ALSDE District Technology Plan 2021-2022

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Satsuma City School System
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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?

The City of Satsuma is located just south of the I-65 and Highway 43 intersection in Mobile County, Alabama, and once boasted of thriving citrus (specifically, satsumas) and pecan growing economy. Known prior to 1915 as Fig Tree Island, the city was named after the Satsuma orange, which was successfully cultivated and grown in Alabama starting in 1878, a gift from Meiji, Japan. The town charter was granted in 1959, and the community now serves as a suburb for the City of Mobile. Though Satsuma is geographically small (6.5 sq. miles), its population has experienced significant growth in recent years. The Satsuma School System was formed in June 2012, after separating from Mobile County Public Schools. School enrollment is comprised of the following demographics: 85.5% White, 9.4% Black or African American, 2.8% Native American, 1.1% Asian, and 1.2% from mixed or other races (Demographics will be updated after all enrollment data is entered). Satsuma City Schools has a positive community climate and the willingness of everyone to become involved and work toward common goals. This has allowed the administration to bring together a cohesive and highly qualified faculty and staff, establish baseline academic and cultural school-wide data, write policies, procedures, and guidelines, and conduct other start-up activities. In the ten years that the Satsuma City School System has been an independent school district, it has received acclaim as an undiscovered gem of K-12 education. Attention to individual dreams while encouraging students to reach their full potential sets the school system apart and gives it the feeling of an exclusive school system. Satsuma City Schools is governed by a five-member Board of Education that is responsible for formulating policies that govern the system. The day to day operation of the school

system is entrusted to the Superintendent of Education who is appointed by the Board of Education and his staff which includes a Director of Technology/Federal Programs/Safety/Athletics, a Director of Curriculum & Instruction/Textbooks/ Testing, a Special Services Coordinator, and a Mental Health Coordinator. The Board of Education also employs a Chief School Financial Officer. Satsuma City Schools currently serves almost 1,521students in two schools - Robert E. Lee Elementary (Grades PK - 6), with 766 students and 75 faculty and staff members, and Satsuma High School (Grades 7-12), with 755 students and 75 faculty and staff members. The average poverty level measured by students qualifying for free or reduced meals is 43.91% which qualifies both schools to receive Title I funding and services. Satsuma City Schools embodies its purpose and beliefs through numerous program offerings and high expectations for student achievement. Since its inception, Satsuma City Schools has striven to become the standard for quality education for both resident and non-resident students of the district. This is evident in the manner the school system addresses the needs of the whole child through academics, athletics, clubs, and other extracurricular activities. High school students are encouraged to follow the honors diploma track where they complete a rigorous curriculum of honors and AP classes and a required number of science and mathematics courses. Students who complete the requirements for the honors diploma and maintain a 3.5 weighted grade point average are recognized at graduation. For those not on the honors track, students can participate in career-oriented courses through the Career Pathway diploma. Satsuma is proud of its academics, athletics, arts, and activities which help to develop the whole child. We believe that the implementation of these programs offers all children an opportunity to become involved and feel a sense of accomplishment. We foster the belief that students who are involved in extracurricular activities will be more successful academically and in their future endeavors.

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.

The Satsuma City School system has since our inception focused on providing both a solid curriculum and a positive learning environment for all students from PK through high school. The administrators and teachers strive to accomplish this task through continual data analysis and goal setting, setting high expectations based on Alabama's College and Career Ready Standards, and through the use of technology in daily instruction across the curriculum. Areas of improvement in the past three years include analyzing student data, conferencing with parents about current achievement levels and curriculum opportunities. Setting goals for progress is the

