



ALSDE District Technology Plan 2021-2022

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**i3 Academy District
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ALSDE District Technology Plan 2021-2022

A. Executive Summary

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

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

Description of the School District/School

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

i3 Academy opened its doors to k-5 students in the Fall of 2020. It has since expanded to 6th grade and currently serves approximately 520 students on two campuses in the Woodlawn community. The i3 Academy student population consists primarily of students zoned for Birmingham City Schools within the Woodlawn community and its surrounding neighborhoods. Students enrolled are generally reflective of the Woodlawn community in race, ethnicity, and socioeconomic status. Within the four neighborhoods of Woodlawn there are a total of 5,935 residents. Of these residents, 18.6% have no high school degree or equivalency. In Woodlawn, 30.9% of households earn less than \$15,000 compared to 22.7% in the city of Birmingham. The unemployment rate in Woodlawn is 11%, compared to 7.4% in the City of Birmingham (U.S. Census Bureau, 2018). The most significant challenges that the school faces stem from the relatively high concentration of students living in poverty. Educational outcomes of students in poverty are impacted by a range of factors including presence of toxic stress, lack of enrichment opportunities, poor school attendance, limited access to professional role models, limited parental educational attainment, and poor early access to literacy (Rothstein, 2008). The community at large and various community organizations are deeply invested in the new charter school providing incredible opportunities for growth and continuous improvement for all stakeholders. Likewise, the teachers and support staff are invested in the mission and vision of the school and provide overwhelmingly positive feedback on school surveys.

Notable Achievements and Areas of Improvement

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

In the fall of 2020, i3 Academy became the first charter school in Birmingham, Alabama, creating an additional option for elementary students zoned for Birmingham City Schools. The monumental undertaking itself is a notable achievement built upon many smaller, but no less notable achievements, such as fully staffing the school, building a 21st century elementary school building with open-concept designs, providing 1:1 technology for students and teachers, implementing high-quality curriculum, providing enrichment opportunities for students, starting programs from scratch, and investing in social-emotional learning. Still further, this fall, i3 Academy expanded to a second campus and added a 6th grade to the student body. Again, this tremendous undertaking is notable for the speed and precision for which the implementation was executed. Though the institution has made incredible progress in its first year, there is still much work to be done. For our continuous improvement plan we have developed three main objectives for the near future: 1) Implement high quality curriculum and materials to increase overall academic achievement and narrow the academic achievement gaps; 2) Invest in SEL skills and implement high quality SEL curriculum to improve overall culture/climate, student behavior, and conflict resolution; 3) Implement Standards Based Grading and provide opportunities for student exploration and leadership to increase student ownership of learning.

District/School of Education Purpose

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

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

contain essential resources you will need (people, time, funding, technology, facilities, etc.).

i3 Academy's Vision: We envision a world in which all learners excel in a global society. i3 Academy's Mission: Our mission is to empower learners to be agents of change for the problems they see in their world. i3 Academy's Values and Beliefs: 1) If students fail, we all fail. 2) Decisions are informed and strategic. 3) Embrace differences. Many minds are better than one. 4) Celebrate student voice through rigorous engagement. 5) Access and opportunity drive achievement. 6) Exploration is the beginning of understanding. 7) ALL means ALL.

Additional Information

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

N/A

B. Stakeholder Involvement

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

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

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

First and foremost, we put together a "technology team" that is responsible for developing, writing, and implementing the technology plan. The core team is made up of technology integration specialists, administrators, and teachers, chosen based on their expertise, as well as a parent representative. To solicit input from a variety of stakeholders, surveys and focus groups are conducted to gain insight and further develop the plan. A needs assessment was conducted utilizing the Alabama Educator Technology survey as well as internal technology surveys. The technology plan was sent to the team for revisions and feedback.

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

Martin Nalls - Head of School Dylan Ferniany - Curriculum and Instruction JohnMark Edwards - Technology Integration Specialist Krystal Wright - Technology Integration Specialist Tara Bensinger - Media Specialist Tj Nguyen - Teacher Tanesha Sims - Parent

3. Explain how the final plan was/will be communicated to all stakeholders and the method and frequency in which stakeholders will receive information on the status of activities and progress during the year.

The technology plan will be communicated to all faculty and staff during a whole faculty meeting. The technology plan will also be presented at a board meeting. And lastly, the technology plan will live on the i3 Academy website, available to all who are interested.

C. Technology Diagnostics

Data Sources & Funding Sources

1. **Data Sources.** Select all sources of data used for planning. (Check all that apply)
If Other selected, enter in comments.

