



Alabama Technology Plan

Satsuma City School System

Dr. Joe Walters, Superintendent
PO Box 939
220 Baker Rd
Satsuma, AL 36572

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School System.....	3
System's Purpose.....	4
Notable Achievements and Areas of Improvement.....	6
Additional Information	8

Improvement Plan Stakeholder Involvement

Introduction.....	11
Improvement Planning Process.....	12

Technology Diagnostic

Introduction.....	14
Data.....	15
Needs Assessment.....	16
Professional Learning.....	18
Inventory/Infrastructure	19
Accountability Questions.....	21
Technology Plan Assurances.....	33

2017-2018 Plan for Alabama Technology Plan

Overview 35

Goals Summary 36

 Goal 1: Satsuma City Schools will Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students 37

 Goal 2: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it..... 38

 Goal 3: All learners will have engaging and empowering learning experiences through technology..... 39

Activity Summary by Funding Source 42

Activity Summary by School 45

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?

The City of Satsuma is located just south of the I-65 and Highway 43 intersection in Mobile County, Alabama and once boasted of a thriving citrus (specifically satsumas) and pecan growing economy. Known prior to 1915 as Fig Tree Island, the city was named after the Satsuma orange, which was successfully cultivated and grown in Alabama starting in 1878, a gift from Meiji, Japan. The town charter was granted in 1959, and the community now serves as a suburb for the City of Mobile. Though Satsuma is geographically small (6.5 sq. miles), its population has experienced significant growth in recent years. The racial makeup of the city according to the last census was 94% White, 4.4% Black or African American, 0.3% Native American, 0.3% Asian, 0.2% from other races, and 0.8% from two or more races. This is indicative of the enrollment in the schools whose racial makeup is 82.4% White, 10.5% Black or African American, 3% Native American, 0.8% Asian, and 2.5% from mixed or other races. The median income for a household in the city was \$58,046, and the median income for a family was \$63,133.

The City of Satsuma School System was formed in June, 2012, after separating from the Mobile County Public Schools. The greatest challenge for the school system as a whole was starting from "scratch" with few resources and even less money. The opening of ThyssenKrupp created additional jobs and spurred a small population growth in Satsuma, but the BP oil spill negatively impacted revenue for the area at or about the same time the school system was forming. This created a serious lack of revenue for the community. The fact that the City of Satsuma is "land-locked" also makes generating new revenue streams a challenge. However, the positive community climate and the willingness of everyone to become involved and work toward common goals allowed the administration to bring together a cohesive and highly qualified faculty and staff, establish baseline academic and cultural school-wide data, write policies, procedures, and guidelines, and conduct other start up activities. In the five years that the Satsuma City School System has been an independent school district, it has received acclaim as an undiscovered gem of K-12 education. Attention to individual dreams while encouraging students to reach their full potential sets the school system apart and gives it the feeling of an exclusive school system.

Satsuma City Schools currently serves over 1400 students in two schools - Robert E. Lee Elementary (Grades PreK - 6), with approximately 705 students and 58.31 faculty and staff members and Satsuma High School (Grades 7-12), with approximately 758 students and 57.35 faculty and staff members. The average poverty level measured by students qualifying for free or reduced meals is 42.17 percent which qualifies both schools to receive Title I funding and services.

Satsuma City Schools is governed by a five member Board of Education that is responsible for formulating policies that govern the system. The day to day operation of the school system is entrusted to the Superintendent of Education who is appointed by the Board of Education and his staff which includes a Director of Curriculum/Technology/Federal Programs, a Student Services Coordinator, and a Director of Career Technical Education/Textbooks/Testing. The Board of Education also employs a Chief School Financial Officer who also serves as the Director of the Child Nutrition Program and oversees the district nurses.

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 purpose of the Satsuma City School System is to provide a rich tradition that embodies a vision for the future to provide an innovative educational system that encompasses our mission and vision. The tagline created for our school system "Tradition.Vision.Innovation" was created by involving teachers, parents, board members, and other stakeholders in the process of making the dream of an independent school system a reality.

The mission of the Satsuma City School System is to provide a creative, rigorous, and technology-rich academic environment which encourages students to become independent, analytical, and self-motivated learners who can make positive, caring, and ethical contributions to the community.

The Satsuma City School System's vision is to create a safe and structured environment where students and staff, along with parents and guardians, come together as a community of life-long learners. Our schools will embrace individual differences and set challenging goals. We will strive to think critically and creatively to encourage good decision-making strategies to promote a sense of teamwork and cooperation. By learning how to utilize the knowledge and tools necessary to confidently meet challenges, our students will be empowered to reach their full potential, as well as become respectful and responsible citizens for the future.

Satsuma City Schools is comprised of students, teachers, administrators, support staff, parents/guardians, and community members working together to enhance the learning experience for each student. Our practices must be evidence-based and dedicated to meeting the needs of our students.

We, Satsuma City School District believe:

- in striving to prepare students to be lifelong learners and responsible citizens in our current and future society
- in fostering a safe and supportive environment that engenders mutual respect and equal opportunity for all
- in supporting the learning community by fostering open and direct communication, establishing trust and collaboration, and providing our school family with the avenues to accomplish goals for student success
- that all students can learn and we must proactively respond to and support the diversity of their learning styles and developmental levels
- in educators who are committed to the concept of a team-based curriculum that is student-centered, challenging, relevant, and integrative
- in developing a curriculum that emphasizes the academic, artistic, social, and physical development of the student
- in educators who are knowledgeable about young adolescents, their educational needs, and who are committed to the use of varied instructional strategies and delivery systems
- that each student has a responsibility for actively participating in his/her learning and achievement as well as demonstrating self-management skills

Satsuma City School system embodies its purpose and beliefs through numerous program offerings and high expectations for student achievement. Since its inception, Satsuma City Schools has striven to become the standard for quality education for both resident and non-resident students of the district. This is evident in the manner the school system addresses the needs of the whole child through academics, athletics, clubs, and other extracurricular activities. High school students are encouraged to follow the honors diploma track where they
SY 2017-2018

complete a rigorous curriculum of honors and AP classes and a required number of science and mathematics courses. Students who complete the requirements for the honors diploma and maintain a 3.5 weighted grade point average are recognized at graduation. For those not on the honors track, students can participate in career oriented courses through the Career Pathway diploma. Satsuma is proud of their band, JROTC program, and sports programs, which help to develop the whole child. We believe that the implementation of these programs offers all children an opportunity to become involved and feel a sense of accomplishment. We foster the belief that students who are involved in sports and extracurricular activities will be more successful academically and in their future endeavors.

