

Anniston City District Technology Plan 2019-2020

ALSDE District Technology Plan 2019-2020

Anniston City Board of Education

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TABLE OF CONTENTS

A. Executive Summary	3
B. Stakeholder Involvement	6
C. Technology Diagnostics.....	8
D. Needs Assessment	10
E. Goals, Objective and Activities	15
F. Surveys	16
G. District Assurances	17
Attachment Summary.....	18

ALSDE District Technology Plan 2019-2020

A. Executive Summary

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

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

Description of the School District/School

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

Anniston, Alabama is located at the southernmost point of the Blue Ridge Mountains, a section of the world-renowned Appalachian Mountains. Traversing the city via Veterans Parkway, the city's new bypass, or Quintard Avenue, the city's most popular thoroughfare, citizens and visitors cannot help but marvel at the majestic views that surround them. Anniston has a rich cultural and civil rights history and is known mostly as the home of Fort McClellan, a military base that was closed in the early nineties. The city's civil rights history became even more prominent recently when the city received the designation for the Freedom Riders National Monument. The monument will include the bus station and the bus burning site, areas made famous by the Freedom Rider bus attack of 1961. According to a 2015 estimate, more than 22,000 people reside in Anniston. Anniston City School System consists of six schools and serves approximately 1800 students in grades pre-kindergarten through twelfth grade.

Name of School	Grades Served	Totals
Cobb PK Academy	Pre-K	186
Tenth Street Elementary	K-5	294
Randolph Park Elementary	K-5	323
Golden Springs Elementary	K-5	318
Anniston Middle School	6-8	347
Anniston High School	9-12	432

Students attending our schools all live within the attendance zones that cover the city's 46 square miles. Although 90% of the school district's enrollment is African-American, the city's demographics include 43% Caucasian, 52.5% African American and 4.5% other ethnicities. Since the mid-nineties the school district has experienced a consistent decline in enrollment. The enrollment was primarily the result of families seeking better educational outcomes in one of Calhoun County's four other public school systems or in one of the county's five private/parochial schools. All of our district's students receive free lunch, provided through a government grant, and a large majority of them live in one the eleven community housing areas overseen by the Anniston Housing Authority. Despite various challenges, the district continues to pursue initiatives that allow its students to achieve college or career readiness before graduating from Anniston High School. The Anniston City School System employs 150 certificated staff housed in six schools and the central office. A positive complementary relationship with Jacksonville State University, Gadsden State Community College and other nearby two or four year college, allows the district to continually transform its teaching staff. Employees enjoy robust professional development offered by education partners and our schools serve as training grounds for the various practicum and internship experiences required by higher education institutions. Despite the challenges presented by poverty, meager resources, and financial instability, our employees work hard to keep students safe, focused and engaged. Anniston is on track to empower its students to WIN!

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.

We are completely 1:1 at our high and middle schools. At our elementary schools we have purchased a cart of 50, and are working towards providing all schools with one or more carts. We are also looking for budget viable tablet options for the Pre-K Academy. We have wifi access in all instructional areas to support our 1:1 effort. All of our high school teachers have been issued a new desktop for classroom use. We replaced all non-functioning projectors in most locations. Much more has been done over the last three years to upgrade closet cabling, and upgrading to fiber runs between switches. Almost all of our switches have been upgraded and replaced at all locations. Our mbps has been upgraded to 50 mbps at our high school, 250 mbps at our middle school, and 100 mbps at all other locations. Alabama Super Computer has updated all of our routers in the Fall of 2019. We were approved for our 2019 E-Rate, and we have work scheduled to improve our cabling going from our patch panels to our data/voice switches and redoing some cable runs. We are also configuring a caching server to further improve our upload/download speed at Anniston City Schools. The main high school has 2 interactive panels in the testing/conference areas, and recently we have updated almost all Career Tech. classes to interactive panels. Our desire is to surplus our white boards (smart boards), projectors, etc., and upgrade to interactive panels in all instructional areas, and also our Anniston City Board of Education, Boardroom. We have some robotics and coding classes already under way at our high and middle school, but we are making plans, using grant money to branch out to all of our elementary schools this year. Our Career Tech program currently offers the following programs and certifications:

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.).

