



Oneonta City Schools District Technology Plan 2021-2022

ALSDE District Technology Plan 2021-2022

Oneonta City Schools
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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?

Oneonta City Schools is located in Oneonta, Alabama, a small community (population 6,567) nestled in the mountains northeast of Birmingham. The system was organized in 1953 and has approximately 1500 students with 150 faculty and staff members. It is located on one 84-acre site which adjoins the city and park recreation facilities. The present school was constructed in 1977, with additions in 1992, 1998, and 2007. Oneonta Elementary School serves students in grades K-5, Oneonta Middle School serves students in grades 6-8, and Oneonta High School serves students in grades 9-12. The school's physical plant includes over 125 classrooms and offices, two media centers, five computer labs, three mobile computer labs, three gyms, a separate band room and an auditorium which seats 804. In addition to the plant, the complex includes a stadium, track, ball fields, and three practice fields. The staff is committed to excellence, with the majority holding advanced degrees in their field and many serve as community leaders. Community support for the system is evidenced by the active role parents and community leaders play in school programs and activities. Excellence is the hallmark of the Oneonta City School System. Our students enjoy challenging opportunities afforded students in big cities amidst the small town setting of our schools. In addition to courses leading to the state's diploma, the school system offers electives such as computer studies, music and drama, foreign languages, vocational courses, and more. The Career Technical Department maintains 100% Business Industry Certification. Our students also have the opportunity to take advanced career tech courses, through a partnership with Blount County Schools, at the Blount County Career Technical Center. The needs of advanced, remedial, special education and

English learner students are met through various services and programs, such as Credit Recovery, Rtl, and ACCESS distance learning. A large percentage of the faculty holds a Master's degree or higher with the great majority having five or more years of educational experience. Teachers challenge their students to meet high expectations; and in turn, Oneonta students consistently rank among the state's highest scores on standardized achievement tests. According to PARCA data, Oneonta City Schools consistently ranks as a top Alabama school for performance, and all three schools are fully accredited by AdvancED. Extra-curricular programs are very successful as our athletic teams compete at a high level, our band program is one of the largest in its classification, arts and drama produce high quality performances, and our academic competition teams are also award winners. One clear indication of the success of our overall programs is the fact that 24% of our students are non-resident students who pay tuition to attend. In the last several years, many capital improvements have been undertaken to update the older portions of the facility to increase the quality of the learning environment. These improvements have included freshly painted interior hallways, installation of safety locks on all classroom doors, new flooring throughout the building, a new roof, improvements to the security system, remodeled bathrooms, and a remodeling of the gym, library, cafeteria, and science lab. In addition, a new sports field house has been erected at Gilbreath Stadium. Gilbreath Stadium has been recently renovated with a turf field and a regulation size track. OCS has recently completed the addition of a new fine arts/band room and is in the process of adding a baseball field. In the past ten years, the demographic make-up of the City of Oneonta, as well as Oneonta High School has undergone a tremendous change. In those years, the poverty rate for OCS has almost doubled to its current level. While the percentage of African American students and white students has stayed basically the same, the Hispanic population for OCS is also almost double its rate ten years ago. These two changes in the demographics of the school population have been a direct reflection of the change in the City of Oneonta's population shift. This changing demographic presents opportunities for the students to learn from other cultures, yet at the same time there are challenges to be faced with the larger ELL population. Oneonta has an ELL program for students, as well as a full-time interpreter to work with parents who do not speak English. All student forms are printed in two languages to address this language barrier as well. Oneonta City Schools is a small city school system with limited resources. However, the system has very high expectations and currently offers parents and students the advantages of larger, more affluent school systems. The system has seen a slight shift in student demographics and local revenue is below average. Oneonta leaders are faced with building a plan that will not only maintain our current levels of service, but will adequately fund our Strategic Plan.

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.