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 Satsuma City School system has since our inception focused on providing both a solid curriculum and a positive learning environment for all students from pre-k through high school. The administrators and teachers strive to accomplish this task through continual data analysis and goal setting, setting high expectations based on Alabama's College and Career Ready Standards and through the use of technology in daily instruction across the curriculum. Areas of improvement in the past three years include analyzing student data, conferencing with parents about current achievement levels and curriculum opportunities. Setting goals for progress is the starting point for all educators at both the elementary and high school levels. With the introduction of Alabama's College-and-Career Ready Standards (CCRS) during the 2013-2014 school year, we also began focusing on increasing the standards of learning in English Language Arts (ELA) and in math. The curriculum resources and assessments were aligned to the standards and to raise learning expectations for students. Notable achievements over the past three years include:

- The addition of a second PreK class at Robert E. Lee Elementary that now serves 33 students
- A new playground at Robert E. Lee for all students and at the Robert E. Lee Annex for use by PreK and Kindergarten students
- The implementation of Project Lead the Way courses for students at Satsuma High School and Robert E. Lee Elementary that include Automation and Robotics, Introduction to Computer Science, Medical Detectives, and Design and Modeling as well as Flight and Space for sixth grade students.
- Satsuma High School received an A+ College Ready grant for additional Advanced Placement courses. Advanced Placement courses have increased from four to nine since 2013 and the number of students taking Advanced Placement tests has increased from 12 to 248
- A state of the art Science laboratory at Robert E. Lee was installed in 2015 and is used daily by students. The lab is managed full time by a designated and certified teacher.
- Satsuma High School added an Engineering the Future course in 2016. This course is designed to introduce students to the world of technology and engineering, as a first step in becoming technologically literate citizens. In 2017, Principals of Engineering was added as well.
- An increase in the number of Career Technical Education courses at Satsuma High School with the addition of Event Planning, Welding, Health Sciences that include Foundations of Health Science, Medical Terminology and Certified Nursing Assistant courses.
- Formation of Future City teams at Robert E. Lee Elementary. This is a project based learning program that allows students to research, build, and design a future city based on certain criteria. The teams, the youngest in the competition, placed fourth and fifth in the state.
- Formation of a Robotics team at Satsuma High School that competes yearly in the BEST Robotics competition
- Formation of a HiQ scholar's bowl team at Satsuma High School that has reached the semifinals for the past two years
- Addition of an Entrepreneurship Class and the creation of the Gator Shoppe, a school store run entirely by students.
- Addition of a Peer Leaders course at Satsuma High School to help enable and inspire young people to become engaged leaders who positively influence their peers.
- Implementation of The Leader in Me at Robert E. Lee Elementary.
- Additional sports programs that include swimming, bowling, and bass fishing, wrestling, and archery
- Completion of an outdoor classroom at Robert E. Lee Elementary
- Master Classroom and Master School designation for Robert E. Lee Elementary for participation in Accelerated Reader programs.
- The implementation of AMSTI (Alabama Math, Science, and Technology Initiative) for math instruction at Robert E. Lee Elementary. This is a hands on approach to mathematics instruction that has increased student understanding of mathematical concepts.

-The implementation of FOSS curriculum in science at the elementary level that is aligned to the national science standards and promotes a
SY 2017-2018

hands-on, critical thinking approach to science

-College scholarships to students at Satsuma High School have totaled over fifteen million dollars over the past three years

-The addition of academic scholarship organizations that include the National Honor Society, National Junior Honor Society, Mu Theta, and the National Elementary Honor Society.

-Dual Enrollment partnership with the University of Mobile for AP courses at Satsuma High School

Satsuma City Schools is continually working toward improvement in all programs of the school system. We believe that continued success in the next three years depends on the further implementation of a means for measuring standards mastery, data analysis and technological advances used in the classroom. Improvement efforts will focus on providing devices to all students through either a 1:1 or BYOD initiative, continued alignment of Alabama courses of study standards to formative and summative assessment measures that include project based learning, and providing more individualized instruction based on RTI data, test scores, and needs assessments. Satsuma City Schools also recognizes the need for better parent communication. Although we have many means of communicating with parents, we need to improve our efforts to make parents aware of the services we offer and the vocabulary specific to education today. In addition, tardiness continues to be a problem at both schools. This is being addressed by several new initiatives that we believe will be beneficial including Tardy Free at Lee and Learning Earnings at Satsuma High School. A continual challenge is time and personnel resources in a small school system. Faculty, staff and administrators wear multiple hats in order to make our school system excel. With personnel stretched thin, we cannot always implement initiatives that we would like to offer to our students. Finally, Satsuma City Schools has implemented a formal process for mentoring new teachers. This program is being piloted to determine what changes need to be made.

Additional Information

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

In the past three years, the Satsuma City School System has grown beyond anyone's expectations. The following highlights many of our accomplishments:

In the fall of 2016, Satsuma City Schools proudly opened "The Swamp", a new, state of the art athletic facility that boasts a football field, regulation track and field facilities, as well as a soccer field. The completion of this new athletic facility has ignited the community, renewed a sense of community pride, and increased parental involvement in other aspects of the school system. The new facility has also served to unite the two schools by allowing elementary students to participate in activities with the high school students.

STEM Courses are offered at Robert E. Lee Elementary that include a state of the art Science Lab, Chromebook carts for technology integration, and participation in Future City design. In addition, Robert E. Lee Elementary is in the process of implementing the Flight and Space module of Project Lead the Way to continue our goal of authentic learning. Students in 6th grade also participate in computer science using the PIPER kit and Scratch.

Community involvement is very evident each year at the SwampFest that is sponsored by the Friends of Satsuma Schools. This organization uses this fundraiser to supply grants to teachers for classroom innovations. In addition, members of Friends volunteer regularly in our schools reading to students, painting, moving furniture, and anything else that needs completed. Satsuma could not be as successful without their help. Community support is also evidenced by the Satsuma Lions Club who have a regularly scheduled reading program at Robert E. Lee Elementary.

In 2015, Satsuma City Schools was able to contract a full time School Resource Officer to serve both of our schools. The School Resource Officer aids with attendance issues, trains faculty and staff on appropriate safety measures and aids administrators in student discipline issues.

Renovations at both Robert E. Lee Elementary and Satsuma High School have done much to improve the facilities at both sites. Robert E. Lee received used bond money to fully renovate one half of the annex to prepare for growth and the addition of our PreK class. Satsuma High School boasts a new roof on the main building and annex building as well as new landscaping. Both schools have newly repaired air conditioning and heating systems.

Telephones with voice mail have been installed in each teacher's classroom in Satsuma City Schools. This was a safety measure to allow all classrooms to call out in case of an emergency and a means to facilitate easier parent contact. Parents that call during instructional time can leave a message for the teacher without interrupting activities in the classroom. This has increased the parental communication markedly.

A new playground was added at Robert E. Lee Elementary and Robert E. Lee Annex. These playgrounds are available for use during recess which was added back to the curriculum in 2015. Active research has proven that adding recess back into the curriculum at Robert E. Lee has reduced discipline issues in the classroom and shown physical, cognitive and social benefits.

addition, activity buses were added for use in transporting student athletes and competition teams to various events across the state.

Innovative scheduling at Satsuma High School has allowed teachers and students additional time for hands on instruction for application of concepts in coursework. Satsuma High School runs a traditional seven period schedule on Monday, Tuesday, and Wednesday. On Thursday and Friday, students meet in either even or odd classes for a ninety minute period. In addition, Gator period was added on Fridays for pep rallies, assemblies, club meetings, and other activities to minimize the loss of instructional time. Gator Period on Monday, Tuesday, and Wednesday is utilized for student mentoring, digital citizenship, and class meetings.

