



ALSDE District Technology Plan 2021-2022\_09162021\_19:00

ALSDE District Technology Plan 2021-2022

**Chilton County Board of Education**

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## Table of Contents

|   |    |
|---|----|
| ALSDE District Technology Plan 2021-2022        | 3  |
| A. Executive Summary                            | 4  |
| B. Stakeholder Involvement                      | 11 |
| C. Technology Diagnostics                       | 13 |
| D. Needs Assessment                             | 16 |
| E. Alabama Technology Plan Goals and Activities | 23 |
| F. Surveys                                      | 24 |
| G. District Assurances                          | 25 |
| Attachment Summary                              | 26 |

## **ALSDE District Technology Plan 2021-2022**

## 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 44,428 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 79.9% of Chilton County residents are Caucasian, 10.3% are black, 8.2% are Hispanic, and 1.6% include one or more ethnic groups. Yearly per capita income is \$24,658 with a median salary of \$47,468. The percentage of people living at or below the poverty level is 16%. 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 890 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 2021-2022 school year, Chilton County will serve approximately 7,672 students in twelve schools, and the Chilton At-Risk Program (PASS Academy), LeCroy Career Technical Center, and the Chilton County

Virtual School Program 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 500 English learners are receiving services from highly qualified personnel in grades K-12. Over a five-year period, approximately 470 students have exited the program and are in various stages of monitoring. Currently, our district is serving 800 ELs. Approximately 860 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 400 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 now has Preschool programs at all elementary schools in the district. 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. Our system will continue our efforts to provide relevant professional development for administrators, teachers, and instructional coaches. In 2020-2021, the district continued the Aspiring Administrators Academy and the Mentoring Program which were started in 2018-2019 to nurture and help employees who aspire to become administrators to receive training in order to grow professionally and to help novice teachers grow into excellent, skilled educators through the guidance and care of successful professionals. During the past three years, the technology focus has concentrated on maintaining internal connections and wireless equipment at all schools and purchasing student devices and online resources. The district shut down in March 2020 due to COVID and the district immediately began searching for resources and devices for online learning. Live stream camera equipment was purchased for live streaming graduation ceremonies and meetings. During 2020-2021, the district purchased 6,671 Chromebooks for students in grades 2-12. In addition, webcams were purchased for all schools to assist with virtual meetings. Virtual resources purchased for all schools include Kami, Respondus Lockdown Browser, Screencastify, and district Zoom licenses. The district purchased software for network access control since students are taking devices home. A Chromebook cart was placed in the district computer lab to use for trainings. In 2021-2022, Network Access Control licenses were purchased to assist with CIPA compliance/

filtering, Remind notification licenses were purchased for all teachers in the district to assist with parent communication, a new filtering software for classroom management (Lightspeed) was purchased and implemented, the district and school websites were redesigned, and audio enhancement systems, interactive panels and webcams were installed in numerous classrooms throughout the district. A one year license for Lightspeed alerts for suicide/mental health alerts was purchased. Mosyle Manager MDM was purchased to manage Apple devices. The district office computer lab received updated laptops for training. Most of the purchases for 2020-2021 and 2021-2022 were possible because of CARES Act/ESSER funds. Beginning in August 2021, the entire state moved from the INOW/Chalkable student information system to PowerSchool. Preparation was a challenge for setup, data migration, and training of all staff. Notable school achievements during the 2020-2021 school year include: JES was among the top schools in the county in reading and math within the ACAP testing; CCHS began live streaming student recognition programs including the 25/30 Club and Student of the Month to provide parental access, one student was a top five finalist in the state art competition; and a JIS student placed second in the Dauphin Island Robotics Competition. The district will continue to build instructional leaders throughout the system, provide relevant professional development, maintain and improve the technology infrastructure, and provide resources to improve student achievement.