Oneonta City Schools has seen many improvement over the last several years. In August, 2012, the school system hired a curriculum coordinator to meet the system's needs in the area of curriculum, instruction, technology integration, and professional development. In order to provide support for our teachers during the changes in the state standards, the system has provided a consultant and embedded professional development for the subject areas involved in the changes. In August 2014, the system dissolved the curriculum coordinator position and added a Curriculum and Technology Integration Specialist for Grades 6-12. The former curriculum coordinator became the assistant principal at OES and the technology coordinator. In September 2016, the Technology Integration Specialist took on the technology coordinator duties. In the area of technology, our computer labs are annually updated on a rotating schedule. During the 2014-15 school year, Canvas was purchased for all students in grades 6-12 in order to provide students with experience using a learning management system. SmartBoards/Promethean ActivPanels have been placed in all K-12 classrooms and are utilized daily. In supporting the implementation of our 1:1 initiative, the network infrastructure in our school is constantly being updated to provide wireless connectivity throughout the building. The system has a technology coordinator, contracted technician, and a technology assistant that help to build and maintain this infrastructure. The implementation of technology in the classroom has been greatly supported for the past several years by the school system foundation, OFFER, through grants for teachers and system-wide technology-specific needs. In August 2014, the system piloted a 1:1 Chromebook initiative with our 7th grade students, expanding to grades 6 & 8 in 15-16 and 9 in 16-17. Additionally, we placed 16 Chromebook Mobile labs in classrooms for student use this year. The 2017-2018 school year ushers in the expansion of the 1:1 Chromebook initiative to include all students in grades 1-12 (only students in grades 6-12 take their devices home). Each kindergarten classroom is outfitted with a set (6) of touchscreen chromebooks for use in small group instruction and center time. During 2018-2019, we began replacing SmartBoards with Android ActivPanels in classrooms as funds allow. Additionally, we have written a grant for a Middle School STEAM lab and are awaiting a final decision on the Grant award. This grant was awarded, and Oneonta Middle School STEAM lab is up and running for the 2019-2020 school year. Further, during the 2019-2020 school year, we have continued replacing SMART Boards with Promethean ActivPanels in classrooms. We have also placed technology provided by the Digital Tools for Teachers Initiative in the hands of students and teachers.

During the 2020-2021 school year, we provided all teachers with a laptop via the ERLD funds. Additionally, we continued replacing aging SmartBoards with Promethean ActivPanels. In the area of facilities, the system has made many upgrades and renovations to the existing building. Some of these improvements include carpet removal, ceiling renovation, lunchroom remodeling, HVAC improvements, and roof replacement. Many safety upgrades have also taken place including the installation of multiple video cameras and DVR's, a buzzer system for entering the building, and key card entry into the building for employees. Creating a safe school and maintaining a clean school are priorities to the system and creates an acceptable learning environment for our students. In the next few years, we hope to see many changes in Oneonta City Schools. With the implementation of the College and Career Ready Standards and the ACT assessment system, the entire of focus of curriculum is changing. Our goals are to promote college and career readiness, ensure a "spiraling curriculum" that connects from grade to grade, eliminate gaps and redundancies in our course offerings and teacher practice, develop common tools and terminology related to assessment, instruction, and resources, and provide instructional frameworks to provide structure based on grade level and content area. We also desire to improve our focus on effective instruction, student engagement, and authentic learning. We believe the integration of technology is a key component in achieving our goals. In the area of assessment and data-driven instruction, our elementary and middle-grade teachers are very successful in using resources such as iReady and standardized assessment data to provide individualized instruction. In the high school, we use standardized test data, iReady and Edmentum (PLATO and Study Island) to drive instruction and intervention. Another major area of improvement the system hopes to accomplish within the next several years is to acquire adequate staffing. In recent years, our system's student population has increased, but the personnel employed by the system has decreased. With possible funding from the city and economic improvements, the goal of our system is to be able to hire more teachers in order to continue offering a variety of academic opportunities and lower class size. During the 2013-14 school year, the system added the position of school therapist that is contracted through JBS. The system feels that to truly support the whole child, academically, socially, and emotionally, this position is a necessity. With the growth of the 1:1 program and the exponential increase in devices managed as well as modern cybersecurity demands, the addition of technology staff is imperative.