- Board of Education Actions
- Compliance Monitoring Reports**
- Continuous Improvement Plan**
- Discipline and Attendance Reports**
- Educate Alabama Data
- End-of-Course Assessments
- Federal Government Regulations**
- Formative Assessments
- Graduation Rates
- Inventory & Infrastructure Report - Fast and Easy Access to Network, and Availability of Technology**
- School of Education (SOE) Accreditation Reviews/Reports
- Principal Walk - Through Checklist
- Professional Learning Evaluations, Lesson Plans**
- SpeakUp Data
- State Government Regulations**
- Student Achievement Data**
- Technology Program Audit, Etc.
- Alabama Educator Technology Survey**
- Other (enter in comments below)

COMMENTS

2. **Funding Sources.** Select the most probable Funding Sources for each activity.

(Check all that apply).

If Other selected, enter in comments.

Annual Giving Fund

Booster Fund

Capital Improvement Fund

Career Technical Funds

■ District Funds (Local Funds)

Endowment/Memorial Fund

Financial Aid

General Fund

Perkins

Scholarship Fund

School Council Funds

■ State Funds

Title I, Part A

Title I, Part C

Title I, School Improvement

Title I, Schoolwide

Title I, School Improvement Grant (SIG)

Title II, Part A

Title III

Title IV, Part A

Title IV, Part B

■ USAC Technology

No Funding Required

■ Other (enter in comments below)

COMMENTS

Other: Cooper Foundation, CSP Grant Funds, and Philanthropic Donations

D. Needs Assessment

Use the needs assessment to write your objective and activities in section E. Alabama Technology Plan Goals and Activities.

Technology Program Areas

1a. **Technology Infrastructure** - WAN, LAN, wireless access points, network switches, etc.

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

Strengths: Both campuses utilize a firewall that is reviewed each year by the school administrative team and technology department (Meetings). Wireless speed is good quality and reliable for 77% of survey participants (Survey). We maintain an IT Help Desk that remains responsive to educator technology needs (IT Help Desk). Needs: Wireless speed was inconsistent for 19% and poor quality for 4% of survey participants (Survey). We need to evaluate the need for additional access points on both campuses. Data Sources: IT Help Desk Tickets, Alabama Educator Technology Survey, Tech Team Meetings

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

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

Strengths: 96% of teachers reported they have sufficient access to online digital resources aligned to the online Alabama Course of Study Standards (Survey). 92% of teachers reported they have sufficient access to digital devices and tools to effectively integrate technology into their teaching (Survey). Inventory is organized on an asset management system (Asset Tiger). Needs: 77% of teachers reported that they are interested in learning more about planning and implementing a 1-1 (device to student ratio) initiative in their classroom (Survey). IT support is needed to manage the technology inventory (Meetings). Data Sources: Inventory Report, Alabama Educator Technology Survey, Tech Team Meetings

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

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

Strengths: 89% of teachers report that they routinely/frequently promote and model digital etiquette and responsible social interactions related to the use of technology and information (Survey) 85% of teachers report that they routinely/frequently address the diverse needs of all learners by providing equitable access to appropriate digital tools and resources (Survey) 77% of teachers report that they routinely/frequently model creative and innovative thinking and inventiveness using digital resources and tools (Survey) Needs: 43% of teachers report that they occasionally/rarely plan lessons that teach digital literacy (Survey). Data Sources: Alabama Educator Technology Survey

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

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

Strengths: 88% of teachers report that they believe the district provides useful professional development in the area of effectively using digital tools in the classroom (Survey) 85% of teachers report that they are able to attend a sufficient number of professional learning sessions to help them successfully integrate technology and digital resources into their classrooms (Survey) 81% of teachers report that they use technology professional development often (Survey) Monthly "Tech Talks" provided to all faculty and staff Needs: Offering technology opportunities to the community to promote digital competency and efficacy (Meetings). Data Sources: Tech Talk Agenda/Minutes, Alabama Educator Technology Survey, Tech Team Meetings

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

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

Strengths: 89% of teachers report that they routinely/frequently promote and model digital etiquette and responsible social interactions related to the use of technology and information (Survey) 77% of teachers report that they routinely/frequently model creative and innovative thinking and inventiveness using digital resources and tools (Survey) Needs: 34% of teacher report that they occasionally/rarely plan activities that promote individual and collaborative student reflection using digital communication tools (Survey). Data Sources: Alabama Educator Technology Survey, Tech Team Meetings

1f. Teacher Use - Productivity - how teachers use technology for increased productivity

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

Strengths: 80% of teachers report that they routinely/frequently provide their students with multiple ways to demonstrate learning and mastery, utilizing various forms of technology to administer formative and summative assessments (Survey) 84% of teachers report that they routinely/frequently plan and collaborate with colleagues either face-to-face or virtually with digital tools (Survey). 80% of teacher report that they routinely/frequently use technology to communicate with students, parents, and others using digital tools (Survey). Teachers have access to MacBooks and our Learning Management System along with several software tools to utilize to increase productivity (Meeting). Needs: Develop and implement processes and procedures to increase workflow (Meeting). Data Sources: Alabama Educator Technology Survey, Tech Team Meetings