Values/Beliefs for Anniston Technology: It is our belief that we are preparing students for jobs in technology that may not even exist today. To that end; we strive to not only provide sufficient access to 1:1 technology, but also empower educators with the tools to enhance their instruction through technology. **Mission of Anniston Technology:** Our mission is to provide technology and technological experiences that will improve collaboration, communication, creativity, and enhance critical thinking skills. Our hope is that the skills Anniston Students will learn, will set them on a path to be beyond college or career ready. **Vision of Anniston Technology:** Our vision is to create college or career ready students with the 21st Century tools it will take to be successful in the ever changing digital world.

Additional Information

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

ATTACHMENTS

Attachment Name

 [ACS-Alabama Technology Goals, Objective, and activities for Tech Plan 2019-2020](#)

B. Stakeholder Involvement

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

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

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

The stakeholder's information was gathered in a variety of ways. Our first source of information concerning technology and technology use; came from our Alabama Educator Technology Survey. The survey was shared in April via an email link, and we had 88 respondents from our six schools. This gives us the biggest snapshot of what technology tools and techniques, teachers and administrators were utilizing at each location. This will also be the main source for building our objectives. The second means of engagement was to our parents, and this was done in the form of a "Town Hall Meeting", and parents were able to ask pertinent questions concerning our technology efforts as a district. The final means of engaging our Stakeholders, came from a survey sent to students. the survey was used to gauge the use of technology, but also the ongoing interests the students might have in the area of technology.

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

School Tech SOS's Anniston High-Ruben Mitchell Anniston High-Kristi Shelton Anniston Middle-Christopher Holder Cobb PK Academy-Chekesha Morris Golden Springs Elementary-Sharon Caldwell Randolph Park Elementary-Shamika Wright Tenth Street Elementary-Nikki Haney Administrators Kim Garrick Phillip Posey Marlon Jones Board Members Dr. D. Ray Hill Robert Houston Rebecca Brown Parent Representative Timeka Palmore Student Representatives AMS Representative Darius English (AMS student representative) AHS Representative Kujan Bowie (AHS student representative) I would like to formally invite you to be a part of the 2019-2020 Technology Committee for Anniston City Schools. You have been chosen because of your esteemed position in our organization, and (or) your knowledge of technology and technology integration. We value your opinion and feedback, so we hope that you will consider serving. Some of the issues we hope to conquer are: Updating our Data Governance Policy The vision for ACS over the next five years Student and parent surveys to help drive our vision for ACS Technology We will meet in a variety of ways: Via Google Hangouts and Drive documents, Face-to-face meetings at the Central Office Board Room, and via feedback you may be asked to give in confidential surveys. Please indicate your acceptance of this position on our team, by responding to this email. Thank you again for everything that you do.

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 final plan will be shared via a Google Drive link, sent to all of Anniston City Schools. The Technology Plan will also be printed out and distributed to each individual school to have a hard copy available for any interested parties to peruse at their discretion. The main goals and objectives will be turned into a quick reference sheet, and this same reference sheet, will be shared via our website annistonschools.com, and we will share a link to this information on social media. Because parts of our plan will be very definitive and others broad, a newsletter will be provided to all schools at the close of our school year, sharing our progress at that time and next steps. It will also be shared via email for stakeholders who have provided an email address to our student information system.

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

District created survey, and town hall meetings.

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

We are soliciting donors to our 1:1 program.

D. Needs Assessment

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

Technology Program Areas

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

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

A.) Needs:Virtualization of all existing servers. Upgrading all existing Windows 7 OS to minimum OS 10. New carrier and system for VoIP, and moving from the Ruckus to Cisco managed switches. Unable to manage the Ruckus switches for the VoIP.B.) Strengths:Strong, consistent wifi access with existing AP's, easy to read dashboard.New cabling upgrades and fiber runs, begun and continuing in all school locations.Cisco Switches are fast and reliable, and the dashboard is easy to manage.C.) Data Sources:Technology Walk-throughsTechnology InventoriesCustomer FeedbackSwitch DashboardsDistrict 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

A.) Needs1:1 Chromebooks or tablets for grades PK-5.Interactive panels in all instructional areas.Rollover/Failsafe for VoIP phone system or upgrade of entire system.Antennae for Randolph Park phone receptionB.) StrengthsWe are 1:1 at the middle and high school with ChromebooksWe have interactive panels in the high school testing room, and 8 locations in Career Tech.Most all instructional areas have a dedicated phone.We use GoGuardian an efficient program to monitor Chromebook activity in classrooms and at home.C.) Data SourcesTechnology InventoryRegional Technology MeetingsTrends in neighboring districtsDirect teacher/principal conversations

