

**Bullock County Schools ALSDE District Technology Plan
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ALSDE District Technology Plan 2019-2020

Bullock County Board of Education

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TABLE OF CONTENTS

A. Executive Summary	3
B. Stakeholder Involvement	7
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?

Bullock County is a small historic town located in southeast Alabama. Bullock County is less than an hour's drive from several cities, including Montgomery, Auburn, Troy, and Eufaula. Bullock County is known as the Bird Dog Field Trial Capital of the World. Each year, Bullock County hosts an amateur bird dog field trial, at Sedgefield Plantation. Bullock County's school system, located in the heart of Union Springs, currently hosts more than 1,403 students. The central Alabama climate is excellent for year-round outdoor activities, and the area has some of the best hunting and fishing in the South. Deer, fox, quail, dove, and turkey are harvested in this very active hunting community, and local lakes have produced record catches of bass, bream and catfish! Visitors also come to Union Springs for its annual festivals, including the Chunnenugee Fair (April) and Veterans Day (November), as well as to tour the historic town. Currently, Bullock County's total population is 10,138. Bullock County has an unemployment rate of 5.2 %. The county has seven major industries (four of which are new) for employment. Many of our citizens commute to surrounding counties for employment opportunities. The average commute for citizens is 26.0 miles. The County's poverty rate is 34.4%, and the median household income is \$29,555. Bullock County High School is the only high school in the Bullock County School District. It is separated into two distinct campuses: Bullock County High School and Bullock County High School Career Tech Center. The Career Tech Center has eight programs available for students and students are transported between the three campuses daily. The high school currently houses grades nine through twelve. During the 2007- 2008 school term, Bullock County High School participated in the Southern Association of Colleges and Schools accreditation process and was awarded SACS accreditation. Currently, Bullock County High School is participating in district-wide accreditation process. Students are enrolled in dual enrollment credits through University of Alabama Early College Program, Trenholm State Technical College and Wallace State Community College. Our students are offered a variety of electives on campus and through ACCESS. Through ACCESS Distance Learning, the Bullock County High School students are afforded the opportunity to take courses that the district would not ordinarily be able to offer or fund. Our administrative staff includes one principal, one career technology center administrator, one assistant principal, and one secretary. Our faculty make up is as follows: one counselor, one librarian, twelve core teachers, three elective teachers, one ACCESS facilitator, and four special education teachers. The students are served by a contracted speech pathologist that works with the students as outlined in their Individualized Education Plan. The school's staff also includes a secretary, bookkeeper, three paraprofessionals, three full time custodians, and six CNP workers. Bullock County High School has a total enrollment of 370 students. The school's population is 85% African American, 14 % Hispanics, 7% White and less than 1% Asian. The overall gender makeup of the students is 49%

male and 51% females. 100% of the students receive freelunch. South Highlands Middle School the only middle school in the Bullock County School District. In the 1960's, Bullock County experienced a growth in its total population. South Highlands Middle School was built in 1961 as a result of consolidating and closing of several rural schools. In 1971, South Highlands Middle School was designated as a Junior High School for one school term. The following year it was changed to South Highlands Middle School and housed grades five through eight. During the 1992-1993 school year, South Highlands Middle School was renamed South Highlands Elementary School, and its grades were changed to three through six. The grade change was a result of a change in grade structure at another elementary school within the county. In 2006, the school was changed back to South Highlands Middle School and the seventh grade was moved from the high school back to the middle school campus. The Bullock County School District voted to move the eighth grade back to South Highlands Middle School at the beginning of the 2012-2013 school year. It currently houses grades five through eight. One principal, one assistant principal, sixteen classroom teachers, and three resource teachers serve the student population. The instructional staff also includes a full time counselor. The counselor provides classroom guidance sessions, as well as, small group and individual counseling. South Highlands Middle School also employs a media specialist. There are scheduled activities in the library provided by the media specialist, but there are also open times when the library can be used by the students or teachers. The school's students are served by a contracted speech pathologist that works with the students as outlined in their Individualized Education Plan. The school's staff also includes a secretary, two custodians, and five Child Nutrition workers. Currently, South Highlands Middle School has a total enrollment of 477 students. The school's population is 84% African American, 15% Hispanic, and 1% White. The overall gender mix of the students is 48% male and 52% female. The pupil to teacher ratio depends on the grade. The fifth grade classes have approximately thirty-one students in each class. There is on average twenty-five students enrolled in each sixth grade class. The seventh grade has approximately twenty-seven students in each class and the eighth grade has twenty-one per homeroom. Union Springs Elementary School is a K-4 elementary school located in rural Bullock County in Union Springs, Alabama. The school has been in existence since the mid 1970's, when which two sections of the school was built. In 2000, two new wings were added to the school's structure. Two years later, a gymnasium was erected. Most recently in 2012, the latest addition, a fourth grade wing, was added to the school's existing building. Current enrollment is 612 students (which includes Pre-K students) of which 77% African American, 21% Hispanic, and less than 2% other. Of these numbers, 15% of the entire student population receives special education services, which includes speech and language and gifted education services. 100% of the student population receives free and reduced meals. The school has 31 certified personnel and 14 classified personnel. This includes 6 Kindergarten teachers, 6 First Grade teachers, 7 Second Grade teachers, 6 Third Grade Teacher, 6 Fourth Grade teachers, 5 Special Education teachers, 2 Physical Education teachers, 2 Academic Coaches, 1 Guidance Counselor, 1 Librarian, 2 Administrators, and 13 support personnel. 70% of faculty holds advanced degrees. In addition, all core area faculty members are AMSTI, ARI, ASPIRE, and CCRS trained. It is the only public elementary school in the county.

