

## **ALSDE District Technology Plan 2019-2020\_06042019\_12:14**

ALSDE District Technology Plan 2019-2020

**Dale County Board of Education**

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## 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?

Dale County is located in the southeast corner of Alabama in a part of the state known as the Wiregrass. The county seat is Ozark, which is also home to the Dale County Board of Education. Most residents would agree that the single most influential force in Dale County is the presence of Fort Rucker, the home of Army Aviation. This military installation hosts a daytime population of nearly 14,000 people with almost 6,000 being uniformed soldiers and officers. Nearly 7,500 local residents are employed as civilian and contract employees while approximately 3,500 others are military families. What an incredible impact on our local economy! In addition to Fort Rucker and the town of Ozark, Dale County is comprised of the incorporated towns of Daleville, Ariton, Midland City, Napier Field, Newton, and Pinckard. Several more communities dot the rich farmland and curving rural roads. Residents of this area enjoy outdoor recreation and the privilege of living only two hours away from the beaches on the Gulf of Mexico. Local community activities such as Ozark's Claybank Jamboree and church gatherings pull people together, but school-sponsored events are the biggest overall attraction. Friday night football and afternoon baseball and softball games are a part of the rich sports heritage. The various communities pool their resources to turn out winning sports teams. Beauty pageants, barbeques, and civic projects such as Relay for Life also serve to unite the communities. The Alabama legislature created Dale County, Alabama, in 1824. The early settlers of Dale County recognized the importance of church and school. The earliest church was Claybank Church which was built in 1829. By the advent of the Civil War, small schools were operating throughout the county. Interestingly, there was even a Baptist Collegiate Institute which operated in Newton from 1898 to 1929 and served more than 10,000 students. Latest census statistics reveal the 2010 estimated population of Dale County was 49,884. The median household income in 2010 was \$44,889.00 compared to \$41,124 during the 2007 census information. The latest unemployment figures for the county stand at 8.7%. In 2007 it was 5.9%. The Dale County School system is governed by an elected superintendent and five elected board members. The superintendent serves a four-year term and board members serve six-year terms. There are four school systems in Dale County. They are as follows: Dale County Schools, Ozark City Schools, Daleville City Schools, and the Fort Rucker School. The twenty-day count of the school year 2019-20 indicates the Dale County School System enrolls approximately 3,181 students in seven schools: one unit school, two high schools, one middle school, and three elementary schools. Ariton School, a unit school, serves grades K - 12 and has an enrollment of 788 students. G.W. Long High School serves grades 7 - 12 and has an enrollment of 383 students and G.W. Long Elementary has an enrollment of 481 students in grades K - 6. Dale County High School serves students in grades 9 - 12 and has a current enrollment of 459 while its three "feeder" schools, South Dale Middle (grades 5 - 8), Midland City Elementary (grades K - 4), and