starting point for all educators at both the elementary and high school levels. Our focus over the past 3 years has been increasing the standards of learning in English Language Arts (ELA) and in math. Curriculum resources and assessments were aligned to the standards and to raise learning expectations for students. Notable achievements over the past three years include: • CLAS School of Distinction honors for Satsuma High School and Lee Elementary for the 2018-2019 school year • 'An increase in participation in Career Technical Education courses at Satsuma High School with the addition of Event Planning, Welding, and Health Sciences that include Foundations of Health Science, Medical Terminology and Certified Nursing Assistant courses • Promotion of the Peer Leaders course at Satsuma High School to help enable and inspire young people to become engaged leaders who positively influence their peers • Master Classroom and Master School designation for Lee Elementary for participation in Accelerated Reader programs • Continued promotion of AMSTI (Alabama Math, Science, and Technology Initiative) for math instruction at Lee Elementary • Continued increase in average scholarship totals to students at Satsuma High School • Dual Enrollment partnership with the University of Mobile for AP courses at Satsuma High School • SCS has the following projects underway: - Update the high school gymnasium with new bleachers, basketball goals, and equipment; - Resurfaced the tennis court and installed bleachers for patrons; - Constructed a hitting facility at the softball complex; - Replaced fluorescent lighting with energy-efficient LED lighting in 90% of the school system; - Installed new windows at Satsuma High School and budgeted to continue this installation throughout other buildings; - Updated the parking lot at the elementary school and budgeted to continue this update at the other school locations; - Currently updating the high school locker rooms. • SCS has one of the newest transportation fleets, with all route buses being less than ten years old while purchasing five new buses in recent years. • SCS upgraded school security by adding a second full-time school resource officer (SRO) and other security enhancements such as door control access. • SCS added the position of mental health coordinator for the district in the 2020-21 school year. This counselor assists with building relationships, providing resources, and reinforcing behavioral expectations that make a positive difference in the lives of our students. • SCS added the position of a network technician in June 2021. The network technician's role is to manage computer software systems, servers, and network connections to ensure the availability and security of the supported business applications. This individual also participates in the planning and implementing policies and procedures to ensure system provisioning and maintenance consistent with industry best practices and regulatory requirements. • SCS has added the following positions in the local schools: a full-time reading and full-time math coach for the elementary school, a full-time RTI instructor at the high school. We also expanded the curriculum at the high school by hiring a full-time choir and drama teacher. • Due to Covid, SCS

changed the educational delivery in the 2019-2020 and 2020-21 school years. In March of 2020, SCS, like most other districts, delivered instruction remotely for the remainder of the school year. In 2020-21, SCS had four days of the week in-person instruction and one day a week remote instruction for all students. In addition, students were placed back and forth in person and remotely due to quarantines. • SCS has expanded technology and devices where we are now a 1:1 school system with each student possessing an iPad or Chromebook. • SCS is nearing project completion of an exterior upgrade at Satsuma High School, including a welding facility for our CTE students. This facility is constructed adjacent to the main campus building such that students can access the facility without exposure to weather or traffic. The welding facility will have 12 bays in which students can hone their welding skills under the supervision of an instructor provided by Bishop State Community College for dual enrollment credit. This facility also keeps our students from being bussed to a community college for dual enrollment in welding. The course and instructor belong to Bishop State Community College, but SCS provides the facility. The amount of instructional time wasted in travel was our primary concern and warranted the construction of our facility. Satsuma City Schools is continually working toward improvement in all programs of the school system. We believe that continued success in the next three years depends on further implementing a means for measuring standards mastery, data analysis, and technological advances used in the classroom. Improvement efforts will focus on providing devices to all students, continued alignment of Alabama course study standards to formative and summative assessment measures that include project-based learning, and more individualized instruction based on RTI data, test scores, and needs assessments. Satsuma City Schools recognizes the need for better parent communication. Although we have many means of communicating with parents, we need to improve our efforts to make parents aware of the services we offer and the vocabulary specific to education today. A continual challenge is the time and personnel resources in a small school system. Faculty, staff, and administrators wear multiple hats to make our school system excel. We cannot consistently implement initiatives that we would like to offer to our students. We will continue to explore opportunities that allow SCS to implement initiatives with limited personnel and financial resources.

