

## CCBE District Technology Plan 2019-2020\_07162019\_14:24

ALSDE District Technology Plan 2019-2020

**Chilton County Board of Education**

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## ALSDE District Technology Plan 2019-2020

### A. Executive Summary

The Executive Summary provides Planners with an opportunity to describe in narrative form its purpose as well as strengths and challenges within the context of continuous improvement. Use the links below to navigate the Executive Summary and respond to the various questions. The responses should be brief, descriptive, and appropriate for the specific section. Ensure that all Key District Program staff work collaboratively to provide input into the District Executive Summary, and all School Staff provide input into the School Executive Summary.

It is recommended that the responses are written offline and then transferred into the following sections:

#### Description of the School District/School

1. Describe the size, community/communities, location, and changes experienced in the last three years. Include demographic information about the students, faculty/staff, and community at large. What unique opportunities and challenges are associated with the community/communities?

The Chilton County School District is a rural system located in central Alabama with a county population of 44,067 residents according to the U.S. Census Bureau. The county's 694 square mile land mass is divided into six geographic locations with Clanton as the county seat, and the other five locations are: to the south of Clanton is Verbena, to the north are Thorsby and Jemison, and to the west are Isabella and Maplesville. Approximately 80.5% of Chilton County residents are Caucasian, 10.5% are black, 8% are Hispanic, and 1% include one or more ethnic groups. Yearly per capita income is \$22,045 with a median salary of \$42,954. The percentage of people living at or below the poverty level is 18.3%. Industry/job opportunities include educational, health and social services, manufacturing, retail, as well as farming and construction. One of the largest employers in Chilton County is the Chilton County Board of Education with approximately 881 support, maintenance, and certified employees. Because Chilton County is located 45 miles from Montgomery and 47 miles from Birmingham, educational and job opportunities are feasible in both locations. Our county's post-secondary institutions include Jeff State Community College and Wallace Community College of Selma as well as two-year and four-year colleges and universities located between Montgomery and Birmingham. Chilton County is a non-zoned, public district governed by a seven-member board with the primary focus of providing a high quality education in a safe environment that is conducive to student learning and success. The district earned AdvancEd District Accreditation in Spring of 2019. During the 2019-2020 school year, Chilton County will serve approximately 7,851 students in twelve schools, and the Chilton At-Risk Program (PASS Academy), LeCroy Career Technical Center, and the Chilton County Virtual School all of which serve our entire district. The twelve schools include two 9-12, two elementary, two intermediate, two middle, and four K-12. Through Chilton County's Child Nutrition Program, our schools provide 63% of our students with healthy, free and reduced meals. Presently, Chilton County provides additional services to English learners, special education, and gifted. At this time, approximately 488 English learners are receiving services from highly qualified personnel in grades K-12. Over a five-year period, approximately 467 students have exited the program and are in various stages of monitoring. Currently, our district is serving 805 ELs. Approximately 850 special education students are being served by following the Alabama State Code offering individualized services for students 3-21 years of age who have a disability and require special education instruction. Also, approximately 420 students have met the SDE requirement for gifted education in grades 3-12. Elementary students receive gifted education services at their schools weekly by certified gifted teachers. Middle and high school students receive indirect services through academic programming, honors and advanced placement classes, and gifted personnel available to provide resources and consultation for students, parents, and teachers. Chilton

County's strengths can be found in the hiring of highly qualified personnel, program leadership, collaboration among the county's many stakeholders, and our community support. Currently, our system has and continues to provide professional development and resources in the area of the Alabama College and Career Ready Standards. Chilton County has a commitment to provide a quality education by teaching the standards to fidelity and by collaborating continuously with the departments of Office of Student Learning, ARI, and AMSTI on the SDE regional level. Our schools offer advanced placement classes through several different venues. AP classes are offered by highly qualified teachers and/or through the ACCESS program. Also, our system has partnered with Jefferson State Community College, Wallace Community College of Selma, the University of Alabama Early College and Auburn University in providing dual enrollment opportunities for our juniors and seniors with post secondary plans. LeCroy Career Technical Center has many relevant programs and has added programs in PSA Fire, PSA Law, Robotics, Design Studio, Industrial Technology and Engineering, and STEM. Other career tech programs included in their class offerings are Auto Service Technology, Collision and Repair Technology, Cosmetology, Health Science, Horticulture, and Welding. Also, our Chilton County Virtual School's curriculum is delivered by highly-qualified instructors through the ACCESS Program. The program allows students in grades 9-12 an online pathway for earning a high school diploma. The local schools' Continuous Improvement Plans drive the instructional strategies as well as the system's improvement plan. Curriculum guides, Individualized Education Plans, Response to Instruction, Teacher Effectiveness and benchmark assessments are used to support and monitor the process of providing a rigorous, relevant curriculum for our students. One final strength of our system that cannot be overlooked is our technology team. Without their support and knowledge, we would not have the integral piece of the puzzle to fulfill our system's educational goals. The technology team is comprised of a Technology Coordinator, Network Administrator and two Technology Specialists. Also, our district has added Preschool programs at Clanton Elementary, Isabella, Jemison Elementary, Maplesville, Verbena and Thorsby. All elementary schools in the district now have Preschool programs. As with many systems in the state, the challenge continues to be funding the necessary programs needed by our student enrollment. Since Chilton County is rural, we do not have the industrial and/or local revenue to help fund our programs. However, Chilton County will continue to meet the academic needs of our students.