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

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

Strengths: School leaders have access to MacBooks and our Learning Management System along with several software tools to utilize to increase productivity. Needs: Develop and implement processes and procedures to increase workflow (Meeting) Data Sources: Alabama Educator Technology Survey, Tech Team Meetings

1h. Other (Optional)

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

N/A

Professional Learning

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

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

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

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

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

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

1:1 iPad Initiative/Implementation Delivery Method: Face-to-Face and online Time: 5-10 hours for core training and ongoing training as needed Who will attend: teachers, administrators, paraprofessionals Who will present: tech specialists Develop Digital Citizenship Delivery Method: Face-to-Face and online Time: 1-3 hours for core training and ongoing training as needed Who will attend: teachers Who will present: tech specialists Apps to Boost Productivity Delivery Method: Face-to-Face and online Time: 1-3 hours for core training and ongoing training as needed Who will attend: teachers, administrators, paraprofessionals Who will present: tech specialists Technology for the Community Delivery Method: Face-to-Face and online Time: 1-3 hours Who will attend: teachers, administrators, paraprofessionals, parents Who will present: tech specialists

Inventory

3. **Inventory** - The Technology LEA Inventory will be completed in a spreadsheet. A link will be provided by your regional contact.

● **I certify that I have completed the Technology LEA Inventory.**

I have not completed the Technology LEA Inventory.

ATTACHMENTS

Attachment Name

 [2021 i3 Academy Technology Inventory](#)

Infrastructure

4. Infrastructure - Describe how your infrastructure and inventory supports student achievement at all locations. Use the following terms as headings in your description:

- **WAN Infrastructure**
- **LAN Infrastructure**
- **Connectivity**
- **Bandwidth**
- **Internet Access**
- **Information Security & Safety**
- **Digital Content, and Digital Tools**

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

WAN Infrastructure i3 Academy has a full gigabit intra-network across the district with Metro-E fiber to all locations. LAN Infrastructure All locations are outfitted with full gigabit backbone switches with Wireless N coverage throughout. All access points within AC after this current eRate cycle. Connectivity All locations allow wireless network access for all students and personnel on the Wireless N/AC network. A plan is in place to have one access point in every academic area within the next two years utilizing eRate and local funds. Bandwidth The i3 Academy main internet connection is currently 1Gbps. Bi-monthly, the technology district leaders meet to review and discuss the bandwidth usage with the additional mobile devices added each year to ensure productive connectivity. Internet Access All sites have full connectivity to the Internet through the wired and wireless infrastructure. Information Security & Safety i3 Academy uses technical, physical, and policy controls to maintain information security and internet safety in compliance with state and federal laws and regulations. Digital Content i3 Academy provides access to digital content that meets the district's and school's continuous improvement plan. Requests for reviews of websites that are blocked based on categories determined by each school administration team are reviewed with school administrators, curriculum and instruction, and technology within 24 hours of the request. Digital Tools i3 Academy provides access to digital tools that meets the district's and school's continuous improvement plan.

Data Compliance

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

Must attach a copy of the policy.

We are currently in the process.

ATTACHMENTS

Attachment Name

 Draft - Data Governance and Use Policy

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

Must attach a copy of the procedures.

We are currently in the process.

ATTACHMENTS

Attachment Name

 Draft - Data Governance and Use Policy 2

Virtual School Plan

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

Must attach a copy of the policy.

N/A

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

- ACCESS
- Vendor (enter vendor name in comments below)
- Other (enter in comments below)**

COMMENTS

N/A

E. Alabama Technology Plan Goals and Activities

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

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

Step 1: Download and complete the [Alabama Technology Plan Goals and Activities spreadsheet](#).

Step 2: Upload Alabama Technology Plan Goals and Activities spreadsheet.

- I have completed and uploaded the [Alabama Technology Plan Goals and Activities spreadsheet](#).

- I have not completed or uploaded the Alabama Technology Plan Goals and Activities spreadsheet.

COMMENTS

ATTACHMENTS

Attachment Name



[2021-2022 Alabama Technology Plan Goals and Activities](#)

F. Surveys

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

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

I certify

I do not certify

COMMENTS

G. District Assurances

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

Assurances Document

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

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

- I have completed and uploaded the Alabama Technology Plan District Assurance.

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

ATTACHMENTS

Attachment Name

- [Signed Assurance Page](#)

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>2021 i3 Academy Technology Inventory</u>		• D.3
 <u>2021-2022 Alabama Technology Plan Goals and Activities</u>		• E
 <u>Draft - Data Governance and Use Policy</u>		• D.5
 <u>Draft - Data Governance and Use Policy 2</u>		• D.6
 <u>Signed Assurance Page</u>		• G