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 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 purpose of the Satsuma City School System is to provide a rich tradition that embodies a vision for the future to provide an innovative educational system that encompasses our mission and vision. The tagline created for our school system "Tradition • Vision •Innovation" was created by involving teachers, parents, board members, and other stakeholders in the process of making the dream of an independent school system a reality. The mission of the Satsuma City School System is to provide a creative, rigorous, and technology-rich academic environment that encourages students to become independent, analytical, and self-motivated learners who can make positive, caring, and ethical contributions to the community. The Satsuma City School System's vision is to create a safe and structured environment where students and staff, along with parents and guardians, come together as a community of life-long learners. Our schools will embrace individual differences and set challenging goals. We will strive to think critically and creatively, to encourage good decision-making strategies, and to promote a sense of teamwork and cooperation. By learning how to utilize the knowledge and tools necessary to confidently meet challenges, our students will be empowered to reach their full potential, as well as become respectful and responsible citizens for the future. Satsuma City Schools is comprised of students, teachers, administrators, support staff, parents/guardians, and community members working together to enhance the learning experience for each student. Our practices must be evidence-based and dedicated to meeting the needs of our students. We, Satsuma City School District believe: • in striving to prepare students

to be lifelong learners and responsible citizens in our current and future society • in fostering a safe and supportive environment that engenders mutual respect and equal opportunity for all • in supporting the learning community by fostering open and direct communication, establishing trust and collaboration, and providing our school family with the avenues to accomplish goals for student success • that all students can learn and we must proactively respond to and support the diversity of their learning styles and developmental levels • in educators who are committed to the concept of a team-based curriculum that is student-centered, challenging, relevant, and integrative • in developing a curriculum that emphasizes the academic, artistic, social, and physical development of the student • in educators who are knowledgeable about young adolescents, their educational needs, and who are committed to the use of varied instructional strategies and delivery systems • that each student has a responsibility to actively participate in his/her learning and achievement as well as to demonstrate self-management skills Satsuma City School system embodies its purpose and beliefs through numerous program offerings and high expectations for student achievement. Since its inception, Satsuma City Schools has striven to become the standard for quality education for both resident and non-resident students of the district. This is evident in the manner the school system addresses the needs of the whole child through academics, athletics, clubs, and other extracurricular activities. High school students are encouraged to follow the honors diploma track where they complete a rigorous curriculum of honors and AP classes and a required number of science and mathematics courses. Students who complete the requirements for the honors diploma and maintain a 3.5 weighted grade point average are recognized at graduation. For those not on the honors track, students can participate in career-oriented courses through the Career Pathway diploma. Satsuma is proud of its band, JROTC program, and sports programs, which help to develop the whole child. We believe that the implementation of these programs offers all children an opportunity to become involved and feel a sense of accomplishment. We foster the belief that students who are involved in sports and extracurricular activities will be more successful academically and in their future endeavors.

Additional Information

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

The Satsuma City School System has grown beyond anyone's expectations. The following highlights many of our accomplishments: • In the fall of 2016, Satsuma City Schools proudly opened "The Swamp", a new, state-of-the-art athletic facility that boasts a football field, regulation track & field facilities, as well as a soccer field. The completion of this new athletic facility has galvanized the community, renewed

