



ALSDE District Technology Plan 2021-2022_09202021_16:42

ALSDE District Technology Plan 2021-2022

Attalla City Board of Education
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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 city of Attalla, located in Etowah County in northeast Alabama, is a small hometown community that is nestled not far from Mount Cheaha, the beginning of the Appalachian mountain trail. Located off of Interstate 459, the city was once supported by employment from United States Steele Plant and Goodyear Tire Company. Attalla has a population of 5,827 according to the 2020 U.S. Census Bureau estimate. The median income as of the 2020 Census Bureau estimate is \$39,247. According to the 2020 U.S. Census, 83% of the adults graduated high school, and 9% possess a Bachelor's Degree or higher. Attalla's population is predominantly Caucasian (74%), but various other races reside in Attalla including African American (19%), Hispanic (4%), and other (3%). Our school community takes pride not only in academics but sports, band, dance line, cheerleading, and numerous other extra curricular activities. These organizations help to create a definite sense of Blue Devil Pride throughout the entire community! Over the past decades our once thriving community has had to overcome the loss of a major employer in our area with the closing of the Steel Plant and Goodyear. Due to the loss of these major employers, Attalla City Schools have been challenged to adapt and evolve based on the changing needs of our students, families, and community. The Attalla City School System has a current enrollment of 1463 students and is comprised of 3 schools: Attalla Elementary School that serves grades K-5 and has a current enrollment of 595, Etowah Middle School that serves grades 6-8 and has a current enrollment of 379, and Etowah High School that serves grades 9-12 and has a current enrollment of 493. The student population consists of the following racial breakdown: Caucasian 72%, African American 17%, Hispanic 10%, multi-racial 6%,

and others (Pacific Islander, Indian, and Asian) making up the remaining 1%. The percentage of students receiving either a free or reduced lunch is 66%. The staff at Attalla City Schools comes from a variety of places, but mostly from within Etowah and the surrounding counties. Over the last four years, we have seen a significant improvement in the relationship between the city council and the school board. This partnership has enabled our schools to improve not only the facilities but also the educational supplies and technology needed to move toward the 21st Century classroom. The City of Attalla has worked hard to renovate the downtown area in an attempt to draw more business to Attalla. In this effort, the partnership between the City Council and the School Board has enabled us to grow our like-minded vision for all stakeholders involved in the community. In addition, this partnership has afforded us the ability to begin construction of a new middle school. There has never been more focus on growth in our schools and our community. Attalla City Schools are data driven. In our attempt to prepare all students to leave Etowah High School college and career ready, our focus is to grow every child at least one year of learning per academic school year. We have implemented a vertically aligned curriculum that meets all students' needs. We have not yet reached our fullest potential, but we know we are headed in the right direction. We hope that anyone visiting the Attalla City School System without a doubt will find evidence that we believe in the success of all of our students as they graduate and enter into college or their career.

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.

Attalla Elementary is proud to be a one-to-one school with Chromebook devices. AES now has 4 National Board Certified Teachers, several teachers trained in LETRs, and one attending MLSE training. AES is participating in the Key Leader's Network and the Powerful Conversations Network, through the Alabama Best Practices Center. The instructional partner and new math coach meets, plans, coaches, and guides the adult learning. Attalla Elementary School looks very closely at data. We use the data to drive our instruction. Several workdays have been used for professional development to assist in our remote/virtual learning during covid. Several programs have been purchased to assess and assist with the mental health of our students and staff. Rhythm is used to assess our students each morning and lessons are assigned if intervention is needed for mental health. The continued use of the Renaissance program where teachers progress monitor students regularly as well as check reading comprehension also allowed us to keep a check on student progress during the remote/virtual learning time spent at home. This year is the

