

# Thomas Jefferson Classical Academy Technology Plan

2014-2016

Draft November 2013  
Final July 2014



**LEA/Charter Name:** Thomas Jefferson Classical Academy

**LEA/Charter Number:**

**Headmaster:** Joe Maimone

**Headmaster Signature:** Joe Maimone

**Board Chair Name:** Bryan King

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**THOMAS JEFFERSON CLASSICAL ACADEMY - CFA  
Technology Planning Committee/MTAC**

<b>Member</b>	<b>Job Title/Position</b>
Joe Maimone	Headmaster
Shawn Blanton	IT & Facilities Director
Thomas Andrews	Mathematics & Technology Chair; Tech Facilitator
Dave McGoldrick	Network Administrator
Jason Cole	Principal
Edith Shumate	Budget & Finance Director
Jeff Ziegler	Academic Dean
Cathy Kinter	Core Knowledge Curriculum Coordinator
Megan Hess	Lead Teacher for Technology Integration

**Thomas Jefferson Classical Academy  
Technology Plan  
2014-2016**

**Vision Statement**

Building upon the foundation of the Core Knowledge Sequence, Thomas Jefferson Classical Academy: A Challenge Foundation Academy partners with families to educate students in grades K-12 in the trivium of grammar, logic, and rhetoric, thus graduating thoughtful, articulate young adults who are prepared for college and for a lifetime of citizenship and active intellectual inquiry. The school charter stresses high student achievement based upon the classical outline of education, utilizing methods that take into account the natural developmental cycle of students. One of our primary goals is to prepare students for future endeavors in a college or university setting.

Fundamentals such as reading and math skills are stressed in the grammar school grades, K-6. Students learn basic logic in the next stage, grades 7-10, where they concentrate on the development of skills such as critical thinking and expertise in recognizing fact and subject area relationships. As students enter the stage of disputation (or rhetoric), TJCA curriculum aims to support natural development by encouraging articulate, clear, effective language expression, cultivating astute citizens who can assume leadership positions in society.

Technology serves as an important tool in each of these stages of learning by augmenting the already rich content of the classical curriculum. Individual needs of students with various learning styles are more efficiently met by the use of technology. Teachers implement methods that include audio-visual learning, teaching researching techniques, and SAT preparation programs.

**Thomas Jefferson Classical Academy**  
**Technology Plan**  
**Strategic Priorities**  
**2014 - 2016**

“A society that wishes to be both ignorant and free, in a state of civilization, wants what never was, and never will be.”  
-Thomas Jefferson

Although we have made great progress over the last few years through grant monies, new technology staff, and more stable infrastructure, we are still working toward an ideal that will allow a fundamental shift from technology procurement to effective technology utilization. The foundation has been laid and now we are working toward training all teachers to fully implement and efficiently employ technology in an attempt to alleviate a notable variance in teacher ability. Major concerns at this juncture include allotting time for such ventures and, as is the case with most systems across the country, financial shortfalls.

We plan to initiate tests for the effectiveness of personal learning devices in several classrooms, specifically Chromebooks. It would be appropriate to see how digitized textbooks and novels can be integrated into the classroom. Integration of this twenty-first century technology, as well as other improvements on existing computers labs, wireless networks, whiteboard technology and accessories, and assistive technologies, we hope to better prepare students for career and college readiness. A greater effort to fully utilize existing technologies is also being emphasized in case further advancements are not possible due to funding.

From various personal testimonies and statistical data from standardized testing, we note a continued high level of performance in comparison to other schools across the state. Although this is largely due to the curriculum taught, effective use of technology in the classroom can also be cited. A math class with interactive graphs and figures proves to be much more stimulating and allows students to grasp concept that may otherwise be too abstract. Writing classes utilizing LCD projectors and document cameras allow the teacher to demonstrate grading of an actual paper to help students understand mechanics and processes. Science is greatly aided via technology without which the microscopic world would be completely foreign. Not just course related, but in general, technology allows students to innovate, analyze, synthesize, solve, and think critically to a far greater degree.

Administration and faculty are becoming more aware of the capability of technology, sharing across the country instead of simply across the hall. We do an excellent job of “advertising” our school and provide stakeholders with necessary information via our website and email, but could undoubtedly be more effective and efficient in these processes. Moving forward, we should examine the necessity of technology in a framework where funds may not be available. It is, however, our goal to provide equitable access to all students in order to development adults who are ready for a twenty-first century world.