Newton Elementary (grades K - 6) serve 411 students, 403 students, 256 students respectively. Six of the seven schools in Dale County qualify as Title I schools based on percentage of economically- disadvantaged students. Economically-disadvantaged student percentages are equal to the free/reduced lunch percentages. School free/reduced lunch percentages are Midland City Elementary (80.34), Newton Elementary (67.59), South Dale Middle School (74.06%), Dale County High School (66.03%), Long Elementary School (45.13%), and Ariton School (51.88%). Overall percentage for free/reduced lunch for the system is 59.17%. Long High School is the only school that does not qualify for Title I services. They have a free/reduced lunch percentage of 38.41%. The percentages of free/reduced lunch have increased in each of our seven schools over the past several years. Eight percent of the total enrollment of Dale County student population has been identified as students with disabilities and receive services in special needs programs such as mildly intellectually disabled, moderately intellectually disabled, learning disabled, severely intellectually disabled, profoundly intellectually disabled, hearing impaired, vision impaired, other health impaired, and speech. An additional six percent of the student population meets the requirements for the gifted education program. Elementary gifted students receive weekly enrichment services at their local schools from designated gifted education teachers. Middle and high school students participate in gifted opportunities through the academic programming at the respective schools. The system's graduation rate has improved over the past 3 years. In 2012, the graduation rate for the district was 80%, and in 2013 it was 83%. In 2014, the graduation rate improved by 3% points to 86%. Some of the reasons for this improvement include personnel, additional staff development opportunities, Response to Instruction (RTI), enrichment/remediation period implemented at the three high schools, addition of new technology and software, summer school for credit and non-credit, the addition of the Alternative School, additional course offerings at the Career Tech center, ACCESS, and extra-curricular programs. The Dale County School System evaluates teachers under the EDUCATE Alabama teacher evaluation system. All administrators received the initial training on the system when it was implemented and continue to receive training each year. Administrators are evaluated under the Lead Alabama evaluation system. New employees receive orientation each year by the district administrators as well as the local administrator. The system promotes the implementation of research-based instructional strategies, innovations, and activities by providing the system employees with numerous training sessions. We provide these opportunities during the school year as well as the summer months at no cost to the employee. These training sessions allow all teachers to benefit from professional development activities which are relevant to each teacher's classroom instruction. Enrollment Figures for the past 3 years by Race Student population numbers have remained steady over the past three years. Disaggregated enrollment data by race shows white and black enrollment has remained steady, but there has been a slight increase in the category of "Other" (4% in 2013 to 6% in 2015). The increase of "Other" is due in large to an increasing Hispanic population throughout Alabama. Each school in the system addresses the needs of English Language Learners in the school's Continuous Improvement Plan. Teachers' Years of Service as of 2014-15 The Dale County School System employs 361 people. There are 219 professional staff and 145 support staff. Five years ago, the system employed 337 individuals with 215 being professional staff and 122 support staff. All teachers employed by Dale County meet the definition of highly qualified. Twelve of the 219 certified staff members hold a 6-year degree, 106 hold Masters Degrees, and 101 hold Bachelor Degrees. Sixty-seven (67) of Dale County's teachers have more than twenty years of experience. The achievements of all of Dale County's teachers create a learning environment for students who benefit from the hours they have spent in additional college work, professional development, and across-the-curriculum collaboration. Academic performance is most often measured by performance on standardized tests. In the past, the Dale County School system has performed very well on these tests. The Dale County School system, along with all other school systems in the state, transitioned from an accountability model and assessment-based on ESSA to a new accountability model. Plan 20/20 was adopted by our state several years ago,

which included that a more rigorous assessment be implemented. The College and Career Ready Assessment (CCR) protocol was given for the first time in the spring of the 2013 - 2014 school year. With only one year of data available, a good longitudinal analysis will be difficult to present.