a sense of pride, and increased parental involvement in other aspects of the school system. The new facility has also served to unite the two schools by allowing elementary students to participate in activities with the high school students. • STEM Courses are offered at Lee Elementary that includes a state-of-the-art Science Lab. Students in 6th grade also participate in computer science using the PIPER kit, Tynker, and Scratch. All grades have opportunities for STEM instruction in their classrooms and the media center. • Satsuma City Schools contracts with the city of Satsuma for the provision of two (2 ea) School Resource Officers to serve our two schools. The School Resource Officers aid with attendance issues, train faculty & staff on appropriate safety measures, and aids administrators in student discipline issues. • Renovations at both Lee Elementary and Satsuma High School have done much to improve the facilities at both sites. • Access door controls have been added to all exterior doors in the Satsuma City School system. All employees have access cards that allow entrance into our facilities. Visitors must present identification and purpose to a camera prior to being allowed to enter the building. This has significantly increased parental approval of our safety measures and provides an additional layer of security. • A new playground was added at Lee Elementary and Lee Annex. These playgrounds are available for use during recess which was added back to the curriculum in 2015. Active research has proven that adding recess back into the curriculum at Lee has reduced discipline issues in the classroom and shown physical, cognitive, and social benefits. • Satsuma City Schools uses Compliance Director to provide a single platform for required annual professional development. Courses offered include FERPA, Special Education training, training dealing with student health-related issues such as diabetes and anaphylaxis, and reporting of child abuse. This allows faculty and staff to receive the necessary professional development without impacting the instructional day. • Satsuma City Schools uses the Google suite of tools for email, shared documents, and collaboration. All faculty, staff, and students in grades four through twelve have a Google account and are able to share documents, create assignments, and collaborate using this single platform. • Satsuma City Schools hosts the regional Special Olympics in 2-year cycles. The Project Outreach club at Satsuma High School spreads awareness, acceptance, and understanding of those with disabilities throughout the community. Satsuma High School students support students with disabilities each year in the Buddy Walk in support of Down's syndrome Awareness month. Lee Elementary highlights this event as well as events for Autism and Dyslexia awareness.

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 were chosen based on their knowledge of education, their knowledge of technology, and their interest in the school system surveys was conducted electronically to gain feedback from the largest population possible. The technology committee collaborated virtually to minimize the risk of spreading the coronavirus.

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

> Technology Team Members: Steve Cochran - Director of Technology Dana Price - Director of Curriculum & Instruction Heather Roe - Assistant Principal, Lee Elementary Melissa Blake - Teacher, Lee Elementary Ashlee Smith - Assistant Principal, Satsuma High Gaines Stubblefield- Teacher, Satsuma High

    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 technology plan will be posted on the system website. Progress on goals will be communicated through the webpage and social media.

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>

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)

cognia

☐ 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

ARP ESSER

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

Satsuma City Schools has adequate bandwidth for the technology currently in place as well as adequate wireless coverage for a minimum of 30 devices in each classroom and 1/3 of the student enrollment in the common areas. The current 1 Gbps of bandwidth is also adequate for our needs. Data includes AREN graphs and speed tests. Our servers were replaced in January of 2020 to address security vulnerabilities and aging equipment.

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

All SCS Windows computers have been updated to Windows 10. All students in grades K through 4 have an iPad. All students in grades 5 through 12 have a Chromebook. Our greatest area of need associated with technology inventory is to update end-of-life student devices. Current inventory lists provide documentation of age and condition as well as the existence of equipment.

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

Current classroom observations and lesson plans indicate that technology usage is widespread throughout the district. College and Career Ready Standards (CCRS), new Science and Math standards, and the new Technology Course of Study will necessitate additional professional development to help teachers effectively incorporate technology into standards-based instruction and implement the standards.

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

District staff currently uses a great deal of technology and are open to learning. Several teachers have participated in the Google Educator certification program while others have attended the Alabama Education Technology Conference (AETC). Many other teachers have expressed interest in learning more about Google and the many different attributes of the program. Effective technology integration for student use is also a need. Unfortunately, the time during the school year is limited. Teacher surveys do indicate that they would like additional coaching when time allows. Staff training in the use of the new PowerSchool platform, Nearpod, iReady, and technology-related STEM activities is needed.

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

Teacher survey data indicates that teacher use of digital tools is widespread. Teachers are integrating real-world applications. With CCRS, they are adding more real-life applications and beginning to incorporate digital citizenship lessons. New ViewSonic ViewBoard Interactive Panels have been installed in all first through fourth-grade classrooms and in core classrooms in grades seven through twelve. Our greatest need is in providing additional release time for teachers to train and practice integration. Data includes surveys and lesson plans.

