ALSDE District Technology Plan 2019-2020_10102019_22:50

ALSDE District Technology Plan 2019-2020

Roanoke City 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?

Roanoke City Schools System (RCSS) is a wonderful city school system located within Randolph County. RCSS is presently comprised of three schools serving approximately 1,523 students. Knight Enloe Elementary serves grades PreK-3, Handley Middle serves grades 4-8, and Handley High serves grades 9-12. RCSS shares our Career Technical Center with the Randolph County School System. The number of students receiving free meals is approximately 72%. RCSS employs 160 instructional staff members with 59% of these have advanced degrees of a masters or higher. RCSS has fifteen students for every full-time teacher with the Alabama state average being sixteen students per full-time equivalent teacher. One of the changes the system has experienced in the last three years is the limited amount of local and state resources for our school system. Current census numbers show a population for the city of approximately 11,655(latest census numbers). Data from the 2011 census show the ethnic/racial make-up of the city is Caucasian, 69%; African-American, 28.9%; and Other .02%. The median income for Roanoke City households is $36,415, while the median income for the state of Alabama is $44,559. These findings demonstrate 34.8% of people in Roanoke City live below the poverty rate in Alabama. Roanoke Academy is the first school in Roanoke, Alabama and opened in 1848. This school was replaced by The Roanoke Institute in 1847. However, on January 17, 1877, The Roanoke Male and Female College replaced the Institute. The name changed to The Roanoke Normal College and the building was erected on West Point Street. The Normal College was widely attended and offered academic classes first through ninth grade. For students who wanted to pursue a certificate in teaching, art or industrial management, additional classes were offered for another two to three years. Bed and board were offered, and students attended the college from around the southeast. The Normal College caught fire on a Sunday evening in 1923 and was completely destroyed. After the fire, students claimed the school annex on the West Point Street property as their school. Due to the benevolence of former Confederate soldier, Captain William Anderson Handley, and his wife, Adelia, the name of the school was formerly changed to Handley High School in 1910, just a year after his death. His gift of the land which supports the Handley High campus today was given to the school in exchange for a dollar in 1928. In 1934, Dr. George Washington Carver spoke from the stage to the students and faculty of Handley High and the "colored school," The Randolph County Training School joined the students in the auditorium. The annex served the purpose of a school building until 1963, when the present-day three-story building replaced the annex. A major renovation took place in 2006. The Roanoke City Schools System includes the following: Knight-Enloe School serving grades Pre-K-3, (built in 1921, which was formally a school for the children of mill workers at Handley Manufacturing Company), Handley Middle School with grades 4-8, and Handley High School serving grades 9-12.Desegregation took place in Roanoke at the beginning

of the 1970-71 school year at which time KES, HMS, and HHS, as well as some students from the Randolph County Training School, became the Roanoke City Schools System. On Aug. 31, 1970, RCSS was one of 35 school boards involved in litigation when all were transferred to a single district judge of the U.S. District Court for the Middle District of Alabama. The school board was ordered to implement a desegregation plan for the next school year. In Feb. of 1994, RCSS was ordered to fully implement student attendance and residency verification requirements. On Feb 12, 1997, the court for the Middle District said the parties Executive Summary Roanoke City Board of Education Page 2 © 2019 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement. should move toward "unitary status" and for the termination of the litigation, noting local control of school systems is best. Ten years later, on April 23, 2007, RCSS received the welcome news from U. S. Federal Judge Myron Thomas that RCSS had been granted unitary status (meaning the system was released from supervision by the federal courts). Judge Thomas cited in his ruling the job to eradicate racial discrimination by the RCSS Board of Education and Superintendent Marcum. Judge Thomas validated the hard work and good faith efforts of all involved and the results of such a monumental undertaking by the RCSS Board, Superintendent, administrative staff, faculty, and the community (both African-American and Caucasian) to comply with all the procedures and documents required by the court. The ruling also reflected the enormous goodwill and cooperation of the African-American community, leaders, parents, and students. There have been many changes to our system in the last three years. All three of our schools are school-wide Title I schools. There have been facilities upgrades at all three campuses as well as the building of a baseball complex and a softball complex. We have also upgraded our football field to include a state-of-the-art weight room and track. We have implemented our 1:1 Teaching Initiative and all our exceptional-need students are included in the general curriculum. We have also added Advanced Placement courses at HHS and HHS is an ACT testing site. HHS students are also able to take advantage of dual enrollment at the following institutions of higher learning: Southern Union, Jacksonville State University, and University of Alabama. However, the economic climate continues to be a challenge for RCSS. Today, RCSS is managed under the direction of an appointed superintendent and a five-member appointed school board. Five city council members appoint a school board member for a five-year term. School board terms are staggered. The current superintendent has served in his role since January 2004.

