

2014-2016 LEA/Charter Technology Plan Notes and Guidelines for Completion

Use the state plan as a guide and/or starting point for planning and composing your LEA plan. Please note that this does not mean that your plan must be as comprehensive and/or require the same amount of pages. Your LEA/charter plan **MUST** address each of the State School Technology Plan’s Strategic Priorities; however, the Guiding Questions are intended to provide examples of items that should be addressed locally. Scale the plan narratives and objectives to fit your LEA/charter school.

Do not plan in isolation. Align and then reference or embed your plan with/within other ongoing initiatives in your LEA/Charter such as RttT and ACRE. Making the technology plan a part of your strategic planning processes is also another strategy and highly beneficial for implementation and stakeholder utilization.

Utilize the planning time to identify redundancy in applications and programs in your LEA/Charter. Eliminate duplicates and those less worthy of use.

Seek innovative funding scenarios. LEA/Charters that allow funding models where spending is in isolation within program areas can be better served by switching to a more blended planning/budgeting model.

Choose evaluation methods that are manageable and provide useful data. Remember that you may have evaluation processes already in place that are meaningful and acceptable for your plan goals and objectives.

Engaging leadership will be critical for all these processes.

HELPFUL LINKS:

- [NC State School Technology Plan \(SSTP\)](#)
- [NCDPI Digital Teaching and Learning Division](#)
- [NCDPI Connectivity Services](#)
- [NC Education Cloud](#)
- [Home Base](#)
- [USAC: Technology Planning](#)
- [USAC CIPA Requirement](#)

Technology Integration Plan – E-Rate Requirements

FOUR REQUIRED ELEMENTS:

The [four required TIP components](#) to support the services requested on the Form 470 are available online. To qualify as an approved technology plan for Schools and Libraries Program discount, the plan must meet [the following] criteria:

Required element:	State/LEA/Charter Priorities
1. The plan establishes clear goals and a realistic strategy for using telecommunications and information technology to improve education.	Priority 1, 2 and 3
2. The plan has a professional development strategy to ensure that staff knows how to use these new technologies to improve education.	Priority 4 and 5
3. The plan includes an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education.	Priority 1, 2, 3 AMTR serves to document ongoing count and trends.
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	Processes such as interviews and use of ongoing instruments to enable-monitoring and ongoing adjustments and planning for all Priorities.

POSTING PLAN:

All referenced/utilized plans including your technology plan must be made available in an easily readable and accessible format on your **LEA/Charter** website so as to be accessible by community as well as vendors during the 470/471 processes. Policies should also be displayed in the same location.

Evaluation Guidelines

Required evaluation methods:

The use of various research-based methods are essential in your plan. The [NCLTI self-assessment rubric](#) is one tool that addresses all criteria below.

- Measures of availability of digital teaching and learning resources, including content, hardware, infrastructure and personnel
- Measures of successful digital teaching and Learning
- Measures of Effective Professional Development
- Measures of Effective Funding and Sustainability

You may substitute other equivalent evaluation methods if similar outcomes can be accomplished. Use of these methods will address evaluation requirements as stipulated by E-Rate guidelines.

Instruments that may be used:

- School Technology Needs Assessment - STNA
- Looking for Technology Integration - LOFTI
- Formative, Interim, Summative and/or Longitudinal Student Data
- Longitudinal Data for Teacher Retention
- Application reports
- Content Filtering reports
- Network monitoring reports
- Innovative Budgeting Comparisons
- NCEdCloud Opt-in Agreements
- NCEES Reports
- PLC Plans
- Formative data from project/initiative
- Qualitative measures of success
- Conference attendance
- 21st Century Assessment
- AMTR
- Rubrics
- Exemplars of student work
- Network Readiness Assessments

Document Retention:

All applicants and service providers are required to retain documents related to the Universal Service Fund for a period of at least **five (5) years from last date of service**. The suggested list of documents to be retained can be found in Paragraphs 45-50 in the FCC's 5th Report and Order ([FCC 04-190](#)).

