



ALSDE District Technology Plan 2021-2022

ALSDE District Technology Plan 2021-2022

Tuscumbia City Board of Education

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United States of America

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ALSDE District Technology Plan 2021-2022

A. Executive Summary

The Executive Summary provides Planners with an opportunity to describe in narrative form its purpose as well as strengths and challenges within the context of continuous improvement. Use the links below to navigate the Executive Summary and respond to the various questions. The responses should be brief, descriptive, and appropriate for the specific section. Ensure that all Key District Program staff work collaboratively to provide input into the District Executive Summary, and all School Staff provide input into the School Executive Summary.

It is recommended that the responses are written offline and then transferred into the following sections:

Description of the School District/School

1. Describe the size, community/communities, location, and changes experienced in the last three years. Include demographic information about the students, faculty/staff, and community at large. What unique opportunities and challenges are associated with the community/communities?

The City of Tuscumbia has a population of 9,000, with approximately 57,000 people living within Colbert County. There are three other city school districts plus the county school district located within a 10-mile radius of Tuscumbia City Schools. Tuscumbia is the birthplace of Helen Keller. As a young woman, Miss Keller overcame incredible disabilities. She rose to complete her formal education, write books, and advocate for others with disabilities. Like Helen Keller, the commitment to overcoming obstacles is a strong undercurrent in the Tuscumbia community that feeds the success of our school district. Tuscumbia City Schools is comprised of four schools: G. W. Trenholm Primary School, serving grades PreK-2, with a population of 397; R.E. Thompson Intermediate School, serving grades 3-5, with a population of 293; Deshler Middle School, serving grades 6-8, with a population of 340; Deshler High School, serving grades 9-12, with a population of 425 and the Deshler Career and Technical School implemented in 2018. The total student population of Tuscumbia City Schools for the 2021-2022 school year is 1,455. The percentage of children with disabilities in grade PreK-12 is approximately 10% while the percentage of gifted students served within the district is 10%. The percentage of students receiving either free or reduced lunches is just over 50%. The racial structure of the student body is predominantly Caucasian; however, there are students who represent each of the following racial categories: Asian (>1%), African American (31%), and Hispanic (1%). Businesses in Tuscumbia are pleased with and are supportive of the school district and have established partnerships with all schools. The city council is a long-time supporter of Tuscumbia City Schools. The community is proud of and supportive of the district. Athletic events and school

programs are well-attended. Parents are supportive and involved and realize the value of an education. Adults within the community, make a personal investment in educating our children. Some of the many ways the citizens of Tuscumbia show commitment to education in the district include the following: volunteer workers, senior adult reading volunteers, helping with landscaping, organizing field days, volunteering to tutor, helping to organize fundraisers, sponsoring students of the month, and volunteering to coach school sports. Community members help teachers support instruction by serving as guest speakers. Local medical professionals speak to Health Occupations Students of America classes, local insurance agents speak to driver education students and local law enforcement staff speak to students regarding cyberbullying and internet safety each year. Community members also support and contribute to Tuscumbia City Schools' Education Foundation (TEF), serve on its board, and serve on various district-wide committees. The Tuscumbia Education Foundation has made substantial gains in recent years by fundraising and then offering teachers an annual opportunity to apply for grants. For the past few years, the TEF has awarded approximately \$196,000 in grants for classroom teachers since 2014. The majority of that funding has been awarded for technology improvements. Tuscumbia City Schools offer students opportunities to participate in a variety of clubs and organizations. Some are unique to the district and are recognized in the nation for excellence. Among these are Annual Staff, Band, Choral, and Future Business Leaders. Additionally, students may choose to participate in a variety of sports, including archery, football, basketball, baseball, softball, track, tennis, golf, wrestling, volleyball, dance, and cheerleading. In 2020 an eSports team was added at Deshler High. Technology use in Tuscumbia City Schools has grown substantially. All teachers in each school have a projector available to display computer content. All teachers in our primary, intermediate and middle schools have document cameras. All teachers in our primary, intermediate and middle schools have interactive boards. All schools have transitioned to a 1:1 initiative with Chromebook devices. All schools have WiFi access for Tuscumbia devices, updated in 2021 with new access points. The mission for integrating technology is that the hardware and software become powerful tools we use to conquer the curriculum. We are using Renaissance Learning in our elementary and middle schools to target students learning deficiencies in reading and math. We use classroom computers, Chromebooks, and lab computers to administer these applications. Our middle school uses Chromebooks exclusively as they work to implement college and career-ready standards. The Chromebooks also serve as tools for drill and practice as teachers use apps including IXL, Kahoot, Prodigy, Moby Max, Socrative, and Plickers for formative assessment tools during the instruction process. Teachers also use Chromebooks to guide instruction and access both email and the student management software, PowerSchool. Deshler High School uses a research-based software platform, Edmentum, to reinforce

classroom instruction, teach whole-group lessons, and as a tool for credit recovery and summer school. One of Helen Keller's most famous quotes validates the community commitment to the school district. 'Alone we can do so little; together we can do so much.'