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.

The school district has made significant improvement over the last 3 years on the State Report card. In comparing 2016-2017 data to 2018-2019 data, Bullock county schools have grown 7 points, from a score of 65/D to 72/C.-Union Springs Elementary from a 61/D to 73/C-South Highlands Middle from a 58/F to 63/D-Bullock County High from 62/D to 70/C See attachment

ATTACHMENTS

Attachment Name



3 Year Report Card

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.).

Mission: The Mission of the Bullock County School System is to facilitate learning in a safe, nurturing and developmentally appropriate environments and to produce college and career-ready students. Vision: The vision of the Bullock County School System is to serve as an educational leader in the preparation of STEMS/STEAM (science, technology, engineering, arts, and mathematics) professionals, with a strong emphasis on literacy. The Bullock County Public School System will respect all students and our school curriculum will address students' individual needs, talents, and differences. We will offer enrichment opportunities that expand basic curriculum to students and community members. We will give students information and support that will aid in their understanding of the individual course requirements and the grading structure. We will treat students as a valued partner in the education process and when appropriate, give them opportunities to provide ideas into school policy, curriculum development and other issues affecting student development. Core Values: Safety, Integrity, Communication, Transparency, Commitment, Respect, Accountability, Diversity, Discipline, Financial, Stability, Continuous Improvement. Belief Statement: The following principles guide the Bullock County School System in its responsibility to provide a quality education for each child: All students can learn All children should be able to read according to developmentally appropriate grade levels The community, school and home (parents) connection is essential for a productive learning environment. A safe and physically attractive environment enhances student learning Building and strengthening relationships with stakeholders is important for the community's success. The school system should keep the community informed about about its successes and challenges. Every student is a valued individual with unique intellectual, physical, social and emotional needs. Teachers should be knowledgeable, prepared and motivated to facilitate quality learning experiences.

Additional Information

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

Union Springs Elementary participates in Family Math Night, Grandparents Day, Parenting Day, Parenting Workshops, Fall Fest, May Fest, 4-H, Career Day, Fresh Fruit and Vegetable Program, and student Medical Health Screenings. In addition, the school supports extracurricular activities for the students. These activities include: Girl Scouts, Cub Scouts, Bible Literature Class, Flag Cadets, and school choir. Finally, the school supports and trains parents in INOW portal so that