## Notable Achievements and Areas of Improvement

2. Describe your notable student achievements and areas of improvement in the last three years. Additionally, describe broad areas for improvement that you will be striving to achieve in the next three years.

Through collaboration, the Chilton County Board of Education and our Regional Support Team (ARI, AMSTI, and Instructional Services) will continue to build instructional leaders within the system in all instructional areas, to develop and re-evaluate curriculum and pacing guides, and train instructional coaches to lead their communities and provide relevant professional development. Since 2012, Chilton County has created an infrastructure to strengthen our system's curriculum and implementation of the Alabama College and Career Ready standards. In 2016-2017, our district began the Chilton County Mentoring Program to nurture and help novice teachers grow into excellent, skilled educators through the guidance and care of successful professionals. Our system will continue our efforts to provide relevant professional development for administrators, teachers, and instructional coaches. The district began an Aspiring Administrators Academy in 2018-2019 targeting current employees who aspire to become administrators to receive training in order to grow professionally. During the past three years, the technology focus has concentrated on completing upgrades of internal connections and wireless equipment at all schools through the use of Erate funds, and upgrading the WAN speed at all locations. Other technology improvements during 2017-2018 included: Purchased Epson interactive projector/board/rolling cart for Central Office computer lab, opened a new school, Jemison Middle School,

with Chromebook carts and Epson interactive projectors in every classroom, opened a new gym with state of the art technology, wireless access points, and projectors, redesigned the district and school websites, migrated physical servers to new VM hosts at Central Office, upgraded bandwidth at two locations: CMS to 500MB, Transportation Department/Maintenance to 50MB, began handling computer maintenance issues in-house instead of contracting with outside company, added additional access points at many schools to meet wireless demands, upgraded network switches and access points at CCHS, using Erate funds, upgraded network switches and access points at LCTC, upgraded Macbook laptops for all school Technology Coordinators, purchased Chrome Gopher license for better management of devices in Google Admin Console. Technology improvements during 2018-2019 included: Increased district Internet access bandwidth to 1500 Mbps, upgraded bandwidth at JES, JIS and Verbena Annex, upgraded the district firewall, upgraded switches at eight schools using Erate funds, purchased an EL program (Ellevation) for all schools, created E-sports competitive teams for high schools in the district, received a single sign on and data dashboard program donation and training was provided, purchased online registration and provided training to begin use in Spring 2019, purchased Cisco AMP to provide virus/malware protection district wide, implemented online time clocks and attendance, completed the transition to Google Mail, and received a Digital Tools/Backpack Grant which provided devices and professional development for twelve employees. Security was a main emphasis during 2018-2019 with each school or feeder school pattern having a School Resource Officer on campus. In addition, security cameras were updated and all school entries were hardened.

## District/School of Education Purpose

3. Provide the purpose statement and ancillary content through the mission, vision, and values/beliefs. Describe how the District/School of Education embodies its purpose through its program offerings, technology, and expectations for students.

- **Values and beliefs** are brief, numbered statements about what your highest aspirations are for your students, staff, faculty, community, state, nation, and world based upon what skills and dispositions you think students will need to be successful in life, school, and careers.

- The **vision statement** describes the “perfect” world stakeholders would see if the mission is achieved. It evokes excitement, paints a picture, and has the effect of encouraging others.

- The **mission statement** should be brief, describe how the vision will be realized, and contain essential resources you will need (people, time, funding, technology, facilities, etc.).