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 Oneonta City Schools’ students, faculty, and staff believe that:

- All students have the potential to be successful, prepared graduates.
- All students deserve a challenging curriculum and effective instruction that fosters student engagement.
- All students are given equitable opportunities to learn in a safe and secure learning environment.
- All students should have access to state-of-the-art facilities, technology, and resources.
- All students deserve diverse opportunities in academics, arts, and athletics.
- Character, ethics, and positive relationships are important components of a well-rounded education.
- Our community has a responsibility to encourage and contribute to the education of our students.
- OCS is the foundation of our community VISION OCS, a small school system rich in tradition and community pride, will ensure each student reaches his or her potential through an unparalleled educational system characterized by an engaging environment, quality instruction, a highly-qualified staff, and a high level of community support.

MISSION “Committed to Excellence” for our students and community Oneonta City Schools is committed to creating a school environment that consistently meets the ever changing needs of our students. Our purpose statement, "Committed to Excellence," for students and community, echoes the goals and values of our staff as we strive to prepare our graduates to meet the challenges they will face as adults in a constantly evolving society and job market. It is our vision to be a great school system in a great community. The goal of the Oneonta City Schools is to provide a well-rounded educational curriculum in which the intellectual, social, emotional, and physical needs of each student are considered in order to prepare him/her for a successful life as a contributing member of our society. In order to achieve our goals and fulfill our mission, our system has identified the elements that we believe should be the main components of a well-rounded educational curriculum. We believe all students have the potential to be successful, prepared graduates. All students deserve a challenging curriculum and effective instruction that fosters student engagement. All students are given

equitable opportunities to learn in a safe and secure learning environment. All students should have access to state-of-the-art facilities, technology, and resources. All students deserve diverse opportunities in academics, arts, and athletics. Character, ethics, and positive relationships are important components of a well-rounded education. Our community has a responsibility to encourage and contribute to the education of our students. OCS is the foundation of our community. School Safety: Oneonta City Schools strives to provide a safe and disciplined school in order to ensure that every student has an opportunity to engage in appropriate educational activities in an environment that is safe and conducive to learning. OCS's community helps us provide a safe school. We have strong partnerships with the local police department, fire department, and EMA which allow a rapid response in the event of a crisis. These groups are actively involved in development of our safety plans. A paging system within the schools allows quick communication between the office and classrooms. Surveillance equipment is used to monitor the parking lot, hallways, and isolated areas of the school. Access to the building is controlled by a key pad system on several entrances. Curriculum: The objective of our curriculum is to provide a rigorous curriculum which continues to progress and evolve with the changing demands of our society. In order to achieve this goal, regular and ongoing assessments are thoroughly examined to identify the strengths and weaknesses of our instruction. RTI procedures are used to monitor the progress of students with academic problems. If necessary, students may be placed in tutoring, intervention programs, or Credit Recovery. Technology instruction is a focus in grades 3-8. Career Technical classes are available on campus and at the Blount County Career Tech Center. Numerous electives are offered in the arts and in physical education. Students with special needs are served by resource classes with special education or ELL teachers. Pre-AP classes are offered in English, math, history, and science. Advanced Placement classes are available in English Language, English Literature, Calculus, Statistics, Biology, Chemistry, and U. S. History. Juniors and seniors may participate in dual enrollment. These classes and programs are designed to meet the needs of all our students. Great Educators: Oneonta City Schools strives to maintain a strong teaching staff with a reputation for high quality instruction. Sixty-two percent of our staff have advanced degrees and ninety-five percent have more than 5 years of teaching experience. Our students benefit from the experience and variety that these veteran teachers bring to the classrooms. Technology: Our goal for technology is to support student learning in the school environment and to prepare our students to enter the rapidly changing technological world with the necessary skills to function in our advancing society. Currently, our system has five computer labs, three mobile computer labs, and all teachers have at least one computer in their classrooms. All classrooms have wireless capabilities and projectors, and many have document cameras. All K-5 classrooms have SmartBoards with others