first year to use the new math curriculum called My Math. We also purchased a program called Reflex because we acknowledged that math facts seem to be a weakness for our students. Efforts have been made to improve the schedule to maximize the time for instruction and provide intervention. This year we were fortunate to hire an aide in the system who is bi-lingual. Attalla City Schools recognizes the importance of having a bi-lingual aide to help assist parents during the registration process as well as teacher conferences. This aide has also worked alongside our other instructional aides to provide intervention to struggling students in small groups. The staff will continue to look for ways to improve schoolwide reading and math skills with the understanding that there are some deficiencies in these areas. Last summer our school was able to offer a summer reading camp. Transportation and meals were provided to students who were not proficient at reading. This program helped to fill in some of the achievement gaps caused from the Covid school schedule. Attalla Elementary School was able to paint one of the gyms and put in new flooring in the same gym. New floors are being installed throughout the older part of the building. Moving forward the staff at AES is excited to continue to create a safe environment for our students to thrive and grow. Etowah Middle School's goal is to provide students with the highest quality instruction while also fulfilling students' social needs. EMS is committed to using data to drive instruction and ensure that staff is trained to deliver quality instruction. EMS has been committed to making an investment in technology for students. In an effort to grow student culture and to help build pride, Dream Teams were established. Dream Teams consist of students and teachers from grades 6-8 that meet monthly. During these meetings teachers monitor student attendance, discipline, and grades. The teams earn points through multiple competitions each 9-weeks. As a reward the winning teams participate in an outside school field trip. The primary focus at EMS is student engagement and professional development for teachers to lead our students in this engagement. Currently EMS has both reading and math intervention classes as well as a more flexible schedule that allows for departmental meetings, grade level meetings, and shared planning meetings. This year, teachers participated in Instructional Rounds focused on active student engagement. Teachers will also continue to formatively assess students to better inform instruction as well as evaluate and reflect on teaching practices. Professional development opportunities for teachers this year include LTF (Laying the Foundation) Training, AMSTI (Alabama Math Science Technology Initiative), and O-GAP (the Ongoing Assessment Project) training. Over the last several years EMS has placed an emphasis on technology by maintaining an active Twitter account and website as well as investing in state of the art technology to put in the hands of students in an academic setting. Multiple forms of social media such as Twitter, email, Attalla City School's (ACS) Mobile App, Parent Portal, and School Cast are used to communicate with parents about upcoming events and day to day

announcements that would be pertinent to EMS students. EMS currently has 4 classroom computer carts and 1 iPad cart available for daily use for students in grades 6-8. EMS has also purchased Interactive MIMIO boards for Math, Science, and Language Arts classrooms. These devices provide students with opportunities that could never be available without an emphasis on technology. EMS also offers a multitude of social opportunities both school sponsored and in the community. Extra-curricular activities available to our students consist of cheerleading, dance line, football, volleyball, cross country, boys and girls basketball, track and field, bowling, fishing, tennis, softball, and baseball. We also have Beta Club, Fellowship of Student Athletes, and First Priority for club options within the school. Through these clubs and school-wide campaigns our students are actively involved in several community initiatives including a canned food drive during Thanksgiving, and Samaritan's Purse and Toys for Tots during Christmas. We have also started a new initiative this school year called Dream Teams. This initiative involves all students and groups our students and faculty into four teams that can earn points each nine week grading period by having high attendance, good grades, exhibiting acts of kindness, and a variety of other actions that go toward the well-being of the school. Individually tied to this initiative are several individual student recognitions such as free meals from local restaurants for our weekly perfect attendance drawing winners and our monthly lunch trips for our students of the month. The winning team of each nine week period will be rewarded with an educational field trip. Etowah Middle School strives to continue to offer the best opportunities possible for our students moving forward! Etowah High School has become more data driven. EHS has made great strides in the last three years to become a professional learning community. EHS has added daily common planning lunch for teachers, as well as duty-free common planning twice per month. Teachers have improved in the areas of content planning and using data to guide instruction. Two years ago EHS acquired 4 laptop carts and 1 iPad cart for student use in all grades 9 through 12. This year EHS purchased 90 Chromebooks in order to offer more opportunities for teachers to integrate technology into their lessons. This year, EHS began a small group mentoring system called Greek House. The goal is to create an inclusive environment where all students feel a sense of belonging and accountability. EHS divided the student body into small groups (12- 15) and assigned them to a "Greek" adviser of the same gender. Greek house meetings take place around every two to three weeks and advisers check attendance, grades and discipline of their students. The collective responsibility of our Greek house has led to an increased ADA (Average Daily Attendance). Over the summer of 2016, the Attalla City School System updated its websites, mass communication system, and rolled out a mobile app in an effort to improve communication with all involved stakeholders. The systems integrate seamlessly with each other as well as various social media outlets so that information can be posted in a single interface yet be delivered to multiple