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.

Roanoke City School System enjoys tremendous community support. In addition to PTOs, Booster Clubs, and Tiger Moms, the communityprovides backpack buddies, pre-game meals for team sporting events, school supplies and clothing to children in need, and teacherappreciation events. In turn, students at all three schools work diligently to give back to our community through such areas as singing at thenursing home, leading tours during community downtown festivals, and having "2nd Chance Prom" for the special needs adults at theRandolph County Learning Center. This undergirding support of our system embodies our mission statement, "Roanoke, TOGETHER,... "A walk through RCSS classrooms shows many opportunities in place to meet the different individual needs of students such as dualenrollment, Advanced Placement courses, technology integrated into the curriculum, frequent project-based instruction, and students havingthe opportunities to excel at all levels in art, music, sports, and technology. Again, our mission statement is being lived out daily as we,"Challenge for Success."Nine of our administrators and teachers (11%) have attained National Board Certification (NBC). This rigorous, voluntary, advanced teachingcredential is designed to recognize effective and accomplished teachers who meet high standards based on what teachers know and shouldbe able to do.Continuous professional development for staff is provided on relevant topics as confirmed by

EDUCATEAlabama Self-Assessments.Administrators are provided professional development as demonstrated through their Self-Assessments on LEADAlabama.Our system provides a Professional Learning Unit to administrators and counselors yearly. In the past, our System Wide Leadership Teamhas completed book studies on the following: 25 Ways to Win with People, How Full is Your Bucket, The Traveler's Gift, Leaders of TheirOwn Learning and Touchdown!. We meet face-to-face for approximately 1 1/2 hours monthly to discuss, reflect, and respond to the text andone another.RCSS students excel in the classroom. For the past 5 years, the graduation rate for Handley High School has met or exceeded 95%. This isin comparison to the overall graduation rate of 72% for the entire state of Alabama.Our students participate on the local, state, and national levels in academic, sports, and extra-curricular teams. Our HHS Marching Band haswon numerous awards and many of our students excel in drama, art, and chorus. RCSS has an athletic program for male and femalestudent athletes that consistently competes for area, region, and state championships. We offer softball, volleyball, basketball, football, track,and baseball.In the next three years, our system is striving to achieve in the following areas for improvement: 1) create, implement, and sustain a newparadigm in the teaching environment that impacts student learning, 2) from our baseline data, strive for every subgroup to demonstrateenhanced gains, 3) continue our focus on increasing awareness in our schools, homes, and community on bullying/cyberbulling initiative, and4) sustain leadership in state for technological leadership and individual digital citizenship of 21st century learners.

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.).

Values and Beliefs:1. All students have worth & deserve to be treated with dignity and respect2. Students learn best when teachers, adms, parents & community provide support & guidance3. A culture of positive support rooted in relationships4. High expectations foster excellenceVision Statement: All Handley Graduates. . .Empowered with Skills and Confidence for Successful Lives. . . Forever Handley FamilyMission Statement: Roanoke Together. . . Educating with Excellence, Challenging for Success, Inspiring Learners for Life

Additional Information

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

N/a

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.).

Each school submitted parent representatives and central office staff identified stakeholders. In order to accommodate everyone's schedule, input from stakeholders was solicited through email.

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.).

Bobby Treadwell - District Tech CoachShannan Platzek - Special EducationKim Hendon - District Curriculum CoordinatorMandi Yarbrough - Elementary Media SpecialistLindsey Green - Middle School Media SpecialistDonna Carden - High School Media Specialist/Computer Science TeacherRichard Head - Technology Team/HS AP Computer Science TeacherAJ Heard - High School StudentLaura Landers - Retired Educator/Community MemberEric Cummings - Parent/ University Technology StaffBlake Treadwell - District Technology Coordinator

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 final plan was communicated to all stakeholders through email, hard copies, and the Roanoke School System website. Each schooladministrator is responsible for communicating the plan to his/her school team and the Superintendent is responsible for communicating theplan to various other stakeholders. The frequency to review the progress of the plan will be at least annually as its progress will become partof the yearly report to the Superintendent's Advisory Committee. If the plan needs further communication to stakeholders based on howRCSS is making progress, we will certainly increase the method and frequency of our communication.