throughout the schools. During the 2014-15 school year, we piloted a 1:1 Chromebook initiative with our 7th grade students. The following year (2015-2016), we grew this program to encompass grades 6 and 8. This year (2016-2017), further extension of the 1:1 Chromebook initiative has included grade 9. Additionally, during the 2016-2017 school year supported by grant funding, we placed an additional 16 Chromebook mobile labs in classrooms for student use. In the 2017-2018 school year, we expanded our 1:1 Chromebook Initiative to encompass grades 1-12 (only students in grades 6-12 get to take their devices home). Each Kindergarten classroom has a set (6) of touchscreen Chromebooks for use in small group instruction.

Extra Curricular Opportunities: Oneonta City Schools provides its students with many of the same opportunities as students in large school systems. Our teams and organizations compete and perform at a level that meets the high expectations of our community while encouraging our students to stay involved. The arts are stressed in our system with a strong program that provides K-12 music and art classes. Through a strong athletic program, OCS offers a wide range of sports for boys and girls. Our system offers academic competition teams, clubs, and organizations to keep our students constantly engaged and intellectually challenged. We also offer an Ambassador Program for junior and senior students.

Staffing: A well-prepared and highly-qualified staff of support personnel and faculty keep the facilities and programs running smoothly. The Central Office staff works to coordinate and support the activities of the high school and the elementary school. Custodial and maintenance staff keep the school clean and in good repair. The cafeteria workers make sure students are provided healthy breakfast and lunch.

Facilities: During the last several years, many improvements and repairs have been made to the current facility to accommodate the existing student body and to prepare for future growth.

Community Support: Community support is an important component in the success of Oneonta City Schools. Throughout the years we have had great attendance at extra-curricular events, including athletic competitions, musical performances, and recognition ceremonies. Parents and other community members volunteer their time to help in numerous areas. Community leaders are very supportive and care deeply about the school system.

Planning: Through careful planning and management, Oneonta City Schools maintains financial stability and high academic and athletic achievements. For the future, continual critical self-evaluation, reflection, and improvement will allow us to maintain these high standards. In March of 2017, the OCS School Board approved a five year strategic plan, with objectives focused on student outcomes, stakeholder satisfaction, employee development, fiscal responsibility, and support systems.

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.).

The OCS technology committee is composed of teachers, administrators, and technology staff. The committee consists of 2 parts--the Writing Committee and the Advisory Committee. The Writing Committee consists of teacher representatives from each school, representing a variety of grade levels and subject areas. These teachers were either selected or volunteered to participate in the committee. The technology committee is led by the system technology coordinator/integration specialist. The writing committee met to develop the plan. The Advisory Committee includes district and school administration. This committee will provide input on the written plan and revisions will be made.

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.).

OCS is implementing more technology into its schools through its 1:1 Chromebook Initiative. In this discussion, all programs are considered in these conversations. Special Education, Career Technical, Federal Programs, Curriculum and Instruction, and LEA leadership are all involved in the writing process or advisory process of the plan and all technology decisions. The following is a list of members of the Technology Team: Team Member, Position in System, Writing and/or Advisory Team

Heidi Chambers, Technology Coordinator/OCS, Both Maggie Battles, Media Specialist/OHS, Both Sharon Ray, Business Tech Teacher/OHS, Both Erica Whited, Math Teacher/OHS, Both Stefanie Weston, STEAM Teacher/OHS, Both Kalle Killough, Math Teacher/OES, Both Sandy McElvey, Technology Teacher/OES, Both Daniel Smith, Superintendent, Advisory Joe Whited, OHS Principal, Advisory Leigha Rogers, OHS Principal, Advisory Julie Talton, OES Principal, Advisory Tammy McMinn, Assistant Superintendent: Curriculum and Instruction, Advisory Craig Sosebee, Assistant Superintendent: Federal Programs, Transportation, Safety, ELL, Advisory Sharon Reeves, Technology Assistant, Advisory

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 system technology plan will be housed on our system website and updated on an annual basis, at minimum. The technology committee will be involved in the plan updates as funding, resources, and professional development become available. Stakeholders can stay abreast of these changes through the system and school webpages.