Approval Checklist

This checklist will be used by your consultant while reviewing and approving for movement to the State Board for approval:

Complete	NCSSTP Elements	Components
<input checked="" type="checkbox"/>	Signature Page	Preliminary Components
<input checked="" type="checkbox"/>	Title Page	
<input checked="" type="checkbox"/>	Table of Contents	
<input checked="" type="checkbox"/>	Committee List	
<input checked="" type="checkbox"/>	Vision Statement/Narrative	
<input checked="" type="checkbox"/>	Strategic Priorities Narrative	
<input checked="" 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 checked="" type="checkbox"/>	Priority 2 Elements Complete*	
<input checked="" type="checkbox"/>	Priority 3 Elements Complete*	
<input checked="" type="checkbox"/>	AMTR (Annual Media and Technology Report) Complete and Periodically updated	Count/Inventory requirement
<input checked="" 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 checked="" type="checkbox"/>	Priority 5 Elements Complete*	
<input checked="" 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 checked="" type="checkbox"/>	Alignment to 3 key initiatives	
<input checked="" type="checkbox"/>	Use of required evaluation tools	
<input checked="" type="checkbox"/>	All objectives measureable	
<input checked="" type="checkbox"/>	All addressed	Appendix A: Required Policies
<input checked="" type="checkbox"/>	Current	
<input checked="" type="checkbox"/>	Board approval dates included	
<input checked="" 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: Pinnacle Classical Academy

LEA/Charter Number: 23A000

Superintendent Name: Dr. Danielle Robertson

Superintendent Signature: 

Local Board Chair Name: Debbie Clary

Local Board Chair Signature: 

Person of Contact: Joseph Hurdt

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Dare to Soar



PINNACLE

CLASSICAL ACADEMY

Technology Plan

2014-2016

Draft November 2013

Final July 2014

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**PINNACLE CLASSICAL ACADEMY
Technology Planning Committee/MTAC**

Member

Joseph Hurdt
Danielle Robertson
Bianca Muller
Wendy Clary
Mae Beth Robinson
Dawn Hicks

Job Title/Position

IT Coordinator
Headmaster
Assistant Principal
Lead Teacher
Lead Teacher
Lead Teacher

**Pinnacle Classical Academy Technology Plan
2014-2016**

Vision Statement

Pinnacle Classical Academy understands that technology is an integral element in educating our students. It is our goal to identify and provide a cost effective and efficient mode of flexible technology, expandable infrastructure, and well-trained staffing to promote significant gains in student achievement.

Pinnacle Classical Academy plans to further utilize technology and cloud-based services to promote and encourage parental involvement in their child's education. We hold a firm belief that providing parents and guardians with the tools necessary to assist their child will help build a solid foundation of academics that will benefit students at Pinnacle, at college, and in their professional lives.

Pinnacle Classical Academy's goal and priorities are intentionally aligned with those of the North Carolina State School Technology Plan.

Pinnacle Classical Academy Technology Plan
Strategic Priorities
2014 - 2016

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 Priorities Overview:

Pinnacle Classical Academy will utilize technology to the fullest in five areas of concentration defined in the North Carolina State School Technology Plan. The five areas include having a Shared Services Model, providing Universal Access to Personal Teaching and Learning Devices, providing Access to Digital Teaching and Learning Resources, Including Digital Textbooks, employing a Model of Technology-Enabled Professional Development, and equipping leaders for 21st Century Learning.

We plan to increase student access to digital content by making personal media devices more available. It is our goal to offer true 1:1 access to technology for our students. Currently, we employ a mix of classroom PC's, multiple mobile computing / research labs, and a mobile tablet lab for students access. We are proud to offer this as a new Charter, however these will be insufficient for our continued growth and development. Our focus will be upon increasing the number of devices available for student use and strengthening the network infrastructure to support the additional usage.

To support our 1:1 initiative, bandwidth will be a major necessity. It is our goal to pursue utilizing the North Carolina Research and Education Network (NCREN) to improve our access to shared services.

Teachers have access to Digital Teaching and Learning Resources like audio and video streaming and digital textbooks. We are determined to provide all teachers will equitable access to personal teaching and learning devices. We started by providing each teacher and most staff members with a laptop. Every classroom has a SMART Board and Elmo (document reader). The infrastructure will be upgraded to allow for the implementation of 1:1 computing initiative in the near future with the building of a new facility and the increased enrollment of the student body population up to 12th grade.

Professional development will take on a new look. Teacher will use technology to create lesson plans and engaging curriculum that motivates and inspires student to learn and increase student achievement. All areas of the plan and professional development will have the underlying requirement of preparing leaders for 21st Century Learning so they are college/career ready.

Strategic Priority 1: A Statewide Shared Services Model

Essential Questions:

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 a new Charter, Pinnacle Classical Academy is perfectly positioned to take advantage of cloud services from the onset (budget permitting) without the added cost of hefty data migrations and transitional deployments.