C. Technology Diagnostics

Data Sources & Funding Sources

1. **Data Sources.** Select all sources of data <u>used</u> 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)

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) According to the results of the technology survey, teachers need more training on how to integrate digital content that can promote innovative thinking within the classroom.b) Teachers are able to provide students with equitable access to digital tools according to the technology survey.

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) Through surveys, conversations with teachers, and leadership meetings, it has been brought to my attention that the network can become slow at times. Improving the stability and speed of internet access is an area of need being addressed by upgrading access points, switches, and our content filter.b) According to the technology survey, teachers feel they have access to the digital tools they need to effectively integrate technology in the classroom.

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) It is apparent from the technology survey that our teachers need to be made more aware of the Alabama Course of Study Technology Education standards and the Digital Literacy and Computer Science Course of Study so that they can prepare appropriate instruction for 21st Century Learners.b) According to the technology survey, teachers are modeling appropriate uses of technology for their students including communicating electronically using various methods.

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) From the results of the technology survey, teachers could be shown ways to achieve higher levels of SAMR with their lessons through professional learning.b) RCS provides PD at each school to address needs that are unique/specific to that student. Professional development includes addressing the implementation of new technology tools, ACT readiness , etc.

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

eProve diagnostics

a) From classroom observations and the technology survey, teachers could use training on ways to increase the SAMR level of their lessons when it comes to integrating technology.b) Through professional development at each school, teachers are provided ways to use new methods of integrating technology into their classrooms from using interactive panels, digital projectors, Chromebooks, and document cameras.

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) According to the technology survey, some teachers are still unaware of ways to increase productivity using GSuite applications.b) According to the technology survey, many teachers are using online assessments to gauge the students' learning in their classrooms.

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) Leaders could be shown more effective ways of using GSuite tools when conducting meetings.b) School leaders regularly implement GSuite apps for use in faculty/staff/leadership meetings.

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:** 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.

Topic: Google Chromebook TrainingA) Professional Development will be delivered online using Google Classroom.B) 2 HoursC) Select teacher leaders, principals, reading coaches, and media

specialistsD) The Google Classroom will be managed by the middle school technology coach with support from the district technology director.

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.

See attachment

<u>ATTACHMENTS</u>

Attachment Name

⊞ 19_20 Roanoke City 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: Handley High, Handley Middle, and Knight-Enloe Elementary schools are connected to our BOE through individual 1gb fiber connections.LAN Infrastucture: By the end of November 2019, each school will have Meraki access points and switches to ensure student Chromebooks, teacher laptops, and staff devices are able to access the internet.Bandwidth/ Internet Access: Internet service is provided by Alabama Supercomputer with 500mbps of bandwidth.Information Security and Safety: See attachmentDigital Content and Digital Tools: Each school uses a variety of digital content and tools. For example, KES uses Reading Eggs, Xtra Math, and Accelerated Reader; HMS uses Summit Personalized Learning Platform, IXL, and Generation Genius; and HHS uses Edhesive's Intro to Computer Science and AP Computer Science Curriculums, PLATO, and SAS Curriculum Pathways.

<u>ATTACHMENTS</u>

Attachment Name

📄 RCS Internet Safety Procedures

Data Compliance

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

<u>Must</u> attach a copy of the policy.

See attachment

ATTACHMENTS

Attachment Name

📄 RCS Data Governance and Use

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 attachment

ATTACHMENTS

Attachment Name

📄 RCS Data Safety Procedures

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.

See attachment

ATTACHMENTS

Attachment Name

📄 RCS Virtual Education

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.

<u>ATTACHMENTS</u>

Attachment Name

⊞ Tech Goals, Objs, Acts.

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.

<u>ATTACHMENTS</u>

Attachment Name

📄 RCS Tech Plan Assurances

Attachment Summary

Attachment Name	Description	Associated Item(s)
19_20 Roanoke City Inventory		• D.3
RCS Data Governance and Use		• D.5
RCS Data Safety Procedures		• D.6
RCS Internet Safety Procedures		• D.4
RCS Tech Plan Assurances		• G
RCS Virtual Education		• D.7
Tech Goals, Objs, Acts.		• E