

Lanett Junior High School Technology Plan 2019-2020

ALSDE School Technology Plan 2019-2020

Lanett Junior High School
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Target Completion Date: 10/04/2019
Last Modified: 12/17/2019
Status: Locked

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ALSDE School 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?

Lanett Junior High School (LJHS) is located in the City of Lanett, in Chambers County, Alabama. It is one of three schools in the Lanett City School District, joined by a PreK-6 elementary school and a 9-12 high school. In 2015, we received district-wide AdvancED accreditation. All schools are Title I. LJHS is the only public school in the city serving students in grades seven and eight. We have one full-time support personnel and six classroom teachers, one academic interventionist (shared with W.O. Lance Elementary), one librarian (shared with Lanett High), one counselor (shared with Lanett High), one assistant principal, and one principal. Our current student enrollment is 128, which is an increase from last year of 23. The current student population consists of 48% males and 52% females. The current student racial structure is 78% black, 11% white, 3% two or more races, and 8% American Indian/Alaskan Native. According to the 2018 US Census Bureau reports, the city's population is estimated at 6,236 persons. Results show that 25% of the city's population lives below the poverty level. Results also revealed that 79% percent of persons age twenty-five are reported to be high school graduates or higher. 17.8% of persons age twenty-five and older have earned a Bachelor's degree or higher. According to these same reports, the median household income is \$31,925. Only 62.5% are reported to have broadband internet access. The KIA plant is ten miles across the river in West Point, Georgia, and provides numerous jobs to our area. In addition, there are many supplier plants operating nearby, which also provide jobs to citizens of our community. Furthermore, we have seen additional restaurants and stores open in the Greater Valley Area which continue to contribute to the success of our city and school community.

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.

Students have the opportunity to participate in school-day clubs and elective classes again this year. Our club offerings are Photography, Gaming, Art, Robotics, Business, and Leadership. Our electives classes are Performing Arts, Team Building, Technology, Yearbook, and Band. In addition, students participate in additional instruction focused on reading and math, using the online program Classworks. The growth of the community and the school is expanding student opportunities and helping to ensure students are on the path to college and career readiness. In recent years, a wing of the school was remodeled to add two new classrooms, a computer lab, and lockers. The school district is constantly working to provide current technology to all students. Every classroom has a Promethean board, which provides teachers and students with innovative

ways of teaching and learning. We have a thirty laptop mobile lab, a fifteen Chromebook lab, and a thirty iPad mobile lab for teachers to check out and use in their classrooms. We also have two stationary labs for classes to use. The school has a teacher advisement and student collaboration program called TEAM LJHS. The program consists of students being divided into four separate "houses". Each house has teacher advisers who provide mentoring opportunities on a one-on-one basis. Monthly meetings are held to establish goals. Monthly good behavior "House Tournaments", including basketball and flag football are used to reward students and further solidify the team mentality. We have also implemented the Learning Earnings credit-based program that rewards individual students for positive behaviors such as attendance, class jobs, helping others, and academic achievement. Each student has an electronic bank account in which teachers award credits for positive behaviors. The students deposit credits and use them to purchase items from the online store. These items might include a casual dress pass, extra computer time, or a Fun Friday pass. Students have embraced the program and it has been highly successful. We are making improvements in academic achievement. The state assessment in 2016-2017 was ACT Aspire and in 2017-2018 was Scantron. The current group of eighth graders increased their proficiency levels by 23% in math from 2017 to 2018. The current group of seventh graders increased their proficiency levels by 18% in math. School leaders and teachers are confident that the focus on enrichment, intervention, strategic teaching, and data-informed instruction will result in continued improvements in academic proficiency for 2019-2020.

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.).

Vision: Preparing LANETT students to Live, Learn, Lead. Mission: Lanett City Schools will provide a supportive and rigorous educational environment that produces responsible, self-motivated students who are prepared for the future. Beliefs: All students can learn when provided a safe and supportive environment, strategies to address learning barriers and high quality instruction; Student success requires teamwork among staff, students, families, and the community; Progress in education requires a willingness to change; All students will graduate college or career ready. Student Creed: I am a student, striving to learn and excel. My goal today and tomorrow is to be the best I can. I have come today with an open mind, listening ears, a positive attitude and a readiness to work hard in all that I do. I will be organized, respectful, and responsible. When I leave this afternoon I will be better than when I arrived this morning.