Satsuma City Schools uses an online product called Edivate to provide a single platform for required annual professional development. Courses offered through Edivate include FERPA, Special Education training, training dealing with student health related issues such as diabetes and anaphylaxis, and reporting of child abuse. This allows faculty and staff to receive the necessary professional development without impacting the instructional day.

Satsuma City Schools implemented and uses the Google suite of tools for email, shared documents, and collaboration. All faculty, staff and students in grades four through twelve have a Google account and are able to share documents, create assignments, and collaborate using this single platform.

Satsuma City Schools will host the regional Special Olympics in the spring of 2018. In addition, a Project Outreach club has been established at Satsuma High School to spread awareness, acceptance, and understanding of those with disabilities throughout the community. Satsuma High School students support students with disabilities each year in the Buddy Walk in support of Down's Syndrome Awareness month and Robert E. Lee Elementary highlights this event as well as Autism and Dyslexia.

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.

Stakeholders were chosen from school, community, and business entities based on their knowledge of education, their knowledge of technology, and their interest in the school system. Meetings were held both during the school day and in the evening hours to accommodate attendees. Surveys were conducted electronically to gain feedback from the largest population possible.

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

School level tech liaisons, teachers, administrators, and community members helped to determine technology needs and provided input on possible funding sources. Technology Team Members:

Jana Hoggle, Technology Coordinator
Melissa Blake, Elementary Media Specialist
Sabrina Grant, Elementary Teacher
Gaines Stubblefield, High School Teacher
Ashlee Smith, High School Counselor
Marie Anderson, High School Media Specialist

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 final Tech Plan will be posted on the system website. Progress on goals will be communicated through the webpage, newsletters, news articles and Facebook.

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:

- Compliance Monitoring Reports
- Continuous Improvement Plan
- Federal Government Regulations
- Inventory & Infrastructure Report-- Fast and Easy Access to network, and Availability of Technology
- School of Education (SOE) Accreditation Reviews/Reports
- Professional Learning Evaluations, Lesson Plans
- Technology Plan 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.

Satsuma City Schools has adequate bandwidth for the technology currently in place as well as adequate wireless coverage for a minimum of 30 devices in each classroom and 1/3 of the student enrollment in the common areas. The current 500 mb of internet access is also adequate for our needs. Data includes AREN graphs and speed tests. Our chief area of need is the backbone of the network. Switches in the MDF are reaching end of life and are in serious need of replacement.

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.

Through funding from the SDE, current ACCESS equipment is up to date. Also, all computers that were not Windows 7 were updated over the summer to make all computers up to date and able to access internet or any software quickly. Each classroom has a minimum of two student desktops and there are two computer labs for student use as well as Chromebook carts. However, our greatest area of need associated with technology inventory is additional student devices to promote digital literacy and technology integration. Current inventory lists and NextGen asset reports provide documentation of age and condition as well as existence of equipment.

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.

Current classroom observations and lesson plans indicate that technology usage is widespread throughout the district. However, the adoption of CCRS (College and Career Ready Standards) and new Science standards as well as the new Technology Course of Study will necessitate additional professional development to help teachers to effectively incorporate technology into standards based instruction and implement the standards. The adoption of G-Suite and all things Google will also create a need for additional professional development in these areas according to surveys and teacher requests.

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.

District staff currently uses a great deal of technology and are open to learning. We had several teachers who participated in the Google Educator certification program. Many other teachers would love to learn more about Google and the many different attributes of the program. Effective technology integration for student use is also a need. Unfortunately, time during the school year is limited. Teacher ASSIST

surveys do indicate that they would like additional coaching when time allows.

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.

Teacher survey data indicates that teacher use of digital tools is widespread. Teachers are starting to use real-world applications. With CCRS, they are adding more real-life applications and beginning to incorporate digital citizenship lessons. Our greatest need is in providing additional release time for teachers to train and practice integration. Data includes ASSIST survey and lesson plans.

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 are actively using technology in our classrooms to increase productivity throughout the district. The use of Google Docs, Dropbox, Chalkable Classroom and INOW allows them to share lessons with other teachers as well as their students regularly. This has increased their productivity and the interest level of the students. Our greatest need lies in additional time for professional development and implementation. Data sources include ASSIST survey, informal classroom observations and conversations.

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.

Our administrators are very versed in technology use for attendance, testing, research, and a variety of other uses. They have increased productivity with the use of the Google tools such as email, calendar, and Google Drive. Administrators are currently piloting the use of Google forms to complete teacher observations and evaluation. Our biggest area of need is additional training on these and other tools that will help increase productivity according to the ASSIST survey and informal conversations.

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.

The technology program itself would highly benefit from additional personnel for network administration and for technology coaching. Research indicates that technology coaching and professional development lead to both increased teacher and student use. However, until technology becomes a state priority and funding is restored and increased, this will not be possible. Teachers and administrators as well as designated technology liaisons do an excellent job providing support when needed at this time. Additional funding is also necessary for the maintenance of existing technology. We are in need of support maintenance more than one day a week and we need funding to refresh devices on a regular basis.

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.

The concentration for professional development will revolve around Google and its associated apps as well as digital citizenship and virtual reality and other STEM areas. We will also include additional training on iPad use, Chromebook use and Google Classroom, the platform used for digital professional development. These sessions will be offered locally to all faculty and staff, including administrators in a face to face setting. Trainers will include LEA staff and external trainers when funds allow. We believe it will take a minimum of 20 hours for each person to be comfortable in the Google platform. Incentives will be offered to teachers who independently complete Google Educator 1 and 2 training that will include attendance at the Alabama Education Technology Conference where they can attend additional training.

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

The Satsuma City Schools Wide Area Network utilizes Unifi lit fiber. The WAN is comprised of a 1 GB connection to each site. This level of service should provide for seamless digital teaching and learning over the next two and a half years according to current bandwidth use reports and the number of devices projected to be at each school. This is generally in compliance with SETDA's "100 Mbps per 1000 students" standard, but takes into consideration that there is no value in paying for bandwidth that will not be used.

Because the WAN is an Ethernet switched network, switches with advanced capabilities, rather than routers, are used to make the connection between each school's LAN and the WAN. The core switches at the district data center will be upgraded in order to accommodate the new bandwidth if the district's E-Rate application is approved and the matching funding is available. This will reduce the 'bottle-necking' of inbound and outbound traffic.

LAN Infrastructure

All classrooms, common areas, libraries, computer labs, and administrative offices are connected to local area networks. Most classrooms have three to eight wired network drops. The district's LAN switches operate at 100 Mbps to the desktop and at 100 Mbps to the MDF of the building. The LAN switches include older Cisco switches and newer Cisco Power over Ethernet (PoE) switches. The older Cisco switches which connect to the network drops in each classroom still perform well, but will need to be upgraded or eliminated in lieu of a shift to WLAN connections. Future E-Rate applications will be made in order to upgrade these switches. These newer PoE switches serve the VoIP phone system and the WLAN's wireless access points and do not need to be upgraded. Intermediary wiring closets (IDFs) within schools connect to the building's main wiring closet (MDF) with Cat5 connections. Wireless access points and wired connections from switches to wiring jacks are connected via Cat 5e copper cable capable of 1 Gpbs, with the actual speed used being dependent on the device's networking card.