## **Strategic Priority 1: A Statewide Shared Services Model**

### *Essential Questions for Thomas Jefferson Classical Academy*

**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*

Our shared resources model is slightly altered since we are a public charter school and a member of the TeamCFA (Challenge Foundation Academy) network. This foundation links us with multiple charter schools in Arizona, Indiana, and North Carolina so we can share resources, ideas, and successes. The foundation offers some financial support in the form of loans, but typically expects institutions to control their own finances once they've been given a strong start. More information about TeamCFA can be found at [http://teamcfa.org/about\\_us/](http://teamcfa.org/about_us/).

In terms of connectivity, we utilize Pangaea fiber that links our grammar and junior high/high school campuses, located five miles apart. Implementation of NCREN as of August 2013 offers sufficient speed, 20 Mbps down, and 20 up and also allows for campus-wide wireless coverage. We implement Google Apps to a large degree, replacing our previous mail server with more reliable cloud services. Google also offers, free of charge, document sharing which, in conjunction with OpenOffice software, allows us to save on student computer licensing for Microsoft products.

We additionally employ Mimio software and hardware campus wide, an alternative to other whiteboard technology costing approximately half what would have been spent. Almost all classrooms have at least a mounted projector and Mimio bar that converts any standard whiteboard into an interactive surface. Several rooms have Mimio document cameras and several will soon be receiving slates as well for further technology integration and accessibility. Mimio also offers a website for sharing resources and ideas, found at this link: <http://www.mimio.dymo.com/en-US.aspx>.

Administrators and other stakeholders are leading a renewed effort to procure funding through a plethora of sources. We have received a number of grants over the last year that were specifically for technology updates. The most recent is a grant from Facebook in the amount of \$25000 that will be dedicated to purchasing additional Chromebooks for classroom use. Efforts to partner with local businesses and institutions are also underway, most notably including a STEM partnership with nearby Gardner-Webb University, Stonecutter Foundation, and The Fablab of Rutherfordton, NC.

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**Alignment to Other Plans and Initiatives:**

**Strategic Priority 1: A Statewide Shared Services Model**

Thomas Jefferson 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, our school will better prepare for the transition to online assessments, digital textbooks and universal access to personal teaching devices.

**Home Base Implementation**

We will continue to utilize updates and information from NC DPI as they become available.

**CFA Network**

By participating in the Challenge Foundation Academy connection we are able to compare data nationwide as well as sharing ideas among teachers throughout all CFA Schools in the nation. Knowledge across CFA Network will increase as more charter schools become a part of CFA.

**Mimio Connect**

This is an online resource that teachers with successful lesson plans designed through the Mimio Interactive technology share across the nation for anyone to use. This is a free resource to teachers who implement Mimio technology in their schools.

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**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	Increase access and support for staff and students for Compass Learning and Online Tools utilizing Chromebooks and four computer labs  IT Director Headmaster Teachers	Increase access and support for staff and students for Compass Learning and Online Tools utilizing additional Chromebooks and four computer labs  IT Director Headmaster Teachers	Internet traffic  Network usage reports and AMTR data	



<b>Provide equitable and additional access to digital resources</b>	Maintain user/email accounts for all students in grades 6-12  IT Director Headmaster Teachers	Maintain user/email accounts for all students in grades 6-12  IT Director Headmaster Teachers	Google Apps Reports
<b>Increase capacity of existing infrastructure</b>	Increase wireless access for grades K-12 based on needs assessments  IT Director	Increase wireless access for grades K-12 based on needs assessments  IT Director	Use network monitoring and usage reports
<b>Promote/maintain innovative funding model by utilizing NCEdCloud offerings and alternatives</b>	Continued usage of Google Apps Investigate NCEdCloud possible cost savings prior to Aug 2014  IT Director Tech Facilitator	Continued usage of Google Apps with students; seek lowest cost options as technology advances  IT Director Tech Facilitator Teachers	Google Apps Reports PD Surveys
<b>Maximize E-rate in support of instructional programs</b>	Utilize the E-Rate program to maintain sufficient bandwidth to support the current and future needs of technology within our schools IT Director Finance Director	Utilize the E-Rate program to maintain sufficient bandwidth to support the current and future needs of technology within our schools IT Director Finance Director	AMTR Reports
<b>Provide content filtering in accordance with the Children's Internet Protection Act (CIPA).</b>	Provide content filtering in accordance with the Children's Internet Protection Act (CIPA) via the shared services model.	Provide content filtering in accordance with the Children's Internet Protection Act (CIPA) via the shared services model.	ZScaler Content Filter Reports