The mission of the Chilton County School District is provide a safe environment for challenging educational experiences which enables allstudents to succeed to their individual potential. This is a shared commitment of the students, parents, educators and community members. Our mission is derived from our system's core beliefs that (1) Every student is a valued individual who can learn; (2) Every student deserves a quality education in a safe environment; (3) Every student's education is the shared responsibility of all stakeholders; (4) Learning is a lifelong endeavor; and (5) Every student should be prepared for the knowledge-based, technology-enhanced culture of the 21st Century. Chilton County's beliefs are directly in line with "Every Student Succeeds Act." Students will be able to achieve their potential by receiving high-quality core instruction centered around the Alabama College and Career Ready Standards, response to instruction, special service programs, a rigorous elementary and secondary curriculum, and career technical courses. By adhering to the basic principles of response to instruction, students will receive quality Tier I instruction in the classroom through research-based strategies that are student centered, and evidence-based interventions based on student needs. Administrators, teachers, reading specialists and support staff will continue to receive purposeful professional development/training

to provide effective instructional strategies to be utilized in the classrooms. Chilton County will also continue to collaborate with all stakeholders to improve our students' learning experiences. Special education services, English Learners, and Gifted are offered through a variety of plans including inclusion, pullout, and advanced curriculum offerings. At the secondary level, Honors, AP, and ACCESS classes are available to develop academic skills needed for college readiness. Our career technical center offers career and advanced skill training in areas of PSA Law, PSA Fire, Robotics, Auto Service Technology, Collision Repair Technology, Cosmetology, Health Science, Industrial Technology and Engineering, HVAC, Horticulture, Welding, Design Studio and PLTW and STEM and STEAM for elementary, intermediate and middle school students. The Superintendent's Student Advisory Council was created to gain input from the districts' students on various issues. All schools and grade levels are represented by these students who meet quarterly with the Superintendent as a group.

## Additional Information

4. Provide any additional information you would like to share that you were not prompted to complete in the previous sections.

Over the past five years, our Capital Improvement Plan has included several roofing projects and maintenance efforts throughout the county. The Jemison High School renovation project has been completed for the eighth grade wing, Chilton County High School and Jemison High Schools' roofing projects have been completed. The foundations renovations at Verbena High School and Thorsby High School have been completed. The PASS Program and the Virtual School's labs and classrooms have been renovated, and new laptops have been assigned to the facilities. Projects completed in 2017-2018 are the roofing project at Maplesville, the new gym project at Jemison Middle, and the renovations for new 7th grade classrooms at Jemison High School. Our district restructured the Jemison feeder school pattern. Jemison Elementary now contains grades Kindergarten through grade 3; Jemison Intermediate contains grades 4-6; Jemison Middle contains grades 7-8; and Jemison High School contains grades 9-12. During the Summer of 2017, the addition of the new seventh grade classrooms was completed. The addition is comprised of seven classrooms, a Cyber Cafe and a workroom. Chilton County will continually monitor, evaluate, and revise our plan in accordance with our system's changing needs. Current projects include the Isabella Multipurpose building and the construction of security vestibules at the schools will provide a safer environment for our students, school personnel, parents and our visitors. The original goals/plans for technology were to: 1. Secure school server rooms to meet Data Governance requirements 2. Prepare for online testing 3. Establish Tech Teams at schools to assist Tech Coordinators to set up devices and troubleshoot issues 4. Update the district phone system. These goals/plans have been met. Chilton County's most valuable resource is its students. With six high schools reporting in our district, students are awarded approximately \$5,000,000 in scholarships each year. Through our students', parents', teachers' and counselors' efforts, many of our students have assistance in furthering their education. PROGRESS NOTES 2017: Bandwidth was increased at all schools, all schools in the district now have wireless access in all classrooms. As more devices are added at schools, more access points will be installed to meet the wireless demands. The district began using an online meeting solution (Eboard Solutions Simbli) for Board meetings and district meetings, and began live streaming monthly Board meetings. The district email server was upgraded to a higher level with more storage. Most schools provided classroom release time for school Technology Coordinators to serve as Technology Coaches during 2016-17 and again in 2017-18. Teachers are using Google applications more effectively, and all teachers use Google Classroom to report Lesson Plans. More Chromebooks were purchased for student use at the district level: 77 for all second grade classrooms in the district (2 to 4 per classroom) and 238 for the new Jemison Middle School. JMS is the only school in the district with a full 1 to 1 classroom initiative and 21st century technology such as document cameras and interactive