Pinnacle Classical Academy has chosen to utilize Google Apps for Education to provide its suite of cloud-based tools to faculty. This suite of services provides great collaboration and off-site storage tools. We are currently scheduling several professional development workshops to help faculty fully utilize the service. Student access to Google Apps for Education will be ready in the near future to store student and teacher data at an off-site location.

We are currently researching the possibility utilizing the North Carolina Research and Education Network (NCREN) to improve our access to cloud services. The need to upgrade Internet bandwidth is paramount with a 1:1 computing environment, and the cost to bring in bandwidth speeds and capacity would be very costly. With no cost to Pinnacle Classical Academy, NCREN seems like the obvious choice. The cost savings in going with NCREN will allow for the upgrade of the wireless network infrastructure.

The 1:1 computing initiative will also require Pinnacle Classical Academy to deploy a mobile Internet content filter to ensure compliance with CIPA. The shared services option of Zscaler will be utilized on all student mobile laptops/tablets.

Alignment to Other Plans and Initiatives:**Strategic Priority 1: A Statewide Shared Services Model**

Pinnacle Classical Academy will utilize and align with the following key initiatives/plans to reach for the vision and complete the strategic priorities of our plan...

ACRE

By participating in the shared services model offerings, Pinnacle Classical Academy will better prepare for the transition to online assessments, digital textbooks and universal access to personal teaching/learning devices.

Career and College Ready, Set, Go!

Race to the Top Local and State Scopes of Work

Home Base Implementation PCA will investigate utilizing the share services of Home Base.

Other LEA initiatives/plans**Other LEA initiatives/plans**

1. Statewide Shared Services Model

Goals should be precise and measurable. See notes/guidelines regarding evaluation.

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	Investigate BYOD and continue the deployment of tablets (such as iPads) to support our 1:1 initiative. Improve access to WiFi by deploying additional access points throughout the school. <i>IT Coordinator</i>	Continue deployment and infrastructure improvements each year as new classes are added. Offer BYOD with access limited to approved educational materials. <i>IT Coordinator</i>	Utilization Reports, Firewall Logs	
Provide equitable and additional access to digital	Further Investigate eBook opportunities & materials and	Deploy eBooks in the classroom for upper grades.		

resources	deploy Google Apps for Education to each student.	<i>IT Coordinator</i>	
Reduce operating costs by facilitating a more strategic budgeting model utilizing blended funding and reducing isolated programmatic spending	Investigate NCREN to eliminate current costs and increase bandwidth to prepare for 1:1 initiative as school grows	<i>IT Coordinator</i> <i>Headmaster</i>	<Activity> Connect future school devices to NCREN at the new facility in order to facilitate 1:1 initiative <i>IT Coordinator</i> <i>Headmaster</i>
Promote/maintain innovative funding model by utilizing NCEdCloud offerings, Home Base and/or comparable alternatives	Continue the use of PowerSchool and offer professional development workshops for faculty.	<i>Faculty</i> <i>Administration</i>	Add additional Web 2.0 tools, PowerSchool, Home Base, etc. to enhance learning and student achievement <i>IT Coordinator</i> <i>Headmaster</i>
Provide content filtering in accordance with the Children's Internet Protection Act (CIPA).	Maintain and monitor compliance with industry-leading SonicWall TotalSecure solutions or Zscaler provided by NCREN.	<i>IT Coordinator</i>	Physical Device w/ subscription, Monitoring & Reporting

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:

At Pinnacle Classical Academy, we recognize a certain shift in how our students and faculty connect with mobile devices. Instead of the traditional desktop environment with “rooms full of computers,” mobile technologies are becoming more prevalent and more accessible than ever before. It is our goal to ensure that every student has direct access to PLDs (personal learning devices) to facilitate learning, enhance the relevance of subject matter and inspire our students to become active, engaged learners.

Pinnacle Classical Academy currently utilizes interactive whiteboards, document cameras, classroom PCs and mobile computing & tablet labs to provide an active, hands-on approach to technology-enhanced learning. We will continue our pursuit of one-to-one, as we continue adding personal teaching and learning devices each year. We also currently provide laptop computers for each faculty member, however we cannot ignore the mobile shift and must further our research into utilizing iPads and/or Android tablets and the professional development resources necessary to excel.