IT Director

IT Director

## **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*

TJCA provides internet-connected computers in all of our classrooms with wireless internet access available campus-wide. Teachers have access to resources that enhance classroom sessions with copies of original documents, paintings and pictures pertaining to subject matter, and packaged programs that aid teachers and students in seeing the nature of a subject and discussing it meaningfully. All TJCA classrooms also have a mounted LCD projector and whiteboard technology (Mimio or Promethean) to utilize in classroom presentation and discussions. Video technology is also used, including digital video cameras to record student projects, and players and monitors to play back student work and pre-recorded programs that enhance the classroom environment.

We have integrated the Mimio technology in each classroom giving teachers active boards allowing for student participation. Along with the active boards the use of document cameras has improved the display of different objects and worksheets that go along with curriculum. MimioPads are in place to allow the teacher to be able to move around the room while writing on the board.

Digital resources at TJCA are provided by grants and the school technology budget. Our goal is to incorporate and integrate technology into all aspects of the curriculum. We are successfully doing this by providing on average one computer per classroom (K-12), all with internet access. Additionally, we have four fully networked computer labs supported by NCREN, Pangaea lines and wireless technology. Each lab has 25-30 computers available for teachers and students to use on a regular basis. We currently have 135 Chromebooks that are rotated among classrooms for teacher directed student use.

We have three flexibly accessed media centers, and our Junior High and High School computer labs are scheduled with the input of all teachers involved. Collaboration between teachers, media coordinator, and computer technology assistants is both extensive and successful. Every teacher at TJCA integrates technology into the curriculum and every student has access to computers in regular classrooms, computer labs, and the media center. Teachers have certain lessons that are presented primarily through computers and computer output projection.

We are also seeking to expand resources for current courses. Students requiring assistive technology are aided by personal laptop computers, voice and hearing technologies, and mobility devices. We utilize Dragon speech to text software for those that have limited arm or hand functionality and remedial interactive programs for students needing additional assistance in various subjects.

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**Alignment to Other Plans and Initiatives:**

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

Thomas Jefferson 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**

**To continue improving network infrastructure to support personal learning devices.**

**Home Base Implementation**

**To provide all teachers with the devices needed to continue providing the best possible instruction.**

**CFA Network**

**By participating in the Challenge Foundation Academy connection we are able to compare data nationwide as well as sharing ideas among teachers throughout all CFA Schools in the nation. Knowledge across CFA Network will increase as more charter schools become a part of CFA.**

**Mimio Connect**

**This is an online resource that teachers with successful lesson plans designed through the Mimio Interactive technology share across the nation for anyone to use. This is a free resource to teachers who implement Mimio technology in their schools.**

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

Suggested Goals/Targets	Yearly Evaluation			
	Year 1 July 1, 2014 – June 30, 2015	Year 2 July 1, 2015 – June 30, 2016	Evaluation Method(s)	DPI Use
<b>Increase overall access to personal learning devices.</b>	Increase access and support for staff and students for Compass Learning and Online Tools by increasing access to computer labs and to inventory of shared Chromebooks.  IT Director Headmaster Teachers	Increase access and support for staff and students for Compass Learning and Online Tools, increase number of Chromebooks  IT Director Headmaster Teachers	Internet traffic  Compass usage Progress Reports AMTR reports	
<b>Utilize Personal Learning Devices to promote student owned learning.</b>	Implement Google Chromebooks by checking out carts for classrooms; In upper grades, allow personal computers and	Increase the number of Chromebooks available to be checked out, budget permitting.	Lesson Plans Compass Learning Reports AMTR	

devices for some activities

IT Director  
Finance Director  
Headmaster  
Teachers

IT Director  
Finance Director  
Headmaster  
Teachers

Teacher  
observations and  
AMTR report

## **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*

Key technology program applications that are in place to support student achievement in other areas of the curriculum include NC WISEOWL, Grolier Encyclopedia, Compass Learning, internet access, numerous educational software packages, Mavis Beacon keyboarding software, and online programs for teacher networking and staff development. Classes do research using primary sources located in libraries and museums online. High school students make “virtual visits” to college campuses and then complete application processes online. Students open a CFNC account in 9<sup>th</sup> grade and regularly visit and update their CFNC accounts throughout high school. Access to email from school or home for teachers and students to meet resource and collaborative needs is also provided.

