



RCSD ALSDE District Technology Plan 2021-2022

Due to the state updating the current plan Template this plan is still the current
ALSDE District Technology Plan 2021-2022

Russell County School System
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Table of Contents

ALSDE District Technology Plan 2021-2022	3
A. Executive Summary	4
B. Stakeholder Involvement	11
C. Technology Diagnostics	13
D. Needs Assessment	15
E. Alabama Technology Plan Goals and Activities	23
F. Surveys	24
G. District Assurances	25
Attachment Summary	26

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?

Russell County is located in east Alabama on the Alabama/Georgia border. This progressive growing county affords the serene atmosphere and friendly environment of a rural area but also includes the services of Phenix City. Directly across the Chattahoochee River in Columbus, Georgia, which offers the amenities of a larger city. We are proud to have a military presence and serve many of the students and parents of Fort Benning, Georgia. Booming agricultural, timber and paper industries are cornerstones of Russell County's predominant workforce. WestRock is a paper mill located south of the school system and one of the largest employers in the local community. Chattahoochee Valley Community College and Troy University are two higher educational institutions that provide an array of educational services for students and educators in the Russell County School System. The colleges are dedicated to providing accessible and affordable post-secondary education. The alignment of higher learning through activities and courses for students and teachers in the Russell County School System has provided access for high school students in dual enrollment and professional activities for instructional staff. Additionally, there are other colleges and universities within a 50-mile radius of Russell County. These include Auburn University, Southern Union Community College, Columbus State University, Columbus Technical College, Tuskegee University, LaGrange College, Troy University (Fort Benning), and Georgia Military College. According to the most recent census report, the total population of Russell County is 59,183. This includes the corporate limits of Phenix City. This population includes a diverse culture of approximately 45.8% Caucasian, 45.5% African-American, 5.8% Hispanic, and 2.9 % other

ethnicities. The total land area of Russell County is 641 square miles and the median income is \$42,443. Of the adult population, approximately 83.8% are high school graduates. Grade levels include Pre-kindergarten through 12th Grade with programs and services intentionally developed to meet the diverse needs of all students based on multiple types of data. There are seven schools in total to include three elementary schools (grades Pre-K through 5), one primary school (grades Pre-K through 2), one intermediate school (grades 3-5), one middle school (grades 6-8), and one high school (grades 9-12) throughout the massive, rural school district. Our middle and high schools are located in the center of the county while the elementary schools are sprinkled throughout the district. Due to USDA's support of safe school reopenings due to the pandemic and offering healthy nutritious meals, all students in the Russell County School District, without regard to income are provided breakfast and lunch at no cost. Although we still face socioeconomic barriers, the Russell County School District seeks opportunities that will afford our students a wide range of benefits and services. The Russell County School District is the recipient of funding from the Alabama Reading Initiative, which provides funding for Reading Specialists. These specialists serve as a valuable resource for student and teacher support of the academic curriculum and instructional programs. At the secondary level, the district has implemented advanced placement, dual enrollment, online, and career technical courses in order to provide opportunities for the diverse needs of the student population. Student performance has improved in many of the academic areas over the years. The Russell County High School graduation rate has steadily remained above 80% over the past 3 years. Russell County Schools partner with local business owners and community leaders in order to supplement the local, state, and federal revenues. These partners provide classroom resources, incentives, and services for students, parents, and teachers. These include, but are not limited to businesses and organizations such as Wal-Mart, Chick-fil-A, WestRock, East Alabama Mental Health, United Way, Total Systems/Global Payment Solutions, Silver Run Baptist Church, Fort Benning, Family and Children Connection, Dollar General, Fort Mitchell Subway, Chester's Barbecue, and The Russell County Extension Office. Although improvements are significantly increasing resources for Russell County Schools, the district acknowledges various challenges. As a rural school district, it is very difficult to retain new teachers in our school system. We compete with surrounding city school districts such as Auburn, Phenix City, and Opelika. Unfortunately, many of our teachers live in these cities and spend two to three years in our school system before they pursue employment in these larger and more developed areas where they are closer to family and home. Russell County Board of Education continues to plan and collaborate to prepare for additional student growth and meet the needs of a diverse population. Currently, there are approximately 470 employees of the Russell County Board of Education to include certified and classified personnel. The

