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ALSDE School Technology Plan 2021-2022

University Charter School District
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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?

University Charter School is a rural public charter school in Livingston, Alabama in Sumter County. Enrollment for PreK-11 is at 587. University Charter School is the result of an innovative collaboration between the University of West Alabama, a rural, regional public institution of higher education, and the surrounding community. The University partnership brings to University Charter School relationships within the education and philanthropic communities and experience in the design, implementation, and support of staff trained in rural education. Our student demographics for PK-11 are as follows: 49% black, 47% white, 2% Asian, and 2% mixed; 283 Male and 304 Female; and 52.5% FRL. Sumter County, The rural community served by University Charter School, has been challenged by a lack of high quality and inclusive educational opportunities, high poverty and unemployment rates, depopulation, decreasing overall child well-being, and schools that serve a single race. University Charter School will be as unique as the histories, cultures, and landscapes of its constituents and will result in the development of a community-based school that defies categorization. University Charter School's goal is to REACH every child through 'Rethinking & Renewing Rural Education: Achieving Collaborative Heights,' the cycle of poverty and ill preparedness can be overturned. University Charter School's staff include highly-effective and highly-qualified teachers and leaders.

Notable Achievements and Areas of Improvement

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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.

University Charter School (UCS) is in its fourth year of operation, however, data from the Spring 2021 administration of ACAP showed that UCS exceeded the state averages in ELA and science. UCS' comprehensive needs assessment highlighted various needs spanning different areas of the school experience. These needs will be categorized into three separate topics - student achievement, involvement/ engagement of stakeholders and the development of staff.

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 vision of University Charter School is to become a collaborative rural model for producing adaptable learners that have a strong sense of place, mission, and rural identity who recognize the value of collaboration within a school, across a community, and between diverse rural regions. To achieve this vision, the mission of University Charter School is to be a rural, diverse K-12 school that cultivates independent thought, promotes the building of character and civic responsibility and is committed to preparing all students for personal and professional success through the discovery of individual learning pathways in a rigorous and integrated Science, Technology, Reading, Engineering, Arts, and Mathematics (STREAM) focused, project-based and place-based curriculum. University Charter School will be guided by three core values: compassion, integrity and perseverance. Focus on the infusion of these values will foster a safe and supportive school environment for all students and provide a common foundation on which to build positive

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relationships throughout the school. University Charter School has an innovative curriculum that allows students to demonstrate growth towards mastery in academic subjects and non-cognitive skills. University Charter School REACH curriculum is supported by a strong body of research-based evidence that supports demonstrated success for its described education program to prove successful student outcomes with the student population. The use of summative and formative assessment tools will allow for measurement of growth towards mastery. Four key components of the innovative curriculum that University Charter Schools offers are technology integration, personalized learning, STREAM place-based education, and faculty/staff professional development.

Additional Information

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

The impact of University Charter School has the potential to be transformational for rural, Sumter County. Providing a high quality, innovative educational choice has the potential to improve the quality of life for the people of the region.

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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.).

> It is a priority at UCS to engage various stakeholders that include parents, businesses, community leaders, and other schools to maximize the potential benefit for all participants. While UCS is in its fourth year of operation, it is working to continue to develop and strengthen its relationships with the community. UCS is breaking ground November the 17th 2021 for a new school to house our 3rd through 12 grade students.

    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.).

> Ginger Lusty - Federal Programs; Lisa McHugh - Special Education; Matt Johnson - Curriculum; Meghan Dunn - Principal; Greg Hughey- Technology Coordinator: Meggin Mayben - Director of Communications

    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.

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A copy of the final plan will be placed on the UCS website. Stakeholders will received information on the status and progress during the year via email, Facebook and the website.

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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)

<u>**COMMENTS**</u>

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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)**

<u>COMMENTS</u>

CSP Federal Funds.

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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

Currently, UCS has fast and easy access to network, as we partner with the University of West Alabama (UWA) for all technology needs. They provide internet, school network, and support. UCS provides iPads for all PK-2nd grade students and Chromebooks for 3-8 grade students hp windows laptops for 9th grade and Apple Macbooks for 10-11 grade. Teachers, have Apple TVs in all classrooms, 75" ViewSonic's touch panels MacBook's in all classrooms. Currently, UCS uses many types of digital curriculum that is used on the iPads Chromebook and laptops; EngageNY English/Language Arts, Discovery Education, Oddesseyware, Eureka Math, A+ College Ready curriculum, etc. In addition, many of the assessments and resources used are digital such as MobyMax, Diebels, LLI, myOn Reader, ALCAP, etc. Currently, UCS does not have any areas of need at this point in time, since UWA provides and supports our needs. UCS' areas of strength are having UWA as a partner, 1to1 devices are provided for all PK-11th grade students and teachers, internet connections are strong.

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

Currently, UCS has fast and easy access to network, as we partner with the University of West Alabama for all technological needs. They provide internet, school network, and support. UCS provides iPads, Chromebook and laptops for all students and 75" ViewSonic's Touch Panels in all classrooms. A+ College Ready provided document cameras.

