

Earl Coleman

From: Atchison Terry <tatchison@ALSDE.edu>
Sent: Wednesday, May 25, 2016 10:55 AM
To: Coleman Earl; Mangum Angela
Subject: Selma City Technology Plan Approval 5-25-2016

Earl,

Selma City's 2016 Technology Plan has been approved on 5-25-2015.

Thanks,



Friend us on [Facebook](#) and Follow us on [Twitter](#) (#AETC2016)!

Terry S. Atchison

Education Specialist/ACCESS/Educational Technology

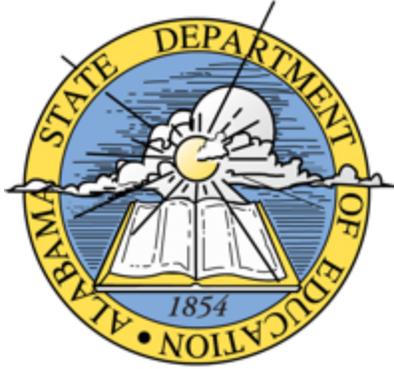
Alabama Department of Education

5351 Gordon Persons Building/P.O. Box 302101/Montgomery, Alabama 36130-2101

tatchison@alsde.edu

OFFICE: (334) 353-8821/FAX: (334) 353-5886

CONFIDENTIALITY NOTICE: If you have received this e-mail in error, please immediately notify the sender by e-mail to the address shown. This e-mail transmission may contain confidential information. The information is intended only for the use of the individual(s) or entity to whom it is addressed. Any disclosure, distribution, copying, or use of the information by others is strictly prohibited. Please delete it from your files if you are not the intended recipient. Thank you for your compliance.



Alabama Technology Plan: Transform 2020

Selma City Board of Education

Dr. Angela Mangum, Superintendent
2194 Broad Street
Selma, AL 36701

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School System.....	3
System's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information	6

Improvement Plan Stakeholder Involvement

Introduction.....	8
Improvement Planning Process.....	9

Technology Diagnostic

Introduction.....	11
Data.....	12
Needs Assessment.....	13
Professional Learning.....	16
Inventory/Infrastructure.....	17
Accountability Questions.....	18
Technology Plan Assurances.....	30

Selma City Technology 2014-15

Overview	32
Goals Summary	33
Goal 1: Goal 1- Engage and Empower the Learner Through Technology.....	34
Goal 2: Goal 2- Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students.....	34
Goal 3: Goal 3- All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.....	35
Activity Summary by Funding Source	37
Activity Summary by School	39

Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

Description of the School System

Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?

Selma City School System is located in a small rural community in Selma, Alabama. Eleven accredited schools serve the 4,026 students enrolled in the Selma City Schools. African American students comprise 97.06% of the population; Caucasian students 2.19%; Asian 0.27%; Hispanic .015% and other multi-race-two or more races 0.34%. The total student enrollment in the Selma City School System is 4,117.

The existing grade level organization of the eleven schools is as follows:

8 Elementary Schools -Grades K-5

1 Middle School -Grades 7-8

1 Middle School-Grade 6

1 High School-Grades 9-12

All schools qualify as Title I schools.

As of July 2014 all of our students are served free lunch due to the benefit of the Community Eligibility Provision.

Per Capita income is \$16,293.00

Unemployment Rate-15.00%

Major employment is timber industry and other related industries. International Paper Company is the major employer.

The average household income is \$27,000.00.

Listed are challenges for the Selma City School district:

- Recruiting and retaining teachers in critical needs areas such as math, science, social studies, English and career technical is an ongoing problem for the Selma City School district.
- Lack of parental involvement
- Making technology available to enhance classroom instruction.

Selma is noted for its rich historic ties to the Civil War and Civil Rights Movement.

A major challenge is finding qualified individuals to fill the local industries jobs.

System's Purpose

Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.

The Selma City School District mission/vision is committed to excellence in education. The commitment includes effective instructional leadership, responsible fiscal management, and quality learning environments for the students. The district encourages the schools to seek, establish, and maintain strong ties with parents and the community and share the responsibility of preparing stake holders to become College and Career Ready, effective, and contributing members of society.

The district's goals are to continue the district's commitment to excellence in teaching by ensuring:

- Instructional leaders are effective
- personnel is highly qualified
- staff development is provided which will enable teachers to utilize a variety of instructional techniques and strategies
- Local and community resources are provided
- collaboration efforts and time provided among grade level and schools
- assessments are in place to and monitor academic progress and attainment of knowledge level of all students.

All of the 11 schools in the district are accredited by the Alabama Department of Education and by the Southern Association of Colleges and Schools (SACS). During the fall of 2014 all of schools will be participating in the Advanc-ed Accreditation process.

Programs and services offered include but not limited to:

- AMSTI Schools-the Science and Math technology Initiative (AMSTI) provides three basic services: professional development, equipment and materials, and on-site support. Schools become official AMSTI Schools by sending all of their math and science teachers, and administrators to a two week Summer Institute for two summers .
- Torchbearer School Distinctions- ? Three of the elementary schools were awarded this prestigious title in 2012-2013 school year. A Torchbearer School is recognized as a place where learning exhibited exemplary leadership in overcoming adversity in student achievement. These schools received a \$15k monetary reward and is generally recognized in high-poverty, high-performing public schools in Alabama.

Notable Achievements and Areas of Improvement

Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

The Selma City School district is proud of the following:

Cedar Park Elementary, Edgewood Elementary and Sophia P. Kingston receiving the prestigious Torchbearer School of Distinction Award.