total student enrollment is 3,622. The Russell County Board Of Education, Superintendent, Administrators, Teachers, Support Staff, Parents, and Community Members provide a strong, positive, and caring culture. Our aim is to encourage, support, and strengthen the educational programs at all schools in order to ensure student success. The strong collaboration, communication, and commitment of all stakeholders provide the necessary foundation to ensure that the vision, mission, and goals of the Russell County School District are fulfilled.

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.

Russell County School District, in the last three years, has made the following notable achievements: -The majority of schools saw an increase in their state report card scores with a net increase from all schools of 14 points total. The district report card score moved from a 79/C in 2018 to an 83/B for the 2018-2019 academic year. Zero (0) schools are on the State of Alabama's Department of Education's failing schools list. This list requires a school to receive and embrace state intervention. Through hard work and dedication, Russell County High School was removed from the SDE's priority school list in 2016 and continues to make progress. Their report card score moved from a 76/C in 2018 to an 82/B in 2019. - The graduation rate at the Russell County High School has consistently remained above 80% since 2018. District leaders participate in continuous embedded professional development and thus developed 1) a local electronic lesson plan form, 2) an informal local walkthrough protocol identifying the active engagement of students as well as teacher responses in classrooms, and 3) data meeting management using benchmark assessments developed locally and at the district level. Administrators, teachers, and support staff alike are utilizing a variety of learning strategies and resources to address the individual learning needs of students. The school representatives and district administrators successfully developed district-wide pacing guides in reading, K-7 math, Algebra I, Geometry, English 9, and 10. Extended day learning opportunities, Spring School, K-12 summer school/summer intervention, tutoring programs, technology-based applications such as Nearpod/ Lumio, technology labs, technology-based intervention programs- Edgenuity, i-Ready, and MobyMax are incorporated throughout the school district. All students have an individualized login and students Pre K-2 have a CLEVER badge identification code that grants permission to use district-provided technology while at school. RCSD is a Google district which means we use as many Google tools and resources in order to increase student academic achievement. The district is 1:1 with Chromebook devices. All students and certified employees are issued a device

to use in the classroom and at home if needed. Teachers are engaged in active professional development with emphasis on implementation of researched-based teaching strategies. Professional development is ongoing using a variety of formats such as virtual, job-embedded, coaching models, face-to-face sessions, off-site conferences, and workshop sessions throughout the entire year. Priority professional development days occur in August and January. These days are specifically set aside on the district calendar to share district-wide initiatives to the faculty and staff at a variety of grade levels and disciplines. These professional development days include specific training for our classified staff as well to provide them with opportunities for growth. Each summer, the Russell County School District sponsors a K-12 summer intervention program at all of its school sites. Over 250 students attend the program. The summer program focuses on math and reading skills, however, there is an emphasis on Reading skills due to the inception of the Alabama Literacy Act at the elementary level. The program is open to all students who have been identified as needing additional support. All Summer program participants receive free transportation and daily lunch at no cost. Every summer, the district sponsors a Kindergarten Kick Start program for two weeks prior to the start of school where new students are acclimated to their school. RCSD offers six Pre-kindergarten classes at Mount Olive Primary School (2), Ladonia Elementary School (2), Oliver Elementary School (1), and Dixie Elementary School (1). A partnership was forged with the Helping Families Initiative Program through the District Attorney's Office and the Russell County Board of Education to assist students who lack good attendance, behavior, and discipline. This program assists both the students and their parents/families. RCSD received a grant to fund a military student transition counselor (MSTC) who serves as an expert to help transition military-connected families in and out of our school district. The MSTC works primarily in four of our schools that have a higher military student population. There appears to be a growing sense of hope for a brighter future among the Career Technical Education students of the Russell County School District. The programs offered are: Hospitality and Tourism, Marketing, Computer Science, Business Administration, Finance, Industrial Maintenance, JROTC, Health Sciences, Automotive Technologies, Law- Enforcement, and Jobs for Alabama's Graduates (JAG). A program that is receiving notable attention is Jobs for Alabama Graduates (JAG). This program is one of only 33 programs in the nation and is grant-funded on a year-to-year basis. JAG is designed to help teens who have experienced unsettling events in their lives that put them at risk of slipping through the cracks. It is proven highly effective in terms of intervention and has been life-changing for many of our students. There have been a number of changes, which we think have fostered a more optimistic outlook. At the middle school, the majority of students are eligible to earn a half-credit of high school units by completing part A of the Career Preparedness Course. This course provides information, experiences, and