Additional Information

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

Lanett Junior High's principal is starting her fourth year. She is a National Board Certified Teacher, with fourteen years of education experience, including eight and a half years as an elementary teacher and two and a half years as an assistant principal of a middle school. She believes a positive atmosphere for students, teachers, and parents is essential to the educational process. She also believes everyone must work as a team in order to put students first. She envisions our school as a place where students and staff members enjoy coming to learn and grow. As a principal, she knows the importance of being an instructional leader who is present in the classrooms and knowledgeable about all of our students' academic performance. She has implemented a new program, Classworks, that allows all students to do an additional fifty minutes of math or reading instruction daily. The instruction is based on student performance of the Alabama standards. Tier II students receive small group instruction and Tier III students receive an additional twenty-five minutes of individualized instruction three days each week. Tier II and Tier III behavior students meet with the assistant principal weekly.

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.).

A new Continuous Improvement Committee and Technology Committee is selected by the principal at the beginning of the 2019-2020 school year. The committee contained both principal and assistant principal, school librarian, school counselor, science teacher, a parent of an eighth grader, and an eighth grade student. The team met in September 2019 to discuss the requirements of the plan, including the data needed. A final draft of the plan was completed and presented to the entire faculty for final approval at a November faculty meeting. The plan was also submitted to the superintendent and school board for approval in November 2019.

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.).

Mrs. Donna Bell, Principal; Mr. Anthony Brasfield, Assistant Principal; Ms. Sharon Smith, School Librarian ; Ms. YaShika Odom, Counselor; Mrs. Krisse Story, Technology & Enrichment Teacher; Mr. Terrence Price, Science.

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.

After the school board approves our school's CIP plan at the monthly board meeting in November 2019, the contents of the plan are communicated to our stakeholders in several ways. An informational flyer that contains the main points of our plan is created and distributed to all parents. The plan will be presented to parents and students at our second quarterly PTSO (Parent/Teacher/Student Organization) meeting in November 2019. An electronic copy will be placed on the school's website at www.ljhs.lanettcityschools.org under School Publications.

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

An informal survey is sent to all teachers, containing specific questions related to our technology plan.

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) Access to digital devices and tools: only 67% of teachers said they have sufficient digital devices and tools to effectively integrate technology into their teaching. This is a decrease of 10% from the previous school year (2018-2019). Access to digital content: only 67% of teachers said they have sufficient access to online digital resources. This is a decrease of 20% from the previous school year (2018-2019). b) Access to Interactive Whiteboard: 100% of teachers have an Interactive Whiteboard in their classrooms. Access to Labs: All teachers have checkout access to: a mobile lab with thirty laptop computers (purchased this year 2019-2020); two mobile labs with thirty Chromebooks (one purchased this year 2019-2020); a mobile lab with thirty iPads. All teachers have access to a stationary lab with thirty desktops (purchased this year 2019-2020). Access to Wi-Fi: Wi-Fi can be accessed in all areas of our building. APs were installed last year (2018-2019) in all classrooms. Access to Updated Server: A new Windows 2016 server was installed this year (2019-2020). Access to Updated Computers: All classroom teachers were given new teacher desktops this year (2019-2020). c) Alabama Educator Technology Survey 2019, Data from Technology Department regarding purchases.

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) Access to digital devices and tools: only 67% of teachers said they have sufficient digital devices and tools to effectively integrate technology into their teaching. This is a decrease of 10% from the previous school year (2018-2019). Access to digital content: only 67% of teachers said they have sufficient access to online digital content. This is a decrease of 20% from the previous school year (2018-2019). b) Access to Interactive Whiteboard: 100% of teachers have an Interactive Whiteboard in their classrooms. Access to Labs: All teachers have checkout access to: a mobile lab with thirty laptop computers (purchased this year 2019-2020); two mobile labs with thirty Chromebooks (one purchased this year 2019-2020); a mobile lab with thirty iPads. All teachers have access to a stationary lab with thirty desktops (purchased this year 2019-2020). Access to Wi-Fi: Wi-Fi can be accessed in all areas of our building. APs were installed last year (2018-2019) in all classrooms. Access to Updated Server: A new Windows 2016 server was installed this year (2019-2020). Access to Updated Computers: All classroom teachers were given new teacher desktops this year (2019-2020). c) Alabama Educator Technology Survey 2019, Data from Technology Department regarding purchases.

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) Attend a sufficient number of professional learning sessions to successfully integrate technology and digital resources. Only 67% of teachers said "Yes", which is a decrease of 22% from 2018.

