

ALSDE District Technology Plan 2019-2020_11152019_14:06

ALSDE District Technology Plan 2019-2020

University Charter School District

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ALSDE District Technology Plan 2019-2020

A. Executive Summary

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

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

Description of the School District/School

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

University Charter School is a rural public charter school in Livingston, Alabama in Sumter County. Enrollment for PreK-9 is at 440. University Charter School is the result of an innovative collaboration between the University of West Alabama, a rural, regional public institution of higher education, and the surrounding community. The University partnership brings to University Charter School relationships within the education and philanthropic communities and experience in the design, implementation, and support of staff trained in rural education. Our student demographics for K-8 are as follows: 49% black, 47% white, 2% Asian, and 2% mixed; 204 Male and 236 Female; and 52.5% FRL. Sumter County, the rural community served by University Charter School, has been challenged by a lack of high quality and inclusive educational opportunities, high poverty and unemployment rates, depopulation, decreasing overall child well-being, and schools that serve a single race. University Charter School will be as unique as the histories, cultures, and landscapes of its constituents and will result in the development of a community-based school that defies categorization. University Charter School's goal is to REACH every child through 'Rethinking & Renewing Rural Education: Achieving Collaborative Heights,' the cycle of poverty and ill preparedness can be overturned. University Charter School's staff include highly-effective and highly-qualified teachers and leaders.

Notable Achievements and Areas of Improvement

2. Describe your notable student achievements and areas of improvement in the last three years. Additionally, describe broad areas for improvement that you will be striving to achieve in the next three years.

University Charter School (UCS) is in its second year of operation, however, data from the Scantron Performance Series Spring 2019 administration showed that UCS exceeded the state averages in science in the tested grades of 5 and 7. UCS' comprehensive needs assessment highlighted various needs spanning different areas of the school experience. These needs will be categorized into three separate topics - student achievement, involvement/engagement of stakeholders and the development of staff.

District/School of Education Purpose

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

- **Values and beliefs** are brief, numbered statements about what your highest aspirations are for your students, staff, faculty, community, state, nation, and world based upon what skills and dispositions you think students will need to be successful in life, school, and careers.
- The **vision statement** describes the “perfect” world stakeholders would see if the mission is achieved. It evokes excitement, paints a picture, and has the effect of encouraging others.
- The **mission statement** should be brief, describe how the vision will be realized, and contain essential resources you will need (people, time, funding, technology, facilities, etc.).

The vision of University Charter School is to become a collaborative rural model for producing adaptable learners that have a strong sense of place, mission, and rural identity who recognize the value of collaboration within a school, across a community, and between diverse rural regions. To achieve this vision, the mission of University Charter School is to be a rural, diverse K-12 school that cultivates independent thought, promotes the building of character and civic responsibility and is committed to preparing all students for personal and professional success through the discovery of individual learning pathways in a rigorous and integrated Science, Technology, Reading, Engineering, Arts, and Mathematics (STREAM) focused, project-based and place-based curriculum. University Charter School will be guided by three core values: compassion, integrity and perseverance. Focus on the infusion of these values will foster a safe and supportive school environment for all students and provide a common foundation on which to build positive relationships throughout the school. University Charter School has an innovative curriculum that allows students to demonstrate growth towards mastery in academic subjects and non-cognitive skills. University Charter School REACH curriculum is supported by a strong body of research-based evidence that supports demonstrated success for its described education program to prove successful student outcomes with the student population. The use of summative and formative assessment tools will allow for measurement of growth towards mastery. Four key components of the innovative curriculum that University Charter Schools offers are technology integration, personalized learning, STREAM place-based education, and faculty/staff professional development.

Additional Information

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

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

B. Stakeholder Involvement

Stakeholders are all the people that the plan will impact directly and indirectly. The Stakeholders have vested, real interests in ensuring the highest quality educational experience for every student. They may be partners, employees, teachers/faculty/staff, board members, community members, parents, and, of course, students themselves (former, current, future).

The Overall Planning Team should be comprised of representative stakeholders who should be involved according to levels of expertise and closeness of impact. Involvement spans a range from an input/advisory capacity to writing/expert levels. For example, it is helpful to have a Core Writing Team comprised of key program experts responsible for creating the basic content for input by the Overall Planning Team. Subgroups may be formed according to levels of involvement. All should clearly understand their roles and expectations in the process and final plan produced.

1. Describe the process used to engage and solicit input from a variety of stakeholders in the development of the plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate various levels of input into the plan (For example, levels may range from the Core Writing Team to Advisory capacities.).