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

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

Strengths: - According to the surveys, teachers feel there is adequate bandwidth to integrate technology with the current devices housed in each school. As of December 2013, Alabama Supercomputer Authority conducted an audit and is in the process of increasing the bandwidth on our campus from 50 Mbps to 100 Mbps. - According to the surveys, teachers feel they have adequate access to digital resources. In 2012, the system began to purchase and replace outdated projectors with new HDMI enabled projectors. This project began in order to equip classrooms for future wireless projection options in a 1:1 environment. -In 2014-15, the system purchased 140 Chromebooks to pilot a 1:1 initiative with our 7th grade students. -In July 2014, OES purchased 2 Chromebook carts for classroom use. -For the 2015-16 school year, all students were provided a Chromebook as an extension to our 1:1 program. Through this program, 5 additional Chromebook carts were placed in the elementary school with the assistance of our school foundation and Title monies. (Inventory) -During the 2015-16 school year and as part of the grant received by our foundation and through various funds, the school system has also upgraded its infrastructure and provided wireless access points throughout all schools. OMS has access points in each classroom as part of the 1:1 initiative. (Inventory). During the summer of 2016, all OCS classrooms were equipped with an access point in anticipation of the completion of the 1:1 technology initiative. -ASC upgraded our bandwidth to 200 Mb/s during the 2015-16 school year. -During the 2016-17 school year and as part of the grant received by our foundation and through various funds, the school system grew the 1:1 Chromebook Initiative to include all students in grades 6-9. Additionally, OCS placed 16 Chromebook Mobile labs in classrooms (OES & OHS) for student use. -ASC upgraded our bandwidth to 250 Mb/s during summer 2016. - During the summer of 2017, all OCS classrooms were equipped with a second access point to accommodate the completion of the 1:1 technology initiative. Additionally, OCS added a second remote controller to accommodate new access points. Further, OCS purchased (via 3 year lease agreement) 850

Chromebooks to expand the 1:1 initiative in grades 6-12 and reassigned existing school-owned devices to include grades 1-5 in the 1:1 initiative. OCS purchased 36 touchscreen Chromebooks to be placed in Kindergarten classrooms (6 per class). -ASC upgraded our bandwidth to 500 Mb/s during spring of 2017. -In the Fall of 2018, ETF monies were used to purchase an additional 137 Chromebooks to begin the process of replacing end of life 1:1 devices in the Elementary school. Additionally, ETF monies were used to purchase Promethean ActivPanels, upgraded servers, switches and battery backups. -ASC upgraded our bandwidth to 750 Mb/s during the 2018-2019 school year. -In the Fall of 2019, City Board monies were used to purchase an additional 30 Chromebooks to supplement the current 1:1 device program. Weaknesses: -According to the surveys, while teachers feel they have adequate access to digital devices to adequately integrate technology in the classroom, it is necessary to address the fact that Chromebooks are not listed within the survey for teachers to address student Chromebook use. -Infrastructure is an area that always needs to be updated as we add devices. Currently, all classrooms have 2 wireless access points, however, we will continue to upgrade older access points as funding allows. -According to inventory, OES mobile Chromebook carts (24-31 devices per classroom) are nearing end of life. OCS needs to consider options for replacement of these devices to sustain the 1:1 technology initiative. Additionally, OCS has 2 servers and several switches approaching end of life by 2020. -OCS school board will be undergoing a device refresh on all 1:1 Chromebook devices during the summer of 2020 to sustain the 1:1 technology initiative. End of life servers and switches are being replaced as funds allow.