WLAN

The district has just completed installing new wireless networking into all of its schools. This involved placing over 125 access points. The new WLANS should provide for high density Wi-Fi coverage in 100% of learning spaces and administrative offices with easy access to the Internet. Each building has a centralized controller, 802.11 a/b/g/n/ac access points at both 2.5 and 5 Ghz. Separate SSIDs have been established for district-owned devices, BYOD devices, and visitor devices. Log on authentication is required for all. As the year progresses the district will analyze any shift in traffic from the LAN to the WLAN. This shift is anticipated due to increased purchasing of Chromebooks and BYOD/mobile usage. Results of these studies will inform a future decision on how to proceed with regard to upgrading older LAN switches.

Internet Access

The district has upgraded its Internet access via Alabama Super Computer from 250 Mbps to 500 Mbps. As traffic graphs show the need, the bandwidth will be increased.

Information Security & Safety

Alabama Technology Plan

Satsuma City School System

Internet content is filtered through the district's iBoss on-site filter appliance. Internet safety policies and Acceptable Use Policies (AUP) have been approved by the Board. A public hearing was held in compliance with CIPA requirements in the past and the filtering policies of the district have not changed with any significance since that time. The technology committee reviews the districts parameters annually and makes recommendations. The district uses several security measures to protect data and resources including firewalls, antivirus software, and spam filtering. The district also has a comprehensive data governance policy in place to protect district and student data. This policy involves the establishment and implementation of protocols, settings, and specific procedures in place governing access to and transmission of student data protected by FERPA, HIPPA, IDEA and other laws. School administrators and teachers must seek permission from the Technology Department before entering into contracts or establishing online accounts which involve the service provider acquiring student data. The Technology Department researches the privacy policies of such services and provides guidance on the use of such services. Where applicable, Memorandums of Understanding, Memorandums of Agreement, contracts, and/or Non-Disclosure Agreements may be executed before use of any such service can begin.

Digital Content

All teachers and administrators are provided with and encouraged to use online accounts such as blogs, Edmodo, Moodle, and Google Apps for Education in order to communicate with and make instructional resources available to students and their parents. Students use Grad Point for course remediation and credit recovery. Kahn Academy and hundreds of other online resources are used by teachers and students to augment textbooks and lectures. Microsoft Office is also available to all faculty and students.

Digital Tools

Nearly all classrooms are equipped with digital projectors and interactive whiteboards. In addition, most classrooms are equipped with document cameras, printers, and multiple computers. Desktop, laptop, iPads, and Chromebooks are used throughout Satsuma City Schools. Virtual Reality options have also been added at both schools.

Label	Assurance	Response	Comment	Attachment
2.	Did you complete the Inventory for each school in your school system?	Yes	Inventory is completed locally and will be uploaded to Sharepoint site upon update by SDE.	Satsuma Technology Inventory

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:

All learners will have engaging and empowering learning experiences through technology.

Measurable Objective 1:

demonstrate a proficiency in 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 05/26/2016 as measured by as measured by our students' use of digital tools and venues.

Strategy1:

Google Apps for Education - Implement Google Apps for Education (Google Apps). Google Apps for Education is a suite of online programs and services provided by Google to schools for free. Google Apps includes Gmail, Google Calendar, Google Sites, Google Docs, Google Classroom and more. Google Apps makes it easy for users to create content, share and collaborate on documents, communicate with others, organize their work, and manage their time.

Category: Develop/Implement College and Career Ready Standards

Research Cited: National Education Technology Plan (NETP); International Society for Technology in Education. (2009). NETS for students: Global learning in a digital age.

Activity - Google Accounts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 5-12 will be added this year so that all students in applicable grades will have Google accounts.	Technology	08/10/2015	06/01/2020	\$0 - No Funding Required	Technology Director, Technology Liaisons

Activity - Google Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize Google classroom to complete digital assignments and take advantage of elearning opportunities.	Academic Support Program Technology Career Preparation/Orientation	08/10/2015	05/26/2017	\$0 - No Funding Required	Technology Director, Classroom Teachers, Curriculum Director

Measurable Objective 2:

Alabama Technology Plan

Satsuma City School System

collaborate to bring awareness to 21st Century opportunities by 05/26/2016 as measured by participation in local, state, and national events..

Strategy1:

Technology Events - Developing activities and training opportunities for students.

Category: Develop/Implement Learning Supports

Research Cited: National Events

Activity - Digital Learning Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Digital Learning Day activities that will spotlight instructional practice that effectively uses technology to strengthen a student's learning experience.	Technology Career Preparation/ Orientation	02/01/2016	06/01/2020	\$0 - No Funding Required	Director of Technology, Classroom teachers

Activity - Hour of Code	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will participate in at least one coding activity associated with the national Hour of Code.	Career Preparation/ Orientation Technology	12/01/2015	06/01/2020	\$0 - No Funding Required	Technology Director, Principals, Classroom teachers, Media Specialists

Measurable Objective 3:

demonstrate a proficiency and a sound understanding of technology concepts, systems, and operations by 05/26/2017 as measured by enrollment in coding and Computer Science courses..

Strategy1:

Additional Course Offerings - Examine the feasibility of extending course offerings in the computer science/technology field.

Category: Develop/Implement College and Career Ready Standards

Research Cited: <http://cs.stanford.edu/people/eroberts/cs201/projects/early-acquisition-of-cs/research.html>

Activity - AP Computer Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate with Project Lead the Way to begin offering AP Computer Science to 10th grade students who have expressed an interest based on previous coding experiences.	Technology Career Preparation/ Orientation	08/01/2016	05/26/2017	\$4000 - District Funding	Technology Director, Principal, Counselors, PLTW instructor

Activity - Coding Course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide a 9 week coding course to 7th grade students with the goal of exposing students to computer programming and creating interest in the program.	Career Preparation/ Orientation Technology	08/10/2015	06/01/2020	\$0 - No Funding Required	Technology Director, Curriculum Director, instructor, counselor, principal

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:

Satsuma City Schools will Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students

Measurable Objective 1:

collaborate to assist teachers in using technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students by 05/29/2020 as measured by inclusion in lesson plans, teacher observation, and student generated technology projects..

Strategy1:

Professional Learning - The district will use the SAMR (Substitution, Augmentation, Modification, Re- definition) model for guiding professional development and teacher learning. As one moves along the continuum, computer technology becomes more important in the classroom but at the same time becomes more invisibly woven into the curriculum.