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.

On the 2019 Alabama State Report Card, Tuscumbia City School improved from 82 B to 84 B. Deshler Middle School had the greatest increase, moving up from a 77 C to 84 B. GW Trenholm Primary School moved up from 81 B to 82 B, RE Thompson Intermediate School remained the same at 82 B, while Deshler High School went dropped two points from 82 B to 80 B. Since 2019, there has been no state-issued report card due to the pandemic. Advanced Placement qualifying scores from 17 in 2019 up to 27 in 2021. Our College and Career Readiness indicator has increased from 76% to 85%. In the next three years, our goal is to increase our state report card 2 points per year and our CCR to above 90%. We plan to maintain our graduation rate of 95%, while increasing our academic proficiency on ACAP in grades 2 through 8. Our primary focus will be in math.

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.).

BELIEFS: We believe that the skills necessary for students to succeed in a global society include academic, technical, and social. We believe collaboration among stakeholders and Tuscumbia City Schools is vital to the setting of high standards and high expectations. We believe it is our responsibility to provide a solid foundation for every student to pursue his/her dreams. We believe all students can learn, succeed, and reach their full potential by setting high expectations for both students and staff. We believe the education of a child is the responsibility of the efforts of the student, family, school, and community. We believe that a student must be a lifelong learner. To achieve this, all students must have a growth mindset.

VISION: In collaboration with our community and stakeholders, Tuscumbia City Schools provides every student with a safe learning environment that promotes social and academic growth. By setting high standards and high expectations, we commit to empowering students to become responsible and productive citizens with the skills necessary to succeed in a global society.

MISSION: Educating every student today...Preparing every student for the opportunities of tomorrow.

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 teacher completed an online survey in the spring of 2021. The technology coordinator had meetings with school personnel in September and October 2021. School technology specialists met to review the survey results in October 2021. A technology committee convened in November to review and finalize the plan.

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.).

School Integration Specialists Patrice Brown Kelli Frederick Administrators Tommy Milstead - Technology Coordinator Russ Tate - Curriculum and Instruction Robert Bissell - Elementary Principal Jessica Norwood - High School Assistant Principal Gene Balding - Instructional Technology Administrator Teacher Representatives Mollie Singleton Board Member Paul Grimes Parent Representative Ashley Williams Amy Johnson Central Office Representative Chiquita Smith - Accounting Sharica Long - Data Administration Paige Soeder - CNP Director Kimberly Motton - Special Ed Director Student Representatives Brayden Johnson - DHS Colton Frederick - DMS Justin Williams - RET Peyton Vandiver - DHS Ben Silva - DHS Reagan Johnson - DMS Shania Smith - RET

ATTACHMENTS

Attachment Name



2021-2022 Tech Plan Committee

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.

Both the school and district technology plans are posted on the school and district websites.

C. Technology Diagnostics

Data Sources & Funding Sources

1. **Data Sources.** Select all sources of data used for planning. (Check all that apply)
If Other selected, enter in comments.

- Board of Education Actions**
- Compliance Monitoring Reports**
- Continuous Improvement Plan**
- Discipline and Attendance Reports**
- Educate Alabama Data**
- End-of-Course Assessments
- Federal Government Regulations**
- Formative Assessments**
- Graduation Rates**
- Inventory & Infrastructure Report - Fast and Easy Access to Network, and Availability of Technology**
- School of Education (SOE) Accreditation Reviews/Reports**
- Principal Walk - Through Checklist**
- Professional Learning Evaluations, Lesson Plans**
- SpeakUp Data**
- State Government Regulations**
- Student Achievement Data**
- Technology Program Audit, Etc.**
- Alabama Educator Technology Survey**
- Other (enter in comments below)

COMMENTS

2. **Funding Sources.** Select the most probable Funding Sources for each activity.
(Check all that apply).

If Other selected, enter in comments.