skill development to students. It also gives students a jump-start on academic planning for high school and beyond. Each student develops an electronic 4-year plan. Students have an enlarged territory available for dual enrollment offerings at Chattahoochee Community College, Wallace Community College-Dothan, and Southern Union Community College. We currently offer tuition, books, and fees scholarships for all students enrolled in career and technical education dual enrollment courses. A reading specialist serves all elementary schools. Funding for a full-time reading specialist at each elementary school and a shared specialist at the middle and high school is funded through ESSER funds.

District/School of Education Purpose

3. Provide the purpose statement and ancillary content through the mission, vision, and values/beliefs. Describe how the District/School of Education embodies its purpose through its program offerings, technology, and expectations for students.

- **Values and beliefs** are brief, numbered statements about what your highest aspirations are for your students, staff, faculty, community, state, nation, and world based upon what skills and dispositions you think students will need to be successful in life, school, and careers.

- The **vision statement** describes the “perfect” world stakeholders would see if the mission is achieved. It evokes excitement, paints a picture, and has the effect of encouraging others.

- The **mission statement** should be brief, describe how the vision will be realized, and contain essential resources you will need (people, time, funding, technology, facilities, etc.).

Vision: Inspire, Empower, and Educate with Excellence Mission: Our mission is to engage students in quality learning experiences that will prepare them for success in college, career, and life. The district's instructional program is based on the following beliefs: - All students can learn and are to be actively engaged in the learning process through a variety of teaching techniques in order to accommodate diverse learning styles. - Students will be engaged in highly challenging academic work that develops their ability to think, reason, solve problems, and prepare them to deal with issues and problems they will face in the future. - A safe and physically comfortable environment promotes student learning. - The school environment should increase student understanding of different peoples and cultures, thus enriching the teaching and learning environment. - Teachers, parents, and the community, including businesses, industries, and government, share in the responsibility for the support of the schools within the district. - The building

principal is responsible for providing an environment where teachers can teach and students can learn. - Evaluation of student performance is crucial to learning; therefore, immediate feedback provides motivation to move toward new areas of achievement. - Special services and resources shall be provided for identified students. - Teachers must stay abreast of new and innovative ideas to motivate and stimulate students' learning throughout the curriculum. - The Russell County School district exists so that it may provide the environment and the learning experiences which assist all students in becoming responsible members of society in the 21st century. Strong communication among all district levels is critical to the implementation of the total educational program. A collaborative approach is followed when making instructional decisions. The educational policy of the school district is set by the Board of Education. All employees are expected to carry out all policies and procedures as established by each individual school and the local school board. Decisions are strictly based on what is best for our children. It is with this philosophy that we have organized our schools and school district. All schools in the Russell County School District have an individual school vision, mission statements, and beliefs that support the Russell County District's purpose, goals, and objectives. The instructional programs, academic practices, course offerings, instructional resources, and student expectations are research-based, data-driven, and student-centered which are aligned with the district's vision, mission, and belief statements. In addition, the curriculum development is based on individual student needs, the Alabama Course of Study, and the College and Career Readiness Standards as evidenced in the school's Continuous Improvement Plans. Furthermore, vertical and horizontal planning and professional development are integral parts of addressing the school district's stated objectives. Through a collaborative effort between Russell County School District and the East Alabama Regional In-service Center, we have professional learning provided to the Directors of Instruction and reading specialists. Student progress and instructional practices are monitored through classroom observations, formal and informal student assessments, data analysis, and survey results. School-wide and district-level data meetings are held at least once per month to guide instruction and monitor student progress. Many schools have intervention plans developed by the Problem Solving Team and offer learning opportunities such as extended day, tutoring programs, and computer-based remediation programs to address the needs of struggling students. Students that need an alternate setting may attend the Warrior Inspirational Academy (grades 6-12) or the Warrior Virtual Academy (grades 9-12). To assist with student mental health, we have employed a full-time counselor at each school and partnered with East Alabama Mental Health to provide services. A full-time nurse has been employed at each school to provide health care through assessment, intervention, and follow-up for all children within the school setting.