At Pinnacle Classical Academy, it is our goal to offer one-to-one access to technology resources, and in order to accomplish this goal, significant equipment purchases and infrastructure improvements must be made, including:

- the purchase and deployment of mobile devices (laptops or tablets),
- the purchase and deployment of additional enterprise-grade wireless access points,
- the purchase of additional bandwidth (research NCREN opportunities), and
- the purchase and deployment of a CIPA-compliant mobile content filter for any take-home and/or BOYD student devices.

Pinnacle Classical Academy is also considering a bring your own device (BYOD) policy, however we acknowledge that a careful balance is needed to comply with CIPA requirements. If implemented, we would likely offer access only to approved educational resources and prevent file sharing between personal devices.

Alignment to Other Plans and Initiatives:

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

Pinnacle Classical Academy will utilize and align with the following key initiatives/plans to reach for the vision and complete the strategic priorities of our plan...

ACRE

Career and College Ready, Set, Go!

Race to the Top Local and State Scopes of Work

Home Base Implementation

Other LEA initiatives/plans

Other LEA initiatives/plans

Priority 2: Universal Access to Personal Teaching and Learning Devices

Goals should be precise and measurable. See notes/guidelines regarding evaluation.

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
Develop a comprehensive sustainable LEA plan for universal access. <i>Resources: NCDPI, NCLTI, Educator Effectiveness, and District & School Transformation</i>	The PLC Technology Committee, faculty, and board representatives will collaborate to develop a sustainable plan for universal access and one-to-one. <i>PLC Technology Committee</i>	Begin implementation of the comprehensive technology plan. <i>PLC Technology Committee, Faculty</i>	Monitoring Implementation Progress.	
Communicate your plan to all stakeholders.	Poll stakeholders for input and provide options. <i>Tech Committee</i>	Report progress to stakeholders and poll for additional input. <i>Tech Committee</i>	Survey, PDL purchases	
Increase overall access to personal learning devices.	Increase the number of mobile computing and tablet labs	Acquire additional PLDs as funding will allow to further our	Purchase Orders, Survey Usage	

	available for student-based research, testing. <i>IT Coordinator</i>	1:1 initiative. <i>IT Coordinator</i>	Availability
Utilize Personal Learning Devices to promote student owned learning.	Increase access to mobile computing / research labs by adding notebook computers and tablet devices for classroom use. <i>IT Coordinator</i>	Research and implement a BYOD policy and trial “loan program” for students without direct access to technology resources at home. <i>Headmaster</i> <i>IT Coordinator</i>	Classroom Schedules, Survey Parents for needs

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:

Pinnacle Classical Academy is actively utilizing technology and digital teaching resources to compliment our classroom atmosphere and enhance student learning. These materials currently include:

- Discovery Education Techbook
- Learn NC
- NC WiseOwl
- YouTube for Education
- ThinkFinity
- SAS
- CNN News
- National Virtual Manipulative Library

Digital textbook resources are quite costly, therefore our digital textbook strategy will coincide with our 1:1 technology deployment and budgetary restraints will dictate the speed of deployment. We make great effort to ensure that web-based learning resources are accessible to our students, both in the classroom and out. We are working to provide better access to class / teacher websites and encouraging faculty to maintain an up-to-date list of resources appropriate for current studies.

Pinnacle Classical Academy also embraces digital teaching resources including interactive whiteboards, document cameras as well as mobile computing and tablet labs to provide an active, hands-on approach to technology-enhanced learning.

Alignment to Other Plans and Initiatives:

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

Pinnacle Classical Academy will utilize and align with the following key initiatives/plans to reach for the vision and complete the strategic priorities of our plan...

ACRE

Career and College Ready, Set, Go!

Race to the Top Local and State Scopes of Work

Home Base Implementation

Other LEA initiatives/plans

Other LEA initiatives/plans

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

Goals should be precise and measurable. See notes/guidelines regarding evaluation.

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
Continue to transition from traditional print and paper-based resources to current, affordable online resources	Continue use of online ‘tech books’ from Discovery Education and begin deployment of additional eBook resources in upper grades. <i>Headmaster</i> <i>IT Coordinator</i>	Further our 1:1 initiative by deploying digital textbooks as funding will allow. Utilize other cloud-based services and resources for student learning. <i>Headmaster</i> <i>IT Coordinator</i>	Purchase Orders	
Utilize procured resources such as NC WiseOwl, Home Base and other open education resources	Continue the use of PowerSchool and offer professional development workshops. <i>Faculty</i>	Actively seek resources provided with Home Base to enhance and track student learning. <i>Technology Committee</i>	Utilization Report, PD Logs	

Administration

Use digital content aligned specifically to Common Core and NC Essential Standards

Continue the use of ‘techbooks’ from Discovery Education and investigate additional resources. Test using the common core materials from NWEA. Educate faculty in the use of Home Base resources.