Technology is being used to assess and benchmark student achievement; grades are posted and reports filed through ESIS and PowerSchool system of the NC Department of Public Instruction. Diagnostic tests are given to students utilizing the computers and appropriate software is utilized to correct deficiencies found. One such program in use is Study Island. Teachers use the school web site to post homework assignments and class lessons for those who are unable to attend. Teachers and administrators are able to communicate regularly through a local network.

Foreign language competency is aided by CDs and online resources for texts in Spanish, German and French. Greek and Latin courses are supplemented by visual aids via projectors, as well as audio aids. We are also seeking to expand resources for current courses.

**Alignment to Other Plans and Initiatives:**

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

Thomas Jefferson 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**

Use online digital assessment tools to help teachers align their curriculum with the Common Core and NC Essentials Standards

**Home Base Implementation**

Provide training on the utilization of available elements within Home Base.

**CFA Network**

By participating in the Challenge Foundation Academy connection we are able to compare data nationwide as well as sharing ideas among teachers throughout all CFA Schools in the nation. Knowledge across CFA Network will increase as more charter schools become a part of CFA.

**Mimio Connect**

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

Suggested Goals/Targets	Year 1		Yearly Evaluation	
	July 1, 2014 – June 30, 2015	Year 2 July 1, 2015 – June 30, 2016	Evaluation Methods(s)	DPI Use
<b>Shift from traditional print and paper-based resources to affordable, current online resources</b>	Provide staff forms online; Post resources on Web Pages  Webpage Administrator Teachers	Continue utilizing TeamCFA resources, Mimio Technology, and teacher pages to reduced physical paper usage  Webpage Administrator Teachers	Public Website Network Reports	
<b>Utilize procured resources such as NC WiseOwl, and other open education resources</b>	Use WiseOwl as primary research resource  Media Specialists Cultural Studies Dept.	Use WiseOwl as primary research resource  Media Specialists Cultural Studies Dept.	Lesson plans Network usage reports	

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

Media center access to Follet digital materials, Powerschool resources as available.

Update and augment content as necessary  
Department Chair Designees

Meeting minutes  
Lesson Plans



## **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*

Classroom and resource teachers are trained by TJCA media specialists and members of the Technology Committee (including headmaster, lead teachers, media assistants, technology facilitator, and IT director) to use the Internet in an instructional manner. Teacher selected sites linked from their classroom websites are shared to further students knowledge and understanding of particular topics. Teachers, staff, and administration are engaged in staff development that makes use of resources such as NC WiseOwl, PowerSchool, ESIS, Follett Library Systems, Google Apps, on-line classes, and TJCA email and website.

The TJCA Technology Committee members train all of our teachers to use these resources to enhance their knowledge of technology, insure ethics of technology use, and integrate technology into core curriculum areas. Additional results of the training include monitoring of student progress and maintaining technological communications. TJCA provides training through our technology committee, particularly our Academic Dean, Core Knowledge coordinator, media specialists, and knowledgeable teachers to support the staff development of teachers, administrators, and others to instruct faculty in use of Home Base and all on-line resources.

TJCA recommends and implements such staff development and follow up support for all personnel. Professional development requirements, teacher/staff skills assessments, and evaluation of training are implemented under the TJCA Mentor process in association with the TJCA Technology Committee and in accordance with the TJCA Charter, Core Knowledge, and NCDPI standards.

Approximately 10% of our in-house technology budget is allocated to technology staff development. Online resources, Core Knowledge websites, and WRESA are used to identify areas of professional development needs. More elements of Power School will be utilized more as teachers become more familiar with the program. College Board resources are utilized for additional assessment information, as all 8<sup>th</sup> through 11<sup>th</sup> grades at TJCA take the PSAT exam at school expense. Additionally, teachers use Core Knowledge and Team CFA resources in completing their daily duties. Our school offers a digital document library which is accessible to any teacher or supervised student.