Additional Information

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

no additional info at this time

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.).

The technology director chose a representative from each school based on technological expertise. Based on this selection, the committee consisted of five classroom teachers, five media specialists, a federal programs director, a district technology teacher, a technology director, and a curriculum director. Meetings were scheduled near the end of the school day. Principals allowed released time for the committee members to attend. However, most of the collaboration happens inside the google classroom set up for the district technology plan. Each member was assigned to a subcommittee and was asked to provide input.

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.).

The committee consisted of five classroom teachers, five media specialists, a federal programs director, curriculum director, district technology teacher, and technology director. Each representative had a role among their subgroups in the google classroom used for the committee. The technology director led the committee. The classroom teachers and media specialists provided instructional insight and student use. The district technology teacher brought a professional development perspective. The technology director provided network information and the Federal

programs director guided the budgeting discussion. Fabian Bauerschmidt, Technology Director Sarah Kimmel, Federal Programs; Bobby Cook, Curriculum Director; Amy Coleman, District Technology Teacher; Carla Vanderford, Russell County High School Media Specialist; Kelley Knoll, Oliver Elementary School, Media Specialist; Bryan Larson, Dixie Elementary Teacher; Elizabeth Donaldson, Dixie Elementary Teacher; Susan Corcoran, Ladonia Elementary School, Media Specialist; Sarah Lundey, Mt. Olive Primary Teacher; Amanda Lipinski, Oliver Elementary Teacher; Elizabeth Lambert, Russell County Middle School, Media Specialist; Leticia Henry, Russell County Middle School Teacher; Tiera Marshall, Mount Olive Intermediate Teacher; Joah Wilson, Ladonia Elementary Teacher; Hollis Taylor-Hawkins, Russell County High School Teacher; Paula Thompson, Community Education Director.

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 Russell County School District website and shared via google classroom and by email with the Technology Committee.

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

Esser 1 - 2 - 3 Federal 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)Upgrade WIFI Access points to increase reliability and speed for the ever-growing demand for high-speed internet. 2)Longer-term backup power to all data cabinets due to the increase in IoT devices that now require 24 by 7 internet and power. 3)The district data closets are in closets that are not normally accessed in such the technology dept. Is in need of a way which they can monitor temp, humidity, and power. Strengths: 1)In the process of converting every local IDF closet from a 1 Gig connection to a 10 Gig connection to the local core. 2)The district servers the schools with a 1 Gig internet connection and based on data graphs the district tops its internet usage at about 700 Mbps showing that the internet is feasible for everyday usage. 3)The technology dept has seen a major decrease in the number of tickets in the ticket system because of hardware issues. Data sources: Technology Ticketing system End of the year Technology Surveys District walkthroughs Data usage Graphs

