**(5.) Review and Approval Workflow**

**FY 14 Timeline:**

The Technology Plan for the first year is due November 18, 2013. A suggested Timeline follows:

August: The Technology Coordinator selects a two-week window and makes Transform2020 surveys available to all personnel during this time. (Additional surveys may also be used.)

September: The Technology Coordinator closes the surveys, and gathers the data for the Technology Planning Team and the Core Writing Team.

 The Technology Coordinator convenes a meeting of the Technology Core Writing Team and other interested stakeholders to prepare a draft of the Technology Plan. (Note: The first year will entail more time for this process; succeeding years will require less time because the plan will be updated, or evaluated for progress, and activities added, removed, or edited.)

October: The Technology Coordinator convenes a meeting of the Core Writing Team to present the Technology Plan to the Technology Planning Team for input and edits.

 ALSDE takes Data Snapshots of surveys on October 1, 2013.

 The Technology Coordinator incorporates the Technology Planning Team input and edits.

November: The Technology Coordinator presents the Technology Plan to the Technology Planning Team, and any additional final edits are completed.

 The Technology Coordinator and Planning Team presents the plan to the Board for approval.

November 18: The Technology Coordinator submits the final plan online (along with the assurances form signed by the Superintendent) and works with their assigned Technology Initiatives representative to ensure all elements are present.

 All communications regarding edits, notes, suggestions, etc., will be available online for easy access by the Technology Coordinator.

December-

January: The Technology Initiatives staff will approve plans using the Technology Plan Checklist.

February: ALSDE staff analyze Survey and Inventory Data and prepare reports for the State Board of Education; Aggregate Data is filtered to Districts for comparisons with statewide data, as needed.

**FY 15 Timeline:**

The Technology Plan is due each year by September 15. A suggested Timeline follows:

March: The Technology Coordinator selects a two-week window and makes Transform2020 surveys available to all personnel during this time. (Additional surveys may also be used.)

April: The Technology Coordinator closes the surveys, and gathers the data for the Technology Planning Team and the Core Writing Team.

 The Technology Coordinator convenes a meeting of the Technology Core Writing Team and other interested stakeholders to prepare a draft of the Technology Plan. (Note: The first year will entail more time for this process; succeeding years will require less time because the plan will be updated, or evaluated for progress, and activities added, removed, or edited.)

May: The Technology Coordinator convenes a meeting of the Core Writing Team to present the Technology Plan to the Technology Planning Team for input and edits.

 ALSDE takes Data Snapshots of surveys on May 1 of each year.

June-July: The Technology Coordinator incorporates the Technology Planning Team input and edits.

August: The Technology Coordinator presents the Technology Plan to the Technology Planning Team, and any additional final edits are completed.

 The Technology Coordinator and Planning Team presents the plan to the Board for approval.

September: The Technology Coordinator submits the final plan online (along with the assurances form signed by the Superintendent) and works with their assigned Technology Initiatives representative to ensure all elements are present.

 All communications regarding edits, notes, suggestions, etc., will be available online for easy access by the Technology Coordinator.

October-

November: The Technology Initiatives staff will approve plans using the Technology Plan Checklist.

December-

February: ALSDE staff analyze Survey and Inventory Data and prepare reports for the State Board of Education; Aggregate Data is filtered to Districts for comparisons with statewide data, as needed.

**Assurances**

By signing the Submission Form, the Superintendent of each District verifies that the items listed below are contained within the plan.

The \_\_\_\_\_ Technology Plan contains at a minimum the following elements:

1. Clear goals and realistic strategies for using telecommunications and information technology to improve education. (E-Rate)
2. Professional development strategies that ensure that all teachers and administrators know how to use these new technologies to improve education. (E-Rate)
3. A needs assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education. (E-Rate)
4. An evaluation/monitoring process that ensures progress toward the specified goals and mid-course corrections are made in response to new developments and opportunities as they arise. (E-Rate)
5. The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements. (Y/N with optional narrative) (CIPA)
6. The necessary maintenance and support contracts are in place to maintain technology equipment/infrastructure.
7. The technology infrastructure (digital resources, hardware, the network, instructional and technical support staff) is linked directly to the improvement/enhancement of student learning.
8. Every principal has a written implemented process (that is documented) in place to assure technology integration is occurring in every classroom.
9. Strategies and documentation that students will be digitally literate and understand the ethics of technology use by the end of the 8th grade.
10. The technology program supports the development of students’ 21st C. skills that include critical thinking/problem solving, collaboration/teamwork, and communication.
11. Digital tools, online teaching/learning resources, and fast and reliable Internet access are readily available for all PK-12 students to use to help them meet Alabama’s College and Career-Ready Academic Standards.
12. Strategies are in place and documented to ensure that beginning in 9th grade, every student will participate in at least one online/technology-enhanced experience prior to graduation, OR complete an online course (unless an exception is documented through the student’s IEP).