information mediums. In the spring of 2016 the technology department, using Erate funds as well as capital funds, was able to completely replace and rebuild the wired and wireless networks for all sites. This included structured cabling replacement and color-coding, fiber backbone replacement and upgrade to 10Gb, network rack replacement, UPS battery back-up replacement, network switch replacement, and a wireless access point placed in every classroom, administrative area, and multiple access points in common areas. New wireless networks were also created to allow for future growth, BYOD, and 1:1 initiatives. The wired and wireless networks now support speeds of 1Gb throughout the networks at all sites and 10Gb speeds between network closets. Over the summer of 2017 the technology department worked to increase the WAN speed to 10Gb to all sites by contracting out an underground fiber build that runs only Attalla City Schools services. The technology department hopes to improve its overall effectiveness, involvement, and size by adding a certified Network Administrator, full-time computer technician, and technology integration specialists to the technology department. This would relieve some of the duties of the technology coordinator so that he can place more focus and emphasis on strategic planning, budgeting, implementation, evaluation, and professional development helping to ensure that the district's vision, mission, instructional goals, and operational goals are fully aligned with and supported by the technology department.

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.).

Vision The Attalla City School System will provide educational opportunities to empower all students to be successful in a global workforce and society. Mission

The Attalla City School System is committed to providing high quality learning opportunities for all students through engaging rigorous instruction partnered with community and family with a focus on student success. ACS Beliefs • Safe learning environment • Students Take ownership of their learning • Use results from multiple forms of assessment to drive instruction • Data driven decision making • Graduate college and career ready • Parental and student engagement • Lifelong learning for all stakeholders • Innovation approaches to meet the needs of our diverse population • Develop partnerships for students success • Rigorous, relevant, and equitable instruction • Cultivate strong character • Integration of technology to support student learning • Professional development to improve student achievement

Additional Information

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

Attalla City Schools have a multitude of events involving students, parents, faculty, staff, and community stakeholders. From the beginning of the day to the end of the day, Attalla City Schools offer a wide variety of activities that develop well rounded students academically and socially while bridging community involvement to help transition students into college or career environments. During school, many opportunities are presented for both students and community. Etowah High School's Career Tech department offers an opportunity for the community to bring preschool aged children to EHS where high school students create lesson plans and provide child care. The cosmetology department offers haircuts to the public for a donation. Recently, a spa chair was installed for manicure/pedicure training. Inteva (a local auto part supplier for Honda Manufacturer of Alabama) partners with our CoOp teacher. Several students have applied, and some students currently leave school and go to work at this technical facility. Gadsden State Community College provides a Talent Search Coordinator for Etowah Middle School and Etowah High School. Students that participate in Talent Search receive a voucher for free ACT testing. This coordinator takes students on college campus visits and assists parents and students with FAFSA, college entrance, and completing scholarship applications. She assists teachers with study skills, drug awareness, and character education lessons. Attalla Elementary School offers Pre-K classes with the intent to prepare the children in Attalla that would otherwise not have an opportunity for a preschool program. Attalla City Schools are concerned about academics as well as student health. Attalla Elementary and Etowah Middle School partner with Gadsden State Community College and Jacksonville State University nursing students to conduct health screenings (Kid Check) for the students at each location. A health screening report is sent home to inform parents of "a clear bill of health" or other