The following elementary schools as well as the high school are AMSTI schools:

- Cedar Park
- Payne
- Edgewood
- Sophia P. Kingston
- Clark
- Knox
- Meadoview

The district is striving to establish a vertical and horizontal articulation in the content areas on all grade levels within the system. Emphasis is also being placed on promoting consistency within the district to improve and track student performance, using data to drive measurements and student profiles in grades k-12. The student profiles should track student achievement, discipline, accomplishments, and rewards.

The district has partnered with several other agencies to create a Pr-K center that will enable students to enter kindergarten better prepared and equipped with the learning and socialization skills to be more successful advancing through school.

The district also partnered with other community agencies to develop "Project Hope" alternative center. This center will have state of the art 21st century equipment to help students having difficulties in school to be successful in a smaller setting and provide them with extra tutoring, counseling, and socialization skills to help them cope with real world situation.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

N/A

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

An ACIP Planning committee was formed that consisted of parents, community stakeholders, building level faculty members, and central office staff. The central office staff members represented operational team leaders in relation to the overarching strategic priorities outlined in the Selma City Schools Strategic Plan. The committee reached the general consensus that our improvement plan and subsequent goals should directly align with priorities of our strategic plan. Meetings were scheduled and the e-Board platform was used to document the meetings. Data snapshots that included Title I feedback information, attendance, assessment, discipline, AdvancED accreditation documents, and other information was analyzed and guided discussions regarding opportunities for growth and improvement. Operational Team Leaders also received feedback from their teams regarding goals, strategies, and activities that related to their individual strategic priority.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The representation of the stakeholder groups that participated in the development of the improvement plan included:

- 20% Parent/community stakeholders
- 10% State Department of Education representation
- 20% Building level staff
- 50% Central office staff

A broader stakeholder perspective was represented by student, staff, and parent survey data. The parent and community stakeholders on the committee engaged in reflection and provided their perspectives regarding possible goals and outcomes. The state department representative facilitated discussions regarding the local indicator. Building level staff provided perspectives related to their positions and locations. Central office staff also provided input and facilitated understanding of the strategic plan, its priorities, and the functions of the operational teams.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The district held two community forums to present the developed goals, strategies, and actions of our improvement plan. Information is communicated regularly via e-Board, district/school websites, department head meetings, principal meetings, board meetings, and faculty meetings. Print media is also used as well.

Technology Diagnostic

Introduction

The ALSDE Technology Diagnostic is designed to facilitate the process of gathering and analyzing the technology needs which drive the Transform 2020 Technology Plan.

Data

Statement or Question:Data Sources. Select all sources of data used for planning:

Response:

- Board of Education actions
- Compliance Monitoring Reports
- Inventory & Infrastructure Report-- Fast and Easy Access to network, and Availability of Technology
- Transform2020 Surveys (*Required)

Needs Assessment

a.) Identify the top 1-3 areas of need, and b.) top 1-3 strengths associated with your technology Infrastructure (fast and easy access to network, digital content); c.) Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.

The top three areas of need in our infrastructure is increased band-width, updated equipment, and increased wireless footprint. the major strengths in our network infrastructure is the fiber backbone between schools with its 1gHz throughput.

Based on the age of our network infrastructure, updates are now in order. most of the equipment has been in place since 2006. Some network equipment has begun to fail and have issues with reliability.

This is evidenced by inventory and the fact that equipment has started to fail

a.) Identify the top 1-3 areas of need, and b.) top 1-3 strengths associated with your technology Inventory (fast and easy access to technology); c.) Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.

a.) 1. An area of need is greater access to devices.

b.) 2. An Area of Strength is all schools currently have Wireless access in the classrooms

c.) 3. Evidences by inventory and school walk throughs

a.) Identify the top 1-3 areas of need, and b.) top 1-3 strengths associated with your technology and Student Learning (subject area processes and content; 21st C. skills and dispositions to ensure school, career, and life success); c.) Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.

Currently we are working to build 21st Century classrooms at all schools. We will install interactive boards, projectors, document cameras and high speed computers in each 21st Century room. To ensure maximum utilization of the equipment, extensive teacher and student training will be required. To assist in providing this training, we will enlist the aide of the vendors we purchase the equipment from to also give us training . As always we will make use of the Alabama in-service Center's Technology in Motion trainers to help us train the teachers. By having such training, teachers will not be afraid of the technology, but embrace it for the teaching tool it is, and ensure that students can use it and be prepared to meet the demands of institutions of higher learning and the business world.

These needs were garnered from the teacher surveys.

a.) Identify the top 1-3 areas of need, and b.) top 1-3 strengths associated with your technology Professional Learning Program (Teachers, Staff, Leaders, Community); c.) Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.

Teachers, administrators and school staff are provided high-quality, research-based, job-embedded, technology professional development that is aligned with local, state, and national standards and course of study content standards.

Teachers and administrators are provided with adequate resources (such as release time, compensation, reimbursement, materials, etc.) to enable their participation in professional development opportunities within the district and off-site.

Administrators use a variety of evaluation data to make decisions related to technology professional development.

We used the data sources

- Local technology plans and the professional development reporting - separated according to teacher versus administrator participation - to include topics with specific references to each technology standard that the professional development addresses contained in these annual updates
- SDE Monitoring process
- District Technology Survey
- Reports from professional development software

In order to meet our PD Needs, We plan to utilize Various training platforms including but not limited to Alabama Insites, PD 360, Technology in Motion, and other online and in person resources.

a.) Identify the top 1-3 areas of need, and b.) top 1-3 strengths associated with your technology Teacher Use—Teaching (how teachers use technology to teach as well as require students to use technology to learn); c.) Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.

Teachers need training on how to use technology based instruction.

New Technologies are being installed in classrooms

Selma City Schools will use the following data source (s) to monitor performance:

- SDE Monitoring process
- District Technology Survey

a.) Identify the top 1-3 areas of need, and b.) top 1-3 strengths associated with your technology Teacher Use—Productivity (how teachers use technology for increased productivity); c.) Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.