It is a priority at UCS to engage various stakeholders that include parents, businesses, community leaders, and other schools to maximize the potential benefit for all participants. While UCS is in its second year of operation, it is working to continue to develop and strengthen its relationships with the community. UCS engaged some of the ACIP members to develop the plan for this year.

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

Ginger Lusty - Technology and Federal Programs; Lisa McHugh - Special Education; Matt Johnson - Curriculum; Meghan Dunn - Principal; Lauren Dunkin - Technology Specialist; Libba Reed - Place-Based Learning Coordinator; Courtney Vick - Parent

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.

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

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)

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

CSP Federal Funds.

D. Needs Assessment

Use the needs assessment to write your objective and activities in section **E.Goals, Objective and Activities**

Technology Program Areas

1a. **Technology Infrastructure** - fast and easy access to network, digital content

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

Currently, UCS has fast and easy access to network, as we partner with the University of West Alabama (UWA) for all technology needs. They provide internet, school network, and support. UCS provides iPads for all K-6 grade students and teachers, Apple TVs in all classrooms, and laptops for 7th -9th grade students and teachers. PreK students are provided 10 iPads per classroom. Currently, UCS uses many types of digital curriculum that is used on the iPads and laptops; EngageNY English/Language Arts, Discovery Education, Oddesseyware, Eureka Math, A+ College Ready curriculum, etc. In addition, many of the assessments and resources used are digital such as MobyMax, Diebels, LLI, myOn Reader, etc. Currently, UCS does not have any areas of need at this point in time, since UWA provides and supports our needs. UCS' areas of strength are having UWA as a partner, devices are provided for all K-9 students and teachers, internet connections are strong.

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

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

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

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

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

Currently, UCS uses many types of digital curriculum that is used on the iPads and laptops; EngageNY English/Language Arts, Discovery Education, Oddesseyware, Eureka Math, A+ College Ready curriculum, etc. In addition, many of the assessments and resources used are digital such as MobyMax, Diebels, LLI, myOn Reader, etc.

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

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

All teachers are provided with a desktop and iPad and Apple TV for their classroom. Teachers and staff members have participated in various professional learning opportunities that centers on the use of digital tools and resources for instruction and assessment. UCS hosts Technology Tuesday sessions as needed where teachers and staff can receive professional learning related to technology- based topics. Topics include the use of myON Reader as the school's digital library, helped teachers with the functionality and use of MobyMax as a tool for instruction and

assessment, and the use of Nearpod as a tool for facilitating presentations while embedding assessment items. Teachers and staff who are less fluent with technology have also received "iPad: 101" training and "Google Classroom". Additionally, UCS has provided professional learning opportunities through face-to-face and blended approaches centered on technology. Face-to-face training has occurred with the implementation of Discovery Education, our digital platform for science curriculum and instruction, and for EngageNY English/Language Arts and for Lucy Calkins.

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

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

Teachers utilize technology in a variety of ways to blend the instructional experience for students. Through our EngageNY English/Language Arts curriculum, teachers upload the whole group texts to Nearpod in order to push out the text to all students. The teachers conduct the read aloud through Nearpod where all students have equal access to engaging with the text. Teachers also use technology in small group settings and in centers where students engage in applications and web-based content through a variety of platforms including (but not limited to) Nearpod, MobyMax, myON Reader, Discovery Education, Showbie, Xtra math, Khan Academy, and others.

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 have access to a digital learning management system called Novare. It is a project-based and portfolio-based platform where teachers can collaborate on project design, lesson planning, and sharing of content. Students can also collaborate on projects and parents have access to their child's work and performance. Novare allows teachers to collaborate more easily with a focus on interdisciplinary content. Additionally, UCS uses EngageNY's digital curriculum for English/Language Arts and Mathematics, which allows the teachers to digitally manipulate and customize the provided learning modules to fit their schedule, preferences, and student needs. Teachers also utilize many tools that provide detailed data regarding student performance, which provides a more efficient means of gauging student proficiency compared to paper-based grading and the time that must be invested to achieve the same results. Through these measures, teachers have various means to customize tools to fit their administrative needs while increasing the productivity with planning, instruction, and assessment.

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

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

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

- 1h. **Other** (Optional)
 - a) Identify the top 1-3 areas of need
 - b) Identify the top 1-3 areas of strengths
 - c) Identify the data sources

Professional Learning

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

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

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

- A. **Delivery method(s):** Face-to-Face (onsite or offsite), hybrid/blended (combination), webinar, videoconferencing, online (real-time or asynchronous), etc.
- B. **Time:** Number of hours
- C. **Who will attend:** Teacher, school administrator, district administrator, specialists, other
- D. **Who will present:** Indicate type or name, e.g., Technology in Motion Instructional Specialist, ALEX A.C.E. Trainer, ACCESS trainer, LEA staff, AETC attendance, external trainer, corporate, consultant, etc.).