services are needed. Enrichment doesn't stop after the bell. Students participate in sports, as well as a variety of other activities. Attalla Elementary school employs teachers and high school students through the 21st Century Program. Students K-5 have an opportunity to stay after school for enrichment, homework help, drama, and art. The 21st Century Program also provides a six week summer program to continue student learning throughout the summer (breakfast, lunch, snack, and weekly field trips are provided). Etowah Middle School and Etowah High School students have an opportunity for after school tutoring in core academic subjects. Teachers conduct the tutoring at EMS while EHS partners with Darden Rehab for tutoring services. Etowah High School partners with Workforce Development and the Gadsden Career Center in order to provide an opportunity for out of school youth to earn a GED or high school diploma. The HIRED (Help Inspire Remediate and EDucate) Program facilitator connects with the students' previous schools to review transcripts and map academic paths. Other community events that take place throughout the year include Trick or Treat the Blue Devils (Children from the community dress up and trick or treat at EHS Wyman Townsel Gym while all athletes and band members hand out candy) and high school student led flag football for elementary aged members of the community. Children in the community look up to their favorite local athlete and have an opportunity to meet them and see them in a positive light. Attalla Elementary School 5th Grade D.A.R.E. graduates have an opportunity to attend. Surrounded by positive high school role models, students have an opportunity to participate in positive alternative activities such as fishing, zip lining, ropes course, team building activities, and other team challenges all while reinforcing the components taught in D.A.R.E. Donations and fundraisers by the Etowah High School D.A.R.E. Role Models and adult volunteers of the program fund the Attalla Police Department's D.A.R.E. Camp. On the academic side, quarterly vertical alignment meetings take place in an effort to implement continuity and uniform instruction K-12. Monthly district leadership meetings are held with principals and other essential personnel at the board office for the purpose of assessing current school issues and planning for future needs. The needs' assessment reviews all areas of instruction and curriculum, as well as technology, maintenance, and other important aspects of school functions. Various forms of data such as: state testing, state report card, STAR reports, Global Scholar etc. are often used to measure areas that are noted on each school's Continuous Improvement Plan (CIP) and determine if adequate progress is being achieved to meet these goals. A plan is formed and implemented to improve progression if it is not evident. All relevant information from this meeting is taken back to each school and shared with the local leadership team and shared with each teacher at grade level or faculty meetings. All involved stakeholders are made aware of improvements, weaknesses, and current needs or future plans to assist with these needs.

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.).

Stakeholders play a vital role in the growth and success of instruction at Attalla City Schools. We strive to continue our success by involving key stakeholders to build the foundation. These stakeholders include staff, administration, students, parents and the community as a whole. The Technology Improvement Committee values the input of our stakeholders. Members of the committee are chosen to represent their school, role, and involvement to implement best practices of technology. Along with the Technology Director, members include the superintendent, school administrators, library media specialists, teachers, students, parents and community leaders. The committee meets once per quarter to discuss, analyze and improve the direction of technology services offered at Attalla City Schools.

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.).

Dr. Cara Whitehead, Technology Director Jeff Colegrove, Superintendent Jeff Johnson, Etowah Middle School Principal Ryan McClendon, Etowah High School Assistant Principal Stephanie Lett, Etowah High School Instructional Specialist Farrah Kilgo, Attalla Elementary School Math Instructional Coach Blake Hudson, Etowah High School Teacher Rachel Robertson, Attalla Elementary School Media

Specialist Lisa Robinson, Etowah Middle School Media Specialist Melanie Smith, Etowah High School Media Specialist Randy Dupree, IT Systems Support Specialist Ricky Ray Clayton, IT Systems Support Specialist

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.

Methods of communication to stakeholders include public meetings, phone calls, text messages, social media, mass emails, standard mail, announcements and push notifications via our mobile app, school websites, and learning management systems such as Google Classroom.