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)In the first official year of a 1:1 deployment, the district is still learning the breakage rate of Chromebooks and learning how many may need to be kept on hand in order to keep a device in each student's hand. 2)The district would benefit from a position in the Technology office to oversee Technology Inventory. This would allow us to keep up with the amount of time left on End-of-Life technology and management of the number of student devices out for repair to ensure we had the technology our staff and students needed readily available. Strengths: 1)The district is able to provide every student with a digital device and cover for each device that the student is able to take home at the direction of the school leadership. 2)80% of our classrooms all have Smart interactive panels and Every

teacher should have access to a document camera if he/she would like one. 3) All teachers have an assigned Chromebook just as the students do and all Windows Based Devices remaining in the school are updated and running Windows 10 LTSC. Data sources: Technology Ticketing system End of the year Technology Surveys District walk throughs

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) Students have one to one access to Chrome books but need to be taught project-based/authentic learning activities with the integration of the digital resources and tools now available. 2) Stem activities need to be utilized more in all schools. 3) Students need to be taught across the curriculum of the technology course of study to improve student proficiency. (ie., Digital citizenship, internet safety, keyboarding, technology vocabulary, media literacy) Strengths : 1) The district has a dedicated technology teacher that can offer many different types of custom professional development. 2) A pilot Stem lab has been privately funded for Ladonia Elementary. Students are on a rotation schedule to visit with the stem teacher. data sources Technology Surveys Technology Committee Meetings Allocation of Title I funding to purchase tech devices Survey: 64% of admin supports the implementation school-wide. 62% of teachers surveyed are interested in learning more about planning and using project-based/authentic learning activities in the classroom.

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: Scheduling technology professional development at times teachers can attend or with provided substitute coverage Faculty/Staff Survey E.3- Only 55% of respondents felt they were able to attend a sufficient number of professional learning sessions to help them successfully integrate technology and digital resources into their classroom. Professional development on planning and incorporating technology course of study standards into the classroom curriculum. Faculty/Staff Survey D.5- 55% of respondents felt they never or only occasionally plan instruction using the 2008 Alabama Course of Study Technology Education Standards or the 2018 Digital Literacy and Computer Science Course of Study. Professional development on planning and integrating digital literacy into the classroom instruction. Faculty/Staff Survey D.5- 62% of respondents felt they never

or only occasionally plan lessons that teach digital literacy. (Internet safety, cyberbullying, copyright, etc.) Strengths: 1) Dedicated technology integration teacher to provide professional development to faculty and staff 2) Faculty/Staff Survey E.8-60% of respondents say, "My district provides useful professional development in the area of effectively using digital tools in the classroom. 3) Principals supports and promotes integrating digital resources and tools in the classroom Faculty/Staff Survey E.4-71% of respondents say, "My principal supports and promotes integrating digital resources and tools in my classroom." Faculty indicates a desire to learn more about effective and authentic digital integration to enhance instruction. Faculty/Staff Survey E.5-84% of respondents say they are either interested or somewhat interested in, "Learning more about planning and using project-based/ authentic learning activities in my classroom."

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.) Teachers need more of an understanding of the 2018 computer science courses of study to make sure they are teaching the skills required. 2.) Teachers need more training and awareness of resources for teaching digital literacy and safety in their classrooms. 3.) Many teachers are not yet planning activities that promote individual and collaborative student reflection using digital communication tools. Strengths: 1.) Teachers promote and model digital etiquette and responsible social interactions related to the use of technology and information. 2.) Teachers address the diverse needs of all learners by providing equitable access to appropriate digital tools and resources. 3.) Teachers provide students with multiple ways to demonstrate learning and mastery, utilizing various forms of technology to administer formative and summative assessments. Data Sources: Alabama Educator Technology Survey 2021 Needs: 62% of teachers surveyed state that they rarely or never plan lessons that teach digital literacy. (Internet safety, cyberbullying, copyright, etc.) 54% of teachers surveyed state that they rarely or never plan instruction using the 2008 Alabama Course of Study Technology Education Standards or the 2018 Digital Literacy and Computer Science Course of Study. 52% of teachers surveyed state that they rarely or never plan activities that promote individual and collaborative student reflection using digital communication tools. Strengths: 76% of teachers surveyed indicate that they routinely or frequently address the diverse needs of all learners by providing equitable access to appropriate digital tools and resources. 86% of teachers surveyed indicate that they routinely or frequently promote and model digital etiquette and responsible social interactions related to the use of technology and information. 68% of teachers

surveyed indicate that they routinely or frequently provide my students with multiple ways to demonstrate learning and mastery, utilizing various forms of technology to administer formative and summative assessments