Category: Develop/Implement Professional Learning and Support

Research Cited: ISTE and CoSN standards:

- Creativity and Innovation
- Communication and Collaboration
- Research and Information Fluency
- Critical Thinking, Problem Solving and Decision Making
- Digital Citizenship
- Technology Operations and Concepts

Activity - G Suite for Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development opportunities to faculty and staff that will allow them to expand the use of Google Apps for Education (G Suite) in order to help students and teachers use digital tools for teaching, learning, and communication.	Professional Learning	08/08/2016	05/29/2020	\$15000 - Title II Part A	Director of Technology, administrators, and teacher leaders

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology integration workshops, as well as training on the use of various technologies, software, and hardware resources, will be developed to accommodate, inspire teachers at all levels of technology and to advance their use of EdTech pedagogy in Project Based Learning.	Professional Learning	08/08/2016	05/29/2020	\$5000 - Title II Part A	Technology Director, administrators, and teacher leaders.

Alabama Technology Plan

Satsuma City School System

Activity - Teacher Leaders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher leaders will attend and present at conferences in order to learn from colleagues around the state, nation, and the world.	Professional Learning	08/08/2016	05/29/2020	\$25000 - Title II Part A	Director of Technology, Teacher Leaders, and administrators.

Goal 2:

All learners will have engaging and empowering learning experiences through technology.

Measurable Objective 1:

demonstrate a proficiency in 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 05/26/2016 as measured by as measured by our students' use of digital tools and venues.

Strategy1:

Google Apps for Education - Implement Google Apps for Education (Google Apps). Google Apps for Education is a suite of online programs and services provided by Google to schools for free. Google Apps includes Gmail, Google Calendar, Google Sites, Google Docs, Google Classroom and more. Google Apps makes it easy for users to create content, share and collaborate on documents, communicate with others, organize their work, and manage their time.

Category: Develop/Implement College and Career Ready Standards

Research Cited: National Education Technology Plan (NETP); International Society for Technology in Education. (2009). NETS for students: Global learning in a digital age.

Activity - Google Accounts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 5-12 will be added this year so that all students in applicable grades will have Google accounts.	Technology	08/10/2015	06/01/2020	\$0 - No Funding Required	Technology Director, Technology Liaisons

Activity - Google Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize Google classroom to complete digital assignments and take advantage of elearning opportunities.	Career Preparation/ Orientation Academic Support Program Technology	08/10/2015	05/26/2017	\$0 - No Funding Required	Technology Director, Classroom Teachers, Curriculum Director

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:

Satsuma City Schools will Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students

Measurable Objective 1:

collaborate to assist teachers in using technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students by 05/29/2020 as measured by inclusion in lesson plans, teacher observation, and student generated technology projects..

Strategy1:

Professional Learning - The district will use the SAMR (Substitution, Augmentation, Modification, Re- definition) model for guiding professional development and teacher learning. As one moves along the continuum, computer technology becomes more important in the classroom but at the same time becomes more invisibly woven into the curriculum.

Category: Develop/Implement Professional Learning and Support

Research Cited: ISTE and CoSN standards:

- Creativity and Innovation
- Communication and Collaboration
- Research and Information Fluency
- Critical Thinking, Problem Solving and Decision Making
- Digital Citizenship
- Technology Operations and Concepts

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology integration workshops, as well as training on the use of various technologies, software, and hardware resources, will be developed to accommodate, inspire teachers at all levels of technology and to advance their use of EdTech pedagogy in Project Based Learning.	Professional Learning	08/08/2016	05/29/2020	\$5000 - Title II Part A	Technology Director, administrators, and teacher leaders.

Activity - G Suite for Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development opportunities to faculty and staff that will allow them to expand the use of Google Apps for Education (G Suite) in order to help students and teachers use digital tools for teaching, learning, and communication.	Professional Learning	08/08/2016	05/29/2020	\$15000 - Title II Part A	Director of Technology, administrators, and teacher leaders

Alabama Technology Plan

Satsuma City School System

Activity - Teacher Leaders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher leaders will attend and present at conferences in order to learn from colleagues around the state, nation, and the world.	Professional Learning	08/08/2016	05/29/2020	\$25000 - Title II Part A	Director of Technology, Teacher Leaders, and administrators.

Goal 2:

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

Measurable Objective 1:

collaborate to provide all students and educators 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 05/27/2016 as measured by the number of devices and availability of adequate wireless technology and bandwidth.

Strategy1:

Network Access - 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 (educators).

Category: Develop/Implement Learning Supports

Research Cited: <http://tech.ed.gov/netp/infrastructure-access-and-enable/>

Activity - Infrastructure Inventory	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collect, analyze, and report aggregate infrastructure data for schools, districts, state report card, and the state board of education utilizing Transform 2020.	Technology	07/01/2014	06/01/2020	\$0 - No Funding Required	Director of Technology and school level technology liaisons

Activity - Wireless Access	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase WLAN/LAN equipment and access points and cabling necessary for upgrading wireless capacity to meet national and state guidelines.	Technology	05/01/2014	01/02/2017	\$58000 - USAC Technology \$38000 - District Funding	Director of Technology, Central Office Staff, Technology Liaisons

Activity - Internet Access	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct periodic analysis of WAN and ISP usage in order to identify problems and anticipate needs. High activity times, such as online testing windows, will be target dates for collecting data. Identify components creating bottlenecks, where applicable. Utilize traffic graphs to determine bandwidth utilization and the need for increased access.	Technology	10/01/2013	05/25/2017	\$100000 - Other	Director of Technology, Administrative Team

Alabama Technology Plan

Satsuma City School System

Activity - VOIP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classrooms will be equipped with VOIP equipment to improve communication and student safety. Voicemail will be added to promote parental communication.	Technology	08/01/2014	06/30/2017	\$25000 - USAC Technology	Technology Director

Goal 3:

All learners will have engaging and empowering learning experiences through technology.

Measurable Objective 1:

demonstrate a proficiency in 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 05/26/2016 as measured by as measured by our students' use of digital tools and venues.

Strategy1:

Google Apps for Education - Implement Google Apps for Education (Google Apps). Google Apps for Education is a suite of online programs and services provided by Google to schools for free. Google Apps includes Gmail, Google Calendar, Google Sites, Google Docs, Google Classroom and more. Google Apps makes it easy for users to create content, share and collaborate on documents, communicate with others, organize their work, and manage their time.

Category: Develop/Implement College and Career Ready Standards

Research Cited: National Education Technology Plan (NETP); International Society for Technology in Education. (2009). NETS for students: Global learning in a digital age.

Activity - Google Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize Google classroom to complete digital assignments and take advantage of elearning opportunities.	Technology Career Preparation/ Orientation Academic Support Program	08/10/2015	05/26/2017	\$0 - No Funding Required	Technology Director, Classroom Teachers, Curriculum Director

Activity - Google Accounts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 5-12 will be added this year so that all students in applicable grades will have Google accounts.	Technology	08/10/2015	06/01/2020	\$0 - No Funding Required	Technology Director, Technology Liaisons

Measurable Objective 2:

collaborate to bring awareness to 21st Century opportunities by 05/26/2016 as measured by participation in local, state, and national events..

Strategy1:

Technology Events - Developing activities and training opportunities for students.

