

ALSDE District Technology Plan 2019-2020_Lanett City

ALSDE District Technology Plan 2019-2020

Lanett City 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?

Located in the city of Lanett, in Chambers County, Alabama, the Lanett City School District was established January 27, 1898, by the West Point Manufacturing Company Board of Directors. Lanett, originally called Bluffton, is in eastern Alabama, on the Chattahoochee River, southwest of Atlanta, Georgia. This small, rural community has a reported population of 6,468. There are 2,723 households and 1,746 families residing in the city. The racial makeup of the city includes 64.30 % Black or African American, 34.23% White, 2.4% Hispanic, 1.26% two or more races, 1.4% some other race, 0.2% American Indian, and 0.6% Asian. It is recorded that the median age in Lanett is thirty-eight. 50% of the population over 15 years of age are married and 99% speak English. 80% of Lanett residents were born in Alabama while 20% were born out of state. The average median income for a household in the city is \$23,701(2011), with a per capital income of \$14,226. The 2,723 households consist of 1,233 children between the ages of 5-19. The District is comprised of seventy-two faculty members with the following certifications: 25 Bachelor of Science Degrees, 38 Masters Degrees and 11 Educational Specialist Degrees. One hundred percent of the faculty is highly qualified. The faculty population consists of 21.38% males and 78.62% females. The racial structure is 42.14% black, 56.43% white, and 1.42% other. The three Title I schools: W.O. Lance Elementary School, Lanett Jr. High School and Lanett High School, have a student population of 51% males and 49% females. Lanett has a recorded 91.70% free and reduced lunch rate. Lanett City Schools (LCS) serves approximately 972 students and has made major strides to improve student outcomes. The district has continued to provide an innovative education in a small town environment for students in grades Pre-K-12. Surrounded by a once-thriving textile industry, the school system has adapted to the loss in manufacturing-based jobs and has emerged as a state-recognized leader in enrichment opportunities by offering Advanced Placement courses, JROTC, an impressive gifted curriculum, a STEM program, state championship athletics (2016 and 2017 State Basketball Champions and 2017 2-A Football Championship), an award winning band and military Honor Unit of Distinction, a three year bronze medal high school, cutting edge technologies in each classroom and professional development to improve teacher effectiveness. In addition, the district boasts a successful school uniform implementation for students in grades Pre-K-12. Within this close-knit community, faculty, staff, students, parents and community members are able to obtain closer partnerships. District educators have long acknowledged the importance of family involvement in their children's education. A strong family-school partnership helps to improve both behavioral and academic outcomes for children. For students who struggle to maintain adequate academic or behavioral goals, Lanett employs a parent-liaison to make home visits in order to strengthen relationships and maintain discipline conducive to learning. Despite challenges such as poverty, scheduling, and attendance boundaries, Lanett City Schools continues to have a vision to

provide a first class education and affluent services to the children of Lanett, Alabama. An increased sense of hopefulness has begun to return to the Lanett area in the past five or so years, largely as a result of developments such as the KIA Motors plant and the relocation of Point University to neighboring West Point, Georgia. Lanett City Schools' progressive mindset meshes well with this renewed energy, and the > district anticipates continued growth and positive change. Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.

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.