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

top 1-3 areas of need --Maintain the one-to-one technology initiative throughout all Oneonta City Schools. Consider increasing devices in Kindergarten as well as replacing end of life school owned Chromebooks (currently used in OES classrooms). Strengths: --According to the survey, teachers in the system are interested in pursuing and/or continuing a 1:1 technology initiative. --According to the inventory, schools have access to mobile carts containing MacBook Air devices (OES = 1 cart, OHS = 2 carts). Schools may share the carts if they are not being used in the assigned school. --According to the inventory, each OES classroom is assigned a cart of Chromebooks (minimum 25). --According to the inventory, the One-to-One Technology Initiative was completed beginning school year 2017--2018 for OCS students in grades 1-12. Each student (grades 6-12) has daily access for on-campus and at-home use of a Chromebook. --According to the inventory, 209 TI-NSpire graphing calculators have been purchased by the system or received through

AMSTI. These ACT approved calculators were purchased so all students will have access to the technology they need when taking the ACT as an 11th grader.

Weaknesses: --According to the system budget, there is currently very little local or state funding for technology. In order to continue with a 1:1 initiative, the system must find a consistent funding source. --According to teacher requests, additional training is desired for Promethean software and Google Applications. --According to inventory and age-out process, many classroom projectors need replacement with a new HDMI model.

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

Strengths: -According to the teacher survey, teachers feel supported by their principals in integrating digital resources and tools in the classroom; further, teachers report familiarity with the school/district technology plan. -According to the teacher survey, teachers report having sufficient access to online digital resources aligned to the ALCOS. -According to the teacher survey, teachers are interested in learning more about project based and authentic learning. -According to the inventory, a Chromebook/laptop is available to all interested faculty members. Weaknesses: -According to teacher surveys, more emphasis needs to be placed on teachers exhibiting leadership in demonstrating technology infusion and development of leadership and technology skills in others. -According to the surveys, more emphasis needs to be placed teacher participation in learning communities to explore applications of technology to improve student learning. -According to the surveys, more emphasis needs to be placed on the NETS standards and teachers' awareness of these standards.

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

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

Strengths: -According to the teacher survey, teachers feel they are able to attend sufficient professional learning opportunities. OCS has offered many PD sessions on various programs/resources--Chromebooks, Canvas, GoGuardian, G Suite for Education, SmartBoards, Promethean ActivPanels, MacBook Air training, Scantron Performance Series, ATiM and AMSTI. Weakness: -Although teachers feel they have sufficient opportunities to attend PD to learn to integrate technology, many feel that there is an imbalance with number of offered PD sessions and growth in available classroom technologies.

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

Strengths: -According to the survey and system inventory, teachers use various forms of technology, including interactive whiteboards, document cameras, and Chromebooks to integrate technology into the classroom. -According to their ACIP, OES has employed a technology teacher in order to implement a technology and coding curriculum. -According to the surveys, teachers use data from online summative and formative assessments to inform teaching and learning.

Weaknesses: -According to the survey, teachers need more in-depth professional development pertaining to incorporating technology into classroom instruction, using technology to create authentic learning experiences, implementation of the NETS standards, and incorporating project based learning. -According to the Transform 2020 survey, teachers need training on creation of and participation in learning communities.

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

Strengths: --According to the inventory, teachers are consistently updated to provide devices that increase teacher productivity. With the implementation of the One-to-One Technology Initiative, all teachers will be provided a laptop or a Chromebook.

Weaknesses: --According to the Transform 2020 survey, the system must provide teachers with professional learning associated with creating a learning communities and the use of a learning management system to increase teacher and student productivity.

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

Strengths: -According to the survey, teachers feel that the administrators support and promote integration of digital resources and tools in the classroom. -According to the inventory, administrators use technology to perform walkthroughs and other administrative tasks. Weaknesses: -According to the survey, the administrators in

the system need professional development on how to lead change in the area of technology and need professional development on the NETS standards.

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.