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 are actively using technology in our classrooms to increase productivity throughout the district. The use of Google Apps, PowerSchool SIS, and ViewBoards allows them to share lessons with other teachers as well as their students regularly. This has increased their productivity and the interest level of the students. Our greatest need lies in additional time for professional development and implementation. Data sources include surveys, informal classroom observations, and conversations.

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

Our administrators are well versed in technology use for attendance, testing, research, and a variety of other uses. They have increased productivity with the use of Google tools such as email, calendar, and Drive. Administrators are currently using Cognia's eProve ELEOT tool to document teacher observations and evaluations. Our biggest area of need is additional training on these and other tools that will help increase productivity according to the surveys and informal conversations.

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

The technology department recently added the position of a network technician. The network assistant has been instrumental in addressing the immediate needs of faculty and staff through the work ticket system. His support has allowed the remaining technology personnel more time to troubleshoot issues with the new PowerSchool Student Information System (PS SIS), the PowerSchool Special Programs System (PSSP), and the numerous 3rd party integrations that were recently configured to service our students. Services such as eTrition, Clever, Active Directory, Google, Savvas Learning, Destiny Library Software, Renaissance AR, and others previously synced with INOW have been reconfigured to sync with PowerSchool. Here are a few of the network assistant's daily tasks and notable projects: - Cybersecurity - Checks Sophos admin console daily (ransomware protection) for endpoints in violation of policies; This usually requires physical interaction with endpoints to resolve issues. - Cybersecurity - Check and runs OS updates on our data center servers. Updates are usually required due to a cybersecurity vulnerability. - Physical Security - Check access control door system daily and addresses needs/issues (student safety) - Hardware - Presently installing 48 (ea) 65-inch ViewBoards for teachers to replace old SmartBoard technology - Software - Created a Preboot eXecution Environment (PXE) in our data center to address slow teacher workstations (reimaging) - Work Tickets - Address immediate needs of faculty and staff through the ticketing system - ALET – Recently attended ALET professional development for cybersecurity. Currently tasked with developing an Incident Response Plan (cyberattack) and scheduling Network Penetration Tests

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.

> The concentration for professional development will continue to involve the new PowerSchool Student Information System, Google apps, digital citizenship, digital student portfolios, and STEM. We will also include training on Interactive-Touchscreen Panels and Google Classroom, the platform used for digital professional development. These sessions will be offered locally to all faculty and staff, including administrators in a face-to-face setting. Trainers will include LEA staff and external trainers when funds allow. Teachers will be given the opportunity to attend the Alabama Education Technology Conference where they can attend additional training as well.

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.

WAN Infrastructure The Satsuma City Schools Wide Area Network utilizes Uniti lit fiber. The WAN is comprised of a 1 GB connection to each site. This level of service should provide for seamless digital teaching and learning over the next year and a half according to current bandwidth use reports and the number of devices projected to be at each school. This is generally in compliance with SETDA's "100 Mbps per 1000 students" standard but takes into consideration that there is no value in paying for bandwidth that will not be used. Because the WAN is an Ethernet switched network, switches with advanced capabilities, rather than routers, are used to make the connection between each school's LAN and the WAN. The core switches at the district data center have been upgraded in order to accommodate the new bandwidth. This reduced the bottle-necking of inbound and outbound traffic. LAN Infrastructure All classrooms, common areas, libraries, computer labs, and administrative offices are connected to local area networks. Most classrooms have three to eight wired network drops. The district's LAN switches operate at 100 Mbps to the desktop and at 100 Mbps to the MDF of the building. These newer PoE switches serve the VoIP phone system and the WLAN's wireless access points and do not need to be upgraded. Intermediary wiring closets (IDFs) within schools connect to the building's main wiring closet (MDF) with Cat5 connections. Wireless access points and wired connections from switches to wiring jacks are connected via Cat 5e copper cable capable of 1 Gpbs, with the actual speed used is dependent on the device's networking card. Connectivity The district has over 125 access points. WLANs provide for high-density Wi-Fi coverage in 100% of learning spaces and administrative offices with easy access to the Internet. Each building has a centralized controller and 802.11 a/b/g/n/ac access points at both 2.5 and 5 GHz. Separate SSIDs have been established for district-owned devices, BYOD devices, and visitor devices. Log-on authentication is required for all. The district has noted a shift in traffic from LAN to WLAN. This shift is due to increased purchasing of