projectors/boards. Additional Chromebooks have been purchased by individual schools. The district staff continues to stay on top of technology by researching the latest trends and attending professional development. Specifically, the Network IT Technician completed Google Certified Associate - G-suite Administrator and the Technology Coordinator completed the Chief Technology Officer certification in 2017. PROGRESS NOTES - 2018: Due to the addition of devices, bandwidth was increased for the district and three schools: CES, CIS, CMS. Network equipment was upgraded and additional wireless APs added at: CES, CIS, CMS, CCHS, JES, JIS, JHS, THS, IHS, MHS, VHS and LCTC. Interactive boards, Chromebooks, document cameras, Apple TVs, flat panels, projectors and cameras were purchased throughout the district. Professional development was offered for teachers by Montevallo TIM, ALSDE AMSTI/RTI, STEM/PLTW, ACT, Ron Clark Academy, technology equipment vendors, AETC and local school and district personnel. The district moved over to Google mail for all students, staff and district personnel. Extensive training took place to smooth the transition. The district staff continues to attend workshops and conferences to stay on top of technology's latest trends. PROGRESS NOTES - 2019: A Chromebook cart was purchased for the Central Office computer lab/Board Room, the district received a Digital Tools/Backpack Grant from ALSDE for \$12,500 to cover equipment and PD for all schools, a team of Technology Coordinators attended AETC Mobile and turned around training at their local schools, purchased a new vehicle for the Technology Department, received a generous donation of the GG4L SSO dashboard and data analytics for the district, purchased and began using PowerSchool online registration, purchased an EL program Ellevation to be pushed out in Fall 2019, upgraded network switches at ten sites in the district through Erate funds, E-sports school teams created and began competitions, purchased Cisco AMP to provide virus/malware protection district wide, bandwidth was upgraded to 1500 Mbps for the district, 100 Mbps for PASS Academy, 100 Mbps for Transportation/Maintenance, 500 Mbps for IHS, 500 Mbps for JES, 250 Mbps for JIS, and 100 Mbps for Verbena Annex, and the district firewall was upgraded due to the increased bandwidth. During 2018-2019, approximately 8700 Chromebooks were in use throughout the district. All schools are working to replace outdated Windows 7 devices and Chromebooks with nearing end of life expirations. The district Technology Coordinator was elected as a Region 4 Board member of the Alabama Leaders in Educational Technology and was also selected as a judge for Governor Ivey's App Challenge in April 2019.

## B. Stakeholder Involvement

Stakeholders are all the people that the plan will impact directly and indirectly. The Stakeholders have vested, real interests in ensuring the highest quality educational experience for every student. They may be partners, employees, teachers/faculty/staff, board members, community members, parents, and, of course, students themselves (former, current, future).

The Overall Planning Team should be comprised of representative stakeholders who should be involved according to levels of expertise and closeness of impact. Involvement spans a range from an input/advisory capacity to writing/expert levels. For example, it is helpful to have a Core Writing Team comprised of key program experts responsible for creating the basic content for input by the Overall Planning Team. Subgroups may be formed according to levels of involvement. All should clearly understand their roles and expectations in the process and final plan produced.

1. Describe the process used to engage and solicit input from a variety of stakeholders in the development of the plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate various levels of input into the plan (For example, levels may range from the Core Writing Team to Advisory capacities.).

To develop the plan, a variety of stakeholders were chosen to represent all schools and grade levels in the district, as well as Central Officestaff, parents, and members of the community. Stakeholders were contacted by phone and meetings were scheduled in advance. Worksessions were held and the input received from stakeholders was included in the plan. Sign in sheets and agenda are filed at Central Office.

2. List the Team Members and their respective Job Positions and Team Function being sure to include experts in each key program area. (Examples of program areas include Technology, Special Education, Curriculum and Instruction, Content Specialists, Leadership, Federal Programs, Career Technical, Project-Based Learning Specialists, etc.).

Technology Advisory Committee members were chosen from District staff, teachers, parents, nurses, and business/community members. All schools and teachers from various grade levels are included. The committee consists of: District Superintendent, Kim Arrington-District Technology Coordinator, Krisi Parrish-Clanton Elementary Teacher/School Technology Coordinator, Blake Maddox-Clanton Intermediate Teacher/School Technology Coordinator, Jennifer Supri-Chilton County High School Teacher/School Technology Coordinator, Casey Meank-Clanton Middle School Teacher/School Technology Coordinator, Jill Green-Isabella High School Counselor/School Technology Coordinator, Jared Day-Isabella High School Teacher/Technology Coordinator, Tracy Johns-Jemison Elementary School Teacher/School Technology Coordinator, Katie Maddox-Jemison Intermediate School Teacher/School Technology Coordinator, Jennifer Curry-Thorsby High School Teacher/School Technology Coordinator, Vanessa Jones-Parent, Alison McClure-Parent, Shellie Smith-LCTC Teacher, Pam Harris-District Testing Coordinator, Shonda Copen-Jemison Middle School Teacher/Technology Coordinator, Brooke Elliott-Jemison High School Teacher/Technology Coordinator, Kathy Hand-Maplesville High School Media Specialist/Technology Coordinator, Corey Clements-Thorsby High School Principal, Leslee Deavers-Verbena High School Teacher/Technology Coordinator, Jason Sosa-Career Technical Center Teacher/Technology Coordinator, Tim Little-Chilton County Revenue Commissioner.