parents can track their child's academic, attendance, and discipline records. South Highlands Middle School was awarded a LifeSkills Training Grant. The LifeSkills Training Grant (LST) is a research-validated substance abuse prevention program proven to reduce the risks of alcohol, tobacco, drug abuse, and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors. South Highlands Middle School was also awarded the GEAR-UP Grant. The GEAR-UP Grant: -will prepare students academically for post-secondary education-aimed at students and parents for academic, career, and financial counseling-provides teachers professional development and curriculum improvement-introduce students to higher education Due to a local philanthropist, the students at Bullock County High School who are interested in becoming teachers can apply for full-time scholarships. However, upon graduating from college and obtaining certification, these future teachers will have the opportunity to return to the district and teach for at least two years. This scholarship includes tuition cost for students in grades 11 and 12 to take college courses through the University of Alabama Early College. The Early College Program provides adolescents and young teens with the confidence and skills necessary to successfully handle challenging situations. South Highlands Middle School and Bullock County High School were awarded the School Improvement Grant (SIG) in 2012 and 2015. The Bullock County School District will adopt one mascot beginning in the year 2020. All schools will be known as The Hornets.

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.).

During the months of September and August, the Bullock County School District Tech Committee team met with the Technology Coordinator. Each school's principal recommended a certified person to server on the district tech committee. The principal notified the the selected person via email that they were selected to server on the committee. The email provided an overview of the expectations of the committee member. The planning process should start with the Teacher and Administrator Technology Surveys. Each school had a change in administrators and the previous survey was never closed. Also, the district hired a new Technology Coordinator on August 21, 2018. Being so, there is no Admin survey. The teachers were given a new survey to complete and the results are entered in this tech plan. The team met and chose state objectives based on the 2020 Technology Plan, created strategies and planned activities for the District's techplan. During the meeting the tech coordinator provided the team with the necessary survey results and inventories to assist them with theirplanning.

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.).

The members of Bullock County's tech team team are listed below (by school). Union Springs Elementary School: Derrick Harris, Principal/Parent Rebecca Ivey, Assistant Principal Derrick Hurt, Media Specialist Battista Baker, General Ed Teacher (1st grade) Samantha Holmes, General Ed Teacher (3rd grade) South Highlands Middle School: Rodrick James Principal Kelia Burns, Assistant Principal Herbert McGowan- Technology Coordinator Bullock County High School Kelvin James, Principal Latresha Rogers-Mimm, Athletics Monica Lee-Pontoo, English/Parent Herbert McGowan - Technology Coordinator

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.

Once the draft was completed, the plan was presented to all parties to read and make necessary changes. After the plan was accepted by all parties, a copy is submitted to the district's office for the superintendent and school board's for approval. The final plan will be published and copies notices will be posted on the school's website and distributed to stakeholders. A copy will also be housed in the school's library for any interested stakeholders to review.

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)

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)

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 of Bullock County1. Upgrade from 2008 servers to 2016 servers for NextGen2. Upgrade school fuse boxes and add more outlets to all locations.3. Create hard wired labs in each school.4. Address outdated wiring and add more voltage to buildingsB.) Strengths of Bullock County1. Wireless Access Points in every classroom2. Currently at 100 MB of bandwidth3. Mobile laptop carts in Middle and High Schools4. Alabama Super Computer has increased the Megs up to 500 at BCHS as of 11-19-2018.C.) Data Sources1. Transform 2020 Survey2. inventory and infrastructure

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. Updated desktops for all schools in the district.2. New mice and keyboards3. Replace all of the outdated SMART Boards with digital panels.4. A full time Technology TechnicianB. Strengths1. Teachers are equipped with desktop, and some have laptops and/or a tablet2. Majority of classrooms has 3 devices for students. District has added 450 new Chromebooks 3. Majority of classrooms document cameras, a student response system, and some have Digital PanelsC. Data Sources1. Inventory & Infrastructure2. Technology Coordinator Assessment

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.) According to the survey, 15% of the teachers answered rarely or never.B.) According to the survey, only 75% of the teachers ensure 21st Century skills and dispositions to ensure school, career, and life success.C.) 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

A). According to the survey, 45% of teachers model creative and innovative thinking and inventiveness using digital resources and tools. B.) According to the survey, 42% use technology to communicate with students, parents, and others using digital tools (Digital newsletters, Smores, Remind, social media, email, etc.) C.) Technology Survey

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). According to the survey, 43% of teachers produce multi-media, web, or other presentations products to avoid making copies, and use the document camera to project one handout to the entire class. The students then work through the problems on their own paper.B). According to the survey, 78% of teachers occasionally/rarely collaborate with other students outside of the school.C). Technology Survey

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). According to the survey, 56% of teachers nor their students use AVL.B). According to the survey, 58% of teachers and their students use email to communicate.C). Technology Survey.