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

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

A.) NeedsEnsuring all students can master and or exceed the Alabama Digital Literacy and Computer Science Course of Study at each level.Greater access to S.T.E.M., and technology classes of student interest at all levels.Coordinating Coding and Robotics classes and competitions at all school levels.That digital citizenship information has been offered to all students.Broader reach and options for our Career Tech Classes.B.) StrengthsThere is coding and robotics classes at the middle and high school levels. We have several grant opportunities that will further the mission of having robotics in all schools by the end of 2019.We have offered a S.T.E.M. Camp through our Career Tech. for several summers.We gave Digital Backpack grants to five schools last year. This included programmable Sphero robots.All schools if not 1:1, are equipped with Windows 10 desktops in all labs and libraries.We offer many options at our Career Tech, some are our Culinary Arts, Welding, Electrical, Fire School, a CNA program, as well as several certifications.C.) Data SourcesDistrict MeetingsRegional, and National MeetingsTechnology Inventory

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

A.) Needs Powerschool Trainings for all teachers and administration. Alabama Computer Science-Digital Literacy Standards Cybersecurity/Phishing Training Online Professional Development Program
 B.) Strengths 90% of our employees have had Google Suite training The middle and high school are using Google Classroom as their LMS. We have e-learning opportunities becoming available. We have access to videos from PowerSource for the new Powerschool SIS.
 C.) Data Sources State Memorandum's and trainings Technology Regional and National Meetings Technology Trainings

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

A.) Needs Sufficient access to digital devices and tools to effectively integrate technology into their teaching. Comprehensive SAMR training for all teachers Google Trainings for all employees, with the end goal of having everyone become Google Certified and actively using Google Classroom as their primary LMS.
 B.) Strengths We have a high number of teachers who say that they model creative and innovative thinking and inventiveness using digital resources and tools. Our middle and high school is using Google Classroom with students. Our teachers are routinely using technology to effectively communicate with parents.
 C.) Data Sources Alabama Educator Technology Survey Direct communication Google Analytics

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

A.) Needs Website Teacher Pages More consistent use of the Blackboard Notification System and use of its Smore Newsletter feature. Use of Clever for our district passwords for commonly used programs.
 B.) Strengths Use of email and other programs, such as Remind and Class Dojo to communicate with parents. All teachers have a website login that they have been using to look at curriculum materials All programs that partner with Clever have been uploaded.
 C.) Data Sources Alabama Educator Technology Survey Website Trainings Clever Trainings

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

A.) Need To be well-versed in using Google for productivity purposes. To be well-versed in ways to utilize Blackboard Mass Notification to engage parents. To have all administrators to become proficient in using a Chromebook. To learn ways to get more out of their Gmail experience by learning to adequately use Google Calendar, Google Chat, and all other Google products for productivity
 Acquisition of a product such as EBoard to streamline Board Meetings.
 B.) Strength Everyone can communicate via email. Some district and school reminders are sent out via Blackboard Mass Notification. Some use of Google Drive to share out items to our district.
 C.) Data Sources Alabama Educator Technology Survey Observations BMN Analytics Google Analytics District Meetings

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

Professional Learning

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

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

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

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

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

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

Powerschool-Delivery Method: Face-to-face, some hybrid, webinars Time: 12+ hours Audience: All faculty and administration. Presenter: Technology Coordinator, Lead Teachers, Principals, Administrators, Counselors, Secretaries. Alabama Digital Literacy and Computer Science Course of Study (unwrapping and meeting the standards). Delivery Method: Face-to-face Time: 6+ hours Audience: All faculty and administration Presenter: J.S.U.-T.I.M, Technology Coordinator, webinars. Website Trainings and Blackboard Mass Notification Tool Delivery Method: Webinar, Face-to-face Time: 3+ hours Audience: All faculty and administration Presenter: Blackboard, Technology Coordinator, Tech S.O.S. Clever Trainings Delivery Method: Webinars, Face-to-face Time: 2+ hours Audience: All faculty and administration Presenter: Off site presenter, Technology Coordinator, Tech S.O.S. SAMR Training Delivery Method: Face-to-face Time: 6+ hours Audience: All faculty and administration Presenter: J.S.U -T.I.M., Technology Coordinator, Tech S.O.S. Cybersecurity/Phishing Delivery Method: Webinars, Face-to-face Time: 2 hours Audience: All faculty, staff, and administration Presenter: Off-site presenter, webinar, Technology Coordinator. Google Classroom and Google Certification Delivery Method: Face-to-face Time: 6+ hours Audience: All faculty and administration Presenter: J.S.U-T.I.M., Technology Coordinator. Data Governance Delivery Method: Webinars, Face-to-face Time: 2 hours Audience: All faculty, staff, and administration Presenter: Off-site presenter, webinar, Technology Coordinator.