3. Explain how the final plan was/will be communicated to all stakeholders and the method and frequency in which stakeholders will receive information on the status of activities and progress during the year.

The planning process began with input from all disciplines about the direction technology should take in our system. All district and school personnel contributed by participating in surveys, obtaining inventory items and creating objectives and activities at local schools. District and school personnel were involved in creating/updating the Executive Summary. Stakeholders were involved in the goal planning process and desired improvements. Community/business owners were



involved in gathering Executive Summary demographic information. Progress Notes 2018: Technology Plan planning meetings and work sessions were held on May 9, 2018, August 3, 2018, and October 4, 2018 to finalize and submit the plan. Progress Notes 2019: Technology Plan planning meetings and work sessions were held on May 2, 2019, August 5, 2019 and October 7, 2019.

## C. Technology Diagnostics

### Data Sources & Funding Sources

1. **Data Sources.** Select all sources of data used for planning. (Check all that apply)

If Other selected, enter in comments.

- Board of Education Actions**
- Compliance Monitoring Reports**
- Continuous Improvement Plan**
- Discipline and Attendance Reports**
- Educate Alabama Data
- End-of-Course Assessments**
- Federal Government Regulations
- Formative Assessments**
- Graduation Rates**
- Inventory & Infrastructure Report - Fast and Easy Access to Network, and Availability of Technology**
- School of Education (SOE) Accreditation Reviews/Reports**
- Principal Walk - Through Checklist**
- Professional Learning Evaluations, Lesson Plans**
- SpeakUp Data**
- State Government Regulations**
- Student Achievement Data**
- Technology Program Audit, Etc.**
- Alabama Educator Technology Survey**
- Other (enter in comments below)

2. **Funding Sources.** Select the most probable Funding Sources for each activity. (Check all that apply).

If Other selected, enter in comments.

- Annual Giving Fund
- Booster Fund
- Capital Improvement Fund
- Career Technical Funds**
- District Funds (Local Funds)**
- Endowment/Memorial Fund
- Financial Aid
- General Fund**
- Perkins
- Scholarship Fund
- School Council Funds
- State Funds**
- Title I, Part A
- Title I, Part C

- **Title I, School Improvement**
- **Title I, Schoolwide**
- **Title I, School Improvement Grant (SIG)**
- **Title II, Part A**
- Title III
- **Title IV, Part A**
- **Title IV, Part B**
- **USAC Technology**
- **No Funding Required**
- **Other (enter in comments below)**

### **COMMENTS**

ALSDE Grants, Education Trust Fund (ETF) Advancement & Technology Funds

## D. Needs Assessment

Use the needs assessment to write your objective and activities in section **E.Goals, Objective and Activities**

### Technology Program Areas

1a. **Technology Infrastructure** - fast and easy access to network, digital content

- a) Identify the top 1-3 areas of need
- b) Identify the top 1-3 areas of strengths
- c) Identify the data sources

a.) AREAS OF NEED: 1. Continue to update one to one wireless access at schools as more devices are added in classrooms and as old APs need replacing 2. Continue to increase bandwidth as demand increases b.) STRENGTHS: 1. All schools' network/wireless upgrades have been completed. Erate funds were received in 2019 and switches were upgraded at: JHS, JES, JIS, VHS Annex, CCHS, CES, CMS, IHS, THS and MHS. 2. Bandwidth has been increased at all schools and the district in February 2019. 3. All schools currently have wireless connections campus-wide. c.) DATA SOURCES: 1. Technology inventory 2. ASC contract

1b. **Technology Inventory** - fast and easy access to technology

- a) Identify the top 1-3 areas of need
- b) Identify the top 1-3 areas of strengths
- c) Identify the data sources

a.) AREAS OF NEED: 1. More devices to meet our 1:1 goal of Chromebooks in the classroom 2. Replace outdated devices 3. Add interactive boards b.) STRENGTHS: 1. Schools continued to purchase Chromebooks with Title/school funds during the 2018-2019 school year 2. Many schools have reached the 1:1 goal in classroom carts for certain grade levels/two schools have reached the 1:1 goal in all grade levels. c.) DATA SOURCES: 1. Inventory 2. Surveys

1c. **Student Learning** - subject area processes and content; 21st C. skills and dispositions to ensure school, career, and life success