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). According to the survey, 38% of teachers say that they able to attend a sufficient number of professional learning sessions to help me successfully integrate technology and digital resources into my classroom.)B). According to the survey, 78% of teachers say that their principal supports and promotes integrating digital resources and tools in my classroom.)C). Technology Survey.

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

A). According to the survey, 69% of teachers and students do not use Videoconference Software.)
B). According to the survey, 76% of teachers use digital flat panels /SMART Boards daily.C).
Technology Survey

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.

A.) Face to Face/Via Video/Video Conference B). Ongoing C.) Faculty/Staff/Student D.) Technology Coordinator Google Suite
 A.) Face to Face/Via Video/Video Conference B). Ongoing C.) Faculty/Staff/Student D.) Formative Assessment Tools
 A.) Face to Face/Via Video/Video Conference B). Ongoing C.) Faculty/Staff/Student D.) . Flipping the Classroom
 A.) Face to Face/Via Video/Video Conference B). Ongoing C.) Faculty/Staff/Student D.) Classroom Coaching

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 attachment

ATTACHMENTS

Attachment Name

 [Technology Inventory 2020](#)

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 and LAN Infrastructure Bullock County School District operates on fiber optic cable. Fiber cable is ran between eight locations, including the schools and Central Office. Fiber is supplied by Union Springs Telephone Company and Alabama Supercomputer Authority. Fiber is connected to 3500 series switches at the school locations. Wireless Access Points are installed throughout the district. These AccessPoints are managed by a Cisco Wireless LAN Controller. Our servers have been upgraded to 2019 Howard servers. These servers are currently running Windows Server 2019 and controls DHCP and DNS. There is a VCS server that registers all internal devices to communicate internally through video conferencing. There are no servers to manage Mac environment. There are backup DNS servers at the school locations. Connectivity, Bandwidth School internet traffic is routed to the Central Office and out to the schools. The traffic goes through a firewall provided by Alabama Super Computer. We are currently running internet at 500 Mbps bandwidth at the high school and 250 at the middle and elementary schools.. This will be updated to 200 - 300 Mbps to accommodate initiatives at all schools. Internet Access, Information Security and Safety Internet traffic is controlled at the Central Office. Our district utilizes Alabama Supercomputer Authority for firewall, and content filtering. Internet connection is currently at 250 to

500 Mbs, and future upgrades include using a web filtering system such as Lightspeed orlboss to filter web content. All schools have an Internet Safety and Usage Policy that students and parents sign. Our Usage Policy will be updated as we continue to upgrade technology into the district. All student and teacher devices are password protected for safety. Anti-virus programs are installed on all devices, digital content and digital tools. The district uses a wide variety of technologies to achieve integration of technology into the curriculum. The students use Renaissance Learning and Edgenuity to stimulate their reading, writing, and math skills. They also, use the distance learning labs for advanced courses such as online chemistry and Spanish. The major software packages used in the classrooms are Accelerated Reader, Follett Library Systems, New Century, and Pearson Success Maker, and Edgenuity. We are a Google District, therefore everyone has access to the Google Suite. For English Language Learners we are utilizing Rosetta Stone. The hardware which continue to be purchased are iMacs, HP all in ones, Lenovo tablets, chromebooks, and other various computer hardware equipment. The Apple products enables the students to use iWeb, iDVD, iMovie, and Garage Band to display their artistic side through the use of technology. Due to the cost of associated to the Apple products, we will gear student devices towards chromebooks.

Data Compliance

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

Must attach a copy of the policy.

Yes

ATTACHMENTS

Attachment Name

 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.

Yes

ATTACHMENTS

Attachment Name

 Procedures

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.

Yes

ATTACHMENTS

Attachment Name

 [Virtual School Policy](#)

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

 [Bullock County Technology Goals](#)

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



District Assurance

Attachment Summary

Attachment Name	Description	Associated Item(s)
 3 Year Report Card		• A.2
 Bullock County Technology Goals		• E
 District Assurance		• G
 Policy		• D.5
 Procedures		• D.6
 Technology Inventory 2020		• D.3
 Virtual School Policy		• D.7