Teachers need training on how to use technology based instruction.

New Technologies are being installed in classrooms

Selma City Schools will use the following data source (s) to monitor performance:

- Walk throughs
- District Technology Survey

a.) Identify the top 1-3 areas of need, and b.) top 1-3 strengths associated with your technology School Leaders Use—Productivity (how administrators use technology for increased productivity); c.) Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.

Administrators need training on how to use technology based instruction.

Administrators are using smartphones and tablets to be more efficient, and improve communication within the school and externally with the parents and community.

Selma City Schools will use the following data source (s) to monitor performance:

- Walk Throughs
- Workshop attendance
- District Technology Survey

a.) Identify the top 1-3 areas of need, and b.) top 1-3 strengths associated with any other technology program areas; c.) Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.

Professional Learning

Based upon the strengths and areas of need listed above, what are your Professional Learning Topics for the upcoming year that involves using technology to improve learner and productivity and prepares students for living and working in a digital world.

1. Smartboard Training for teachers and administrators - Face-to-Face (4 hours) (onsite or offsite)
2. Microsoft Office Training for teachers and administrators - Face-to-Face (1 hour per Month during Faculty Meetings)(onsite)
3. Computer Maintenance Training for teachers and administrators - Face-to-Face (1 Hour Per Month) (onsite)
4. Web Portfolio Training for teachers and administrators - Face-to-Face (4 Hours) (onsite or offsite)

Inventory/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.

WAN Infrastructure

Our WAN Currently consists of a 1000mbps fiber backbone that ends in the MDF in each school. This connection provides for data transport, internet access, and telephony via cisco switches and routers. Distance learning labs also connect though our WAN between our schools as well. Future plans include increasing bandwidth between schools and to the desktop.

Our "Non Instructional" space, the old central office building which we will use as a resource center, is connected via fiber optic cable, just as all of our schools.

LAN Infrastructure

One hundred percent of Selma City Schools classrooms, offices, and media centers are connected with CAT5E, fiber or wirelessly. All areas including standard classroom have the ability to connect approximately 8 network computers and/or other network devices.

Media centers are currently wired for up to 10 network devices. Computer labs can accommodate 32 to 48 network computers and/or other network devices. All buildings have 100% wireless saturation, allowing for more connectivity when needed. All other areas are wired for a minimum of two network devices. All administrative areas also utilize an additional CAT5 cable for a VOIP telephone.

Each classroom has with an 8-port 100MB Cisco 2940 switch, and a 100 MB or 1 GB fiber uplink to the IDF or MDF.

Information Security & Safety

The local school Windows servers (24) are backed up via tape and/or rewritable CD media nightly by school staff, and STI data files are auto archived nightly into a "recovery folder" on the server which is then permanently stored on DVD monthly. INow data is also stored remotely by STI on their cloud for disaster recovery. , Central Office Windows servers (5), are "backed-up" to tape and DVD in the district technology office. The McAleer server is backed up to tape by the accounting staff daily as well as remote cloud storage by McAleer.

All workstations and file servers in the Selma City School System are protected from viruses using Computer Symantec Endpoint desktop and file server software. Also, a LightSpeed Network appliance is used to filter all incoming and outgoing e-mail for viruses, content, and spam.

The complete list of inappropriate content being filtered is available upon request. LightSpeed filtered categories include anti-spam; anti-virus; content scanner (sex, nudity, profanity, drugs, gambling, bombs and explosives, and violence).

Digital Content, and Digital Tools

We currently and will continue to use and explore and implement various web and digital content delivery measures including eBooks and online courses through distant learning.

Label	Assurance	Response	Comment	Attachment
2.	Did you complete the Inventory for each school in your school system?	Yes		SCS Transform2020_Inventory_Spreadshee_2013

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.)

Goal 1:

Goal 1- Engage and Empower the Learner Through Technology.

Measurable Objective 1:

demonstrate a proficiency Students demonstrate creative and critical thinking expertise, and effective collaborative communication skills by developing innovative products and processes using technology in a variety of learning environments. by 06/01/2014 as measured by Online Student portfolios, Final student products/ performance that demonstrate mastery of State Course of Study standards..

Strategy1:

Engage and Empower the Learner Through Technology - Students demonstrate creative and critical thinking expertise, and effective collaborative communication skills by developing innovative products and processes using technology in a variety of learning environments.

Category:

Research Cited: (NETS-S 1, CCRS Literacy Standards Plan2020 p. 14, 26, 54)

Activity - Engage and Empower the Learner Through Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1Provide access to various portals of best practice lessons, Web resources, and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology. Provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. Provide student portfolio hosting for all schools. Provide access to tools for principals to use to document digital learning experiences in the classroom.	Technology	12/01/2013	09/30/2014	\$300000 - USAC Technology	Superintendent, Technology Coordinator, Federal Programs Coordinator

Goal 2:

Goal 2- Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students.

Measurable Objective 1:

demonstrate a behavior Teachers/Faculty Members and Leaders will be prepared to use and help students use digital resources and

technology tools in order to provide quality, engaging learning experiences. by 12/31/2014 as measured by Online Student portfolios, decreased usage of paper and hard copy materials, and final student products/ performance that demonstrates mastery of State Course of Study standards.

Strategy1:

Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students - Teachers use technology and digital resources to provide standards-based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning, creativity, and innovation in all learning environments.