- a) Identify the top 1-3 areas of need
- b) Identify the top 1-3 areas of strengths
- c) Identify the data sources

a.) AREAS OF NEED: 1. Improve Reading comprehension and/or Math skills 2. Technology integration coaches 3. Full time school Technology Coordinators 4. More devices for online assessments and remediation software b.) STRENGTHS: 1. A district Career Coach supports all schools with Kuder Plans 2. Chromebooks have been added throughout the district during the 2018-2019 school year with the use of Title/school funds. 3. Educator effectiveness strategies will help teachers to add technology as aids instead of replacement in the classrooms. 4. Some of the software applications being used on devices in the district to improve scores and engage students include: Spire, Reflex Math, ACT Prep, online textbooks, Classworks, MathXL, Voyager, Edgenuity, GoMath, Google Suite, Renaissance, RAZ Kids, A+College Ready Curriculum, STEM resources, Edmentum, ReadWorks, Newsela, Mobymax, ThinkCentral. 5. STEM/PLTW classes are serving students throughout the district. Several new teachers have attended STEM training. c.) DATA SOURCES: 1. Principal interviews 2. Test score results

1d. **Professional Learning Program** - Teachers, Staff, Leaders, Community

- a) Identify the top 1-3 areas of need
- b) Identify the top 1-3 areas of strengths
- c) Identify the data sources

a.) **AREAS OF NEED:** 1. Funds for stipends/substitutes to offer more training opportunities for teachers 2. Time for teachers to observe other teachers 3. Technology Coach to help with integration 4. Device training 5. Google training 6. PD opportunities related to interactive technology for student use. b.) **STRENGTHS:** 1. Technology training has become a priority in the district 2. Mentors are provided for all first year teachers 3. University of Montevallo TIM offers free training for the district 4. The district completed AdvancED district accreditation. 5. STEM/PLTW training has been provided to numerous teachers throughout the district 6. Aspiring Administrators Academy is in place in the district. c.) **DATA SOURCES:** 1. Survey results

1e. **Teacher Use - Teaching** - how teachers use technology to teach as well as require students to use technology to learn

- a) Identify the top 1-3 areas of need
- b) Identify the top 1-3 areas of strengths
- c) Identify the data sources

a.) **AREAS OF NEED:** 1. Teacher training to integrate technology 2. Improve teacher technology skills 3. School Technology Coordinators need release time during the school day to help teachers integrate technology 4. 1:1 devices for classrooms grades 3-12 to encourage technology use 5. Student surveys indicate they want teachers to use a blend of technology and teacher led instruction/discussion in the classroom b.) **STRENGTHS:** 1. Educator Effectiveness strategies are used to help teachers plan lessons incorporating technology c.) **DATA SOURCES:** 1. Survey results

1f. **Teacher Use - Productivity** - how teachers use technology for increased productivity

- a) Identify the top 1-3 areas of need
- b) Identify the top 1-3 areas of strengths
- c) Identify the data sources

a.) **AREAS OF NEED:** 1. Use technology resources currently available 2. Provide more technology training because most teachers rate their technology skills as average 3. Update teacher devices 4. Interactive boards for all teachers and training to use them b.) **STRENGTHS:** 1. Teachers are sharing resources through Google Classroom 2. All lesson plans are reported through Google Classroom district-wide 3. School Technology Coordinators are assisting teachers with technology integration 4. Educator Effectiveness strategies are used to help teachers plan lessons incorporating technology c.) **DATA SOURCES:** 1. Survey results

1g. **School Leaders Use - Productivity** - how administrators use technology for increased productivity

- a) Identify the top 1-3 areas of need
- b) Identify the top 1-3 areas of strengths
- c) Identify the data sources

a.) **NEEDS:** 1. Continued training for administrators 2. Administrators should model technology use 3. Ways to motivate teachers to change their teaching practices b.) **STRENGTHS:** 1. Montevallo TIM provides free Administrator training 2. the District offers an Aspiring Administrators Academy 3. Administrators are using Educator Effectiveness strategies 4. All Administrators have been provided Chromebook devices c.) **DATA SOURCES:** 1. Survey results 2. Inventory

1h. **Other** (Optional)

- a) Identify the top 1-3 areas of need
- b) Identify the top 1-3 areas of strengths
- c) Identify the data sources

a.) **NEEDS:** 1. Continue to update the infrastructure as needed, and add more devices b.) **STRENGTHS:** 1. Devices and tools currently available are being used 2. Superintendent and administrators are eager to learn more about planning and implementing a 1:1 initiative, and

Technology has been approved as part of the district's budget for the year. c.) DATA SOURCES:  
1. Inventory 2. survey results 3. discussions with principals

## Professional Learning

2. Based upon the strengths and areas of need in **Technology Program Area** above, what are your Professional Learning topics for the upcoming year?

