Marjorie Williams Academy
Technology Plan

Mission Statement: The mission of Marjorie Williams Academy is to offer *a stable, emotionally supportive, educational environment* for children with a goal of empowering each child *to achieve his or her real academic and social potential.*

Vision: The vision of Marjorie Williams Academy is to become a model school for academic achievement.

BELIEFS:
- Academic growth of all students is the priority of the school
- Students learn best in an environment that promotes student active engagement using a variety of strategies that accommodate diverse learning styles and intellectual levels
- Healthy, safe, orderly and caring environments promote student learning
- Parent, community, and school collaboration are vital to the success of school's mission
- Students will develop a respect and responsibility for community through active participation in service oriented opportunities
- Opportunities and exposure to experiences beyond the school will influence students towards setting positive goals for future
- On-going and meaningful professional development is crucial to teacher growth and ability to provide quality instruction

Charter: Marjorie Williams Academy 06B
Address: P.O. Box 309
     129 Allen Circle
     Crossnore, N.C. 28616

Technology Committee Members

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

Name	Title or Group Represented	Signature	Date
Cyndi Austin	Principal		
Stacey Clark	Director of Student Affairs		
Jessica Mains	Curriculum Coach/MTSS		
Whitney Shoupe	High School Chair		
Taylor Benfiled	Middles School Chair		
Gus Pederson	Elementary Chair		
Barbara Case	Parent Representative		

As much of the nation transitions from an agricultural and manufacturing-based economy to more technical fields such as health care, education, tourism, alternative energy, biotechnology and pharmaceuticals, Marjorie Williams Academy must prepare students to succeed in a technology-driven economy.

In the past couple of years the NC General Assembly, NC Community Colleges, and the US Department of Education, among others, have undertaken several studies to identify the economic and workforce challenges facing North Carolina, the nation, and the world. North Carolina has been severely challenged by outsourcing, foreign competition and the transition to a global economy driven by largely unrestricted flows of information, ideas, cultural values, capital goods, services and people. Corporations across the nation are beginning to outsource scientific and engineering research and development to foreign contractors due, in part, to our failure to convince students to pursue careers in science and math. North Carolinians have long depended on low-wage manufacturing and seasonal agricultural employment. The shift from "Farm and Factory" to "Service and Office" jobs has been especially tough on remote, rural counties like Avery.

Marjorie Williams Academy must help students understand the job market is changing rapidly as a result of the technology revolution. With the real income of high school

graduates declining steadily over the last 50 years, and the widening of economic disparities tied to education, it is paramount that we not only graduate more students, but graduate more students destined to continue their education. We must close educational gaps that reduce individual opportunity and shortchange domestic scientific enterprise. Success in a technology-driven economy requires a dedication to continued study and professional growth. Life-long learning has become a necessity.

Most of the fastest growing occupations, nursing and education for example, require post-secondary education. Jobs that pay middle class wages require a demanding high school education followed by further education and training. Without higher education, the expectation of economic success held by most students will never be met. Unfortunately, according to The State Report Card on Higher Education, a smaller percentage of students graduate from high school today than a decade ago. Marjorie Williams Academy must meet the challenge of preparing students to continue their education. Quite simply, we must respond to the unique challenges facing today's students.

NC public schools will produce globally competitive students.
Current Situation Narrative

Guiding Questions for Current Situation
a) How is your district currently using technology to support student achievement?

Our district currently uses technology to support student achievement by providing access to computers in all classrooms, by having a 20 seat computer lab.

1. Each student has access to a Google Chromebook with our 1:1 initiative.
2. The Academy is connected with a filtered, wireless network for student use.

b) What key technology programs and initiatives are in place to support student achievement?

