

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: Sugar Creek Charter School

LEA/ Charter Number: 60B

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Sugar Creek Charter School

Technology Plan

2014-2016

Draft November 2013

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Sugar Creek Charter School

Technology Planning Committee/NITAC

Job Title/Position

Director/CEO

Assistant Director/COO

Assistant Director of Instruction

Professional Development Coordinator

Curriculum Facilitator

Curriculum Facilitator

Curriculum Facilitator

Technology Facilitator

Technology Instructor

EC Coordinator

Technology Manager

8th Grade Lead Teacher

3rd Grade Lead Teacher

7th Grade Lead Teacher

Sugar Creek Charter School Technology Plan

Vision Statement

Understanding and using technology effectively has become a fundamental part in the development of 21 st Century schools. Our vision is to ensure that effective technology strengthens existing curricula, supports learning, and increase overall achievement for all students. In addition, all administrators and instructional staff will use technology to effectively help students attain high standards and prepare for tomorrow’s world of work. Technology and 21 st Century learning tools in the classroom will help reach students with multiple intelligences provide a means for independent and small-group work, offer interesting and effective lessons and classroom activities. Distinctively, we envision that technology is available and effectively supported for all students and staff:

- To ensure 21St Century technology learning across the curriculum
- To provide global access to information
- a** To meet the curricular needs of all learners

- To refine critical thinking skills and foster creativity
- . To provide a medium for faculty collaboration and communication
- 0 To promote effective technology integration across the curriculum
- 0 To collect, assess, and share performance information
- To improve the effectiveness of administrative tasks
- To provide 21st Century skills and proficiencies necessary for the workforce
- To improve the groundwork necessary to achieve NC IMPACT Model School status
- To embrace 21st Century learning, change, and promote dynamic continuous improvement

It is our intention that this vision will remain constant over the course of our plan and that it will guide the day-to-day and year-to-year implementation of technology across Sugar Creek Charter School.

Sugar Creek Charter School Technology Plan

Strategic Priorities

2014-2016

Sugar Creek Charter School, over the years, has been able to provide students and teachers with the technological tools to make available resources larger school districts make use of. In this, students have been afforded the opportunity to have access to online resources and 21st century technology, such as laptops carts for each grade level, smart boards, CPS devices, and Chromebooks for every middle school student. Even as we look at what students can do now, we are always moving into what more we can do for students. In keeping up with today's technological society, we look to focus on providing students with tools to develop 21st century thinking, in addition to provide teachers with the professional development to teach those skills. The value of providing students with the 21st Century skills, we give them the ability to communicate, collaborate, and problem solving using various methods of tools to prepare them to compete on a global scale. In order to prepare students, Sugar Creek Charter School will provide students with more access to personal learning devices and digital content, as well as access to the cloud services.

In our technology plan, we want to focus on three areas: providing access to more personal devices, incorporating 21st century tools into professional development, and creating a budget that will reduce current cost of network infrastructure. Currently, we have 2 computer labs and

11 mobile laptop carts for our students use. Within the next year, we look to increase the number of devices, in order to provide students more access to digital content. In adding more devices, we will look into conducting professional developments that will help teachers enhance their curriculum in incorporating 21st century technology. Last, this will lead to Sugar Creek looking to update our network environment into corporate the incoming devices, as well take advantage of the cloud based services.

Strategic Priority 1: A Statewide Shared Services Model

Essential Questions for Sugar Creek Charter School

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

As of Fall 2013, we have moved our services to NCREN, as well, we are still under contract with Time Warner Business Class. This move has provided us with the ability to cut our current infrastructure cost down greatly, as well gain the ability to look into taking advantage of the Shared Service Model that is provided by DPI. We have set in place the content filter through the Zscaler cloud content filter from NCREN. This move has help create a more accessible and robust technology system that can be taken advantage of by students, parents, teacher, staff, and all stakeholders.

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

Sugar Creek Charter School believes that universal access to personal teaching and learning devices will open up new avenues of learning methods for both teachers and students. As we look at universal access of personal devices, we see every student having access to their own device that can provide access to information beyond the classroom setting. Ideally, universal access will increase the accessibility of content for students, at any given time or any given place. Giving students universal access will bring them one step learning how to compete and collaborate in a global environment.

Sugar Creek Charter School has been privileged to work towards a system of universal access to personal teaching and learning devices. Starting five years ago, Sugar Creek Charter School began giving each instructional staff member their own school-issued laptop for instructional usage. Over time, we began to see the instruction of teachers lessons began to come more integrated as they were able to look up Discovery Education videos, incorporate interactive games and clicker systems, and utilize smartboards in their classrooms. As a result teachers having their own devices, we are looking to providing students with the same opportunities as the instructional staff to have universal access to PTLDs.

Within the past two years, we moved from having three Toshiba mobile laptop carts for nine grades levels to providing each grade level with their very own mobile laptop cart. This transition has made it possible for students to have a greater access to resources online during school hours. Beginning in the 2013-2014 school year, we provided each student from 6th grade

to 8th grade with his or her own school-issued PTL. Moving forward, we will begin to evaluate the performance of our 1:1 environment and continue to look at schools that has begin to implement a 1:1 model, to determine how to improve our network infrastructures, policies, and creating a budget plan. Upon the evaluation of a 1:1 model with our 6th grade to 8th grade students, we will begin to work towards providing the same access to students in Kindergarten to 3rd grade. We believe that as we move forward, we are allowing students to authentically have universal access to resource, as they can use them during school hours and outside of school hours.

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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 is used?

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

Current Status and Moving Forward

The idea of digital teaching and learning resources can be classified in many ways. The various ways students can look at digital teaching and learning resources are: education games, digital textbooks, online journal, videos, podcast, and list continue of new ways infonnation can be presented in digital format. In this present age, the use of printed textbooks is slowly declining, as now we have access to digital textbooks. The use of digital textbooks will keep the school

from having to consistently purchase printed textbooks, to only having to purchase licenses for students use. In contrast to printed textbooks, digital textbooks can be updated at anytime, rather than fixing errors or adding new information. Students will not have to worry about carrying multiple textbooks; instead, students will have all their textbooks available on one device and have access from any place they are located.

For the past few years, Sugar Creek Charter School teachers and students have been using a variety of different digital resources to guide instruction. Resources that we used range from Discovery Education, ClassScape, Classworks, Renaissance Learning, Google Apps for Education, and using learning management systems, such as Edmodo and Haiku Learning. Moving forward, we will continue to use the current digital resources available for teacher and

student use. In addition, we will continue researching the use of open educational resources and the benefits they would bring in reducing our spending on textbooks and providing students with a greater access to resources.

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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

In order to effectively give staff the skills needed to use technology in the classroom, we must incorporate technology into regular professional developments, and not just as an isolated development. This approach will help administrators and teachers gain a greater understanding on how technology can become integrated into their classroom.

Currently, teachers have the capability to attending professional developments in various ways: face to face, webinars, conference calls, and podcast. We look to continue having administrators and teachers attending professional developments in this manner. While looking at ways that

these methods could translate into the classroom.

Moving forward, we look to create an avenue for teachers to share ideas and methods of using technology with fellow administrators and teachers. We Will use the technology facilitator to focus on ways that professional development can be used to show a further model of using technology in their instruction. **As** we continue to create a 21st environment, we look to create a space for teachers to collaborate with each other using the various methods of communication to help guide integration within their instruction.

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