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

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

Needs: 1.a.a.1: In order to handle the increased number of wireless devices and the demands placed on the WLAN, 4x4:4 or 8x8:8 Wifi 6 (802.11ax) access points are needed in instructional areas. To maximize these access points and to increase switching capacity, multi-gig capable switches are needed. 1.a.a.2: To be more responsive to our cybersecurity protection, advanced malware protection, intrusion prevention, and cybersecurity training is needed. Strengths: 1.a.b.1: Our network infrastructure is strong and reliable with almost no downtime throughout the year. It's easy management and alerting capabilities have proven vital to consistent and reliable daily instruction and operation. 1.a.b.2: Our WAN connection is now a 10Gbps underground fiber connection across all sites. It is owned and managed by ITS and only Attalla City Schools services run on this fiber. Data Sources 1.a.c: This data reflects the input from district officials/administration as well as teachers and students. Local surveys, infrastructure evaluations and/or responses from the eProve Technology survey were used to determine the infrastructure strengths and needs.

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

Needs: 1.b.a.1: Of the 2493 devices that students have access to, 616 are in their last year of support and/or out of warranty. 1.b.a.2: Even though all instructional staff and administration have their own dedicated device (laptop, desktop, Chromebook), 38% of these devices are out of warranty. The same applies for their devices connected to their interactive panels or interactive projectors. Strengths: 1.b.b.1: We are very well over a 1:1 Chromebook implementation with our current models and number of devices. 1.b.b.2: Our windows and Chromebook devices are well managed and easily configured for existing devices as well as any incoming

devices. 1.b.b.3: All instructional areas have either an interactive panel or interactive projector. Data Sources 1.b.c: This data reflects the input from district officials/administration as well as teachers and students. Local surveys, infrastructure evaluations and/or responses from the eProve Technology survey were used to determine the infrastructure strengths and needs.

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

Needs 1.c.a.1: Use digital tools to create content that promotes individual and collaborative student reflection. 1.c.a.2: Increase the number of STEM related instructional activities. 1.c.a.3: Engage students in digital literacy lessons by engaging in the SAMR model. Strengths 1.c.b.1: The amount of content creation and collaboration by students has grown. 1.c.b.2: Students communicate with teachers on class assignments through Google Classroom and other tools. 1.c.b.3: Students have access to needed digital resources (websites, textbooks, productivity, etc.) Data Sources 1.c.c: This data reflects the input from district officials/administration as well as teachers and students. Local surveys, infrastructure evaluations and/or responses from the eProve Technology survey were used to determine the infrastructure strengths and needs.

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

Needs 1.d.a.1: Increased professional development opportunities for administrators and teachers to insure technology is being seamlessly integrated into instruction. 1.d.a.2: Increased learning opportunities for parents and the community so that they can better understand how mental health can impact instruction. Strengths: 1.d.b.1: Administrators and teachers are willing to attend regular and ongoing professional development opportunities. 1.d.b.2: Administrators and teachers realize the need for us to better ourselves as a district and our ongoing professional learning program so that we can better provide our students with 21st century skills. Data Sources 1.d.c: This data reflects the input and feedback from faculty surveys and attended professional development opportunities. With the desire to implement a 1:1 learning environment, our teachers, administration, students and parents will need more professional learning programs and opportunities to implement and sustain successful technology integration.

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

Needs 1.e.a.1: Increased professional development opportunities on incorporating technology practices into instruction. 1.e.a.2: A proper refresh cycle for dedicated teacher devices and also their device connected to their interactive panel or interactive projector. 1.e.a.3: Increase the number of digital, collaborative instructional activities. Strengths 1.e.b.1: Teachers across the district that have a strong desire to incorporate the use of technology in and out of the classroom. 1.e.b.2: Teachers create lessons for remote learning due to absences, eLearning days, or school shutdowns due to sickness. Data Sources 1.e.c: This data reflects the input and feedback from faculty surveys, eProve technology surveys, and attended professional development opportunities.