Inventory

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

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

See attached

ATTACHMENTS

Attachment Name

 [LEA Inventory 2019-20_Anniston](#)

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.

WANOur internet access is provided by Alabama Supercomputer. We have a 1 gig fiber backbone to each school, that allows fast access across our domain and our active directory. We are currently running on Cat 5 wiring and fiber runs to each switch closet, but looking to upgrade to Cat 6 as well as fiber, in the near future. We have been in the process of upgrading our infrastructure. We have new Xirrus AP's, and switches before each run of cabling and/or fiber. This supports our desktop speeds and our POE AP's provide above average coverage for all of our wireless devices. This enables students and teachers to download and view online content at quick speeds.LAN/ BandwidthOur LAN is 10 meg/1 gig internet that we hope to upgrade. This enables students to connect quickly in a wired or wireless environment, regardless of school location. Our ASC provided speeds are 100mbps at all elementary locations, 250 at our middle school location (core), and 250 at our high school where we have our ACCESS Lab.Connectivity/Internet AccessWe currently have wireless in all instructional areas. Our district has secured E-Rate on an on-going basis, and we have continued to upgrade wiring, fiber, patch panels, switches, etc. We will also deploy a cache server this winter, to ensure our speeds will be maintained, even as we move towards online accountability testing. Information Security & SafetyThe security of our network is very important; that is why we have earmarked EATF funds to virtualize all existing servers. Our firewall between the outside world and us, is provided by and maintained by Alabama Supercomputer. We are also utilizing their free version of iBoss as an added protection for a content filter. We utilize Sophos for our virus protection, GoGuardian on all Chromebooks, and Slate XP for Windows. I am currently looking to streamline our programs to make sure we are utilizing all products to their fullest potential. Our goal is to provide a safe learning environment for teachers and students to explore in an online environment, without fear of viruses, malware, or other issues. We are working on providing training on cybersecurity/phishing techniques to all of our people.Digital Content/Digital ToolsWe are up-to-date on textbook adoptions, and having access to digital content, has been a high-ranking component when deciding on a company. All of our textbooks include some type of online companion.The upgrades we are and have made to our infrastructure, will allow more opportunities for the use of technology to assist in improving student achievement. Our district has many digital tools to include: interactive panels, chromebooks, windows desktops and laptops, some ipads, smart boards, document cameras, CPS clicker systems, projectors, 3-D printers, poster makers, printers, an embossing machine, Sphero robots, Vex robots, but the real need is for more teacher professional development at all levels, and more

widespread access for students to actually utilize our technology in a meaningful way that will impact their life.

Data Compliance

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

Must attach a copy of the policy.

We are in the process of updating our Policy Manual, and Data Governance is among those to be approved. I am uploading a copy, but it has not been approved as of date of upload 11/10/2019.

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

Must attach a copy of the procedures.

See attached.

ATTACHMENTS

Attachment Name



[A.C.S. Data Governance Policy](#)

Virtual School Plan

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

Must attach a copy of the policy.

See attached. Here is the policy I was provided. I will need to check within the policy that is up for adoption.

ATTACHMENTS

Attachment Name



[ACS virtual.pdf](#)

E. Goals, Objective and Activities

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

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

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

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

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

ATTACHMENTS

Attachment Name

 [ACS-Alabama Technology Goals, Objective, and activities for Tech Plan 2019-2020](#)

F. Surveys

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

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

- I certify
- I do not certify

G. District Assurances

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

Assurances Document

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

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

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






ATTACHMENTS

Attachment Name



ACS District Assurances

Attachment Summary

Attachment Name	Description	Associated Item(s)
 A.C.S. Data Governance Policy	A.C.S. Data Governance Policy	• D.6
 ACS District Assurances	ACS District Assurances Tech. Plan 2019-2020.	• G
 ACS virtual.pdf	ACS virtual.pdf	• D.7
 ACS-Alabama Technology Goals, Objective, and activities for Tech Plan 2019-2020	ACS-Alabama Technology Goals, Objective, and activities for Tech Plan 2019-2020	• A.4 • E
 LEA Inventory 2019-20_Anniston	LEA Inventory 2019-20_Anniston	• D.3