Category:

Research Cited: (Adapted from NETS•Teachers 1a-1d; ALQTS-3-D-1, 3-D-2, 3-D-3, 3-D-4; Plan 2020, p. 26, 29-30, 58-59, 78-80)

Activity - Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2. Provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.	Technology	01/02/2014	09/05/2014	\$25000 - State Funds	Superintendent, Professional Development Coordinator, Technology Coordinator

Goal 3:

Goal 3- All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it

Measurable Objective 1:

demonstrate a behavior All students and educators will have access to a comprehensive infrastructure for learning and productivity using digital tools, when and where they need it in order to fully support a society of learners in which learning is life-long and life-wide by 10/01/2014 as measured by District Capital Plan Report, Inventory Report, Bandwidth Traffic Reports, Compliance Review Report.

Strategy1:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it - Ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data

Category:

Research Cited: Technology Readiness for College- and Career-Ready Teaching, Learning and Assessment. (2102). Retrieved from www.setda.org, The Broadband Imperative: Recommendations to Address K-12 Education Infrastructure Needs. (2012). Retrieved from www.setda.org, National Education Technology Plan (NET Plan): Transforming American Education, Learning Powered by Technology. (2012) Retrieved from <http://www.ed.gov/technology/netp-2010>, California Educational Technology Blueprint. (2012). Retrieved from www.cde.ca.gov/eo/in/documents/efftmemo.pdf.

Alabama Technology Plan: Transform 2020

Selma City Board of Education

Activity - Internet Access	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upgrade and Maintain LAN and WAN infrastructure to support increased bandwidth requirements which will allow for BOYD implementation as well as better wifi coverage in the schools and central office	Technology	01/01/2014	07/01/2015	\$30000 - USAC Technology	Superintendent, Technology Coordinator

Activity - Financial Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop and implement a financial support strategy for the maintenance of existing systems, replacement of out-of-date systems, and broadband access both internally and externally. (Recommended: a.) permanent line item in each district budget to support technology; b.) capital plan funding to include technology infrastructure in new constructions and remodeling.)	Technology	01/01/2014	09/30/2014	\$150000 - General Fund	Superintendent, CSFO, Capitol Projects Coordinator, Technology Coordinator

Activity - Technical Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide an adequate number of qualified technical support personnel to support technology use in the schools. (Recommended ratio is 1 technician: 500 devices.)	Technology	07/01/2014	07/01/2016	\$500000 - State Funds	Superintendent, CSFO, Technology Coordinator

Activity - Equitable Access to Digital Devices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that every student, teacher, and administrator has 24/7 access to an Internet Connected Device (ICD) with viable access points (as described in Objective 3.2) and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption	Technology	01/01/2014	09/30/2016	\$200000 - Title I Schoolwide	Superintendent, Federal Programs Coordinator, Technology Coordinator

Activity - Network Security	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide Internet security tools to enable teachers, administrators, and students to access digital content safely, including managed firewall, SPAM and Virus Protection, and email/web-hosting services.	Technology	12/01/2013	06/30/2015	\$14000 - General Fund	Superintendent, Technology Coordinator

Narrative:

Identify one (1) or more activities that focus upon using digital tools to improve achievement of all students with special emphasis upon high need and high poverty students.

Goal 1:

Goal 1- Engage and Empower the Learner Through Technology.

Measurable Objective 1:

demonstrate a proficiency Students demonstrate creative and critical thinking expertise, and effective collaborative communication skills by developing innovative products and processes using technology in a variety of learning environments. by 06/01/2014 as measured by Online Student portfolios, Final student products/ performance that demonstrate mastery of State Course of Study standards..

Strategy1:

Engage and Empower the Learner Through Technology - Students demonstrate creative and critical thinking expertise, and effective collaborative communication skills by developing innovative products and processes using technology in a variety of learning environments.

Category:

Research Cited: (NETS-S 1, CCRS Literacy Standards Plan2020 p. 14, 26, 54)

Activity - Engage and Empower the Learner Through Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1Provide access to various portals of best practice lessons, Web resources, and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology. Provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. Provide student portfolio hosting for all schools. Provide access to tools for principals to use to document digital learning experiences in the classroom.	Technology	12/01/2013	09/30/2014	\$300000 - USAC Technology	Superintendent, Technology Coordinator, Federal Programs Coordinator

Goal 2:

Goal 2- Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students.

Measurable Objective 1:

demonstrate a behavior Teachers/Faculty Members and Leaders will be prepared to use and help students use digital resources and technology tools in order to provide quality, engaging learning experiences. by 12/31/2014 as measured by Online Student portfolios, decreased usage of paper and hard copy materials, and final student products/ performance that demonstrates mastery of State Course of Study standards.

Strategy1:

Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students - Teachers use technology and digital resources to provide standards-based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning, creativity, and innovation in all learning environments.

Category:

Research Cited: (Adapted from NETS•Teachers 1a-1d; ALQTS-3-D-1, 3-D-2, 3-D-3, 3-D-4; Plan 2020, p. 26, 29-30, 58-59, 78-80)

Alabama Technology Plan: Transform 2020

Selma City Board of Education

Activity - Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2. Provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.	Technology	01/02/2014	09/05/2014	\$25000 - State Funds	Superintendent, Professional Development Coordinator, Technology Coordinator

Goal 3:

Goal 3- All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it

Measurable Objective 1:

demonstrate a behavior All students and educators will have access to a comprehensive infrastructure for learning and productivity using digital tools, when and where they need it in order to fully support a society of learners in which learning is life-long and life-wide by 10/01/2014 as measured by District Capital Plan Report, Inventory Report, Bandwidth Traffic Reports, Compliance Review Report.

Strategy1:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it - Ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data

Category:

Research Cited: Technology Readiness for College- and Career-Ready Teaching, Learning and Assessment. (2102). Retrieved from www.setda.org, The Broadband Imperative: Recommendations to Address K-12 Education Infrastructure Needs. (2012). Retrieved from www.setda.org, National Education Technology Plan (NET Plan): Transforming American Education, Learning Powered by Technology. (2012) Retrieved from <http://www.ed.gov/technology/netp-2010>, California Educational Technology Blueprint. (2012). Retrieved from www.cde.ca.gov/eo/in/documents/efftmemo.pdf.