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

Needs 1.f.a.1: Provide professional development to teachers on how to increase productivity using technology. 1.f.a.2: Continue to expose teachers to a digitally efficient classroom by introducing and using concepts of "paperless" and "cloud storage" techniques for content creation and collaboration. Strengths 1.f.b.1: Teachers desire to become more productive by using technology. Data Sources 1.f.c: This data reflects the input and feedback from faculty surveys, eProve technology surveys, and attended professional development opportunities.

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

Needs 1.g.a.1: Promote frequent and research-based use of technology throughout the curriculum. 1.g.a.2: Model effective communication using technology. Strengths improved productivity for their teachers and staff. Data Sources 1.g.c: This data reflects the input and feedback from faculty surveys, eProve technology surveys, and attended professional development opportunities.

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

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.

- 1: Google Certified Educator A. Face to face B. 20 hours C. Teachers, staff, and school administration D. Technology Director
- 2: Remote Learning Tools A. Face to face, webinars, videoconferencing B. 24 hours C. Teachers, school administration, instructional specialists D. Textbook companies, Technology Director, Instructional Specialists
- 3: Cybersecurity A. Face to face, webinars, videoconferencing B. 50 hours C. Technology staff D. ALET, ITProTV

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



ACS Inventory

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 The Wide Area Network (WAN) is an underground 10Gbps fiber connection to all sites. Only Attalla City Schools services run on this fiber. Our internet feed enters at our BOE and is fed to the schools via the WAN. The same applies for all of our servers and their internal applications. **LAN Infrastructure** Our LAN infrastructure consists of a 10Gbps fiber backbone throughout all sites. The network switches are all 1Gbps and are all capable of POE+. Our WLAN consists of a mix of AC wave 1 and wave 2 access points and are located in all instructional, common, and administrative areas throughout all sites. **Connectivity** Devices connect either wired or through Wifi. Each classroom and school common area is equipped with access points. **Bandwidth** Our internet connection is a 500Mbps connection and is provided by Alabama Supercomputer Authority. It can be upgraded to 750Mbps connection as the demand calls for it. **Information Security & Safety** All critical information is stored on the servers and secured using Microsoft's security models and restricted on a need to know basis. Students do not have access to student records or other critical information. We provide secure network storage for all staff and students.. We utilize antivirus software on all computers and servers within the system. The WAN is protected by a Juniper firewall that is managed by Alabama Supercomputer Authority. We have our own internet filter running on top of the filter provided by ASA that integrates with our Active Directory

for reporting and tighter control. Daily local and offsite backups are made of key data including iNow and financial records as well as full server machine backups. Digital Content Digital content is provided by the local school websites, Google classroom, Clever SSO, and the use of the internet in classrooms, labs, and mobile labs. Digital Tools There are several digital tools throughout the district. These tools include: - LCD projectors - LCD TV's - Document cameras - Video conferencing equipment - School and district websites - Chromebooks - Interactive projectors - Interactive display panels - Google Apps for Education including Google Classroom as well as GAFE accounts for all students

Data Compliance

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

Must attach a copy of the policy.

See attached

ATTACHMENTS

Attachment Name



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.

See attached

ATTACHMENTS

Attachment Name



Data Governance Procedures

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.

See attached

ATTACHMENTS

Attachment Name



Virtual Education Policy

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

 Alabama Technology Goals Objective and Activities 2021-2022

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



Alabama Technology Plan District Assurance

Attachment Summary

Attachment Name	Description	Associated Item(s)
 ACS Inventory		<ul style="list-style-type: none"> • D.3
 <p style="text-align: center;">Alabama Technology Goals Objective and Activities 2021-2022</p>		<ul style="list-style-type: none"> • E
 <p style="text-align: center;">Alabama Technology Plan District Assurance</p>		<ul style="list-style-type: none"> • G
 Data Governance Policy		<ul style="list-style-type: none"> • D.5
 <p>Data Governance Procedures</p>		<ul style="list-style-type: none"> • D.6
 Virtual Education Policy		<ul style="list-style-type: none"> • D.7a