**Alignment to Other Plans and Initiatives:**

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

Thomas Jefferson 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**

Tailor professional development to provide teachers and administrators with the skills and understandings needed to use data to inform instructional practice.

**Home Base Implementation**

Provide training on the utilization of available elements within Home Base.

**CFA Network**

By participating in the Challenge Foundation Academy connection we are able to compare data nationwide as well as sharing ideas among teachers throughout all CFA Schools in the nation. Knowledge across CFA Network will increase as more charter schools become a part of CFA.

**Mimio Connect**

This is an online resource that teachers with successful lesson plans designed through the Mimio Interactive technology share across the nation for anyone to use. This is a free resource to teachers who implement Mimio technology in their schools.

**4: A Statewide Model of Technology-Enabled Professional Development**

Suggested Goals/Targets	Year 1		Yearly Evaluation	
	July 1, 2014 – June 30, 2015	Year 2	Evaluation Method(s)	DPI Use
Prepare media specialists and instructional technology facilitators to support digital reform.	Provide access to regional PD	Provide access to regional PD	Teacher CEU reports	
	Headmaster IT Director	Headmaster IT Director		
Provide ongoing support and professional development necessary for use of data to inform instruction.	Monthly meetings for refresher training and personal training as necessary	Monthly meetings for refresher training and personal training as necessary	Meeting Minutes, teacher CEU forms and STNA	
	IT Director	IT Director		

	Tech Facilitator	Tech Facilitator	
<b>Deliver Common Core and Essential Standards training to teachers using integrated technology as a model for further classroom integration.</b>	Set aside workdays specifically for training delivered by department chairs or designee  Headmaster Department Chairs	Set aside workdays specifically for training delivered by department chairs or designee  Headmaster Department Chairs	School Calendar Meeting Minutes CEU forms
<b>Prepare staff for online assessment delivery.</b>	Provide Continued Staff training on Google Apps  Academic Dean Headmaster	Provide Continued Staff training on Google Apps  Academic Dean Headmaster	Meeting Minutes Google Apps CEU Reports
<b>Prepare students for online assessment delivery.</b>	Provide Continued Student training on Google Apps  All Teachers	Provide Continued Staff training on Google Apps  All Teachers	Lesson Plans Usage Reports

## **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*

At Thomas Jefferson Classical Academy: A Challenge Foundation Academy, we are committed to preparing students with the essential communication skills that will be needed to be successful in the most rigorous college programs, and for a lifetime of continuing education in the fast pace of the 21<sup>st</sup> century work environment.

These skills start with a sound foundation delivered in the grammar school grades utilizing the core knowledge curriculum, a research-based model of learning that has had a record of success. At developmentally appropriate intervals, technology is integrated thoroughly into the curriculum through teacher delivery and student activity. Our Mimio technology in all classrooms enables teachers and students to access the world wide web, and to ensure a rich 21<sup>st</sup> century learning environment.

Teachers have access to both in house continuing education credits and to opportunities to participate in regional, state, and national conferences to help them to grow professionally and to keep pace with changing technology and educational practices.

We are currently exploring the future of textbook delivery systems and online lesson modules that will further enhance the 21<sup>st</sup> century classroom experience.

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**Alignment to Other Plans and Initiatives:**

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

Thomas Jefferson 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**

Utilize Common Core and Essential Standards for instruction and assessment.

**Home Base Implementation**

Effectively utilize tools within Home Base.

**CFA Network**

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**Mimio Connect**

This is an online resource that teachers with successful lesson plans designed through the Mimio Interactive technology share across the nation for anyone to use. This is a free resource to teachers who implement Mimio technology in their schools.