Title: Content Specific Professional Development Using Technology A. Onsite delivery method B. 3 hours C. Faculty and staff will attend D. Facilitated by technology coordinator and staff, TIM Title: Data Governance A. Onsite delivery method B. Yearly (Institute Days 1-2 hours) C. Teacher/Administrators/Specialists attend D. Training given by Technology Coordinator Title: Digital Content (iReady, Promethean Boards, Edmentum, G Suite for Education) A. Face to Face Onsite B. Monthly; as needed C. Teachers attend D. Training given by an external trainer or Technology Coordinator/Integration Specialist Title: Techie Teachers A. Face to Face Onsite B. as needed C. Teachers attend D. Training by teacher leaders and/or

technology coordinator on various topics determined through surveys Title: Redskin Pride Tech Tribe A. Face to Face Onsite B. Summer Academy C. Teachers attend D. Training by teacher leaders and/or technology coordinator on various topics determined through surveys

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.

a. WAN Infrastructure--Due to being in one building, we do not have WAN. b. LAN Infrastructure--All of the offices, media centers, and classrooms in the complex are wired with CAT5e and CAT6 utilizing a fiber optic backbone with the ability to connect at least four computers and/or network devices. All schools and the central office are connected to the same LAN. The network primarily operates on Windows system currently utilizing Windows 2008, 2012 and 2016 servers. At the end of 2019, the 2008 server will be obsolete and removed from the network. Main switches are 10Gb. Media centers are currently wired for 30 network devices. A managed wireless system has been installed and is constantly upgraded to enhance wireless capability throughout the building. c. Connectivity--Oneonta City Schools provides wireless connectivity through the entire complex. During the summer of 2017, we installed a second wireless access point in every OCS classroom. During the summer of 2018, we installed additional wireless access points to all OCS hallways and public areas. Due to the increase in the number of devices accessing the

wireless network and plans to further increase the number of devices, upgraded access points are a necessity for maintaining dependable connectivity. The wireless system is managed and monitored. d. Bandwidth--Oneonta City Schools currently provides 1 Gbps of bandwidth through Alabama Supercomputer Authority. The system has recently been provided an upgrade to support the increase in devices available for student and teachers. This increase in bandwidth was necessary for online assessments and accessing digital content and resources. e. Internet Access-- Internet access is provided by Alabama Supercomputer Authority and has been upgraded to 1 Gbps to accommodate the increase in the number of devices. f. Information Security and Safety-- Alabama Supercomputer Authority provides firewall and filtering service, Virus protection is provided by Sophos, and G Suite for Education provides spam filtering; iBoss is used for web filtering and monitoring at both the local and provider levels. An additional local level of content filtering (GoGuardian) for Chromebooks is now in place. g. Digital Content--Oneonta City Schools provides digital content with the most recent textbook adoptions. Through the curriculum and technology departments, teachers are updated with the most recent and beneficial digital content. Teachers are provided professional development where they are trained on using the digital content. h. Digital Tools-- Teachers are encouraged to use digital tools to engage students in their learning. OCS provides training on digital tools through Technology In Motion and by providing funds for teachers and administrators to attend AETC annually. Training is provided on an as-needed basis.

Data Compliance

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

Must attach a copy of the policy.

See attached Data Governance Policy & Appendices.

ATTACHMENTS

Attachment Name

 Oneonta City Schools 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.

See attached Data Governance Policy & Appendices.

ATTACHMENTS

Attachment Name

 [Oneonta City Schools Data Governance Policy \(Physical Security Procedures Outlined Here\)](#)

Virtual School Plan

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

Must attach a copy of the policy.
See attached Board Policy

ATTACHMENTS

Attachment Name

 Oneonta City Schools 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

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 Oneonta City Schools Alabama Technology 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



2021-2022 Technology Plan District Assurance

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2021-2022 Oneonta City Schools Alabama Technology Plan Goals and Activities		<ul style="list-style-type: none"> • E
 2021-2022 Technology Plan District Assurance		<ul style="list-style-type: none"> • G
 Oneonta City Schools Data Governance Policy		<ul style="list-style-type: none"> • D.5
 Oneonta City Schools Data Governance Policy (Physical Security Procedures Outlined Here)		<ul style="list-style-type: none"> • D.6
 Oneonta City Schools Virtual School Policy		<ul style="list-style-type: none"> • D.7a