- Annual Giving Fund
- Booster Fund**
- Capital Improvement Fund**
- Career Technical Funds**
- District Funds (Local Funds)**
- Endowment/Memorial Fund
- Financial Aid
- General Fund**
- Perkins**
- Scholarship Fund
- School Council Funds
- State Funds**
- Title I, Part A**
- Title I, Part C**
- Title I, School Improvement**
- Title I, Schoolwide**
- Title I, School Improvement Grant (SIG)
- Title II, Part A**
- Title III**
- Title IV, Part A**
- Title IV, Part B**
- USAC Technology**
- No Funding Required
- Other (enter in comments below)**

COMMENTS

Cares Act, ESSER I, ESSER II, ESSER III, Emergency Connectivity Fund, Alabama
Cybersecurity Funding

D. Needs Assessment

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

Technology Program Areas

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

- a) Identify the top 1-3 areas of need
- b) Identify the top 1-3 areas of strengths
- c) Identify the data sources

Needs: 1. Network switches are nearing end-of-life support. 2. Fiber Optic connections between DHS buildings. Strengths: 1. Cat 6 ethernet cable drops in every classroom. 2. New WiFi 6 Access Points in each building. Sources: eRate Applications, Technology Inventory

1b. **Technology Inventory** - fast and easy access to technology

- a) Identify the top 1-3 areas of need
- b) Identify the top 1-3 areas of strengths
- c) Identify the data sources

Needs: 1. Windows Desktops over 5 years old. 2. Classroom projectors upgrade and replacement. 3. Chromebooks for elementary schools nearing End-of-Life Strengths: 1. One-to-one Chromebooks for grades 6-12. 2. Interactive Smart Panels and projectors in most classrooms. 3. Webcams with microphones available to all teachers for remote learning. Sources: 1. Teacher surveys 2. Technology Inventory

ATTACHMENTS

Attachment Name



FY2020-21_TuscumbiaCity_TechInventory

1c. **Student Learning** - subject area processes and content; 21st Century skills and dispositions to ensure school, career, and life success

- a) Identify the top 1-3 areas of need
- b) Identify the top 1-3 areas of strengths
- c) Identify the data sources

Needs: 1. PD for teachers to support the Alabama Digital Literacy, Computer Science Course of Study, and Schoology. 2. PD for teachers to support the use of digital devices in the classroom 3. Integration of the DLCS Course of Study with

curriculum-based software Strengths: 1. Implementation of computer science based curriculum in grades K-12. 2. District-wide use of Youscience Curriculum-based software. Sources: Clever EdTech Analytics State Teacher Survey Youscience Reports

1d. Professional Learning Program - Teachers, Staff, Leaders, Community

- a) Identify the top 1-3 areas of need
- b) Identify the top 1-3 areas of strengths
- c) Identify the data sources

Needs: 1. Professional Development for Digital Literacy and Computer Science Course of Study 2. Professional Development for Alabama Professional Learning 3. Professional Development for formative assessments Strengths: 1. Teachers work within professional learning networks 2. Administrators substantiate and support professional learning 3. District administrators support and promote professional learning Sources: Surveys, funding sources, POs, Agendas, Sign-in Lists

1e. Teacher Use - Teaching - how teachers use technology to teach as well as require students to use technology to learn

- a) Identify the top 1-3 areas of need
- b) Identify the top 1-3 areas of strengths
- c) Identify the data sources

Needs: 1. Highly effective PD to support instruction and learning 2. Tablets for computer science instruction Strengths: 1. District wide 1:1 Chromebooks 2. Teachers plan lessons to incorporate the DLCS Course of Study 3. Teachers work together to learn new techniques for technology integration Surveys, ELEOT Observations, 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

Needs: 1. Teachers need additional professional development on technology resources. Strengths: 1. Teachers have Google Classroom with instructional apps used to support curriculum 2. Teachers use projectors at all schools, document cameras and interactive whiteboards, and document cameras 3. Teachers are using educational software to analyze student data and identify student weaknesses. Sources: Technology Surveys, ELEOT observations, EdTech Analytics

1g. School Leaders Use - Productivity - how administrators use technology for increased productivity

- a) Identify the top 1-3 areas of need
- b) Identify the top 1-3 areas of strengths
- c) Identify the data sources

Needs: 1. More PD on PowerSchool Administration Strengths: 1. Administrators support and promote integrating digital resources and tools into learning throughout his or her school 2. Administrators are interested in learning more about implementing a school-wide project-based / authentic learning program for his or her school Sources: Leadership Meetings, Technology Surveys

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

Needs: 1. Additional technology staff to address the increasing demands of technology in the school district 2. Additional funding to accommodate increasing technology needs 3. Additional professional development to comply with demands of network security Strengths: 1. Knowledgeable staff with a long-running history with the district 2. Supportive administrators Sources: Surveys, Observations

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.