Category: Develop/Implement Learning Supports

Research Cited: National Events

Activity - Hour of Code	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will participate in at least one coding activity associated with the national Hour of Code.	Technology Career Preparation/ Orientation	12/01/2015	06/01/2020	\$0 - No Funding Required	Technology Director, Principals, Classroom teachers, Media Specialists

Activity - Digital Learning Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Digital Learning Day activities that will spotlight instructional practice that effectively uses technology to strengthen a student's learning experience.	Career Preparation/ Orientation Technology	02/01/2016	06/01/2020	\$0 - No Funding Required	Director of Technology, Classroom teachers

Measurable Objective 3:

demonstrate a proficiency and a sound understanding of technology concepts, systems, and operations by 05/26/2017 as measured by enrollment in coding and Computer Science courses..

Strategy1:

Additional Course Offerings - Examine the feasibility of extending course offerings in the computer science/technology field.

Category: Develop/Implement College and Career Ready Standards

Research Cited: <http://cs.stanford.edu/people/eroberts/cs201/projects/early-acquisition-of-cs/research.html>

Activity - AP Computer Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate with Project Lead the Way to begin offering AP Computer Science to 10th grade students who have expressed an interest based on previous coding experiences.	Technology Career Preparation/ Orientation	08/01/2016	05/26/2017	\$4000 - District Funding	Technology Director, Principal, Counselors, PLTW instructor

Activity - Coding Course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide a 9 week coding course to 7th grade students with the goal of exposing students to computer programming and creating interest in the program.	Technology Career Preparation/ Orientation	08/10/2015	06/01/2020	\$0 - No Funding Required	Technology Director, Curriculum Director, instructor, counselor, principal

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:

Satsuma City Schools will Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students

Measurable Objective 1:

collaborate to assist teachers in using technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students by 05/29/2020 as measured by inclusion in lesson plans, teacher observation, and student generated technology projects..

Strategy1:

Professional Learning - The district will use the SAMR (Substitution, Augmentation, Modification, Re- definition) model for guiding professional development and teacher learning. As one moves along the continuum, computer technology becomes more important in the classroom but at the same time becomes more invisibly woven into the curriculum.

Category: Develop/Implement Professional Learning and Support

Research Cited: ISTE and CoSN standards:

- Creativity and Innovation
- Communication and Collaboration
- Research and Information Fluency
- Critical Thinking, Problem Solving and Decision Making
- Digital Citizenship
- Technology Operations and Concepts

Activity - G Suite for Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development opportunities to faculty and staff that will allow them to expand the use of Google Apps for Education (G Suite) in order to help students and teachers use digital tools for teaching, learning, and communication.	Professional Learning	08/08/2016	05/29/2020	\$15000 - Title II Part A	Director of Technology, administrators, and teacher leaders

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology integration workshops, as well as training on the use of various technologies, software, and hardware resources, will be developed to accommodate, inspire teachers at all levels of technology and to advance their use of EdTech pedagogy in Project Based Learning.	Professional Learning	08/08/2016	05/29/2020	\$5000 - Title II Part A	Technology Director, administrators, and teacher leaders.

Alabama Technology Plan

Satsuma City School System

Activity - Teacher Leaders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher leaders will attend and present at conferences in order to learn from colleagues around the state, nation, and the world.	Professional Learning	08/08/2016	05/29/2020	\$25000 - Title II Part A	Director of Technology, Teacher Leaders, and administrators.

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:

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

Measurable Objective 1:

collaborate to provide all students and educators 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 05/27/2016 as measured by the number of devices and availability of adequate wireless technology and bandwidth.

Strategy1:

Network Access - 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 (educators).

Category: Develop/Implement Learning Supports

Research Cited: <http://tech.ed.gov/netp/infrastructure-access-and-enable/>

Activity - Wireless Access	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase WLAN/LAN equipment and access points and cabling necessary for upgrading wireless capacity to meet national and state guidelines.	Technology	05/01/2014	01/02/2017	\$58000 - USAC Technology \$38000 - District Funding	Director of Technology, Central Office Staff, Technology Liaisons

Activity - Internet Access	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct periodic analysis of WAN and ISP usage in order to identify problems and anticipate needs. High activity times, such as online testing windows, will be target dates for collecting data. Identify components creating bottlenecks, where applicable. Utilize traffic graphs to determine bandwidth utilization and the need for increased access.	Technology	10/01/2013	05/25/2017	\$100000 - Other	Director of Technology, Administrative Team

Alabama Technology Plan

Satsuma City School System

Activity - Infrastructure Inventory	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collect, analyze, and report aggregate infrastructure data for schools, districts, state report card, and the state board of education utilizing Transform 2020.	Technology	07/01/2014	06/01/2020	\$0 - No Funding Required	Director of Technology and school level technology liaisons

Activity - VOIP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classrooms will be equipped with VOIP equipment to improve communication and student safety. Voicemail will be added to promote parental communication.	Technology	08/01/2014	06/30/2017	\$25000 - USAC Technology	Technology Director

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:

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

Measurable Objective 1:

collaborate to provide all students and educators 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 05/27/2016 as measured by the number of devices and availability of adequate wireless technology and bandwidth.

Strategy1:

Network Access - 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 (educators).

Category: Develop/Implement Learning Supports

Research Cited: <http://tech.ed.gov/netp/infrastructure-access-and-enable/>

Activity - Wireless Access	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase WLAN/LAN equipment and access points and cabling necessary for upgrading wireless capacity to meet national and state guidelines.	Technology	05/01/2014	01/02/2017	\$38000 - District Funding \$58000 - USAC Technology	Director of Technology, Central Office Staff, Technology Liaisons

Alabama Technology Plan

Satsuma City School System

Activity - Internet Access	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct periodic analysis of WAN and ISP usage in order to identify problems and anticipate needs. High activity times, such as online testing windows, will be target dates for collecting data. Identify components creating bottlenecks, where applicable. Utilize traffic graphs to determine bandwidth utilization and the need for increased access.	Technology	10/01/2013	05/25/2017	\$100000 - Other	Director of Technology, Administrative Team

Activity - VOIP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classrooms will be equipped with VOIP equipment to improve communication and student safety. Voicemail will be added to promote parental communication.	Technology	08/01/2014	06/30/2017	\$25000 - USAC Technology	Technology Director

Activity - Infrastructure Inventory	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collect, analyze, and report aggregate infrastructure data for schools, districts, state report card, and the state board of education utilizing Transform 2020.	Technology	07/01/2014	06/01/2020	\$0 - No Funding Required	Director of Technology and school level technology liaisons

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		2017 Satsuma Tech Plan Assurance

2017-2018 Plan for Alabama Technology Plan

Overview

Plan Name

2017-2018 Plan for Alabama Technology Plan

Plan Description

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	Satsuma City Schools will Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$45000
2	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$221000
3	All learners will have engaging and empowering learning experiences through technology.	Objectives: 3 Strategies: 3 Activities: 6	Organizational	\$4000

Goal 1: Satsuma City Schools will Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students

Measurable Objective 1:

collaborate to assist teachers in using technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students by 05/29/2020 as measured by inclusion in lesson plans, teacher observation, and student generated technology projects..