(Note: You do not have to address all needs or build upon strengths in one year! You will need to prioritize them **over three years.**)

For each topic, include the delivery method, time, who will attend and who will present.

A. **Delivery method(s):** Face-to-Face (onsite or offsite), hybrid/blended (combination), webinar, videoconferencing, online (real-time or asynchronous), etc.

B. **Time:** Number of hours

C. **Who will attend:** Teacher, school administrator, district administrator, specialists, other

D. **Who will present:** Indicate type or name, e.g., Technology in Motion Instructional Specialist, ALEX A.C.E. Trainer, ACCESS trainer, LEA staff, AETC attendance, external trainer, corporate, consultant, etc.).

If uploading attachment with the information, please type *See Attachment* in text field.

**Example:** Google Training A. Face to Face B. 3 Hours C. Teachers, D. Presented by Tech Coordinator.

Training scheduled for 2019-2020: 1. Google Account/Docs/Drive Training - all schools - face-to-face - 1 hour - District Staff/School Technology Staff 2. Website/Teacher Web page Training for new teachers - all schools - face-to-face training - 1 hour - School Webmaster 3. Basic Technology Turnaround Training - all schools - face-to-face - .5-1 hour - School Technology Staff 4. Chalkable Training for new teachers - all schools - face-to-face - 1 hour - School Technology Staff 5. Apple Training for teachers - all schools - face-to-face onsite - 1 hour - School Technology Coordinators 6. Educator Effectiveness - all schools - face-to-face training - 1 day - District Staff/School Staff 7. Apple Training for School Technology Coordinators - face-to-face train the trainer offsite - 6 hours - External Apple trainer 8. Google Mail Training for Principals, district staff, teachers - all locations - face-to-face - 1 hour - District/School Technology Staff 9. STEM/PLTW/Coding Training - schools - face-to-face onsite and offsite - 1-5 days - External trainers 10. Webmaster Training - all schools - face-to-face offsite - 1/2 day - District Staff 11. Chalkable Training for Counselors - all schools - workshop offsite - 1 day - External Chalkable staff 12. Data Governance Policy turnaround training - all schools - face-to-face offsite - 1 hour - District Technology Staff 13. Administrator Technology Training - all schools - face-to-face - 2 days - External trainer 14. Alabama Educational Technology Conference - all schools - conference offsite - 2 days - External trainers 15. Conferences/Workshops for Administrators (CLAS, Mega, Code.org, Vertical Alignment) - all schools - face to face offsite - 3 hours - External trainers 16. Google Certified Educator Bootcamp - school Tech Coordinators - face-to-face - 3 days - ATIM 17. Follett Destiny Training - Media Specialists - face-to-face - 1 day - External trainers 18. AMSTI Training - school staff - face-to-face - 1 day - External trainers 19. PowerSchool SIS Training - all teachers and staff - face-to-face and videos - 1 to 5 days - ALSDE/ATIM/External trainers/District and school Staff/Videos.

## Inventory

3. **Inventory** - Upload a copy of your 2019-2020 District Technology Inventory.



***The Technology LEA Inventory will be completed in a spreadsheet provided by your regional contact.***

Inventory spreadsheet is attached.

## **ATTACHMENTS**

### **Attachment Name**

 [CCBE Inventory 2019](#)

## **Infrastructure**

4. **Infrastructure** - Describe how your infrastructure and inventory supports student achievement at all locations. Use the following terms as headings in your description:

- **WAN Infrastructure**
- **LAN Infrastructure**
- **Connectivity**
- **Bandwidth**
- **Internet Access**
- **Information Security & Safety**
- **Digital Content, and Digital Tools**

If uploading attachment with the information, please type *See Attachment* in text field.