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 training on how to plan and implement 1:1 using, for example, the new student data system, PowerSchool, more effectively. This will increase teacher productivity since grades will sync between Schoology and PowerSchool. 2) Teachers need training and resources on how to effectively use Relay Lightspeed and other resources to assist with internet safety which will decrease redirects and save classroom time for instruction. 3) Teachers need strategies on how to incorporate student reflection in instruction using, for example, Schoology. Since reflection is an important piece to critical thinking, this will improve the productivity of their instruction. Data Source: "The Alabama Educator Technology Survey" RCSD responses. 62% of respondents are interested and 19% are somewhat interested in learning more about planning and implementing a 1:1 initiative in their classroom. 53% of respondents never or only occasionally plan lessons to teach digital literacy and internet safety. 52% of respondents never or only occasionally plan activities that promote individual and collaborative student reflection using digital communication tools. Strengths: 1) Most teachers are adept at using technology tools to communicate. 2) Most teachers have the digital tools and administrative support to address diverse learner needs. 3) Teachers have administrative support to integrate technology. Data Source: "The Alabama Educator Technology Survey" RCSD responses. 76 % of respondents routinely or frequently provide access to digital tools and resources to address diverse learner needs. 86 % of respondents routinely or frequently promote and model digital etiquette and responsible social interactions related to technology and information. 98% of respondents indicated that their principal supported or somewhat supported integrating digital resources and tools in the classroom.

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 Powerschool SIS training in all areas but especially in regards to pulling data and different reports 2)Availability to more training on Google extensions such as screencastify, meet attendance, etc. 3)Updated surveillance at Russell County High School Strengths 1) The use of Google Suite for more productivity in collaboration, formula implementation, data analysis, mail, google meetings 2) Utilizing google mail, calendar, and meetings for collaboration, meetings, and communic RCHS is providing the admin team with a dual monitor station. So many of our tasks require us to look at documents and emails and having two monitors to work with has allowed me to complete tasks with more ease. Identify the data sources Alabama Administrator Technology Survey-2021: 64% of administrators taking the survey support technology professional development. 82% of administrators taking the survey routinely or frequently promote and model effective communication and collaboration among stakeholders using digital age tools. Informal interviews with administrators concluded that more Powerschool training is a need.

1h. **Other** (Optional)

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

Professional Learning

2. Based upon the strengths and areas of need in **Technology Program Area** above, what are your Professional Learning topics for the upcoming year?

(Note: You do not have to address all needs or build upon strengths in one year! You will need to prioritize them **over three years.**)

For each topic, include the delivery method, time, who will attend and who will present.

A. **Delivery method(s):** Face-to-Face (onsite or offsite), hybrid/blended (combination), webinar, videoconferencing, online (real-time or asynchronous), etc.

B. **Time:** Projected number of hours/days.

C. **Who will attend:** Teacher, school administrator, district administrator, specialists, other

D. **Who will present:** Indicate type or name, e.g., Technology in Motion Instructional Specialist, ALEX A.C.E. Trainer, ACCESS trainer, LEA staff, AETC attendance, external trainer, corporate, consultant, etc.).

If uploading attachment with the information, please type *See Attachment* in text field.

Example: Google Training A. Face to Face B. 3 Hours C. Teachers, D. Presented by Tech Coordinator.