Strategy 1:

Professional Learning - The district will use the SAMR (Substitution, Augmentation, Modification, Re- definition) model for guiding professional development and teacher learning. As one moves along the continuum, computer technology becomes more important in the classroom but at the same time becomes more invisibly woven into the curriculum.

Category: Develop/Implement Professional Learning and Support

Research Cited: ISTE and CoSN standards:

- Creativity and Innovation
- Communication and Collaboration
- Research and Information Fluency
- Critical Thinking, Problem Solving and Decision Making
- Digital Citizenship
- Technology Operations and Concepts

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology integration workshops, as well as training on the use of various technologies, software, and hardware resources, will be developed to accommodate, inspire teachers at all levels of technology and to advance their use of EdTech pedagogy in Project Based Learning. Schools: All Schools	Professional Learning	08/08/2016	05/29/2020	\$5000	Title II Part A	Technology Director, administrators, and teacher leaders.

Activity - Teacher Leaders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher leaders will attend and present at conferences in order to learn from colleagues around the state, nation, and the world. Schools: All Schools	Professional Learning	08/08/2016	05/29/2020	\$25000	Title II Part A	Director of Technology, Teacher Leaders, and administrators

Activity - G Suite for Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development opportunities to faculty and staff that will allow them to expand the use of Google Apps for Education (G Suite) in order to help students and teachers use digital tools for teaching, learning, and communication. Schools: All Schools	Professional Learning	08/08/2016	05/29/2020	\$15000	Title II Part A	Director of Technology, administrators, and teacher leaders

Goal 2: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to provide all students and educators 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 05/27/2016 as measured by the number of devices and availability of adequate wireless technology and bandwidth.

Strategy 1:

Network Access - 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 (educators).

Category: Develop/Implement Learning Supports

Research Cited: <http://tech.ed.gov/netp/infrastructure-access-and-enable/>

Activity - Infrastructure Inventory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collect, analyze, and report aggregate infrastructure data for schools, districts, state report card, and the state board of education utilizing Transform 2020. Schools: All Schools	Technology	07/01/2014	06/01/2020	\$0	No Funding Required	Director of Technology and school level technology liaisons

Activity - Internet Access	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct periodic analysis of WAN and ISP usage in order to identify problems and anticipate needs. High activity times, such as online testing windows, will be target dates for collecting data. Identify components creating bottlenecks, where applicable. Utilize traffic graphs to determine bandwidth utilization and the need for increased access. Schools: All Schools	Technology	10/01/2013	05/24/2019	\$100000	Other	Director of Technology, Administrative Team

Alabama Technology Plan

Satsuma City School System

Activity - Wireless Access	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase WLAN/LAN equipment and access points and cabling necessary for upgrading wireless capacity to meet national and state guidelines. Schools: All Schools	Technology	05/01/2014	05/25/2018	\$96000	District Funding, USAC Technology	Director of Technology, Central Office Staff, Technology Liaisons

Activity - VOIP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classrooms will be equipped with VOIP equipment to improve communication and student safety. Voicemail will be added to promote parental communication. Schools: All Schools	Technology	08/01/2014	05/25/2018	\$25000	USAC Technology	Technology Director

Goal 3: All learners will have engaging and empowering learning experiences through technology.

Measurable Objective 1:

collaborate to to bring awareness to 21st Century opportunities by 05/26/2016 as measured by participation in local, state, and national events..

Strategy 1:

Technology Events - Developing activities and training opportunities for students.

Category: Develop/Implement Learning Supports

Research Cited: National Events

Activity - Hour of Code	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in at least one coding activity associated with the national Hour of Code. Schools: All Schools	Career Preparation/Orientation, Technology	12/01/2015	06/01/2020	\$0	No Funding Required	Technology Director, Principals, Classroom teachers, Media Specialists

Activity - Digital Learning Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Alabama Technology Plan

Satsuma City School System

Students will participate in Digital Learning Day activities that will spotlight instructional practice that effectively uses technology to strengthen a student's learning experience. Schools: All Schools	Career Preparation/Orientation, Technology	02/01/2016	06/01/2020	\$0	No Funding Required	Director of Technology, Classroom teachers
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Measurable Objective 2:

demonstrate a proficiency and a sound understanding of technology concepts, systems, and operations by 05/26/2017 as measured by enrollment in coding and Computer Science courses..

Strategy 1:

Additional Course Offerings - Examine the feasibility of extending course offerings in the computer science/technology field.

Category: Develop/Implement College and Career Ready Standards

Research Cited: <http://cs.stanford.edu/people/eroberts/cs201/projects/early-acquisition-of-cs/research.html>

Activity - Coding Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide a 9 week coding course to 7th grade students with the goal of exposing students to computer programming and creating interest in the program. Schools: Satsuma High School	Career Preparation/Orientation, Technology	08/10/2015	06/01/2020	\$0	No Funding Required	Technology Director, Curriculum Director, instructor, counselor, principal

Activity - AP Computer Science	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with Project Lead the Way to begin offering AP Computer Science to 10th grade students who have expressed an interest based on previous coding experiences. Schools: Satsuma High School	Career Preparation/Orientation, Technology	08/01/2016	05/26/2017	\$4000	District Funding	Technology Director, Principal, Counselors, PLTW instructor

Measurable Objective 3:

demonstrate a proficiency in 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 05/26/2016 as measured by as measured by our students' use of digital tools and venues.

Strategy 1:

Google Apps for Education - Implement Google Apps for Education (Google Apps). Google Apps for Education is a suite of online programs and services provided by Google to schools for free. Google Apps includes Gmail, Google Calendar, Google Sites, Google Docs, Google Classroom and more. Google Apps makes it easy for users to create content, share and collaborate on documents, communicate with others, organize their work, and manage their time.

Category: Develop/Implement College and Career Ready Standards

Research Cited: National Education Technology Plan (NETP); International Society for Technology in Education. (2009). NETS for students: Global learning in a digital

Alabama Technology Plan

Satsuma City School System

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Activity - Google Accounts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 5-12 will be added this year so that all students in applicable grades will have Google accounts. Schools: All Schools	Technology	08/10/2015	06/01/2020	\$0	No Funding Required	Technology Director, Technology Liaisons
Activity - Google Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize Google classroom to complete digital assignments and take advantage of elearning opportunities. Schools: All Schools	Career Preparation/Orientation, Technology, Academic Support Program	08/10/2015	05/26/2017	\$0	No Funding Required	Technology Director, Classroom Teachers, Curriculum Director