## 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 Dale County School System has many notable achievements of which the most important would be our students and employees. We have exemplary students and employees. Our students are successful in the classroom as indicated by the scores they earn on assessments, the number of scholarships received, awards won at academic and extracurricular competitions, the number of students who continue their education past high school, and many more indicators. Our employees work hard to provide students with a safe environment as well as to improve and enhance student achievement. From the bus drivers who are the first ones to greet students in the morning, to the cafeteria staff, to the custodians, to the office staff, to the teachers in the classroom, everyone works hard for our students. -Another notable achievement for our system is the ability to work diligently to create a network of community support, which utilizes several local resources to maximize the scope of our students' educational experiences. One of our most successful efforts is our partnership with Ozark City Schools which our students to attend the Carroll High School Career Center. Our students are able to experience basic studies for such career paths as drafting, cosmetology, masonry, carpentry, mechanics, and nursing. An additional venture with Ozark City Schools this school year has provided our students with the opportunity to participate in a theatrical production. Students with a talent for art, music, choreography, or set design have worked in a Dale County/Ozark city joint production of the musical Grease. Ever mindful of our student's future plans, we have partnered with two local junior colleges to provide our students additional course offerings which include Dual Enrollment. Students are able to enroll in basic student courses while continuing to complete the credit requirements for high school. We also share a Career Coach with two other school systems. In an additional endeavor, we have joined with Ozark City School to create an accelerated learning center where students with behavioral, attendance, or academic challenges can regain their footing. This program has played a significant role in our rising graduation rate. Beyond academic and vocational perimeters, we also work to improve overall learning. Environment by partnering with the Dale County Sheriff's office, the Juvenile Probation Office, the District Attorney's office, V. B. Adams, and Bridges Counseling Services. -Despite economic obstacles, the school system has benefited from careful management of its educational dollars over the past few years. There is currently a reserve operating budget of just over two months. The state requires that we maintain at least one month's operating budget. Monies have been carefully budgeted to provide for the hiring of 17.78 additional teacher units during the 2014 -2015. In addition, major capital improvement projects have been completed at Ariton School, Long High School, and Long Elementary School. Other projects are being planned. -The student/teacher ratio has remained fairly steady for the past three years. In 2012 - 13, the student/teacher ratio for the system was 14.01. In 2013 - 2014, it was 15. 87 and for the 2014 - 15 school year, the student teacher ratio is 15.82. We have been able to keep our student/teacher ratio steady and not increase the number of teachers that are paid out of local funds. Many of our surrounding counties are required to pay some teachers out of local funds. Over the past several years, we have stayed between 3 - 5 teachers receiving some of their salary out of local funds. This year the number was 2.67. This may vary somewhat because of an increase in enrollment during the summer months, and we may need to hire another teacher at the beginning of the school year and pay a portion or all of the salary out of local funds. -This year, we implemented a Superintendent's allocation to every school in our system. In the past, principals would request funds for specific projects from the Superintendent. Our CFO reviewed the past few years and estimated the amount of money

that was given to schools during an entire year. From these totals, an allocation was given each school. The allocation is broken down into several different categories. Some of the categories are general, cleaning, physical education, band, athletics, and grounds maintenance. Principals are given direct authority over how this allocation is spent. This new procedure has been a tremendous success. -Prevention Project is a new action group composed of representatives from DHR, juvenile probation office, a counseling agency, a local judge, the District Attorney's office, and the school system. This group meets on regular basis to discuss students that are not being successful. This group works together to provide a resource for referring at-risk students and their families. This is an effort to identify students at an early age or as soon as problems threaten school success. -We have success in extracurricular activities. All of our high schools and middle school have success in athletic settings. This past football season, two of our three high schools made it to the state playoffs. One team went to the third round of the playoffs while the other team made it to the state football championship game before being defeated. All three of our volleyball teams made it to the regional volleyball tournament before being defeated. Each year our baseball and softball teams make it deep into the playoffs. One of our high schools has thirteen state baseball championships and one state softball championship. Students are given opportunities outside the classroom to publish school yearbooks and newsletters of which several have received accolades from the Journalism Day held at Troy University. Students are also given opportunities to participate in the fine arts program. Two of our schools have band for students. One of our schools, with the help of the board of education, has built a greenhouse. They will begin selling flowers and plants this spring. Infrastructure-In the spring of 2016 and with the help of ERATE discounts and matching funds from Alabama Ahead Act. Our district updated all campuses WIFI to 1 Access Point (AP) per classroom and support to the new AC connections. Currently, we have 260+ single-sign-on wireless access points throughout the district. In 2018-19 over 500 Chromebooks were purchased for student use and we are projecting 500 more for 2019-20. This improvements is allowing 50 plus WIFI devices per classroom across all Dale County Schools. Areas of Improvement: Course Offerings: -One area that may not be in need of improvement, but needs to be considered every year, is the number of course offerings, especially in the area of the arts. Dale County High School and South Dale Middle School offer their students band. The band director at the high school spends one period per day at the middle school providing them with a music program. Long High School and Long Elementary share a music teacher for one term to provide their students with some music. Ariton School (K - 12) has the music teacher the other term. The music teacher spends one period per day with high school students and the remainder of the day with elementary students. At this time, Newton School and Midland City Elementary School do not have a music program for their students. We have been able to provide high school students with some additional course offerings especially in the area of Career Tech. As mentioned in the system description, we partnered with Ozark City to provide students additional Career Tech classes. We still offer the traditional Career Tech classes at the local schools. These courses include FCCLA, Business Education, and Agriculture. We would like to be able to offer additional courses at each school including elective and core courses. Parental involvementA real challenge for our school system is the lack of meaningful parental involvement. There are activities at each campus that involve some degree of parental involvement such as Open House, Awards Day, Athletic Clubs, and Volunteer readers. However, we feel that there should be more parental involvement in the day- to-day activities of our students. We want to encourage our parents through various strategies to share the responsibility for the education of their child. Although each school does welcome parents, there is not enough participation of parents at each school. We see this especially at the high-school level. As students age, parental involvement lessens.