### 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 all students 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, multipurpose buildings, parking lot improvements, athletic facility upgrades and maintenance efforts throughout the county. Chilton County will continually monitor, evaluate, and revise our plan in accordance with our system's changing needs. Completed projects include the Isabella Multipurpose building and the construction of security vestibules at the schools which will provide a safer

environment for our students, school personnel, parents and our visitors. Multipurpose buildings were completed at Clanton Middle School and Verbena High School. Several projects are in the approval process for classroom additions. 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 - 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. PROGRESS NOTES - 2020: An enclosed trailer was

purchased for the Technology Department, all high school graduations were live-streamed due to COVID with the use of new live streaming camera equipment, KnowBe4 Security Awareness Training and Phishing Tests was purchased for employee cyber safety education, a total of 6,671 Chromebooks were purchased for students in grades 2-12. Devices were available for take home to assist in online learning. Many devices and resources were purchased for schools to assist with online learning including: webcams, Kami, Screencastify, Respondus Lockdown Browser, district Zoom licenses. The district's Network Administrator completed the ALET CTO Certification to become a certified Technology Officer. PROGRESS NOTES - 2021: School Technology Coordinators attended training and became certified as Google Educators Level 2. CISCO ISE licenses, server and software were purchased for network access control when students take devices home, NAC (Network Access Control) licenses were purchased to assist with CIPA compliance/filtering, Remind notification licenses were purchased for all district employees, and Lightspeed filter replaced Impero as a classroom monitoring, remote troubleshooting, and device management program. Lightspeed Alerts was also purchased for safety to send alerts for suicide/mental health searches by students. Mosyle Manager MDM was purchased to manage the increasing number of Apple devices. The district's computer lab used for training received updated laptops. The entire state migrated from INOW/Chalkable to PowerSchool as the student information system. Many months of preparation in the portal setup, data migration, and employee training took place and continues. Lil Sis was purchased by the district to sync PowerSchool with Google Classroom, Active Directory and Lightspeed. The district and school websites were redesigned and online textbooks for Math, Social Studies and Career Tech were integrated through Clever.

## 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 Office staff, students, parents, and members of the community. Stakeholders were contacted by phone or email, and meetings were scheduled in advance. Work sessions were held and the input received from stakeholders was included in the plan. Sign in sheets and agendas are filed at Central Office.

2. List the Team Members' names and their respective Job Positions 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, students and business/community members. All schools and teachers from various grade levels are included. The committee consists of: Jason Griffin-District Superintendent, Kim Arrington-District Technology Coordinator, Krisi Parrish- Clanton Elementary Teacher/School Technology Coordinator, Sonya Nance-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, Beverly Wyatt-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, Kelli Inman-CCHS Teacher, Pam Harris-District Testing Coordinator, Shonda Copen- Jemison Middle School Teacher/Technology Coordinator, Brooke Elliott-Jemison High School Teacher/Technology Coordinator, Nicole Ivey-Price-Maplesville High School Teacher/Technology Coordinator, Corey Clements-Thorsby High School Principal, Leslee Deavers-Verbena High School Teacher/Technology Coordinator, Tracy Johns-JES Assistant Principal, Jason Sosa-Career Technical Center Teacher/Technology Coordinator, Leighton Coppedge-Student, 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 members were involved in gathering Executive Summary demographic information. Progress Notes 2021: Technology Plan planning meetings and work sessions were held on May 13, 2021, August 5, 2021, and September 29, 2021 to finalize and submit the plan. The final plan will be communicated to stakeholders in the following ways: copy of the final plan will be emailed to each technology planning member, school Administrators, and department heads. In addition, a copy will be emailed to school Technology Coordinators to share with their school staff. A copy of the plan will be placed on the district website.

## 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)

### COMMENTS

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,  
 ESSER/CARES Act Funds, USAC/Erate Funds



## D. Needs Assessment

Use the needs assessment to write your objective and activities in section E. Alabama Technology Plan Goals and Activities.

### Technology Program Areas

1a. **Technology Infrastructure** - WAN, LAN, wireless access points, network switches, etc.

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. 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. Replace expiring/outdated devices to keep our 1:1 Chromebooks in the classroom for grades 2-12. 2. Purchase additional devices for grades 1-2. 3. Add interactive boards b.) STRENGTHS: 1. Chromebooks were purchased for all students in grades 2-12 with ESSER/CARES Act funds during the 2020-2021 school year 2. Many schools have reached the 1:1 goal in classrooms. c.) DATA SOURCES: 1. Inventory 2. Surveys

1c. **Student Learning** - subject area processes and content; 21st Century 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 b.) STRENGTHS: 1. District Career Coaches support all schools with Kuder Plans 2.