Faculty

IT Coordinator

Continue the use of ‘techbooks’ from Discovery Education and deploy additional resources and eBooks. Test using the common core materials from NWEA. Continue the use of Home Base resources.

Faculty

IT Coordinator

Invoices from providers.

Ensure equity to digital teaching and learning resources from school to school in your LEA

Our goal of one-to-one resources would ensure that every child has access to adequate technology. 1:1 devices would be deployed by grade.

PLC Technology Committee

IT Coordinator

Consider the implementation of a “loan program” for students without direct access to technology resources at home. Continue 1:1 deployments by grade as budget will allow.

PLC Technology Committee

IT Coordinator

Technology Audit, Usage Reports.

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:

Teacher skills are fundamental for effective use of instructional technology and professional development is the catalyst to transform teaching practices that successfully use technology. As we increase our technology resources and availability of usage, the need for knowledgeable teachers to use these tools appropriately and effectively becomes paramount.

Using our current curriculum, *The Core Knowledge Sequence*, a more integrated approach is necessary for teachers to better understand the application of technology skills in the delivery of instruction. Professional development opportunities are essential and are planned to assist Pinnacle Classical Academy in the transitions to *The Core Knowledge Sequence*, STEM, Common Core Standards and 21st Century Skills.

There is no true technology facilitator at Pinnacle Classical Academy, and we don't see the ability of affording one in the near future. Therefore, the opportunity for in-house professional development is essential to assist in integrating technology skills into all curricular areas.

Alignment to Other Plans and Initiatives:

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

Pinnacle Classical Academy will utilize and align with the following key initiatives/plans to reach for the vision and complete the strategic priorities of our plan...

ACRE

Career and College Ready, Set, Go!

Race to the Top Local and State Scopes of Work

Home Base Implementation

Other LEA initiatives/plans

Other LEA initiatives/plans

4: A Statewide Model of Technology-Enabled Professional Development

Goals should be precise and measurable. See notes/guidelines regarding evaluation.

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
Implement a plan for embedded technology-enabled professional development for teachers and administrators.	Create a professional development roadmap to be followed by each teacher as we implement new technologies. <i>Headmaster Technology Committee</i>	Enhance/modify the personal professional development roadmap as new technologies and needs arise. <i>Headmaster Technology Committee</i>	Professional Development Roadmap, Teacher personnel files, CEUs	
Support models that assist all school personnel in creating technology-enabled instruction that transforms educational practice and improves student	Use current PLC Lead Teachers to research, coordinate, organize, and review professional development options <i>Lead Teachers</i>	Continue to add and develop appropriate professional development. <i>Lead Teachers</i>	Listing of Professional Development Offerings	

learning

Prepare staff for online assessment delivery.	Test Coordinator conducts/assists with NWEA MAP training on utilizing online assessments and analyzing data and training using new test administration manuals <i>Test Coordinator MAP Rep.</i>	Test coordinator prepares teachers for online testing and simulations offered by DPI <i>Test Coordinator</i>	Documentation of training sessions
Provide support for teacher and administrator progress and evaluation according to MCREL standards.	Train teachers on Home Base and orientation on evaluations according to NCEES <i>Headmaster</i>	Continued training on resources for professional development using Home Base resources <i>Headmaster</i>	Documentation of training sessions and CEUs

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:

Creating 21st century learning environments is not about investing only in technology but also investing in people and creating a culture appropriate for 21st century learning. Technology is constantly changing, and as advocates for teaching and learning, we must help in creating new settings that are conducive to learning.

As we migrate from the traditional teaching of the curriculum to a technology rich integrated curriculum, we will continue to build partnerships with local colleges that foster 21st century learning and welcome opportunities for partnerships with new sources. Our local university is an excellent resource for providing professional development and innovating methods for the use of technology in the classroom.