Lanett City Schools is pleased to be experiencing continued growth in district enrollment. The growth has allowed for the addition of new faculty members in recent years. During the 2018-2019 school year, additional teacher units were added to grades 3-5 at the elementary school. Four teacher units remain in grades K-3. A second OSR Pre-K Grant was received during the 2016-2017 school year allowing for an additional 4-year old classroom to be added at the elementary school. Facility improvements are Ongoing for all three schools, as we continuously work to enhance our safe, well-disciplined and structured learning environments. A Project to replace windows at Lanett Junior High School, a parking lot and courtyard renovation project at W.O. Lance Elementary has been completed. A renovation project at Lanett High School is currently being developed for the Verdis Bible Fine Arts Center. Increasing enrichment opportunities for students is a priority for Lanett City Schools. Our new Science, Technology, Engineering, and Math (STEM) initiative has been well-received in kindergarten through eighth grade. The elementary enrichment teacher oversees the STEM program for students in grades K-4. These students along with 5th and 6th grade rotate through STEM kits specific for each grade level as we have a three-way partnership between the school, Society of Automotive Engineers, SAE and Kia Motors Manufacturing Georgia, KMMG. SAE provides the materials and training. They also help to organize the November Jet Toy Competition in Atlanta, KMMG supplies the Pin and volunteers. The Robotics Club continues for grades nine through twelve as an additional extracurricular activity. This team entered their first Robotics competition during the fall 2013 and has continued to compete each year. Visual arts instruction continues for students in second through fourth grade. Students also have Opportunities to engage in music education at all three schools. In 2018, W.O. Lance received the prestigious designation as a CLAS Banner School of Distinction for their Wellness Clinic. The clinic now serves as an educational model for other schools in the state. During the 2014-2015 school year, Lanett City Schools received the Office of School! Readiness, OSR, Pre-K Grant. W. O. Lance Elementary School was home to the first Pre-K classroom within the district. In the spring of 2015, the school received an Office of School Readiness Enhancement Grant to construct an age-appropriate playground for the students that attend Pre-K. Construction began August 26, 2015. In 2016, a second OSR Pre-K classroom grant was awarded. The JROTC Color Guard at Lanett High School, LHS, continues to win awards as they attend competitions. LHS has been recognized by U.S. News and World Report as a recipient of the prestigious Bronze Award. The ranking is based on student performance on state exit exams and internationally available exams on college-level coursework. During the 2015-2016 school year, Lanett High School received E-Rate funds and local funds as a match to provide additional access points to the existing LAN. Lanett Jr. High School and W.O. Lance Elementary School received E-Rate, Alabama Ahead Act funds and local funds to completely upgrade their infrastructure (switches, APs, etc.). With these additional upgrades, the district will continue BYOD and 1:1 initiative discussions. There are areas that Lanett City Schools seeks to continue improving. Facilities updates and equipment upgrades are an ongoing process, with the goal of keeping our

facilities modern, safe, and well-maintained. With the changing state accountability and graduation requirements, school leaders will increase focus on continuing to improve scores throughout the district. An additional goal is to expand fine arts course offerings at the high school. Finally, Lanett City plans to continue utilizing the services of our Parent Involvement Coordinator to increase parental involvement and active participation in children's education.

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.).

The vision of Lanett City Schools is Preparing LANETT Students to Live, Learn and Lead. Preparing Students to LIVE...Lanett City Schools is more than just report cards and diplomas. Students are challenged and engaged academically in an environment where diversity is valued, character is developed, and the entire population supports each other to achieve their goals. At Lanett, students make lifelong friends, develop professional relationships with faculty and learn the values of family and community. Students are prepared to make a life with purpose and meaning. Preparing Students to LEARN...Lanett City Schools prepares each student to be college and career ready. Graduates are equipped with the skills and knowledge needed to succeed in college and/or job training that will lead to a prosperous Career. To reach this goal, Lanett students are immersed in a rigorous and broad curriculum where inquiry, creativity, and collaboration are promoted. Throughout this process, students take responsibility for their own learning and consistently practice the most important skill for success at the next level-learning how to learn. Preparing Students to LEAD...Lanett City Schools prepares students to have a positive influence on others and make meaningful contribution to society. By instilling the values of hard-work, integrity, and service, students are enabled to bring about change in their school, community, and world. While every Lanett student may not have a career in leadership, they all possess the potential to help others succeed and leave a lasting impression on the lives they touch. The mission of Lanett City Schools is to provide a supportive and rigorous educational environment that produces responsible, self-motivated students who are prepared for the future. Our BELIEFS are: *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.* High expectations are held for all students and staff.* Progress in education requires a willingness to change.* All students will graduate college or career ready. Each person affiliated with Lanett City Schools is a valued and needed member of the school community that seeks to promote positive learning opportunities in a caring manner. This environment enables all students to fully develop their academic, social and physical potential. This empowers them to become responsible citizens. Lanett educators strive to transfer knowledge and prepare students to participate in a global society by providing a broadened curriculum in order to create imaginative, tech-savvy college and career ready students. We must offer high-level courses that prepare students for opportunities and challenges.

Additional Information

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

No additional information is reported at this time.

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 team of administrators, teachers, parent(s) and students were selected to serve on the District Technology Team. These individuals have convened periodically throughout the year to work and collaborate on developing the Lanett City School Technology Plan. Plans from the previous year were reviewed. Results from the Transform 2020 Survey, Continuous Improvement Plan, teacher evaluation, and Comprehensive Needs Assessment were reviewed to determine the district needs. Teachers and administrators provided input from faculty meeting discussions as well.