PowerSchool SIS A. Delivery method(s): Face-to-Face, PD+ Videos B. Time: 5-10, 30-60 minutes C. Who will attend: Teachers, school administrator, district administrators, specialists, attendance clerks D. Who will present: District Technology Instructional Specialist, external trainers, corporate-created videos

Alabama Digital Literacy and Computer Science Course of Study A. Delivery method(s): Face-to-Face, Technology Integration B. Time: 5-10 C. Who will attend: Teachers, school administrator, district administrators, specialists D. Who will present: District Technology Instructional Specialist, Technology Coordinator

PowerSchool- Alabama Professional Learning A. Delivery method(s): Face-to-Face, PD+ Videos B. Time: 30-60 minutes C. Who will attend: Teachers, school administrator, district administrators, specialists D. Who will present: District Technology Instructional Specialist, School Technology Specialists

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 WAN connections for Tuscumbia City Schools are maintained and managed by: E-Rate Cat 1 Funding provided to Alabama Super Computer. ASC is responsible for our connection to the internet as well as our primary firewall and content filtering devices on the TCS network. Current state

match for ASC provided WAN: 1.5 GB Total - (HS 500MB) (MS 250 MB) (Elem 100 MB) (BOE 500MB) All schools are networked to the board of education office with fiber optics. Servers that work as domain controllers are located at each school campus. LAN Infrastructure Each school LAN connects via fiber to the central office. Tuscumbia City Schools provide a cloud-based WiFi network system at all schools and the central office with a total of 95 indoor and 12 outdoor access points. 2021-22 eRate funding has allowed us to purchase new WiFi 6 access points. A CAT6 cabling project implemented in 2017-2018 replaced all Ethernet cables in the classrooms. Connectivity Each school's LAN connects via fiber to the central office. Within each school CAT 6 ethernet is available in all classrooms and well as access point availability Outdoor WiFi is available at each school. We have fiber connections between each building. Bandwidth All internet bandwidth is provided by Alabama Supercomputer with a total capacity of 1.5GBs. Internet Access Every TCS-owned computer or mobile device has a direct connection to the internet. Information Security and Safety Internet content is filtered through Alabama Supercomputers' iBoss content filtering system per CIPA regulations. Securly Software is utilized as off-campus filtering for student devices. Tuscumbia City Schools also utilizes virus scanning, security updates, and firewalls to provide network security and safety for users. Digital Content All digital content is filtered and in compliance with the Child Internet Protection Act (CIPA). Board Policy reflects current CIPA requirements. Digital Tools Teachers use a variety of tools including Google Workspace, Google Classroom, Schoology, Prodigy, Moby Max, Kami, Big Ideas, Microsoft Office, Renaissance Learning Suite, Edmentum, IXL, StarFall, Atrium, Microsoft IT Academy, GMetrix, and Edmodo ESGI for kindergarten.

Data Compliance

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

Must attach a copy of the policy.

Please find attached Data Governance Policy.

ATTACHMENTS

Attachment Name



TuscumbiaCitySchools_DataGovernance

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.

Please find attached copy.

ATTACHMENTS

Attachment Name

 TCS_DataGov_Procedures

Virtual School Plan


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

Must attach a copy of the policy.

Please find attached.

ATTACHMENTS

Attachment Name

 TCS_VirtualSchoolPlan

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

Edmentum for high school, and IXL for middle and elementary. Teachers supplement this curriculum.

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 TCS Alabama Tech Plan Goals 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



TCS_Assurance-Page

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2021-2022 TCS Alabama Tech Plan Goals and Activities		<ul style="list-style-type: none"> • E
 2021-2022 Tech Plan Committee		<ul style="list-style-type: none"> • B.2
 District Assurance Form		<ul style="list-style-type: none"> •
 FY2020-21_TuscumbiaCity_TechInventory		<ul style="list-style-type: none"> • D.1b
 TCS_Assurance-Page		<ul style="list-style-type: none"> • G
 TCS_DataGov_Procedures		<ul style="list-style-type: none"> • D.6
 TCS_VirtualSchoolPlan		<ul style="list-style-type: none"> • D.7a
 TuscumbiaCitySchools_DataGovernance		<ul style="list-style-type: none"> • D.5