## 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.).

Goals: 1. We will provide a safe and supportive environment for learning opportunities. 2. We will develop college and career ready students through multiple approaches. 3. We will demonstrate and promote being responsible, respectful and resourceful citizens. 4. We will provide opportunities to build relationships with parents, students, teachers and community stakeholders. 5. We will utilize a rigorous and relevant curriculum to meet the needs of all students. The Dale County School system's district vision and mission statements are the driving force in providing the guidelines and oversight for how decisions are made to benefit the students and community served by the school system. The vision and mission statements, as well as our goals, were developed to provide strategic direction in determining the quality, innovative, and challenging learning environment in every facet of the instructional program. In order for the Dale County School System to be a highly successful operation, it is necessary that the system communicate its vision with stakeholders. To facilitate that, Dale County School System provides it stakeholders with as much communication as possible. Regarding the vision and mission statements, several methods have been developed to communicate. Some of those methods include the following: -The school system's vision and mission statement are posted in each building. -The school system's vision and mission statement are communicated to students, parents, and employees through the student handbook and teacher handbooks. -Regular communication with parents is ensured through the use of calendars, district websites as well as the school websites. - Parent and teacher conferences are held during the school year, including individual parent meetings, open house, orientation, PTO, required Title I meetings, teacher-parent-student compacts, etc. These conferences serve to remind stakeholders of the shared responsibility that is necessary to yield a quality education for all students. The leadership team of the Dale County School system monitors the district goals to ensure that the system's vision and purpose guides the work of the school system. These goals are communicated through many of the methods discussed above. Several ways to monitor the goals are through the following initiatives: -RTI-Alabama Reading Initiative-Mentoring program for new employees - Parental involvement programs-Professional development activities-After-school programs and tutoring-In-depth data analysis-AMSTI-School improvement process-State-wide assessments-School Incident Report (SIR)-Scholarship preparation

**MISSION STATEMENT:** The mission of Dale County Schools is to develop life-long learners who have personal, economic, technological and social skills needed to be member of a global society.

## Additional Information

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

The Dale County School System has experienced an overwhelming humility over the past several years. The greatest among them being the role our schools play in the community. Most of the activities that involve our communities center on the school or schools in the area. The school

provides numerous activities for the students, which also engages parents and other stakeholders. On afternoons or evenings when the home school is playing football, basketball, baseball, softball or a meeting is being held at the school, many of the local residents are in attendance supporting their school and it's students.

## 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 Dale County School System recognizes that improving the achievement of all students is a shared responsibility among parents and teachers. To this end, the Dale County Board of Education will work toward building and maintaining a strong parent-school partnership that provides for meaningful and regular communication involving student academic learning and other school activities. The Improvement Plan Stakeholder Involvement Plan outlines the school district's intent to provide leadership in working with all stakeholders to assure their participating in the development and implementation of strategies that seek to ensure school success for all students enrolled at Dale County Schools. Coordination, assistance, and other support, as necessary, will be provided to help the stakeholders at the local school. Data Source: School CIP meetings, School Title I meetings, School Technology Plan meetings Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process. Principals - Faculty meetings School staff and Parents - Continuous Improvement Plan meetings School staff and district administration - School Technology Plan meetings Principals and district administration - Principals meeting Stakeholders - PTO and Regular Board meetings Data Source: School CIP meetings, School Title I meetings, School Technology Plan meetings Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress. School, District and State Websites and Regular Board meetings. (semiannual) PTO meetings if available, Title I meetings (semiannual)

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.).