Activity - Equitable Access to Digital Devices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that every student, teacher, and administrator has 24/7 access to an Internet Connected Device (ICD) with viable access points (as described in Objective 3.2) and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption	Technology	01/01/2014	09/30/2016	\$200000 - Title I Schoolwide	Superintendent, Federal Programs Coordinator, Technology Coordinator

Narrative:

Identify at least five (5) district-wide activities geared toward preparing PK-12 teachers to use technology and digital content to help students meet Alabama's College- and Career-Ready Academic Standards.

Goal 1:

Goal 1- Engage and Empower the Learner Through Technology.

Measurable Objective 1:

demonstrate a proficiency Students demonstrate creative and critical thinking expertise, and effective collaborative communication skills by developing innovative products and processes using technology in a variety of learning environments. by 06/01/2014 as measured by Online Student portfolios, Final student products/ performance that demonstrate mastery of State Course of Study standards..

Strategy1:

Engage and Empower the Learner Through Technology - Students demonstrate creative and critical thinking expertise, and effective collaborative communication skills by developing innovative products and processes using technology in a variety of learning environments.

Category:

Research Cited: (NETS-S 1, CCRS Literacy Standards Plan2020 p. 14, 26, 54)

Activity - Engage and Empower the Learner Through Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1Provide access to various portals of best practice lessons, Web resources, and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology. Provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. Provide student portfolio hosting for all schools. Provide access to tools for principals to use to document digital learning experiences in the classroom.	Technology	12/01/2013	09/30/2014	\$300000 - USAC Technology	Superintendent, Technology Coordinator, Federal Programs Coordinator

Goal 2:

Goal 2- Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students.

Measurable Objective 1:

demonstrate a behavior Teachers/Faculty Members and Leaders will be prepared to use and help students use digital resources and technology tools in order to provide quality, engaging learning experiences. by 12/31/2014 as measured by Online Student portfolios, decreased usage of paper and hard copy materials, and final student products/ performance that demonstrates mastery of State Course of Study standards.

Strategy1:

Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students - Teachers use technology and digital resources to provide standards-based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning, creativity, and innovation in all learning environments.

Alabama Technology Plan: Transform 2020

Selma City Board of Education

Category:

Research Cited: (Adapted from NETS•Teachers 1a-1d; ALQTS-3-D-1, 3-D-2, 3-D-3, 3-D-4; Plan 2020, p. 26, 29-30, 58-59, 78-80)

Activity - Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2. Provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.	Technology	01/02/2014	09/05/2014	\$25000 - State Funds	Superintendent, Professional Development Coordinator, Technology Coordinator

Goal 3:

Goal 3- All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it

Measurable Objective 1:

demonstrate a behavior All students and educators will have access to a comprehensive infrastructure for learning and productivity using digital tools, when and where they need it in order to fully support a society of learners in which learning is life-long and life-wide by 10/01/2014 as measured by District Capital Plan Report, Inventory Report, Bandwidth Traffic Reports, Compliance Review Report.

Strategy1:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it - Ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data

Category:

Research Cited: Technology Readiness for College- and Career-Ready Teaching, Learning and Assessment. (2102). Retrieved from www.setda.org, The Broadband Imperative: Recommendations to Address K-12 Education Infrastructure Needs. (2012). Retrieved from www.setda.org, National Education Technology Plan (NET Plan): Transforming American Education, Learning Powered by Technology. (2012) Retrieved from <http://www.ed.gov/technology/netp-2010>, California Educational Technology Blueprint. (2012). Retrieved from www.cde.ca.gov/eo/in/documents/efftmemo.pdf.

Activity - Technical Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide an adequate number of qualified technical support personnel to support technology use in the schools. (Recommended ratio is 1 technician: 500 devices.)	Technology	07/01/2014	07/01/2016	\$500000 - State Funds	Superintendent, CSFO, Technology Coordinator

Activity - Network Security	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide Internet security tools to enable teachers, administrators, and students to access digital content safely, including managed firewall, SPAM and Virus Protection, and email/web-hosting services.	Technology	12/01/2013	06/30/2015	\$14000 - General Fund	Superintendent, Technology Coordinator

Alabama Technology Plan: Transform 2020

Selma City Board of Education

Activity - Equitable Access to Digital Devices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that every student, teacher, and administrator has 24/7 access to an Internet Connected Device (ICD) with viable access points (as described in Objective 3.2) and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption	Technology	01/01/2014	09/30/2016	\$200000 - Title I Schoolwide	Superintendent, Federal Programs Coordinator, Technology Coordinator

Activity - Internet Access	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upgrade and Maintain LAN and WAN infrastructure to support increased bandwidth requirements which will allow for BOYD implementation as well as better wifi coverage in the schools and central office	Technology	01/01/2014	07/01/2015	\$30000 - USAC Technology	Superintendent, Technology Coordinator

Narrative:

Identify at least two (2) district-wide activities geared toward preparing leaders to lead technology planning and use digital tools and resources effectively in their jobs as instructional leaders.

Goal 1:

Goal 2- Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students.

Measurable Objective 1:

demonstrate a behavior Teachers/Faculty Members and Leaders will be prepared to use and help students use digital resources and technology tools in order to provide quality, engaging learning experiences. by 12/31/2014 as measured by Online Student portfolios, decreased usage of paper and hard copy materials, and final student products/ performance that demonstrates mastery of State Course of Study standards.

Strategy1:

Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students - Teachers use technology and digital resources to provide standards-based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning, creativity, and innovation in all learning environments.