Chromebooks and BYOD/mobile usage. Bandwidth The district has upgraded its Internet access via Alabama Super Computer from 500 Mbps to 1 Gbps. As traffic graphs show the need, the bandwidth will be increased. Information Security & Safety Internet content is filtered through the district's iBoss on-site filter appliance. Internet safety policies and Acceptable Use Policies (AUP) have been approved by the Board. A public hearing was held in compliance with CIPA requirements in the past and the filtering policies of the district have not changed with any significance since that time. The technology committee reviews the parameters of the district annually and makes recommendations. The district uses several security measures to protect data and resources including firewalls, antivirus software, and spam filtering. The district also has a comprehensive data governance policy in place to protect the district and student data. This policy involves the establishment and implementation of protocols, settings, and specific procedures in place governing access to and transmission of student data protected by FERPA, HIPPA, IDEA, and other laws. School administrators and teachers must seek permission from the Technology Department before entering into contracts or establishing online accounts that involve the service provider acquiring student data. The Technology Department researches the privacy policies of such services and provides guidance on the use of such services. Where applicable, Memorandums of Agreement may be executed before the use of any such service can begin. Satsuma City Schools has been named a TLE (Trusted Learning Environment) by the Consortium of School Networking. Digital Content & Digital Tools Students are provided with access to the following digital subscriptions to increase academic achievement and supplement face-to-face instruction. • iReady Online Curriculum (Reading and Math) • Reflex Math Online Curriculum • Renaissance Accelerated Reader • Nearpod Online Curriculum (All Subjects) • Flocabulary Online Curriculum • Rhithm app which is a K12 student and staff wellness check-in tool • Nearpod social and emotional learning (SEL) online curriculum Students also use Edgenuity for course remediation and credit recovery. Kahn Academy and many other online resources are used by teachers and students to augment textbooks and lectures. All SCS students have a personal device for instruction, remediation, and ancillary activities. All classrooms are equipped with digital projectors or interactive panels. Most classrooms are equipped with document cameras; however, all teachers have access to a document camera if requested. Virtual Reality programs have been added at both schools.

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.

ATTACHMENTS

Attachment Name

📄 8.71 Data Governance

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

Must attach a copy of the procedures.
Yes. See attached.

ATTACHMENTS

Attachment Name

📄 Data Governance Plan

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 School Plan

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

Edgenuity

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

 ⊞ 2021-2022 Alabama Technology Goals Objectives and Activities

F. Surveys

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

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

- **I certify**
- I do not certify

COMMENTS

G. District Assurances

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

Assurances Document

Step 1: Download and complete the [Alabama Technology Plan District Assurance](#) document.
Step 2: Upload the completed Alabama Technology Plan District Assurance.
- **I have completed and uploaded the Alabama Technology Plan District Assurance.**
- ○ I have not completed or uploaded the Alabama Technology Plan District Assurance.

ATTACHMENTS

Attachment Name

PDF Technology Plan District Assurance

Attachment Summary

Attachment Name	Description	Associated Item(s)
2021-2022 Alabama Technology Goals Objectives and Activities	2021-2022 Alabama Technology Goals Objectives and Activities	• E
8.71 Data Governance	8.71 Data Governance	• D.5
Data Governance Plan	Data Governance Plan	• D.6
Technology Plan District Assurance	Technology Plan District Assurance	• G
Virtual School Plan	Virtual School Plan	• D.7a