Ben Baker - Superintendent  
 Chuck Walker - Associate Superintendent  
 Lisa Welch - Career Tech Director  
 David Lee - Curriculum Director  
 Juan Cepero - Technology Coordinator  
 Wesley Bradshaw - Technology Specialist  
 Cyndi Barefoot - Ariton Librarian  
 Charice Snell - Long Elem Computer Lab Teacher  
 Dr. Perry Dillard - South Dale Middle School Principal

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.

We use Google Classroom and District Website posting during the year for communications.

## 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

Needs: 1- to increase the number of computers/Chromebooks per student ratio to support online assessment schedules and classroom instruction(phase 4 about 800 devices total ~3,000).2- Increase District total bandwidth to 1.5GB Strengths: 1- Wireless Controller at Central Office capable of supporting AP's from all our schools with a single sign-up key.2- 1000 mbps connection to the Internet with plans to growth at 1.5GB.3.- several distributed server services provided from Central Office and the Web to the schools for easy management.4.- Main Distribution Frames (MDF), Independent Distribution Frames (IDF) at the schools are 10Gigabit backbone speed. Data Sources:Inventory, Technology Survey, School Technology Plan meeting

**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

Needs: 1- to eliminate support for windows 7 Microsoft Operating System currently at approx. 1% still running.2- to increase the support of the use of tablets/lpads across the district. VR Systems Middle School3- to build additional computers/laptops/tablets Labs at each school.

Needs:Strengths: 1- schools are replacing Windows 7 machines with re-certified systems at 1/3 of the cost of new systems..2- most school classrooms have document cameras and screen projectors for teacher use.3. - 98% of install base computers are running Microsoft Windows 10 Pro OS and 2% Windows 8 Pro.4- Add about 60 Chromebook devices per K-3 classrooms Data Sources:Inventory, Technology Survey, School Technology Plan meeting

**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

Needs: 1- to survey and educate parents the need of educational technology techniques available at home that support learning.2- more computers/tablets use in the classroom.3- to combine data to create a support system more responsive to student needs.4- PD for Digital Citizen activities (standards) in the classroom. Strengths: 1- online student information system PowerSchool available to parents.2- online assessment tools for rapid media/data results.3- teachers model (train the trainer) appropriate digital citizenship skills,. Inventory, Technology Survey, School Technology Plan meeting, ISTE Standards

**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

Needs: 1- to continue providing hand-on training for PowerSchool users to incorporate new enhancement and data to the student information system program.2- to expand the use all Google

Apps tools for teachers for collaboration and sharing of local resources.3- a technology coach position at each of the schools. Strengths: 1 - Schools are using TiM training for technology PD. Inventory, Technology Survey, School Technology Plan meeting, Google Apps

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

Needs: 1- more computer time for students in the classroom or labs to learn digital concepts.2- department coaches to participate in Annual State Technology Conference for professional development.3- more hand-on workshops and tools for teachers to identify ways to impact learners with formative assessment to improve instruction. Strengths:1- continue to use the state TiM professional development training opportunities in our area.2- teachers model appropriate integration of common core standards. Inventory, Technology Survey, School Technology Plan meeting

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

Needs: 1- more computer time for students in the classroom or labs to learn digital concepts.2- department coaches to participate in Annual State Technology Conference for professional development.3- more hand-on workshops and tools for teachers to identify ways to impact learners with formative assessment to improve instruction. Strengths: 1- continue to use the state TiM professional development training opportunities in our area.2- teachers model appropriate integration of common core standards.3- District Educator Effectiveness group modeling technology impact and use in the classroom for effective teaching. Inventory, Technology Survey, School Technology Plan meeting

