Goal 1	All Baldwin County students, teachers, and administrators will effectively use technology as an integrated tool for teaching, learning, and leading to master local, state, and national standards.
Ideal Performance Statement	Technology use is transparent and seamless in teaching, learning and leading. Technology has become an integral part of how the classroom and workplace functions, with the use of technology resources supporting the mastery of all local, state, and national standards and 21st Century Skills, including collaborative work and communication, problem solving, critical thinking skills, and technology literacy. All software uses have been mapped to the local, state, and national standards. All Baldwin County students have mastered the Technology Literacy Content Standards found in Alabama's Technology Course of Study by the designated grade levels and are consistently using these skills to select appropriate emerging and current technology tools to engage in classroom activities that provide experiences that prepare students for the world outside of school. All students are engaged in inquiry-based curriculum projects that require critical thinking, goal setting, problem solving and collaborative and communication skills. All BCBE teachers and administrators model the use of technology on a daily basis for administrative and productivity purposes. Technology is used regularly by teachers and administrators for professional development and communication, both within and outside the district. All teachers and administrators are trained in a full range of technology uses and in the determination of their appropriate roles and applications.

Goal 2	**All Baldwin County students, teachers, and administrators benefit from a broad range of educational opportunities and resources through the use of technology**
Ideal Performance Statement	All students, teachers, and administrators benefit from educational tools such as digital content, digital instruction, and new models of digitized assessment that focus on improving student learning. Teachers, students and administrators are consistently able to select technology tools to help them obtain information in a timely manner, analyze and synthesize the information and present it professionally. There is compelling evidence that the BCBE School District uses technology-related structures and processes to engage parents, community members, school board members, administrators, school faculties, and students in meaningful communication. All parents have the option to use existing district networks and communication systems to facilitate communication with school personnel regarding their students' academic progress, assessment results, attendance, and support resources.

Goal 3	**All Baldwin County teachers and administrators benefit from high-quality researched-based technology professional development and supports necessary to achieve local, state, and national standards and courses of study.**
Ideal Performance Statement	All BCBE teachers and administrators participate in high quality, research-based technology professional development aligned with local, state, and national standards and courses of study.

Compensation, reimbursement and classroom support exist to enable all educators the opportunity to maximize their participation in technology professional development, both in the district and off site.

Decisions related to technology professional development are facilitated and informed by evaluation data made available to administrators by participants in professional development offerings.

Technology professional development is offered at a variety of locations (at the district office, in local schools and online) and through a variety of methods (whole group, small group, one-on-one) to all teachers and administrators.
A full-time School Technology Coordinator* (STC) on the staff of schools with 40 or more teachers and a .5 STC on the staff of schools with less than 40 teachers and a team of five content-specific mentors provide technology professional development on-site, follow-up support, and mentoring to teachers on effective technology integration. |

Goal 4	All Baldwin County students, and teachers, and administrators have access to the appropriate technology resources and infrastructure necessary to support teaching, learning, and leading.
Ideal Performance Statement	All Baldwin County students, teachers and administrators have access to technology-based productivity tools, on-line services, Internet-based instructional materials, and adequate support for using these resources to support teaching, learning, and leading. The district's network infrastructure is fully in place, provides secure access, and reaches all students, teachers, and administrators in his/her classroom or work place. Distance learning (a blend of online and video conferencing) is available to all students, teachers, and administrators. A full-time School Technology Coordinator* (STC) is on the staff of schools with 40 or more teachers and .5 STC on the staff of schools with less than 40 teachers to assist in research, collaborating, designing, and implementing instruction. A full-time technical support person is provided for every 100 computers. Ratios of support and integration staff are reviewed annually, and consistently reflect priorities articulated in the district's technology plan. The Baldwin County School District annually allocates an adequate portion (no less than 5%) of its total budget to technology expenditures, including those for professional development, technology support, hardware, software, connectivity, and equipment replacement.