Category:

Research Cited: (Adapted from NETS•Teachers 1a-1d; ALQTS-3-D-1, 3-D-2, 3-D-3, 3-D-4; Plan 2020, p. 26, 29-30, 58-59, 78-80)

Alabama Technology Plan: Transform 2020

Selma City Board of Education

Activity - Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2. Provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.	Technology	01/02/2014	09/05/2014	\$25000 - State Funds	Superintendent, Professional Development Coordinator, Technology Coordinator

Goal 2:

Goal 3- All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it

Measurable Objective 1:

demonstrate a behavior All students and educators will have access to a comprehensive infrastructure for learning and productivity using digital tools, when and where they need it in order to fully support a society of learners in which learning is life-long and life-wide by 10/01/2014 as measured by District Capital Plan Report, Inventory Report, Bandwidth Traffic Reports, Compliance Review Report.

Strategy1:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it - Ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data

Category:

Research Cited: Technology Readiness for College- and Career-Ready Teaching, Learning and Assessment. (2102). Retrieved from www.setda.org, The Broadband Imperative: Recommendations to Address K-12 Education Infrastructure Needs. (2012). Retrieved from www.setda.org, National Education Technology Plan (NET Plan): Transforming American Education, Learning Powered by Technology. (2012) Retrieved from <http://www.ed.gov/technology/netp-2010>, California Educational Technology Blueprint. (2012). Retrieved from www.cde.ca.gov/eo/in/documents/efftmemo.pdf.

Activity - Internet Access	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upgrade and Maintain LAN and WAN infrastructure to support increased bandwidth requirements which will allow for BOYD implementation as well as better wifi coverage in the schools and central office	Technology	01/01/2014	07/01/2015	\$30000 - USAC Technology	Superintendent, Technology Coordinator

Activity - Network Security	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide Internet security tools to enable teachers, administrators, and students to access digital content safely, including managed firewall, SPAM and Virus Protection, and email/web-hosting services.	Technology	12/01/2013	06/30/2015	\$14000 - General Fund	Superintendent, Technology Coordinator

Alabama Technology Plan: Transform 2020

Selma City Board of Education

Activity - Equitable Access to Digital Devices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that every student, teacher, and administrator has 24/7 access to an Internet Connected Device (ICD) with viable access points (as described in Objective 3.2) and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption	Technology	01/01/2014	09/30/2016	\$200000 - Title I Schoolwide	Superintendent, Federal Programs Coordinator, Technology Coordinator

Activity - Technical Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide an adequate number of qualified technical support personnel to support technology use in the schools. (Recommended ratio is 1 technician: 500 devices.)	Technology	07/01/2014	07/01/2016	\$500000 - State Funds	Superintendent, CSFO, Technology Coordinator

Narrative:

Identify one (1) or more activities that facilitate and improve the use of telecommunications networks (phone/Internet/email) among educators, students, and parents/community to improve learning.

Goal 1:

Goal 3- All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it

Measurable Objective 1:

demonstrate a behavior All students and educators will have access to a comprehensive infrastructure for learning and productivity using digital tools, when and where they need it in order to fully support a society of learners in which learning is life-long and life-wide by 10/01/2014 as measured by District Capital Plan Report, Inventory Report, Bandwidth Traffic Reports, Compliance Review Report.

Strategy1:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it - Ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data

Category:

Research Cited: Technology Readiness for College- and Career-Ready Teaching, Learning and Assessment. (2102). Retrieved from www.setda.org, The Broadband Imperative: Recommendations to Address K-12 Education Infrastructure Needs. (2012). Retrieved from www.setda.org, National Education Technology Plan (NET Plan): Transforming American Education, Learning Powered by Technology. (2012) Retrieved from <http://www.ed.gov/technology/netp-2010>, California Educational Technology Blueprint. (2012). Retrieved from www.cde.ca.gov/eo/in/documents/efftmemo.pdf.

Alabama Technology Plan: Transform 2020

Selma City Board of Education

Activity - Equitable Access to Digital Devices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that every student, teacher, and administrator has 24/7 access to an Internet Connected Device (ICD) with viable access points (as described in Objective 3.2) and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption	Technology	01/01/2014	09/30/2016	\$200000 - Title I Schoolwide	Superintendent, Federal Programs Coordinator, Technology Coordinator

Activity - Network Security	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide Internet security tools to enable teachers, administrators, and students to access digital content safely, including managed firewall, SPAM and Virus Protection, and email/web-hosting services.	Technology	12/01/2013	06/30/2015	\$14000 - General Fund	Superintendent, Technology Coordinator

Activity - Internet Access	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upgrade and Maintain LAN and WAN infrastructure to support increased bandwidth requirements which will allow for BOYD implementation as well as better wifi coverage in the schools and central office	Technology	01/01/2014	07/01/2015	\$30000 - USAC Technology	Superintendent, Technology Coordinator

Narrative:

Identify at least three (3) activities that explain how the network, technical support staff, instructional support staff, and digital teaching and learning resources accessed through the network will be linked to the achievement of learning goals of the District.

Goal 1:

Goal 3- All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it

Measurable Objective 1:

demonstrate a behavior All students and educators will have access to a comprehensive infrastructure for learning and productivity using digital tools, when and where they need it in order to fully support a society of learners in which learning is life-long and life-wide by 10/01/2014 as measured by District Capital Plan Report, Inventory Report, Bandwidth Traffic Reports, Compliance Review Report.

Strategy1:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it - Ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data

Category:

Research Cited: Technology Readiness for College- and Career-Ready Teaching, Learning and Assessment. (2102). Retrieved from www.setda.org, The Broadband Imperative: Recommendations to Address K-12 Education Infrastructure Needs. (2012). Retrieved from www.setda.org, National Education Technology Plan (NET Plan): Transforming American Education, Learning Powered by Technology.