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.).

Representatives from each of the three schools participated in the development of the plan. Individual schools met with their school committees to develop school plans. After plans were developed, representatives from each school met with the district committee in order to develop the district plan. Members included: Bryant Lumpkin, Lanett High School Principal Donna Bell, Lanett Junior High School Principal Anthony Brasfield, Lanett Junior High School Assistant Principal Jamie Heard, W.O. Lance Elementary Principal Candy Crance, Media Specialist, W.O. Lance Elementary Angela Hargett, W.O. Lance Elementary, Teacher YaShika Odom, Counselor, W.O. Lance Elementary Hilda Carlisle, Lanett High School, Teacher Whittany Nolen, Technology Coordinator Krisse Story, LHS Parent 5th & 6th Grade students Sharon Smith, Media Specialist, Lanett Jr and Lanett High School Christy Carpenter, Federal Programs, Special Education 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.

Drafted plans were presented to the faculty by their team members. They provided copies to all teachers and school administrators. Parent and teacher meetings are held to communicate the plan to community stakeholders. After discussion, revisions were made if needed. Upon completion, final plans are presented to faculty and stakeholders. The plan is then submitted to ALSDE for approval.

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

Having access to a wireless infrastructure has been the top area of need associated with technology infrastructure (fast and easy access to the network, digital content) among the three schools. It is now a strength within the district. During the 2015-2016 school year, E-Rate funds were applied for by the district technology coordinator in order to make needed upgrades at each of the three schools. E-Rate funds were approved totaling more than \$104,000.00 with the district paying 15%. These funds included expanding the wireless network at Lanett High School (APs in every classroom), upgrading switches and adding wireless access points to every classroom at Lanett Jr. High School and W.O. Lance Elementary. During the 2012-2013 school year, servers, switches and access points were upgraded at Lanett High School with E-Rate and local funds. In addition to local funds and E-Rate funds, the Alabama Ahead Application was submitted Fall 2018 and approved for \$20,790.00. This bill was approved to provide wireless broadband infrastructure in Alabama schools. Survey results from the Transform 2020 Teacher Survey indicated a large number of teachers stated the need for wireless coverage throughout the district. As more laptops and tablet devices are purchased and/or donated wireless access coverage was needed in order for teachers to strategically use devices and integrate technology within their lessons. We are applying for new switches and wireless access points for all schools with FY 20-21 ERate funds. As staff members are using more wireless devices, our APs need updating.

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

The Technology Inventory from the Transform 2020 Survey outlined that teachers as well as students would benefit from more computers, tablets, iPads and laptops in the classroom. Teachers have stated that an increase in digital tools would allow an increase in the technology inventory as well as an increase in student access to productivity tools. Access to online resources aligned to the online Alabama Course of Study Standards was also classified as an area of weakness. Teachers stated that they have access to digital resources, however, all teachers should feel there is sufficient access to online digital resources. Several strengths were noted in the area of technology inventory within the district. Throughout the district, 100% of teachers have an Interactive Promethean Board and an NEC/Epson projector within their classroom. The elementary school houses three computer labs for daily use, two mobile laptop cart(30), three chrome book carts(30 each) and an Apple iPad cart (66 iPads) for student use. Lanett Jr. High School has two computer labs, a mobile laptop cart(30) and a chromebook cart (15). Lanett High School is equipped with a 30 unit Dell computer lab, a mobile laptop cart(30) and chromebook cart (30). They share an iPad cart (30) with the jr. high school. A number of teachers have expressed that the schools have a sufficient number of devices to effectively integrate technology into their teaching and learning environment. However, as funds become available, the district will continue to purchase various technological devices to replace any out-of-date or damaged inventory and upgrade as needed. One computer lab from each school just had desktops replaced with updated desktops. *Replace any out-of-date or damaged inventory and upgrade as needed.

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

Technology survey administered in the fall of 2019 in the area of technology and Student Learning indicated the need to promote and model digital etiquette and responsible social interactions related to technology. Strengths include planning and implementing authentic/real world learning experiences whereby students use digital resources in creative ways. Another strength included planning activities that promote individual and collaborative student reflection using digital communication tools. With the expansion of wireless connectivity within the school district, the use of digital tools to promote student learning in subject area processes and content to ensure school, career and life success should be a seamless activity.