1. G Suite and the 4 C's. Virtual. 1 Hour. High School Teachers. Presented by Tech Instructional Teacher 2. Schoology. Face to Face. Lead Teacher Group. 6 hours. Presented by Tech Instructional Teacher. 3. Schoology. Face to Face. K-12 Teachers Small Groups. 6 hours. Presented by Tech Instructional Teacher. 4. Smart Panel Basics. Face to Face. RCMS New Teachers. 1 Hour. Presented by Tech Instructional Teacher 5. Smart Panel Basics. Face to Face. MOPS New Teachers. 1 Hour. Presented by Tech Instructional Teacher 6. Lego WeDo 2.0. Face to Face. Grant Lead Teachers. 1 Hour. Presented by Tech Instructional Teacher 7. G Suite and the 4 C's. Face to Face. Elementary Teachers. 1 Hour. Presented by Tech Instructional Teacher 8. Lumio. Face to Face/Virtual. K-8 Teachers. 1 Hour. Presented by Tech Instructional Teacher 9. Keyboarding and CS Standards. Virtual. 1 Hour. Elementary Teachers. Presented by Tech Instructional Teacher 10. Google Certification Cohort. Face to Face. Ladonia Teachers. 6 Hours. Presented by Tech Instructional Teacher 11. Google Certification Cohort. Face to Face. RCMS and RCHS Teachers. 6 Hours. Presented by Tech Instructional Teacher 12. Cybersecurity Virtual Teachers 1 Hour. Presented by Technology Director 13. PowerSchool PowerTeacher Pro. Face to Face. Lead Teacher Group. 7.5 hours. Presented by Tech Instructional Teacher.

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/Connectivity All schools connect back to East Alabama Cable TV Head End via a 1 Gig link and then all school have a 5 Gig link from the East Alabama Cable Tv Head End to the Board of Education. Every site also has a core cisco 3750 managed switch that connects to the leased lit fiber network • LAN Infrastructure All of these servers are connected through a 10-gigabit switch, while each school (100%) is linked through a 10-gigabit fiber connection. All Schools are setup with WiFi 802.11ac access points to allow for high-speed anytime-anywhere learning for students and more practical access for teachers and administrators to their data. • Bandwidth/Internet access Our Internet Bandwidth is currently 1 Gbit via Alabama Supercomputer Authority. Our content filter is a combination of the IBOSS that is also provided to us by Alabama Supercomputer Authority and lightspeed relay for more granular control on and off site. This software blocks visual depictions that are obscene, child pornography, and sites that may be harmful to our students • Information Security & Safety The Russell County Board of Education also has a Cisco ASA Firewall to help protect the network from outside sources. Windows auto update are set to install on a nightly bases. We also do not allow our students and staff to install any software there for mitigating some of our risk for viruses. We have also blocked our BYOD networks so that they only access the internet and not our local network. We are looking into a cyber-security awareness online training platform for our staff to continue to educate them on the security risk lastly we have signed up for a service that scans the dark web for any staff members account and if any has been compromised • Digital Content, and Digital Tools We are also providing email, calendaring, and task management to all faculty/staff and students through Google apps for educations. We also utilize serval online resources from our book vendors.

Data Compliance

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

Must attach a copy of the policy.

Please see the attached.

ATTACHMENTS

Attachment Name



RCSD Data governance policy

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

Must attach a copy of the procedures.

Please see the attached.

ATTACHMENTS

Attachment Name



Data Governance policy

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 see the attached document.

ATTACHMENTS

Attachment Name



RCSD Virtual School Policy

7b. Please select your Virtual School Provider. Select all that apply.

☒ **ACCESS**

☒ **Vendor (enter vendor name in comments below)**

☐ Other (enter in comments below)

COMMENTS

We have allway used access however for the first semester this year with the powerschool transition we are using ingenuity in order to make sure that the students do not fall behind.

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

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.

- o I have completed and uploaded the Alabama Technology Plan District Assurance.
- o I have not completed or uploaded the Alabama Technology Plan District Assurance.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Data Governance policy		• D.6
 RCSD Data governance policy		• D.5
 RCSD Virtual School Policy		• D.7a