1. Students enrolled in NCVPS
2. STAR Reading and Mathematics
3. Accelerated Reader
4. NC Checkins
5. Babbel for foreign language
6. Case21/Te21 Assessments

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

1. A database system to track student achievement using reading and mathematics assessments.

2. A database system to track student discipline data.
3. Reporting for the State Testing Program.

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

1. Flexible scheduling for teachers and students for the media center.
2. Flexible scheduling for teachers and students for the computer lab.
3. Flexible scheduling for teachers for the computer lab in the Cooper Building.
4. Flexible scheduling for students for the Academy computer lab developed for the primary use of the Virtual Classroom students. (Virtual students do have priority.)
5. Personnel to provide technology facilitation.
6. Personnel to provide compliance and accountability for Marjorie Williams Academy.
7. Personnel to provide staff development coordination.

d) What is your average number of computers per classroom?

Our average number of computers is relative to the number of students with a 1:1 Initiative

e) How many of your classrooms/schools have internet access?

All classrooms have internet access. We have one school, K-12.

f) What distance learning opportunities are available to your students?

1. The North Carolina Virtual Public School
2. Online classes are available through Mayland Community College.

g) How are digital resources (state provided or otherwise) made available and promoted to and utilized by students and teachers to support learning

1. Digital resources not provided by the state through grants are provided by donors.
2. Digital resources are utilized by students and teachers to support teaching and learning with digital cameras, video cameras, computers, and project equipment. Specifically, these are used by students for exhibitions and presentations.
3. Digital resources are promoted with teachers during in-service sessions designed for technology focus and training. Teachers use digital resources in the planning, delivery, and assessment of their classroom instruction.

4. Digital resources are promoted with students during regular instruction. Students use digital resources especially in the presentation and exhibition of class projects.
5. Digital resources available:
   a. Digital cameras
   b. Video cameras
   c. Digital media to use for presentations and portfolios

h) How is your district encouraging technology use for global exchange and partnerships?

   1. Exhibition and Portfolio Learning and integration of core curriculum utilizing internet resources.
   2. Enrichment, motivating, individual instruction.
   3. We are charged with providing a safe environment for our students which includes limited access to outside contact via the internet.

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

   1. Virtual Classes for foreign language.
   2. Babbel for foreign language.

j) What assistive/adaptive technologies are currently available for students?

   1. Hear and sight devices for the hearing and visually impaired.

k) Describe any Early College/Learn and Earn (or similar) opportunities available to students and how technology is supporting these.

   1. Any student enrolled in an Early College program may continue this program in the Academy with permission from the transferring institution.
   2. Dual enrollment is available for high school students through Mayland Community College.
   3. Online classes are available through Mayland Community College.

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

   1. Online classes allow us to teach subjects for which we do not have funding for regular classroom teachers.
   2. Software packages allow us to individualize instruction and for credit recovery.

m) The use of computerized databases allows us to disaggregate data to drive decision making.

NC public schools will be led by 21st Century professionals.
Current Situation Narrative

Guiding Questions for Current Situation

a) How do your professional development activities make use of resources?

Marjorie Williams Academy has a staff development coordinator, a technology director and an identified faculty technology mentor. The Marjorie Williams Academy has scheduled professional development on Monday from 3:30 to 5:00 each week of the school year. Weekly professional development is a core value for the school. A needs assessment survey conducted in the 20017-20018 school year indicated the need for professional development for technology instructional tools and resources. Various tools and resources have been introduced throughout the professional development calendar.

b) What are training resources your school (or school district) provides to support the staff development of teachers, administrators and others.
   1. A system professional development coordinator.
   2. An identified faculty technology mentor.
   3. A system technology director.

c) What district requirements (or recommendations) are in place for technology-specific professional development?
   1. Ethics and confidentiality.
   2. Professional standards and protocols of technology communication.
   3. AUP policies and procedures including email and social media.
   4.

d) What web based resources (local and state) do your employees access to perform their work?

   1. ECATs for Exceptional Children
   2. Powerschool
   3. System e-mail.
   4. Accelerated Reader
   5. Various instructional resources to target assistance in Math and Reading

e) What percentage of your technology budget is allocated to professional development? 20%.

Leadership will guide innovation in NC public schools.
Current Situation Narrative

<u>Guiding Questions for Current Situation</u>

a) What role has leadership played in the communication, implementation and change process to meet Future Ready Goals?