Alabama Technology Plan: Transform 2020

Selma City Board of Education

(2012) Retrieved from <http://www.ed.gov/technology/netp-2010>, California Educational Technology Blueprint. (2012). Retrieved from www.cde.ca.gov/eo/in/documents/efftmemo.pdf.

Activity - Network Security	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide Internet security tools to enable teachers, administrators, and students to access digital content safely, including managed firewall, SPAM and Virus Protection, and email/web-hosting services.	Technology	12/01/2013	06/30/2015	\$14000 - General Fund	Superintendent, Technology Coordinator

Activity - Equitable Access to Digital Devices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that every student, teacher, and administrator has 24/7 access to an Internet Connected Device (ICD) with viable access points (as described in Objective 3.2) and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption	Technology	01/01/2014	09/30/2016	\$200000 - Title I Schoolwide	Superintendent, Federal Programs Coordinator, Technology Coordinator

Activity - Internet Access	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upgrade and Maintain LAN and WAN infrastructure to support increased bandwidth requirements which will allow for BOYD implementation as well as better wifi coverage in the schools and central office	Technology	01/01/2014	07/01/2015	\$30000 - USAC Technology	Superintendent, Technology Coordinator

Activity - Technical Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide an adequate number of qualified technical support personnel to support technology use in the schools. (Recommended ratio is 1 technician: 500 devices.)	Technology	07/01/2014	07/01/2016	\$500000 - State Funds	Superintendent, CSFO, Technology Coordinator

Activity - Financial Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop and implement a financial support strategy for the maintenance of existing systems, replacement of out-of-date systems, and broadband access both internally and externally. (Recommended: a.) permanent line item in each district budget to support technology; b.) capital plan funding to include technology infrastructure in new constructions and remodeling.)	Technology	01/01/2014	09/30/2014	\$150000 - General Fund	Superintendent, CSFO, Capitol Projects Coordinator, Technology Coordinator

Narrative:

Technology Plan Assurances

Label	Assurance	Response	Comment	Attachment
1.	The district has read, understands and complies with the assurances required of the Alabama Transform 2020 Technology plan.	Yes		SCS Transform 20/20 Assurances 2013

Selma City Technology 2014-15

Overview

Plan Name

Selma City Technology 2014-15

Plan Description

Selma City Technology

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Goal 1- Engage and Empower the Learner Through Technology.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$300000
2	Goal 2- Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$25000
3	Goal 3- All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$894000

Goal 1: Goal 1- Engage and Empower the Learner Through Technology.

Measurable Objective 1:

demonstrate a proficiency Students demonstrate creative and critical thinking expertise, and effective collaborative communication skills by developing innovative products and processes using technology in a variety of learning environments. by 06/01/2014 as measured by Online Student portfolios, Final student products/ performance that demonstrate mastery of State Course of Study standards..

Strategy 1:

Engage and Empower the Learner Through Technology - Students demonstrate creative and critical thinking expertise, and effective collaborative communication skills by developing innovative products and processes using technology in a variety of learning environments.

Category:

Research Cited: (NETS-S 1, CCRS Literacy Standards Plan2020 p. 14, 26, 54)

Activity - Engage and Empower the Learner Through Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1Provide access to various portals of best practice lessons, Web resources, and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology. Provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. Provide student portfolio hosting for all schools. Provide access to tools for principals to use to document digital learning experiences in the classroom. Schools: All Schools	Technology	12/01/2013	09/30/2014	\$300000	USAC Technology	Superintendent, Technology Coordinator, Federal Programs Coordinator

Goal 2: Goal 2- Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students.

Measurable Objective 1:

demonstrate a behavior Teachers/Faculty Members and Leaders will be prepared to use and help students use digital resources and technology tools in order to provide quality, engaging learning experiences. by 12/31/2014 as measured by Online Student portfolios, decreased usage of paper and hard copy materials, and final student products/ performance that demonstrates mastery of State Course of Study standards.

Strategy 1:

Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students - Teachers use technology and digital resources to provide standards-based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning, creativity, and

innovation in all learning environments.

Category:

Research Cited: (Adapted from NETS•Teachers 1a-1d; ALQTS-3-D-1, 3-D-2, 3-D-3, 3-D-4; Plan 2020, p. 26, 29-30, 58-59, 78-80)

Activity - Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2. Provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. Schools: All Schools	Technology	01/02/2014	09/05/2014	\$25000	State Funds	Superintendent, Professional Development Coordinator, Technology Coordinator

Goal 3: Goal 3- All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it

Measurable Objective 1:

demonstrate a behavior All students and educators will have access to a comprehensive infrastructure for learning and productivity using digital tools, when and where they need it in order to fully support a society of learners in which learning is life-long and life-wide by 10/01/2014 as measured by District Capital Plan Report, Inventory Report, Bandwidth Traffic Reports, Compliance Review Report.

Strategy 1:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it - Ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data

Category:

Research Cited: Technology Readiness for College- and Career-Ready Teaching, Learning and Assessment. (2102). Retrieved from www.setda.org, The Broadband Imperative: Recommendations to Address K-12 Education Infrastructure Needs. (2012). Retrieved from www.setda.org, National Education Technology Plan (NET Plan): Transforming American Education, Learning Powered by Technology. (2012) Retrieved from <http://www.ed.gov/technology/netp-2010>, California Educational Technology Blueprint. (2012). Retrieved from www.cde.ca.gov/eo/in/documents/efftmemo.pdf.