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

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

Planned Professional Learning Topics for 2019-2020: All learning will occur on Wednesday's from 1:30-3:30 (UCS's early release day)

1. MobyMax - functionality and use of via face-to-face and webinar. 4 Wednesdays that teachers, ARI reading coach, curriculum director and principal attend. Facilitated by school leaders.
2. myON Reader - functionality and use of via face-to-face and webinar. 2 Wednesdays that teachers, ARI reading coach, curriculum director and principal attend. Facilitated by school leaders.
3. Discovery Education - functionality and use of via face-to-face and webinar. 4 Wednesdays that teachers, ARI reading coach, curriculum director and principal attend. Facilitated by Discovery Education trainer.
4. EngageNY English/Language Arts - training via face-to-face and webinar. 4 Wednesdays that teachers, ARI reading coach, curriculum director and principal attend. Facilitated by school leaders and EngageNY trainer.
5. Lucy Calkins - training via face-to-face and webinar. 4 Wednesdays that teachers, ARI reading coach, curriculum director and principal attend. Facilitated by Lucy Calkins trainer.
6. Oddesseyware - training via face-to-face and webinar. 2 Wednesdays that teachers, curriculum director, and principal attend. Facilitated by school leaders and Oddesseyware trainer.
7. Eureka Math - training face-to-face. 2 days that teachers, curriculum director and principal to attend. Facilitated by Eureka Math trainer.
8. Technology Tuesdays - functionality and use of iPad, Apple TV, or other curriculum or assessment tools. Available on Tuesdays as requested from 3:00-4:00. Facilitated by school leaders and staff.

Inventory

3. **Inventory** - Upload a copy of your 2019-2020 District Technology Inventory.

The Technology LEA Inventory will be completed in a spreadsheet provided by your regional contact.

Attached.

ATTACHMENTS

Attachment Name

 [UCS_Technology 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.

N/A as The University of West Alabama provides and supports the infrastructure for UCS.

Data Compliance

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

Must attach a copy of the policy.

Yes, see attached policy.

ATTACHMENTS

Attachment Name

 [3130 Data Governance and Use 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.

Yes, see attached polices.

ATTACHMENTS

Attachment Name

 [1110_2205_2215_2220_3105_6110_6115 Policies](#)

Virtual School Plan

7. Has the local school board adopted a policy providing at a minimum a virtual education option for eligible students in grades 9-12 pursuant to ACT # 2015-89, Section 1(a)?

Must attach a copy of the policy.

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

E. Goals, Objective and Activities

Accountability Questions: Identify at least three (3) programmatic, district-wide digital learning integration activities geared toward impacting student achievement in all schools (District Plan).

(Note: May be different activities for different schools, but all schools must be implementing at least one major related strategy.)

Step 1: Download and complete the [Goals, Objective and Activities](#) spreadsheet.

Step 2: Upload the Goals, Objective and Activities spreadsheet.

- **I have completed and uploaded the Goals, Objective and Activities spreadsheet.**
- I have not completed or uploaded the Goals, Objective and Activities spreadsheet.

ATTACHMENTS

Attachment Name

 [UCS_FY2020 Alabama Technology Goals, Objective, and Activities](#)

F. Surveys

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

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

- I certify
- I do not certify

COMMENTS

UCS had problems accessing the survey. UCS will complete the survey for FY2020.

G. District Assurances

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

Assurances Document

Step 1: Download and complete the [Alabama Technology Plan District Assurance](#) document.

Step 2: Upload the completed Alabama Technology Plan District Assurance.

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

ATTACHMENTS

Attachment Name



UCS_AL Tech Plan Assurance

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|---|-------------|---|
|  1110_2205_2215_2220_3105_6110_6115 Policies | | <ul style="list-style-type: none"> • D.6 |
|  3130 Data Governance and Use Policy | | <ul style="list-style-type: none"> • D.5 |
|  UCS_AL Tech Plan Assurance | | <ul style="list-style-type: none"> • G |
|  UCS_FY2020 Alabama Technology Goals, Objective, and Activities | | <ul style="list-style-type: none"> • E |
|  UCS_Technology Inventory | | <ul style="list-style-type: none"> • D.3 |