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**5: 21st Century Leadership for All Schools and Districts**

Suggested Goals/Targets	Year 1		Yearly Evaluation	
	July 1, 2014 – June 30, 2015	Year 2	Evaluation Method(s)	DPI Use
Utilize the evaluation tool and process as a primary factor in teacher and principal development plans and decisions related to promotion, retention, removal	Provide administrators with IPAD's for use in teacher evaluations and access to educational data	Continue to support/upgrade administrators' handheld, internet capable devices for use in teacher evaluations and access to educational data as funds allow	EVAAS; in-house evaluation data on others	
	Headmaster Principal	Headmaster Principal		
Establish or extend existing partnerships with North Carolina colleges and	Administration is meeting with Gardner-Webb University professors to develop	Work to develop online courses through GWU and other university programs	Meeting minutes with college admin and list of	

<b>universities</b>	partnerships in teacher training and continuing ed courses.		partnered activities
	Headmaster, principal, Academic Dean, Finance and HR officer	Same	
<b>Prepare teachers and administrators to lead 21<sup>st</sup> century learning environments</b>	Training in NC Evaluation model, with staff development sessions prioritizing effective use of mimio technology in the classroom.	Staff development sessions targeting effective technology integration in the classroom.	CEU paperwork
	Headmaster, principal, Academic Dean, IT Director, Lead teachers	Headmaster, principal, Academic Dean, IT Director, Lead teacher	
<b>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.</b>	Use data collected from PD tracking, follow-up PD evaluations, and TWC Survey to assess and provide opportunities to meet professional development needs.	Use data collected from PD tracking, follow-up PD evaluations, and TWC Survey to assess and provide opportunities to meet professional development needs.	NWEA MAP reports; CEU paperwork; Explore/Plan/AC T data reports
	Headmaster Principle Teachers Mentors	Headmaster Principle Teachers Mentors	

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

<b>Policies, Procedures, &amp; Guidelines</b>	<b>LEA Policy Code or Procedure</b>	<b>LEA Adoption, Implementation or Revision Date</b>
All Policies, procedures and guidelines should be updated to include the fundamentals of 21st Century Education and Information & Technology Skills. 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.		
<b>Policies Required</b>		
A. Materials Selection Policy including internet resources ( <a href="#">GS §115c-98(b)</a> )	TJCA Handbook	August 2013
B. Disposal of Equipment / Replacement of Obsolete Equipment ( <a href="#">GS §115c-518</a> )	TJCA Handbook	August 2013
C. Hardware and Software Procurement ( <a href="#">GS § 115c-522</a> , <a href="#">115c-522.1</a> )	TJCA Handbook	August 2013
D. Copyright and Plagiarism Policy ( <a href="#">PL §94-553</a> , <a href="#">90 Stat. 2541</a> ),	TJCA Handbook	August 2013
E. Acceptable Use Policy ( <a href="#">PL §106-554</a> ) (including existing 1:1, bring your own device)	TJCA Handbook	August 2013
F. Equipment/Materials Donation Policy ( <a href="#">GS §115C-518</a> )	TJCA Handbook	August 2013
G. Data Privacy Policy ( <a href="#">20 U.S.C. § 1232g</a> ; <a href="#">34 CFR Part 99 (FERPA)</a> )	TJCA Handbook	August 2013
H. Inventory Control Policy ( <a href="#">GS §115c-539</a> , <a href="#">115c-102.6A-C(5)</a> )	TJCA Handbook	August 2013
I. Access to Services Policy ( <a href="#">GS §115c-106.2</a> )	TJCA Handbook	August 2013
J. Online Assessment and Instruction Policy	TJCA Handbook	August 2013
K. Advertising and Commercialism Policy ( <a href="#">GS §115c-98</a> ) (Procurement and gifts ethics)	TJCA Handbook	August 2013
L. Internet Safety and Ethical Use including Cyberbullying and Harassment ( <a href="#">Protecting Children in the 21st Century Act</a> , <a href="#">CIPA</a> , <a href="#">FERPA</a> , <a href="#">GS 115C-407</a> )	TJCA Handbook	August 2013
<b>Procedures</b>		
A. Hardware and Software Deployment	TJCA Handbook	August 2013
B. Equipment maintenance and repairs	TJCA Handbook	August 2013
C. Outdated Resources and Equipment Replacement	TJCA Handbook	August 2013
D. Disaster Recovery of Data and Hardware	TJCA Handbook	August 2013
E. Administration of Online Courses	TJCA Handbook	August 2013
F. Administration of Online Assessment	TJCA Handbook	August 2013
<b>Guidelines</b>		
A. Policy Translation	TJCA Handbook	August 2013
B. Use of Digital Media and Resources	TJCA Handbook	August 2013
C. Instructional Use of Videos	TJCA Handbook	August 2013
D. Development of Online Resources	TJCA Handbook	August 2013