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

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b) Identify the top 1-3 areas of strengths

c) Identify the data sources

Currently, UCS uses many types of digital curriculum that is used on the Chromebooks, iPads and laptops: CKLA English/Language Arts, Discovery Education Science, Great Minds/Eureka Math, A+ College Ready curriculum, etc. In addition, many of the assessments and resources used are digital such as IXL, Amplify Reading, myOn Reader, and more. The top area of need is ensuring that teaches understand and utilize the data from these instructional platforms in order to personalize student learning and support. A top strength is in the diversity of student learning platforms and resources. We have a robust approach in tiered instruction and support.

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

All teachers are provided with a desktop and iPad and Apple MacBook and 75" ViewSonic's touch panels for their classroom. Teachers and staff members have participated in various professional learning opportunities that centers on the use of digital tools and resources for instruction and assessment. UCS hosts Technology Tuesday sessions as needed where teachers and staff can receive professional learning related to technology- based topics. Topics include the use of myON Reader as the school's digital library, helping teachers with the functionality and use of various instructional platforms as tools for instruction and assessment, and the use of Nearpod as a tool for facilitating presentations while embedding assessment items. Teachers and staff who are less fluent with technology have also received "MacBook use" training and "Google Classroom", and Schoology training. Additionally, UCS has provided professional learning opportunities through face-to-face and blended approaches centered on technology. Face-to-face training has occurred with the implementation of Discovery Education, our digital platform for science curriculum and instruction, and for Great Minds/Eureka Math curriculum.

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

Teachers utilize technology in a variety of ways to blend the instructional experience for students. Through our CKLA English/Language Arts curriculum, teachers upload the whole group texts to Nearpod in order to push out the text and activities to all students. The teachers conduct the read aloud through Nearpod where all students

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have equal access to engaging with the text. Teachers also use technology in small group settings and in centers where students engage in applications and web-based content through a variety of platforms including (but not limited to) Nearpod, IXL, myON Reader, Discovery Education, iKnowIt Math, Xtra math, Khan Academy, and more. A top area of need is in developing a wider understanding of teachers' knowledge of all of the resources available to them so that they can utilize all that is provided for them. An area of strength is the frequency in which teachers are using technology to customize and personalize instruction where technology can enhance the student learning process, both at school and at home.

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

Teachers overwhelmingly use Nearpod and Schoology to increase productivity and engagement with learning. Teachers use Nearpod to present daily instruction with built-in activities and assessments to track the development of student learning. Schoology has been a great resource to provide students with all of the necessary instructional material while also utilizing features for assessing and collaborating. Both platforms are one-stop-shops for instruction and assessment. Their presence and use is a notable strength at UCS currently. An area of need is fully exploring all of the capabilities that Nearpod and Schoology provide as some teachers only use certain features repetitiously without exploring the full ability of the platform. An area of strength is the consistent use of both platforms across UCS where students have clear, consistent experiences with the platforms.

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

School leaders utilize various technologies, that, in turn, increase productivity. The teacher evaluation process for UCS is completely digitized through the Schoolmint platform where school leaders can enter commentary, feedback, and notes directly into the platform for increased efficiency and increased organization for this arduous process. School leaders also frequently Google Docs to collaborate on weekly newsletters to teachers, staff and parents, and to build calendars for testing and events. Since all staff members have a school-issued iPad, school leaders use a shared Google Calendar to provide transparency into all scheduled events to

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include severe weather drills, assemblies, deadlines, and grading periods, among other items.

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.

Planned Professional Learning Topics for 2021-2022: All learning will occur on Wednesday's from 1:30-3:30 (UCS's early release day) 1. Nearpod - diversifying the teacher and student user experience through all of its features and applications. This will occur A. in person on B. 2nd and 3rd Wednesdays each month that all C. instructional staff and support staff attend. D. The session will be led by the Chief Academic Officer. 2. C. New Tech, New Possibilities - teachers will explore new technologies provided by UCS that they may not currently use to diversify their technology toolbox. B. This will occur across 2-3 Wednesdays that all instructional staff and support staff attend. D. Teachers will lead sessions to showcase their

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particular preference and use for one technology platform where all technologies are represented and all teachers can see how it is being currently used in classrooms. A. In person. 3. Power School training. A. in person B. 2 hours for C. teachers and D. Technology in Motion leading.

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.

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.
The University of West Alabama provides and supports the infrastructure for UCS. But we have provided to our school 1g bandwidth internet and being only one school we have a LAN only no WAN. Our internet is filtered by Securely content filtering for all staff and students at school and at home.

Data Compliance

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

Must attach a copy of the policy.
Yes, see attached policy.

ATTACHMENTS

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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?

<u>**Must**</u> attach a copy of the procedures.

Yes, see attached polices.

ATTACHMENTS

Attachment Name

📄 Policies

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).

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

N/A due to UCS being a public charter school. Alabama prohibits virtual charter schools, so therefore UCS cannot be both a charter school and a virtual education school. UCS does offer Access as an online option for some courses.

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

N/A

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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

⊞ Technology Goals

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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 school.

- **I certify**
- ○ I do not certify

COMMENTS

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Attachment Summary

Attachment Name	Description	Associated Item(s)
Alabama Technology Plan District Assurance	Superintendent signed plan	•
Data Governance Policy		• D.5
Policies		• D.6
Technology Goals		• E