Chromebooks have been added throughout the district. 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, Reading Eggs, Math Seeds, My Math, Accelerated Reader, Pearson Reading, ReadWorks, Social Studies Weekly, Science Weekly, Grammarly, Big Ideas Math, Delta Math, Gizmo Virtual Labs, and IXL. 5. Online tools to engage students are being used district-wide including Screencastify, Kami, Google applications, Follett Destiny Library Program, and Class Dojo 6. 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 in the areas of Google, PowerSchool, Clever 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. more devices for classrooms grades 1-2 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, specifically training in Google applications, PowerSchool, and Lightspeed classroom management 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 b.) STRENGTHS: 1. Devices and tools currently available are being used 2. Superintendent and administrators have been eager and supportive in implementing a 1:1 initiative 3. 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:** Projected number of hours/days.

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.

See Attachment

**ATTACHMENTS**

**Attachment Name**

 PD District 2021-2022

Inventory

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

● I certify that I have completed the **Technology LEA Inventory**.

○ I have not completed the Technology LEA Inventory.

**ATTACHMENTS**

**Attachment Name**

 Chilton County School District Inventory 2021

## 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 continues to increase at all locations as needed. **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. More devices are needed for grades 1-2 in order to reach the goal of 1:1 for all students in the district. **INFORMATION SECURITY & SAFETY:** ASC provides the firewall and intrusion detection and prevention. In addition, the district purchased an iBoss appliance that provides more management capabilities. Lightspeed is currently used to filter devices and provide online classroom management, and monitoring. Lightspeed Alerts provides a notification for suicide/mental health alerts. KnowBe4 Security Awareness Training was purchased in late 2020 and all employees are enrolled in training. In addition, monthly phishing tests are conducted and additional training assigned if needed. **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:** Many 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 Suites, Newsela, Mobymax, ThinkCentral, Reading Eggs, Math Seeds, My Math, RAZ Kids, Science Weekly, Grammarly, Big Ideas Math, Delta Math, Gizmo Virtual Labs, IXL, A+ College Ready Curriculum, and STEM/PLTW resources. Online tools to engage students are being used district-wide including Screencastify, Kami, Google applications, and Class Dojo. STEM/PLTW classes are serving students throughout the district. Several new teachers have attended STEM training. Other 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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Chilton County Data Governance Policy

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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Chilton County Data Governance Policy Copy

### Virtual School Plan

7a. Attach the Virtual School Plan option for eligible students in Grades 9-12 pursuant to ACT # 2015-89, Section 1(a).

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

Yes a plan is attached for our district's Virtual School Program Plan.

**ATTACHMENTS**

**Attachment Name**

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 Virtual School Program Handbook 2021-2022

7b. Please select your Virtual School Provider. Select all that apply.

■ **ACCESS**

- Vendor (enter vendor name in comments below)
- Other (enter in comments below)

**COMMENTS**

## E. Alabama Technology Plan Goals 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 [Alabama Technology Plan Goals and Activities](#) spreadsheet.

Step 2: Upload Alabama Technology Plan Goals and Activities spreadsheet.

I have completed and uploaded the Alabama Technology Plan Goals and Activities spreadsheet.

I have not completed or uploaded the Alabama Technology Plan Goals and Activities spreadsheet.

### **COMMENTS**

### **ATTACHMENTS**

#### **Attachment Name**

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 Tech Plan 2021-2022 Goals, Objectives and Activities

## F. Surveys

Surveys should be completed each year from April 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 and Administrator Technology Surveys have been completed for this district.

I certify

I do not certify

**COMMENTS**

## G. District Assurances

The last step before locking 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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Chilton County Tech Plan District Assurance 2021-2022

# Attachment Summary

| Attachment Name   | Description  | Associated Item(s) |
|---|--|--------------------|
|  <p>Chilton County Data Governance Policy</p>                  | Chilton County Data Governance Policy                            | • D.5              |
|  <p>Chilton County Data Governance Policy Copy</p>             | Chilton County Data Governance Policy Copy                       | • D.6              |
|  <p>Chilton County School District Inventory 2021</p>          | Attached   | • D.3              |
|  <p>Chilton County Tech Plan District Assurance 2021-2022</p>  | Chilton County Tech Plan District Assurance 2021-2022            | • G                |
|  <p>PD District 2021-2022</p>                                 | This table lists technology training scheduled for the district. | • D.2              |
|  <p>Tech Plan 2021-2022 Goals, Objectives and Activities</p> | Tech Plan 2021-2022 Goals, Objectives and Activities             | • E                |
|  <p>Virtual School Program Handbook 2021-2022</p>            |  | • D.7a             |