Pinnacle Classical Academy must create a culture that embraces change as a dynamic improvement. In our efforts to do so we will plan for the following:

- Create opportunities for developing the skills to facilitate teaching, learning, and working in a 21st century education environment.
- Establish policies and procedures that support 21st century life skills and working environments
- Create management techniques that allow educators to collaborate and work as a PLC team in a technology enabled environment

Alignment to Other Plans and Initiatives:**Strategic Priority 5: 21st Century Leadership for All Schools and Districts**

Pinnacle Classical Academy will utilize and align with the following key initiatives/plans to reach for the vision and complete the strategic priorities of our plan...

ACRE

Career and College Ready, Set, Go!

Race to the Top Local and State Scopes of Work

Home Base Implementation

Other LEA initiatives/plans

Other LEA initiatives/plans

5: 21st Century Leadership for All Schools and Districts

Goals should be precise and measurable. See notes/guidelines regarding evaluation.

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
Create and lead a vision for 21st century education	Create a plan for fostering 21 st century skills <i>Technology Committee</i>	Modify the plan as needed in order to enhance 21 st century skills <i>Technology Committee</i>	Published plan	
Create 21st century learning environments	Expand the use of all technology devices available – Chrome books, tablets, interactive whiteboards <i>Technology Committee</i>	Expand the use and types of all digital learning devices – explore BOYD <i>Technology Committee</i> <i>IT Coordinator</i>		

Prepare teachers and administrators to lead 21st century learning environments	Offer additional professional development based on need/teacher requests; support partnership with local college <i>Headmaster</i> <i>Technology Committee</i>	Continued professional development opportunities and support partnership with local college <i>Headmaster</i> <i>Technology Committee</i>	Professional Development training sessions; Correspondence with local college
Develop strategic partnerships with community and business to promote 21st Century learning.	Investigate opportunities to develop partnerships with community and business	Create opportunities to work with established partnerships to promote 21 st century learning	Meeting logs Development of interactions between community, businesses, and PCA

**Appendix A: Policies and Procedures
Pinnacle Classical Academy Technology Plan
Policy, Procedure, & Guidelines Implementation Chart**

Policies, Procedures, & Guidelines	LEA Policy Code or Procedure	LEA Adoption, Implementation or Revision Date
<p>All Policies, procedures and guidelines should be updated to include the fundamentals of 21st Century Education and Information & Technology Essential Standards. Policies should be translated into predominant languages of students and parents. Policies, procedures and guidelines should be displayed along with the STP and other referenced LEA/Charter plans. Make sure links have navigations that are user friendly.</p>		
Policies (Required)		
A. Materials Selection Policy including internet resources (GS §115c-98(b))	Handbook	August 2013
B. Disposal of Equipment / Replacement of Obsolete Equipment (GS §115c-518)	Handbook	August 2013
C. Hardware and Software Procurement (GS § 115c-522 , 115c-522.1)	Handbook	August 2013
D. Copyright and Plagiarism Policy (PL §94-553 , 90 Stat. 2541),	Handbook	August 2013
E. Acceptable Use Policy (PL §106-554) (including existing 1:1, bring your own device)	Handbook	August 2013
F. Equipment/Materials Donation Policy (GS §115C-518)	Handbook	August 2013
G. Data Privacy Policy (20 U.S.C. § 1232g ; 34 CFR Part 99 (FERPA))	Handbook	August 2013
H. Inventory Control Policy (GS §115c-539 , 115c-102.6A-C(5))	Handbook	August 2013
I. Access to Services Policy (GS §115c-106.2)	Handbook	August 2013
J. Online Assessment and Instruction Policy	Handbook	August 2013
K. Advertising and Commercialism Policy (GS §115c-98) (Procurement and gifts ethics)	Handbook	August 2013
L. Internet Safety and Ethical Use including Cyberbullying and Harassment (Protecting Children in the 21st Century Act , CIPA , FERPA , GS 115C-407)	Handbook	August 2013
M. (Locally identified policies)		
Procedures		
A. Hardware and Software Deployment	Handbook	August 2013
B. Equipment maintenance and repairs	Handbook	August 2013
C. Outdated Resources and Equipment Replacement	Handbook	August 2013
D. Disaster Recovery of Data and Hardware	Handbook	August 2013
E. Administration of Online Courses	Handbook	August 2013
F. Administration of Online Assessment	Handbook	August 2013
G. (Locally identified procedures)		
Guidelines		
A. Policy Translation	Handbook	August 2013
B. Use of Digital Media and Resources	Handbook	August 2013
C. Instructional Use of Videos	Handbook	August 2013
D. Development of Online Resources	Handbook	August 2013
E. (Locally identified guidelines)		