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Learning Day	Students will participate in Digital Learning Day activities that will spotlight instructional practice that effectively uses technology to strengthen a student's learning experience.	Career Preparation/Orientation, Technology	02/01/2016	06/01/2020	\$0	Director of Technology, Classroom teachers
Google Classroom	Students will utilize Google classroom to complete digital assignments and take advantage of elearning opportunities.	Career Preparation/Orientation, Technology, Academic Support Program	08/10/2015	05/26/2017	\$0	Technology Director, Classroom Teachers, Curriculum Director
Infrastructure Inventory	Collect, analyze, and report aggregate infrastructure data for schools, districts, state report card, and the state board of education utilizing Transform 2020.	Technology	07/01/2014	06/01/2020	\$0	Director of Technology and school level technology liaisons
Hour of Code	All students will participate in at least one coding activity associated with the national Hour of Code.	Career Preparation/Orientation, Technology	12/01/2015	06/01/2020	\$0	Technology Director, Principals, Classroom teachers, Media Specialists
Google Accounts	Students in grades 5-12 will be added this year so that all students in applicable grades will have Google accounts.	Technology	08/10/2015	06/01/2020	\$0	Technology Director, Technology Liaisons
Coding Course	Provide a 9 week coding course to 7th grade students with the goal of exposing students to computer programming and creating interest in the program.	Career Preparation/Orientation, Technology	08/10/2015	06/01/2020	\$0	Technology Director, Curriculum Director, instructor, counselor, principal
Total					\$0	

Alabama Technology Plan

Satsuma City School System

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
AP Computer Science	Collaborate with Project Lead the Way to begin offering AP Computer Science to 10th grade students who have expressed an interest based on previous coding experiences.	Career Preparation/Orientation, Technology	08/01/2016	05/26/2017	\$4000	Technology Director, Principal, Counselors, PLTW instructor
Wireless Access	Purchase WLAN/LAN equipment and access points and cabling necessary for upgrading wireless capacity to meet national and state guidelines.	Technology	05/01/2014	05/25/2018	\$38000	Director of Technology, Central Office Staff, Technology Liaisons
Total					\$42000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Internet Access	Conduct periodic analysis of WAN and ISP usage in order to identify problems and anticipate needs. High activity times, such as online testing windows, will be target dates for collecting data. Identify components creating bottlenecks, where applicable. Utilize traffic graphs to determine bandwidth utilization and the need for increased access.	Technology	10/01/2013	05/24/2019	\$100000	Director of Technology, Administrative Team
Total					\$100000	

USAC Technology

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
VOIP	All classrooms will be equipped with VOIP equipment to improve communication and student safety. Voicemail will be added to promote parental communication.	Technology	08/01/2014	05/25/2018	\$25000	Technology Director
Wireless Access	Purchase WLAN/LAN equipment and access points and cabling necessary for upgrading wireless capacity to meet national and state guidelines.	Technology	05/01/2014	05/25/2018	\$58000	Director of Technology, Central Office Staff, Technology Liaisons
Total					\$83000	

Alabama Technology Plan

Satsuma City School System

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
G Suite for Education	Provide professional development opportunities to faculty and staff that will allow them to expand the use of Google Apps for Education (G Suite) in order to help students and teachers use digital tools for teaching, learning, and communication.	Professional Learning	08/08/2016	05/29/2020	\$15000	Director of Technology, administrators, and teacher leaders
Teacher Leaders	Teacher leaders will attend and present at conferences in order to learn from colleagues around the state, nation, and the world.	Professional Learning	08/08/2016	05/29/2020	\$25000	Director of Technology, Teacher Leaders, and administrators
Professional Development	Technology integration workshops, as well as training on the use of various technologies, software, and hardware resources, will be developed to accommodate, inspire teachers at all levels of technology and to advance their use of EdTech pedagogy in Project Based Learning.	Professional Learning	08/08/2016	05/29/2020	\$5000	Technology Director, administrators, and teacher leaders.
Total					\$45000	

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
Infrastructure Inventory	Collect, analyze, and report aggregate infrastructure data for schools, districts, state report card, and the state board of education utilizing Transform 2020.	Technology	07/01/2014	06/01/2020	\$0	Director of Technology and school level technology liaisons
Professional Development	Technology integration workshops, as well as training on the use of various technologies, software, and hardware resources, will be developed to accommodate, inspire teachers at all levels of technology and to advance their use of EdTech pedagogy in Project Based Learning.	Professional Learning	08/08/2016	05/29/2020	\$5000	Technology Director, administrators, and teacher leaders.
Teacher Leaders	Teacher leaders will attend and present at conferences in order to learn from colleagues around the state, nation, and the world.	Professional Learning	08/08/2016	05/29/2020	\$25000	Director of Technology, Teacher Leaders, and administrators
Internet Access	Conduct periodic analysis of WAN and ISP usage in order to identify problems and anticipate needs. High activity times, such as online testing windows, will be target dates for collecting data. Identify components creating bottlenecks, where applicable. Utilize traffic graphs to determine bandwidth utilization and the need for increased access.	Technology	10/01/2013	05/24/2019	\$100000	Director of Technology, Administrative Team
G Suite for Education	Provide professional development opportunities to faculty and staff that will allow them to expand the use of Google Apps for Education (G Suite) in order to help students and teachers use digital tools for teaching, learning, and communication.	Professional Learning	08/08/2016	05/29/2020	\$15000	Director of Technology, administrators, and teacher leaders
Wireless Access	Purchase WLAN/LAN equipment and access points and cabling necessary for upgrading wireless capacity to meet national and state guidelines.	Technology	05/01/2014	05/25/2018	\$96000	Director of Technology, Central Office Staff, Technology Liaisons

Alabama Technology Plan

Satsuma City School System

Hour of Code	All students will participate in at least one coding activity associated with the national Hour of Code.	Career Preparation/Orientation, Technology	12/01/2015	06/01/2020	\$0	Technology Director, Principals, Classroom teachers, Media Specialists
Digital Learning Day	Students will participate in Digital Learning Day activities that will spotlight instructional practice that effectively uses technology to strengthen a student's learning experience.	Career Preparation/Orientation, Technology	02/01/2016	06/01/2020	\$0	Director of Technology, Classroom teachers
Google Accounts	Students in grades 5-12 will be added this year so that all students in applicable grades will have Google accounts.	Technology	08/10/2015	06/01/2020	\$0	Technology Director, Technology Liaisons
Google Classroom	Students will utilize Google classroom to complete digital assignments and take advantage of elearning opportunities.	Career Preparation/Orientation, Technology, Academic Support Program	08/10/2015	05/26/2017	\$0	Technology Director, Classroom Teachers, Curriculum Director
VOIP	All classrooms will be equipped with VOIP equipment to improve communication and student safety. Voicemail will be added to promote parental communication.	Technology	08/01/2014	05/25/2018	\$25000	Technology Director
Total					\$266000	

Satsuma High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Coding Course	Provide a 9 week coding course to 7th grade students with the goal of exposing students to computer programming and creating interest in the program.	Career Preparation/Orientation, Technology	08/10/2015	06/01/2020	\$0	Technology Director, Curriculum Director, instructor, counselor, principal
AP Computer Science	Collaborate with Project Lead the Way to begin offering AP Computer Science to 10th grade students who have expressed an interest based on previous coding experiences.	Career Preparation/Orientation, Technology	08/01/2016	05/26/2017	\$4000	Technology Director, Principal, Counselors, PLTW instructor
Total					\$4000	