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

Needs: 1- to use cloud based concepts for productivity and sharing resources with staff and students.2- more tablet/IPAD availability and use for teachers and students. Strengths: 1- all staff are setup for Google Suite accounts.2- Online district communications are shared with staff and Stakeholders. Inventory, Technology Survey, School Technology Plan meeting, Superintendent

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

Needs: 1- To increase the number of devices in the classrooms for student use.2- L3 switches for managing local VLAN's (Infrastructure) new buildings3 - Add new construction projects to Erate program.3 - 10GB backbone plus OM3 Fiber replacement with ERATE discounts.Strengths: 1- 1 wireless Access Point per classroom across the district with AC mode support up to 60+ devices per room.

## 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.

Face-to-Face onsite training for the implementation of technology TiM 2 days per schools - teachers Face-to-Face onsite training with contractor to facilitate Technology Integration in the classroom. Face-to-Face onsite training for the student information system PowerSchool - consultant - 2-4 days - school administrators, teachers Face-to-Face onsite training for Teacher Effectiveness ALSDE - Cont. facilitate 3-6 days - teachers, school administrators, district administrators as needed. Plus Google Classroom Delivery Instruction

## 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**

 [DCBOE Inventory 2019-20 11-15-2019](#)

## 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/LAN Infrastructure Central Office connects to Internet from the Alabama Supercomputer Authority consortium at 1000 mbps. Each school has a MS Windows 2016 server that connects via managed switches to every classroom. Classrooms have one or more CAT5/5e/6a connections and utilize small switches for multiple computer connections. We have 260+ single-sign-on wireless access point capabilities throughout the school hallways for the mobile presentation stations and laptops to use and about 200 IPADS/Tablets for teachers and administrator with only less than 2% available to students. School Bandwidth/Internet Access; The current Internet Service Provider for Alabama Super Computer Authority is Troy Cablevision. Ariton Schools GW Long and Dale County HS has received E-RATE funding through the Alabama Supercomputer Authority Consortium for bandwidth increases to 250 mbps each. South Dale Middle, Newton Elementary and Midland City at 100 mbps. The Bus barn & Maintenance campus is connected at 10 mbps to central office. VoIP phone systems are used district-wide with PoE capabilities in selected areas with about 120+ phones. Information Security & Safety: We use content filter and firewall services from the Alabama Supercomputer Authority for CIPA compliance. We also have local IBOSS Enterprise content report server and filter for internet access monitoring. Digital Content/Digital Tools Several web-based applications are available to users online: Lexia, Atrium, ACCESS Learning, PowerSchool, Renaissance Learning, Rosetta Stone, Stride Academy and Clever for Kuder 80%+ of classrooms use document cameras and presentation stations for daily instruction. All teachers have teacher portal area with the school website and access to Google drives.

## Data Compliance

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

**Must** attach a copy of the policy.

See Attachment

### **ATTACHMENTS**

#### **Attachment Name**

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 [Policy 8.60.1 6/14/2016](#)

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 Attachment

### **ATTACHMENTS**

#### **Attachment Name**

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 [Data Governance - Roles & Responsibilities](#)

## 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 Attachment

## **ATTACHMENTS**

### **Attachment Name**

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[Virtual School District Policy 4.81](#)

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## 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**

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 [Goals 2019-20 ver2](#)

## 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

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Dale County Schools Assurance page 2019-20

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 <a href="#">Dale County Schools Assurance page 2019-20</a>	Signed copy Assurances	• G
 <a href="#">Data Governance - Roles &amp; Responsibilities</a>	Standard Policies and Procedures	• D.6
 <a href="#">DCBOE Inventory 2019-20 11-15-2019</a>		• D.3
 <a href="#">Goals 2019-20 ver2</a>		• E
 <a href="#">Policy 8.60.1 6/14/2016</a>	Data Governance Policy	• D.5
 <a href="#">Virtual School District Policy 4.81</a>	Virtual School District Policy 4.81	• D.7