Activity - Internet Access	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Upgrade and Maintain LAN and WAN infrastructure to support increased bandwidth requirements which will allow for BOYD implementation as well as better wifi coverage in the schools and central office Schools: All Schools	Technology	01/01/2014	07/01/2015	\$30000	USAC Technology	Superintendent, Technology Coordinator

Alabama Technology Plan: Transform 2020

Selma City Board of Education

Activity - Network Security	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide Internet security tools to enable teachers, administrators, and students to access digital content safely, including managed firewall, SPAM and Virus Protection, and email/web-hosting services. Schools: All Schools	Technology	12/01/2013	06/30/2015	\$14000	General Fund	Superintendent, Technology Coordinator
Activity - Equitable Access to Digital Devices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure that every student, teacher, and administrator has 24/7 access to an Internet Connected Device (ICD) with viable access points (as described in Objective 3.2) and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption Schools: All Schools	Technology	01/01/2014	09/30/2016	\$200000	Title I Schoolwide	Superintendent, Federal Programs Coordinator, Technology Coordinator
Activity - Technical Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide an adequate number of qualified technical support personnel to support technology use in the schools. (Recommended ratio is 1 technician: 500 devices.) Schools: All Schools	Technology	07/01/2014	07/01/2016	\$500000	State Funds	Superintendent, CSFO, Technology Coordinator
Activity - Financial Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and implement a financial support strategy for the maintenance of existing systems, replacement of out-of-date systems, and broadband access both internally and externally. (Recommended: a.) permanent line item in each district budget to support technology; b.) capital plan funding to include technology infrastructure in new constructions and remodeling.) Schools: All Schools	Technology	01/01/2014	09/30/2014	\$150000	General Fund	Superintendent, CSFO, Capitol Projects Coordinator, Technology Coordinator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Equitable Access to Digital Devices	Ensure that every student, teacher, and administrator has 24/7 access to an Internet Connected Device (ICD) with viable access points (as described in Objective 3.2) and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption	Technology	01/01/2014	09/30/2016	\$200000	Superintendent, Federal Programs Coordinator, Technology Coordinator
Total					\$200000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Financial Support	Develop and implement a financial support strategy for the maintenance of existing systems, replacement of out-of-date systems, and broadband access both internally and externally. (Recommended: a.) permanent line item in each district budget to support technology; b.) capital plan funding to include technology infrastructure in new constructions and remodeling.)	Technology	01/01/2014	09/30/2014	\$150000	Superintendent, CSFO, Capitol Projects Coordinator, Technology Coordinator
Network Security	Provide Internet security tools to enable teachers, administrators, and students to access digital content safely, including managed firewall, SPAM and Virus Protection, and email/web-hosting services.	Technology	12/01/2013	06/30/2015	\$14000	Superintendent, Technology Coordinator
Total					\$164000	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technical Support	Provide an adequate number of qualified technical support personnel to support technology use in the schools. (Recommended ratio is 1 technician: 500 devices.)	Technology	07/01/2014	07/01/2016	\$500000	Superintendent, CSFO, Technology Coordinator

Alabama Technology Plan: Transform 2020

Selma City Board of Education

Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students	2. Provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.	Technology	01/02/2014	09/05/2014	\$25000	Superintendent, Professional Development Coordinator, Technology Coordinator
Total					\$525000	

USAC Technology

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Engage and Empower the Learner Through Technology	1Provide access to various portals of best practice lessons, Web resources, and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology. Provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. Provide student portfolio hosting for all schools. Provide access to tools for principals to use to document digital learning experiences in the classroom.	Technology	12/01/2013	09/30/2014	\$300000	Superintendent, Technology Coordinator, Federal Programs Coordinator
Internet Access	Upgrade and Maintain LAN and WAN infrastructure to support increased bandwidth requirements which will allow for BOYD implementation as well as better wifi coverage in the schools and central office	Technology	01/01/2014	07/01/2015	\$30000	Superintendent, Technology Coordinator
Total					\$330000	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Engage and Empower the Learner Through Technology	1 Provide access to various portals of best practice lessons, Web resources, and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology. Provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. Provide student portfolio hosting for all schools. Provide access to tools for principals to use to document digital learning experiences in the classroom.	Technology	12/01/2013	09/30/2014	\$300000	Superintendent, Technology Coordinator, Federal Programs Coordinator
Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students	2. Provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.	Technology	01/02/2014	09/05/2014	\$25000	Superintendent, Professional Development Coordinator, Technology Coordinator
Internet Access	Upgrade and Maintain LAN and WAN infrastructure to support increased bandwidth requirements which will allow for BOYD implementation as well as better wifi coverage in the schools and central office	Technology	01/01/2014	07/01/2015	\$30000	Superintendent, Technology Coordinator
Network Security	Provide Internet security tools to enable teachers, administrators, and students to access digital content safely, including managed firewall, SPAM and Virus Protection, and email/web-hosting services.	Technology	12/01/2013	06/30/2015	\$14000	Superintendent, Technology Coordinator
Equitable Access to Digital Devices	Ensure that every student, teacher, and administrator has 24/7 access to an Internet Connected Device (ICD) with viable access points (as described in Objective 3.2) and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption	Technology	01/01/2014	09/30/2016	\$200000	Superintendent, Federal Programs Coordinator, Technology Coordinator
Technical Support	Provide an adequate number of qualified technical support personnel to support technology use in the schools. (Recommended ratio is 1 technician: 500 devices.)	Technology	07/01/2014	07/01/2016	\$500000	Superintendent, CSFO, Technology Coordinator

Alabama Technology Plan: Transform 2020

Selma City Board of Education

Financial Support	Develop and implement a financial support strategy for the maintenance of existing systems, replacement of out-of-date systems, and broadband access both internally and externally. (Recommended: a.) permanent line item in each district budget to support technology; b.) capital plan funding to include technology infrastructure in new constructions and remodeling.)	Technology	01/01/2014	09/30/2014	\$150000	Superintendent, CSFO, Capitol Projects Coordinator, Technology Coordinator
Total					\$1219000	