of digital education tools.”
- [“Transforming Education with Technology,”](#) Educational Leadership Magazine, February 2011
 - **“Interviewer:** Can you tell me about a school you have visited that exemplifies good use of technology? **Karen Cator:** A school district that immediately comes to mind is Mooresville Graded School District in Mooresville, North Carolina. It’s about 20 miles outside of Charlotte. It has spirited teachers, exemplary leadership, and a commitment to figuring out how to teach each student.
- Project Red Study (<http://www.projectred.org/>), where MGSD was highlighted as the model of the most successful 1:1 implementation in the nation
- Remarks by the President at Mooresville Middle School -- Mooresville, NC, <http://www.whitehouse.gov/the-press-office/2013/06/06/remarks-president-mooresville-middle-school-mooresville-nc>

So far, over 3000 individuals that are interested in the achievements and integration of technology into instruction have visited MGSD from approximately 40 states and nearly 150 districts. In 2012, North Carolina Governor Bev Perdue, North Carolina Speaker of the House Thom Tillis and other NC House and Senate members visited MGSD to salute the advances in education promoted by the district. At MGSD, the entire community is working to actively share its successes and innovations with others. As a crowing achievement President Obama visited MGSD in June of 2013 and highlighted our achievements and announced the national “Connect ED” initiative!

Alignment to Other Plans and Initiatives:

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

Mooreville Graded School District will utilize and align with the following key initiatives/plans to reach for the vision and complete the strategic priorities of our plan...

ACRE

Create a comprehensive, customized professional development system to provide teachers and administrators with the skills and understandings needed to use data to inform instructional practice and make formative assessments a daily practice in the classroom.

Career and College Ready, Set, Go!

Increase the use of technology for providing professional development opportunities for teachers.

Develop a P-20 longitudinal data system in order to provide comprehensive data and information on all students.

Implement a Leadership Academy because schools need good leaders who know how to motivate teachers and students and how to use data to make good decisions.

Race to the Top Local and State Scopes of Work

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

Objective (A)(2) EVAL 1.1: Participate in the evaluation of the RtT initiatives and use the resulting evaluation data and conclusions to improve effectiveness.

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

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

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

Objective (D)(5) 1.1: Provide access to effective, high-quality, job-embedded, data-informed professional development and support for educators with objectives aligned to the Race to the Top Initiatives. **Objective D(5) 1.2:** Measure, evaluate and improve professional development and support.

Other LEA initiatives/plans

Other LEA initiatives/plans

Other LEA initiatives/plans

5: 21st Century Leadership for All Schools and Districts

Suggested Goals/Targets	Year 1	Year 2	Yearly Evaluation	
	July 1, 2012 – June 30, 2013	July 1, 2013 – June 30, 2014	Evaluation Method(s)	DPI Use
Create and lead a vision for 21st century education	Continue a 21 st Century Teaching and Learning strategy as incorporated in MGSD's Strategic Plan	Continue a 21 st Century Teaching and Learning strategy as incorporated in MGSD's Strategic Plan	Monitoring and Plan	
Create 21st century learning cultures	Continue and create PLCs relating to 21 st Century teaching and Learning	Continue and create PLCs relating to 21 st Century teaching and Learning	Monitoring and Attendance	
Prepare teachers and administrators to lead 21st century learning environments	Conduct PD on how to interpret and use various type of data. Encourage participation in PD	Conduct PD on how to interpret and use various type of data. Encourage participation in PD	Monitoring and Attendance	
Develop strategic partnerships with community and business to promote 21st Century learning.	Continue Career Bridge, Mooresville Foundation for Excellence in Education, etc.	Continue Career Bridge, Mooresville Foundation for Excellence in Education, etc.	Participation, Minutes	

**Appendix A: Policies and Procedures
Mooresville Graded School District Technology Plan
Policy, Procedure, & Guidelines Implementation Chart**

Policies, Procedures, & Guidelines	LEA Policy Code or Procedure	LEA Adoption, Implementation or Revision Date
Policies Required		
A. Materials Selection Policy including internet resources (GS §115c-98(b))	BP 3200	Adopted Nov. 2001
B. Disposal of Equipment / Replacement of Obsolete Equipment (GS §115c-518)	BP 6560	Revised July 2, 2001
C. Hardware and Software Procurement (GS § 115c-522 , 115c-522.1)	BP 6400 6450	Adopted Nov. 2001
D. Copyright and Plagiarism Policy (PL §94-553 , 90 Stat. 2541),	BP 3230/7330	Nov. 2005
E. Acceptable Use Policy (PL §106-554)	BP 3225/7330	Nov. 2005
F. Equipment/Materials Donation Policy (GS §115C-518)	BP 6523	Adopted Nov. 2001
G. Data Privacy Policy (20 U.S.C. § 1232g ; 34 CFR Part 99 (FERPA))	BP 4700	Rev. July 2, 2001
H. Inventory Control Policy (GS §115c-539 , 115c-102.6A-C(5))	BP 6500 6510	Adopted July 2, 2001
I. Access to Services Policy (GS §115c-106.2)	BP 3520	Revised: July 2, 2001
J. Online Assessment and Instruction Policy	BP 3220 3225	Adopted July 2, 2001
K. Advertising and Commercialism Policy (GS §115c-98)	BP 5210 5250	Adopted July 2, 2001
L. Internet Safety and Ethical Use including Cyberbullying and Harassment (Protecting Children in the 21st Century Act , CIPA , FERPA , GS 115C-407)	BP 3225/7330	Nov. 2005
Procedures		
A. Hardware and Software Deployment	Guide	Adopted Nov. 2001
B. Equipment maintenance and repairs	Guide	Adopted Nov. 2001
C. Outdated Resources and Equipment Replacement	Guide	Adopted Nov. 2001
D. Disaster Recovery of Data and Hardware	Guide	Adopted Nov. 2001
E. Administration of Online Courses	Guide	Adopted 2004
F. Administration of Online Assessment	Guide	Adopted Nov. 2001
Guidelines		
A. Policy Translation	Personnel Guide	Adopted

		2004
B. Use of Digital Media and Resources	BP 3000 3230 7330	Rev. July 2, 2001
C. Instructional Use of Videos	BP 3000 3230 7330	Rev. July 2, 2001
D. Development of Online Resources	Guide	