Use technology to communicate with students, parents, and others using digital tools. Only 33% of teachers said they routinely do this. Digital Learning: This was the lowest scoring area on the 2018-2019 Eleot Teacher Observation Results. b) Promote and model digital etiquette and responsible social interactions related to the use of technology and information. 100% of teachers said they routinely do this. This is a 78% increase from the 2018 survey. My principal supports and promotes integrating digital resources and tools in my classroom. 100% of teachers said "Yes". I am familiar with my school's and district's Technology Plan. 100% of teachers said "Yes", which is an increase of 28% from 2018. c) Alabama Educator Technology Survey 2019, Eleot Observation Results 2018-2019.

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). I plan lessons that teach digital literacy. Only 33% of teachers said they routinely or frequently do this, which is a 39% decrease from the 2018 survey. My district provides useful professional development in the area of effectively using digital tools in the classroom. Only 33% of teachers said "Yes". This is a 23% decrease from the previous school year (2018-2019). Reliable Data: Of the 10 respondents on the 2019 Alabama Educator Technology Survey, only 3 answered sections C, D, & E. b) none c). Alabama Educator Technology Survey 2019

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) Digital Learning: This was the lowest scoring area on the 2018-2019 Eleot Teacher Observation Results. Promote, support, and model creative and innovative thinking and inventiveness using digital resources and tools. On the Transform 2020 Teacher Survey administered in 2019, only 67% of teachers said they routinely or frequently do this. This is a decrease of 13% from 2018. b) Promote and model digital etiquette and responsible social interactions related to technology. On the Transform 2020 Teacher Survey administered in 2019, 100% of teachers said they frequently or routinely do this. This is an increase of 20% from 2018. c) Alabama Educator Technology Survey 2019, 2018-2019 Eleot Teacher Observation Results

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) On the Transform 2020 Teacher Survey administered in the spring 2019, 100% of teachers said "yes" they were familiar with the school and district technology plan. Communicate relevant information and ideas to students, parents, and others using a variety of digital tools. On the Transform 2020 Teacher Survey administered in the spring 2019, only 66.66% of teachers said they routinely or frequently do this. b) none c). Alabama Educator Technology Survey 2019, 2018-2019 Eleot Teacher Observation Results

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) Advocate on local, state, and national levels: The principal said she rarely advocates for policies, programs and funding to support the use of digital tools and online sources. b) Equitable access to appropriate digital tools: The principal said she routinely ensures equitable access to appropriate digital tools and resources to meet the needs of all learners. c) Alabama Educator Technology Survey 2019

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

No other areas were noted.

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.

Professional Learning Topics are selected at the district level and by individual teachers when they create their PLPs for the school year.

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

 [LCS Inventory 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 Infrastructure:-Our WAN purchased through Alabama SuperComputer. We have the base level of WAN at all of our locations provided by the State Department. Due to our traffic graphs, this is adequate at this time. As we add more devices, we will consider having this increased if the need arises. LAN Infrastructure:Our LAN is provided by WOW and is managed by Alabama SuperComputer. We have multiple devices at each location with at least 3 computers in each classroom along with multiple Chromebooks, iPads, Tablets, and laptops. All of these devices are able to managed through online admin consoles. -Connectivity:We have roughly 100 Cisco Access Points (APs) throughout the district. This allows multiple devices to be connected at one time.- Bandwidth:Devices are able to be connected with minimal interruptions. As devices increase, the amount of bandwidth will need to increase.-Internet Access:Internet access throughout the district allows all students, teachers, and staff to connect with the Internet on a regular basis providing multiple avenues to increase student achievement.-Information Security & Safety:Digital student safety is a number one priority for Lanett City Schools. We strive to provide an safe atmosphere for learning in the digital world. Teachers and the media specialist provide lessons on digital safety. Videos have been provided by the Technology Coordinator for students to video about Internet Safety. These videos have been attached to our school website. -Digital Content and Digital Tools:Providing an array of digital tools for our students to access is priority. This year we purchased an additional 60 Chromebooks and 120 laptops for our schools to share. We have considered the idea of possibility

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

 [LCS Data Governance 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.

See attachment

ATTACHMENTS

Attachment Name



[LCS Data Governance 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.

See attachment

ATTACHMENTS

Attachment Name



[LCS Virtual Learning 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

 [19-20 LJHS 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 school.

- I certify
- I do not certify

Attachment Summary

Attachment Name	Description	Associated Item(s)
 19-20 LJHS Goals		• E
 LCS Data Governance Policy		• D.5
 LCS Data Governance Procedures		• D.6
 LCS Inventory 2019		• D.3
 LCS Virtual Learning Policy		• D.7