   1. Introduced Goals to faculty and staff.
   2. Introduced Goals to other entities at The Crossnore School.
   3. Leadership collaborates with national and international partners to discover and facilitate change in our own organization.
   4. Leadership encourages entities, including the Academy, to think outside the box as to how to best deliver instruction.
   5. Leadership has a vision for change and has established a climate for change to occur.
   6. Leadership involves every level in the organization in clear communication.
   7. School leaders collaborate with community colleges and public and private colleges and universities for enhanced educational opportunities for students.
   8. Leadership makes decisions in collaboration with stakeholders.

b) What avenues are available for teachers and students to participate in teaching and learning with students outside of the school, state and country?

   1. This is an area under discussion and evaluation.
   2. Student access to communication outside of Crossnore community must be monitored closely.

c) How has school and school district leadership created opportunities for teachers and students to participate in teaching and learning with students outside of the school, state and country?

   1. Opportunities for teachers and students are limited at this time.
   2. Safe avenues are being explored.

d) How do school leaders in your district promote continuous improvement?

   1. Annual surveys to monitor employee satisfaction.
   2. Annual surveys to monitor program areas.
   3. Continuous quality control.
   4. Data around core values are brought to the table each month for evaluation and focus.

e) How does district leadership provide options and opportunities for professional growth and opportunities for career advancement?

   1. Professional development is scheduled each week.
   2. Activities for professional development are based on assessed needs and core values.

3. Each teacher is encouraged to designate within his or her professional development plan an area in which to become an expert.
4. Each teacher is encouraged to bring professional development activities back to the entire faculty after experiencing the activity personally.
5. Non-certified personnel are encouraged to advance education.
6. The Marjorie Williams Academy pays for PRAXIS testing, etc. for beginning teachers.

f) What technology is in place to support professional growth opportunities?

1. Personal laptop computers for each teacher.
2. Online professional development.

g) How is input from all staff members regarding decisions for instructional technology and media obtained?

1. An annual needs assessment survey is in place.
2. An annual technology survey is in place.
3. Focus groups are in place to collaborate and evaluate needs.

h) Is there an active district MTAC committee that presents regularly to the school board on resources, concerns and progress on the district media and technology programs? Yes

i) What school and school district partnerships are in place that enable student growth, academic achievement, professional growth and support the mission, and technology initiatives of the district? How do these partnerships support the district teaching and learning activities?

1. Avery County School System collaborates, assists, and supports the development of the technology program. They provide technical support and share information.

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

Guiding Questions for Current Situation

a) What technology personnel are in place to support both instructional and administrative technology utilization by students, teachers and staff?

1. Technology Director.
2. Technology Lead Teacher.

b) What federal, state, and local budgets are currently available for funding technology needs?

1. Local funds
2. State and federal grants

c) What processes are in place for formal budget requests for funding 21ˢᵗ Century Systems?

Continue to pursuit of grant opportunities.

d) What processes are in place for seeking grant funding and utilization of professional grant writing services?

None at this time.

e) Describe policies, procedures and review process in place to support 21ˢᵗ Century Systems.

1. The leadership team meets weekly to discuss system needs.
2. Leadership uses staff surveys to assess all areas within the organization, including technology.
3. Short and long range plans are formulated.
4. Reviewed by Boards.
5. Approved by Boards.

f) What processes or policies are in place to ensure full implementation of the LEA technology plan and accountability of staff who are designated within the plan?

1. A technology audit is conducted annually and professional consultations with external expert for input into how the plan is being implemented/maintained are ongoing.
2. A technology survey and assessment for evaluation and reimplementation is conducted by the Academy staff annually.

g) What 21ˢᵗ Century security systems, surveillance systems, and communication systems are deployed to ensure safety of students and staff and to minimize interruptions to the instructional day?

1. Intranet for campus wide use.
2. Established communications network.

h) What communication and collaboration tools are provided for clientele for use in sharing and reporting data?

1. Powerschool
2. System-wide email.

i) The following aspects of Powerschool are available and constantly used to establish decisions of various types:

1. Attendance.
2. Exceptional children.
3. Discipline.
4. Academic progress/credit details.
5. Testing data.
6. Health records.