**WAN INFRASTRUCTURE/BANDWIDTH:** The district WAN bandwidth was increased at all locations in 2016 and again in 2017. Since then, the district bandwidth has been upgraded and schools who were maxing out what was provided. A new contract was signed with Alabama Supercomputer Authority in 2019. **LAN INFRASTRUCTURE:** The goal of 1GB to each classroom to access resources faster has been met with the help of Erate funds. A network monitoring and provisioning device/program was purchased to help the district Technology staff be more proactive on issues and to keep downtime to a minimum. **CONNECTIVITY:** All locations now have 1:1 wireless coverage. As more devices are added at schools, more APs may be needed. **INTERNET ACCESS:** All classrooms and libraries have Internet access, but the number of devices are what limits Internet use. Also, many of the devices in classrooms are over 5 years old, and those devices are not reported on the district inventory. More devices are needed at all schools in order to reach the goal of 1:1 for Grades 3-12 and 1:4 for Grades K-2. In addition, new devices are needed to replace expiring Chromebooks and Windows 7 devices that will no longer be supported after 2019. **INFORMATION SECURITY & SAFETY:** ASC provides the firewall and intrusion detection and prevention. Their filtering software was updated in August 2014 to iBoss. In addition, the district purchased an iBoss appliance that provides more management capabilities. GoGuardian is also currently used to filter Chromebook devices, but will be phased out in 2019 and Impero will be used to monitor and filter all devices. **DIGITAL CONTENT:** Instructional Technology Coaches are needed at schools to support professional development and coaching for teachers throughout regular school days. Some of the school Technology Coordinators have been provided some release time from their current duties to provide classroom support, but this is needed at all locations. The district has begun using an Educator Effectiveness program for classroom teachers. Schools are using various software and online resources to increase student achievement and engagement. **DIGITAL TOOLS:** Various web-based resources are used at schools in the district including: Global Scholar, Edmentum, Follett Destiny Library Program, Typing Web, Accelerated Reader, READ 160, Renaissance Place, Renaissance Learning, Accelerated Math, Reflex Math, Stride Academy, Pearson Reading, Plato, Social Studies Weekly, Brain Pop, ACT Prep, ACCESS classes, Star, Kuder, Orchard Now, Canvas, Everfi, Foolproof,

Moodle, March2Success, Classworks, MathXL, ReadWorks, Voyager, GoMath, SPIRE, Edgenuity, Google Suite, RAZ Kids, A+ College Ready Curriculum, and STEM/PLTW resources. Free resources are forwarded to teachers monthly from the district.

## Data Compliance

5. Has the local school board adopted a data governance and use policy?

**Must** attach a copy of the policy.

Yes. Copy attached.

### **ATTACHMENTS**

#### **Attachment Name**

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 [Data Governance Policy Chilton Co.](#)

6. Has the local school district developed a Data Governance Procedure document to address physical security, access controls, possible sanctions, data quality, data exchange and reporting as defined by the data governance and use policy?

**Must** attach a copy of the procedures.

Yes. This information is included in the attached Data Governance Policy.

### **ATTACHMENTS**

#### **Attachment Name**

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 [Data Governance Policy Chilton Co.](#)

## Virtual School Plan

7. Has the local school board adopted a policy providing at a minimum a virtual education option for eligible students in grades 9-12 pursuant to ACT # 2015-89, Section 1(a)?

**Must** attach a copy of the policy.

Yes. Copy attached.

### **ATTACHMENTS**

#### **Attachment Name**

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 [Virtual School Program Handbook](#)

## E. Goals, Objective and Activities

Accountability Questions: Identify at least three (3) programmatic, district-wide digital learning integration activities geared toward impacting student achievement in all schools (District Plan).

(Note: May be different activities for different schools, but all schools must be implementing at least one major related strategy.)

Step 1: Download and complete the [Goals, Objective and Activities](#) spreadsheet.

Step 2: Upload the Goals, Objective and Activities spreadsheet.

- **I have completed and uploaded the Goals, Objective and Activities spreadsheet.**
- I have not completed or uploaded the Goals, Objective and Activities spreadsheet.

### **ATTACHMENTS**

#### **Attachment Name**

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 [Tech Plan 2019-2020 Goals Objectives and Activities](#)

## F. Surveys

This survey should be completed each year from March to May. Use the results from the survey to write or update your Technology Plan each year.

I certify to the best of my knowledge and belief that the Alabama Educator Technology Survey has been completed for this district.

- I certify
- I do not certify

## G. District Assurances

The last step before submitting your plan to the ALSDE is to review the Assurances Statements document. If the statements are true, then both the Technology Coordinator and Superintendent should sign it. It is then uploaded as an attachment into eProve™ diagnostics.

### Assurances Document

Step 1: Download and complete the [Alabama Technology Plan District Assurance](#) document.

Step 2: Upload the completed Alabama Technology Plan District Assurance.

- I have completed and uploaded the Alabama Technology Plan District Assurance.**
- I have not completed or uploaded the Alabama Technology Plan District Assurance.

### ATTACHMENTS






#### Attachment Name

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CCBE District Assurance 2019

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 <a href="#">CCBE District Assurance 2019</a>	CCBE District Assurance 2019	• G
 <a href="#">CCBE Inventory 2019</a>	CCBE Inventory 2019	• D.3
 <a href="#">Data Governance Policy Chilton Co.</a>	Data Governance Policy Chilton Co. approved 2/17/15.	• D.5 • D.6
 <a href="#">Tech Plan 2019-2020 Goals Objectives and Activities</a>		• E
 <a href="#">Virtual School Program Handbook</a>	Virtual School Program Handbook	• D.7