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

Technology Survey indicated that a large number of teachers within the district are provided a sufficient number of professional learning opportunities that help them to successfully integrate technology and digital resources in their classroom. Technology professional development is continuous, ongoing and is developed to support learning goals. PD efforts centered around technology is achieved by listening to the needs of faculty and staff members, administering surveys and is planned accordingly. We also investigate what's working in other districts. We will also work with Technology in Motion Specialist to seek additional training assistance. Other Professional Learning activities include modeling and facilitating the effective use of current and emerging digital tools to locate and use information resources to support research and learning. We are now a Google Suite district. Throughout the school year, the district will provide on-going training on the different Google apps. We also migrate email to Google Mail October 2019. We will also focus heavily on the new Digital Literacy standards.

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

Technology can infuse classrooms with digital learning tools such as computers and hand held devices. It expands course offerings, experiences, and learning materials. Technology supports learning 24 hours a day, 7 days a week. It builds 21st century skills and increases student engagement and motivation. Technology also accelerates learning. Survey results indicate the need to increase the number of available interactive technologies. Having more devices would improve collaboration in the classroom. We did add 60 new chromebooks and 120 Acer laptops within the district. In the area of need, the Technology Survey indicated approximately half of teachers occasionally demonstrate fluency in technology use and transferring that knowledge to new technologies and situations. Teachers have stated there is a need to see modeling to promote digital etiquette and social interactions as they relate to technology.

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

There has been a need to increase the use of communication with students, parents, and others via digital tools. The network has been upgraded throughout the entire district. This upgrade has allowed for the increase use of digital tools available. This need has now become a strength within the school district. Majority of teachers have expressed satisfaction in the number of digital tools available to work towards providing a device for every student. Having access to digital tools such as document cameras was another area of need from the surveys administered Fall 2019.

Document cameras were purchase last fall for self-contained teachers at the elementary and all core teachers at the secondary level. As more funds become available, we will purchase additional devices to replace outdated equipment.

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

Technology can be seen as a tool to improve improve productivity and efficiency. research states technology improves communication among parents, teachers and community and it increases teacher productivity. Leaders within the district utilize technology in a variety of ways to increase productivity. School leaders were provided iPad Minis as a digital communication tool. District leaders, principals, and teachers utilize these digital devices daily to complete Eleot online observations and communicate with parents, faculty, staff and stakeholders. Blackboard Connect and NotifyMe with School inSite are two online resources we use by schools to deliver information and emergency notifications. The schools must also keep up-to-date information posted on their school websites for parents to view. The district and schools have a Facebook page and Twitter account for posting information. Strengths associated with technology school leaders are facilitating and participating in learning communities supporting fellow administrators, faculty, and staff in the study of technology. The biggest area of need is the inability to use digital devices throughout the schools. The network has been upgraded, but some devices wireless devices are still being dropped from WiFi. The purchase of new switches and access points should help resolve this problem. School leaders will continue professional development on the use of current technological trends in order to ensure teachers are effectively utilizing technology to enhance student learning.

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

All technology program areas have been addressed. Nothing additional at this time.

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 for the current school year involves using technology to improve learner productivity and preparing students to live and work in a digital world. Active Inspire Software training and introduction to the Promethean Board was provided to all new employees in August by the Technology Coordinator. Each year, faculty members are given the opportunity to attend the Alabama Education Technology Conference (AETC) in June when funds are available. Two elementary and two secondary teachers attended in June 2019. Google Suite training and Digital Literacy training will be on-going throughout the school and provided by the district. We will utilize Alabama Technology in Motion to provide support and training with the new standards. PowerSchool will also be an on-going training provided by the state department throughout 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.

Please see the 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.

Please see attachment

ATTACHMENTS

Attachment Name

 [Data Governance and Use 8.64](#)

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.

Please 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.

Please attachment

ATTACHMENTS

Attachment Name



[Lanett City Schools 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

 [LCS 2019 Tech 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



Lanett City Schools District Assurances

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Data Governance and Use 8.64		• D.5
 Lanett City Schools District Assurances		• G
 Lanett City Schools Virtual Learning Policy		• D.7
 LCS 2019 Tech Goals		• E
 LCS Data Governance Procedures		• D.6
 LCS Inventory 2019		• D.3